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## Research Across the Disciplines

*The most important task of an undergraduate student is to learn to be a member of the discipline community, to tap into the knowledge and practice embodied in that community.*

— J. T. Nichols, *The 3 Directions: Situated Information Literacy*



Kenneth Schlesinger at Cape of Good Hope, South Africa

One gratifying development in *Libraryland* is our transforming reconceptualization of Information Literacy. For better or worse, my library colleagues seemingly have been obsessed with Information Literacy for practically the past two decades. Unfortunately, this has resulted in the erroneous sense that librarians *own* Information Literacy: this is our exclusive area of expertise, only we are qualified to teach and reinforce it. In our attempt to gain a foothold in the realm of academic instruction, we managed to exclude ourselves from the main conversation.

Information Literacy – while critical – is yet one significant competency among many required by graduating students, demonstrating their ability to navigate and critically evaluate the complex information universe. It ultimately does not make sense to consider Information Literacy in a vacuum – it must always be viewed within the context of a specific discipline. When I joined Lehman in 2007, one of the first events I produced featured research presented by Lehman faculty in Anthropology, Education, and Theatre. I recognized that one of our primary mandates as library faculty is to develop a sophisticated and intricate understanding of research across the disciplines.

Lehman's Coordinator of Information Literacy and Assessment, Robert Farrell, has contributed landmark scholarship considering Situated Information Literacy: embedded and contextualized within academic disciplines. This overarching philosophy has defined our library instruction program and distinguished us within CUNY – and even nationally. Like everything else with the Leonard Lief Library, it comes down to *developing relationships* – in this instance: positive, collaborative partnerships with our discipline colleagues. As you can imagine, this is one of the most pleasurable aspects of our job!

We have addressed this initiative more formally and programatically. Not surprisingly, this year's theme for the Leonard Lief Library is Research Across the Disciplines. Robert Farrell and Rebecca Arzola have undertaken a Focus Group project to integrate Information Literacy in the Disciplines, starting with the Sociology Department. Library faculty conducts facilitated discussion with colleagues, querying them about best practices in their research, research expectations for students, and their efforts to prepare students to adopt knowledge in this area of inquiry. Library and discipline faculty are then positioned to engage in a conversation about curricular learning opportunities. Additionally, we have undertaken a fascinating Video Interview Series in which discipline faculty talk about their personal research processes to give students an inside look at what it means to be a scholar. Our first interviews have been with faculty in the Anthropology and Political Science Departments. We will be inviting other departments to participate in both initiatives.

In past newsletters, I've asserted that it's frequently academic librarians who are first to explore emerging technologies with a mind to adapt them to serve our instructional practices. Further, we're also intrigued by innovative developments in pedagogy – *active learning*, *Flipped Classrooms*, *inquiry-based learning* – in order to achieve our goals and aspirations for student learning outcomes. These, too, you'll see first in the Leonard Lief Library.

*Kenneth Schlesinger, Chief Librarian*

## Rethinking Information Literacy

The concept of Information Literacy has a relatively recent history. First coined in the 1970s by Paul Zurkowski, a lawyer presciently aware of how important information seeking skills would be for people's success in modern society, the phrase gave librarians and others a new way to think about how research takes place in everyday life, the workplace, and the academy. Over the next several decades, those advocating for Information Literacy (IL) would abstract general principles from research practices across the disciplines and information-seeking behaviors in everyday life. IL has now become a discipline in its own right.

But as we know, research has taken place within and across academic disciplines since the (also relatively recent) invention of the modern research academy and university system, which began to take root in the early 19<sup>th</sup> century. It was at that time that a new professional class of

researchers and educators began to form, finalizing the modern shift from the medieval scholastic system centered on the trivium and quadrivium, and the Anglo-American college model centered on character building.

Over these past several hundred years of continued professionalization, new disciplines have established themselves, old ones have disappeared, and many have ramified into countless areas of study, each with its own theoretical touchstones, methodological practices, and ways of knowing the world. At the center of these disciplines are mental and bodily dispositions that help guide scholars towards new problems and new solutions to problems – research practices – that are as unique to each individual discipline as they are to each individual researcher.

In recent years, information scientists and librarians including Annmaree Lloyd

(Charles Sturt University), William Badke (Trinity Western University), and others have reminded us to think more about how information practices are acquired within sociocultural forms of practice. Students of a discipline may start out by learning basic rules about how to conduct research, but to become practitioners they must move beyond these rules as they apprentice themselves to other scholars, practice the discipline, and find models for their own research processes.

While IL is and will likely remain an important construct for understanding and teaching research processes, we must keep in mind the contexts in which research takes place if we are to find better ways to acculturate students into their future workplace situations, whether those workplaces are within or outside the academy.

*Robert Farrell*

## Exploring the New ACRL Framework for Information Literacy in Higher Education

On October 31, instructional librarians from the New York metropolitan area convened to discuss a major revision to the way we think about instruction. For more than a decade, the Association of College and Research Libraries (ACRL) has promoted the Information Literacy Competency Standards for Higher Education. These Standards were used by academic librarians throughout the country to devise and assess everything from one-shot instructional sessions to first-year experience curricula to online tutorials. The Standards also served as a tool to promote the concept of Information Literacy with administrators and discipline faculty.

However, these Standards promulgated an approach to Information Literacy divorced from content. In many respects, they can be perceived as hierarchical and somewhat rigid. For example, they tend to emphasize skills such as database searching or keyword selection over challenging students to ask deeper, metacognitive questions about research. As a consequence, an ACRL Task Force resolved to overhaul the Standards, transforming them into a Framework for Information Literacy.

Librarians on the Threshold: An Overview and Panel Discussion of ACRL's Framework for Information Literacy for Higher Education, an event jointly sponsored by ACRL/NY, LILAC, and Barnard College, was designed to introduce area librarians to the new Framework. Trudi Jacobson, Head of Information Literacy for University at Albany Libraries and Co-Chair of the

ACRL IL Competency Standards Task Force, explained that the Framework is built on "threshold concepts." These are transformative and challenging concepts that, once learned, can never be unlearned. They can integrate ideas or elements that previously seemed disparate, moving a learner forward into a new conceptual landscape. Building our new Framework on these "ah-ha" moments is a major shift, and Jacobson discussed the challenges and benefits at some length. Nevertheless, some audience members were concerned about the potential loss of the Standards.

During the following panel presentation, Silvia Lu (LaGuardia) reported on classroom activities she designed using the threshold concept Format as a Process. Lu suggested that rather than attempting to make each session a transformative experience, library faculty should hope to "approach the threshold." Next, Nicole Brown (NYU) explained how threshold concepts provide a springboard and (appropriately) a framework for her work with discipline faculty. Finally, Ian Beilin (City Tech) issued a reminder to librarians that, regardless of whether we adopt Standards or Frameworks or What-Have-You, the goal of Information Literacy is to empower users to form an independent understanding of the information landscape and their place in it.

Additional information and presentation slides are available at [acrlny.org/librarians-on-the-threshold/](http://acrlny.org/librarians-on-the-threshold/).

*Jennifer Poggiali*

## Situating Information Literacy in Sociology

During Spring 2014, faculty from Lehman's Library and Sociology Departments met to pilot an innovative approach to integrating Information Literacy in the disciplines developed by LILAC, CUNY's information literacy advisory council. Library faculty Rebecca Arzola and Robert Farrell conducted three focus group sessions with Sociology faculty Elin Waring, Susan Dumais, and Naomi Spence. The goal of these sessions was to provide Sociology faculty an opportunity to describe the kinds of information behaviors – ways of finding, using, and thinking about information – they want students to embody when they complete their degrees.

Sociology faculty were asked to describe their expectations for how they'd like students to apply information in a variety of contexts or landscapes: within the academy, in the workplace, and in everyday life. Arzola and Farrell asked their colleagues questions that would help them describe those behaviors generically (as abstract skills), in situated terms (as they might be performed within

authentic contexts), and critically (as they might be used to challenge power or transform the world). They are currently analyzing the focus group data into sets of Outcomes Statements that Sociology faculty will be able to use for curriculum design.

In coming semesters we will expand these conversations to other departments. Through this process, we hope to give disciplinary faculty an opportunity to make explicit the tacit goals they hold for students when it comes to skills, situated fluencies, and habits related to information use and research in the disciplines. Further, we hope this project will stimulate a new dialogue between the Library and the disciplines about teaching and learning.

More about the theory and methods guiding our inquiry can be found on LILAC's website: [articulation.commons.gc.cuny.edu](http://articulation.commons.gc.cuny.edu).

*Robert Farrell*

## Interlibrary Loan Service Now Available to Undergraduates

Starting in Spring 2015, undergraduate students will be able to borrow articles via Interlibrary Loan. If Lehman doesn't own an article in print or electronic format, undergraduates can use the ILLiad system to request and access articles.

The article will then be delivered to the patron's ILLiad account usually within two days and will remain accessible for 30 days. Students will receive e-mail notification when the article is available.

To set up an ILLiad account, go to [lehman-cuny.illiad.oclc.org/illiad/FirstTime.html](http://lehman-cuny.illiad.oclc.org/illiad/FirstTime.html). Look for the Request item via Interlibrary Loan link.

But remember – we still own print journals, so please check the library catalog before requesting an article through ILLiad.

*Adelaide Soto*

On November 19, the Library hosted an event titled *Innovation: Research Across the Disciplines*, which highlighted a series of focus groups conducted by Rebecca Arzola and Robert Farrell with three Sociology faculty members (discussed above). Sociology professors Elin Waring and Susan Dumais joined the panel discussion, attesting to the value of the experiment. Both agreed that the LILAC framework and the focus group process helped them identify and articulate Information Literacy goals for their students that had previously been implicit. Should they choose, these IL goals can now be woven into the Sociology curriculum through scaffolded assignments, some of which may involve library research or participation.

Pictured left to right: Elin Waring, Susan Dumais, Robert Farrell, and Rebecca Arzola



## Research in the Workplace: Three Case Studies

Research in the workplace is common and done at all levels of employment, from those entering a new job to long-term employees. According to Alison J. Head's 2012 study of information-seeking practices among college graduates, new hires tend to respond to research needs with information quickly downloaded from the Internet. "There is a distinct difference between the information competencies and strategies today's graduates bring with them to the workplace and the broader skill set that more seasoned employers need and expect" ([projectinfofolit.org/images/pdfs/pil\\_fall2012\\_workplacestudy\\_fullreport\\_revised.pdf](http://projectinfofolit.org/images/pdfs/pil_fall2012_workplacestudy_fullreport_revised.pdf)).

Many library faculty at Lehman have work experience in special libraries, including medical, news, and arts and education libraries. Today graduates in many fields are expected to have strong information-seeking skills and behaviors. Librarians can support students by considering what they need to know for their coursework and what critical thinking practices might be useful in the workplace.

### *How Medical Professionals Use Research*

Attending physicians (those holding privileges to treat patients as well as supervise medical residents), medical and dental residents (medical/dental school graduates who work in hospitals and clinics under supervision), and medical and nursing students apply research to make, support, or alter their practice and patient care decisions.

When patients come to the hospital or clinic with unusual symptoms or diseases not commonly seen, or if patients are not responding to the treatment prescribed, medical professionals will consult core textbooks in the field and search the journal literature for case studies or clinical trials. In former positions as Reference Librarian at Memorial-Sloan Kettering Cancer Center and the St. Barnabas Hospital Medical Library, I was often called on to search the literature to find relevant case studies and journal articles.

All medical professionals must also stay current with medical literature by reading journals in their field of specialization. I assisted them by selecting and providing access to the best, most highly rated journals, and scanning incoming issues and alerting department heads of newly published relevant research.

When working at New York Academy of Medicine, I was requested to find articles for consumers seeking information about usually very serious medical conditions, clinical trials studying experimental treatments, or information about physicians being considered for consultation. We also provided research to attorneys representing patients harmed by medical care and treatments.

The number one resource, in all these cases, was MEDLINE, the National Library of Medicine's biomedical database.

*Robin Wright*

### *How Journalists Use Research*

Journalists – print, broadcast, digital media – rely heavily on research to support their writing, reporting, and visual creations. In my former positions as Director of the Research Center at Newsweek magazine and at ABC News, I worked with journalists to verify facts, find background information, locate experts, and provide books, articles, and websites with the most current, authoritative information on complex subjects. On deadlines of only a few hours, librarians in the Research Center would search databases and the Web to compile accurate profiles of subjects, people, and events that had just popped into the news.

Journalists would use this information to conduct interviews, take photographs, investigate leads, and write a story or script for publication or broadcast. Fact checking was done via e-mail or phone to make certain every piece of information was correct. Journalists would do long-term research to cover their "beat" and remain current on the latest breakthroughs and trends in fields such as science, medicine, business, education, and the arts. Reviewing ongoing searches of databases and news feeds was common practice. All good journalists use research to produce reports that are accurate, interesting, relevant, and entertaining. Research is indispensable to their profession.

*Madeline Cohen*

### *How Theatre Artists Use Research*

Directors, theatrical designers, and actors use research to inform decisions they make about the style and look of a play and the period and culture in which the play is set. Research can be textual, data, or image-rich to provide evidence about the characters and the play's setting. A dramaturg may serve as advisor to the production, and consults library resources for a number of purposes.

## Research in the Workplace: Three Case Studies (cont.)

According to Claudia Case, Assistant Professor of Theatre at Lehman, “Dramaturgs use a variety of library resources to explore the critical, historical, and cultural context of plays for theatrical productions, and to get information about previous productions of particular plays. Dramaturgs share this research with the creative team involved in staging a new production and use it to develop program essays and other materials that help audiences engage with the play and the production.”

In the years after college, I worked in a theatrical costume shop, and then pursued work and costuming study at Yale School of Drama. Costume designers use libraries to compile information about what characters in the play might wear. They look at paintings ([www.metmuseum.org/research/digital-collections](http://www.metmuseum.org/research/digital-collections)), read cultural histories, view digital image collections such as Artstor and the New York Public Library Digital Collection ([digitalcollections.nypl.org/](http://digitalcollections.nypl.org/)), and consult books about what people wore. They might even access production history information to see how costumes were portrayed in past stagings. Vintage magazines like *Vogue* (now available in database form through New York Public Library at [www.nypl.org/collections/articles-databases/vogue-archive](http://www.nypl.org/collections/articles-databases/vogue-archive)) and *Ladies Home Journal* ([hdl.handle.net/2027/umn.31951000583382b](http://hdl.handle.net/2027/umn.31951000583382b)), and store

catalogs provide information about what clothing people might have purchased or created. In fact, some magazines also contained sewing patterns. If the production is staged in an authentic period style, designers and costumers need to research technological innovations of the era to discover what colors were available, which dyes were popular, and which fabrics and notions – such as ribbon and buttons – might have been used.

After the play is produced, libraries such as the New York Public Library for the Performing Arts will preserve costume sketches, set designs, lighting plots, and production scripts. Performances may be videotaped. These materials will be useful to directors and designers of future productions of the play.

Ultimately, researching costumes reinforced my desire to pursue a master’s in library science and led me to the next stage in my career: building and directing an arts-in-education library at Lincoln Center.

Alison Lehner-Quam

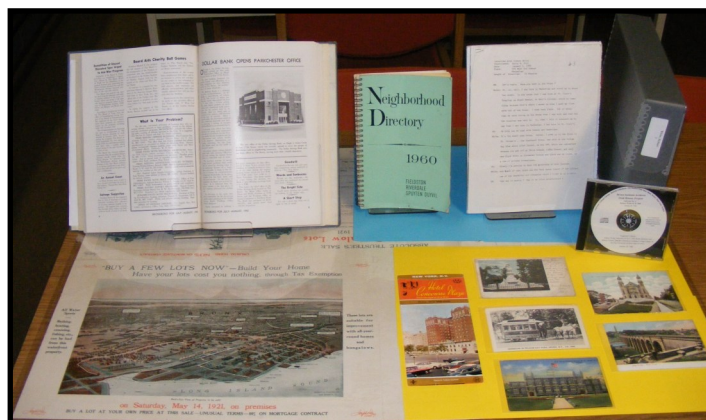
## It’s All About the Bronx

This year we celebrate the Centennial of Bronx County, founded in 1914. Holding notable archival collections, Special Collections has been particularly active offering Bronx research to undergraduate and graduate students, faculty, journalists, city planners, authors, teachers, and community members.

Our Bronx focus grew out of an NEH-funded *Community Oral History* initiative received in the 1980s. The interviews captured number over 400 and form the core of the Bronx Institute Archives. They contain observations on daily life of Bronxites born mostly between 1885 and the 1940s. Observations are shared about distinct Bronx neighborhoods, including themes such as family life, immigration and ethnicity, housing, work, education, worship, transportation, recreation, growth, and change.

Supplementing the oral histories are additional primary and secondary sources: sheet maps and atlases; community history books; articles and reports; prints and broadsides; photographs; slides; “morgue” clippings; postcards; real estate auction brochures; curriculum guides and lesson plans; local newspapers; city directories and telephone books; personal papers and manuscripts; and organizational records.

Sample organizational records include: *Riverdale Neighborhood House* (a settlement house providing human and community services and programs for 130 years); *Fordham Manor Reformed Church* (established in 1696, the oldest Bronx church with a permanent ministry); and the *Bronx Chamber of*



Bronx archival materials

*Commerce* (1896-1968). Authors’ and scholars’ working papers include *The Jill Jonnes Collection* (South Bronx); *Rev. Dr. William A. Tieck Collection* (Riverdale, Kingsbridge, and Spuyten Duyvil), *Robert Loeb Collection* (parks and urban forests).

Researchers also enjoy using Bronx websites developed at Lehman: *Bronx Business for Everybody*; *Childhood in the Bronx*, *Public Art in the Bronx*, and its companion *Bronx Architecture*; *Discovering the Bronx* (census); and the *Bronx Information Portal*. The depth of resources helps researchers appreciate the rich diversity of the Bronx, and to recognize the foundational research upon which to build.

Janet Butler Munch

## OneSearch is Here!

The newest research tool is front and center on our website. It is called *OneSearch*. While still in beta, library faculty has started to teach students how to use *OneSearch* at the Reference Desk and in instruction classes.

Here is a brief FAQ to pique your interest and point out the strengths and limitations of *OneSearch*:

### What is OneSearch?

You can now search for books, e-books, articles, multimedia, and other resources in *OneSearch*. The search will retrieve items from a substantial number of library resources, such as the catalog, databases, e-book subscriptions, and e-journals, and provide you with full text of most items.

### Is OneSearch only at Lehman?

No, *OneSearch* is a service provided and maintained by CUNY's Office of Library Services. It is available, in customized versions, at every CUNY library, and each library may choose how and when they would like to implement it.

### Does OneSearch cover every database the Library has?

No, but major databases in a wide variety of subjects are covered. We recommend *OneSearch* as a starting point for broad subject searches. There will always be a need to use specialized databases for more complex searches and for Reference materials, statistics, historical materials, and topical e-collections. All Library databases will continue to be available on the website via our Databases A-Z and Databases by Subject lists, as well as in our Research Guides.

### Can I still search the Library Catalog?

Yes, the link to the Library Catalog is on the website under Find Resources. You can search for items at Lehman and all CUNY libraries, request books from other CUNY libraries, renew books, and more. *OneSearch* contains all basic features of the catalog, plus new features such as Browse Shelf, which shows you a virtual shelf of books related to your search. This is advantageous for remote users who want to "see" what the Library has on its shelves.

### Am I searching the Web or Google Scholar in OneSearch?

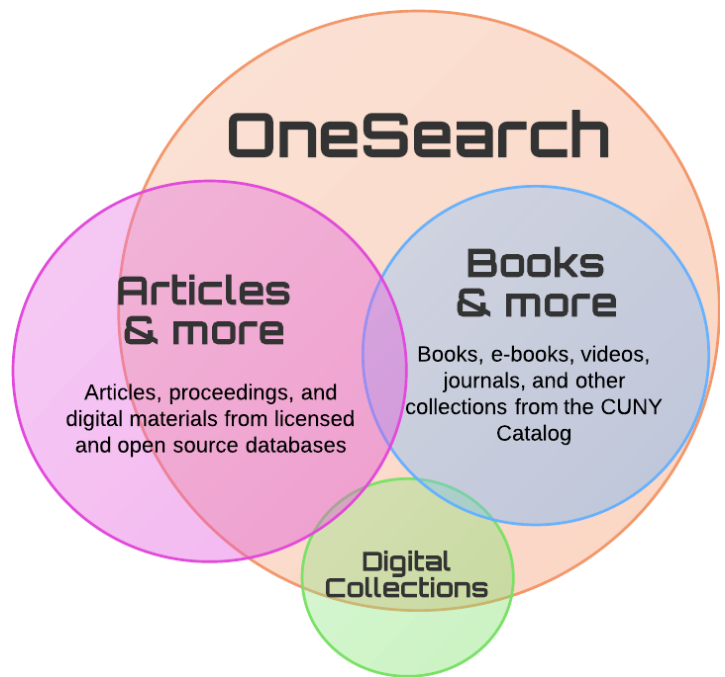
No, to search the Web you will want to use Google (and related tools such as Google Scholar, Google Books, YouTube, etc.).

### Can I save my search results and send them to a reference manager such as EasyBib or RefWorks?

Yes, you certainly can. You save your search queries as well as search results in your "e-shelf." These will be saved permanently if you sign in with the barcode on your Lehman ID.

### What is the main advantage of OneSearch?

It is a one-stop search tool, covering a vast amount of subscription resources not freely available on the Web. In most searches, you are likely to find excellent references for your



The OneSearch ecosystem

research, discovering new sources that you might not have considered, such as e-books, DVDs, broadcast transcripts, newspaper articles, or articles from a database outside the subject you are searching. Most importantly, you will discover ways to narrow or broaden your search through *OneSearch*'s faceted browsing (the links on the left of the search results screen).

*OneSearch* is not only a time-saver, but results in searches that open up the Library's collections as never before.

Try *OneSearch* and send us your feedback!

*Madeline Cohen*

## Using Google Scholar Off-Campus

Like *OneSearch*, Google Scholar is a great place to begin an inquiry on a topic. It covers a broad range of subjects, and utilizes keyword searching for large and varied search results.

Some of the articles you'll find in Google Scholar are available only to individuals or institutions with paid subscriptions. When you search Google Scholar from home (or anywhere off-campus), make sure you log in via the Library's website. That way you'll have access to all Lehman's subscription databases.

Go to [www.lehman.edu/library](http://www.lehman.edu/library) and click Databases. Select Databases A-Z List, and find Google Scholar under (what else?) G!

## ICPSR: Researching Across the Disciplines

The Inter-University Consortium for Political and Social Research (ICPSR), is one of the oldest social and behavioral science data archives that collects and releases data sets for research and instruction. Based at University of Michigan, ICPSR was established in 1962. It is accessible through the Library's Database A-Z list, [www.lehman.edu/library/database-a-z-list.php#1](http://www.lehman.edu/library/database-a-z-list.php#1).

The screenshot shows the ICPSR website's search interface. At the top, there are navigation tabs for 'Find & Analyze Data', 'Membership in ICPSR', 'Deposit Data', 'ICPSR Summer Program', 'Resources for Instructors', and 'Data Management & Curation'. Below this is a search bar with the text 'Find Data' and a 'GO' button. To the left of the search bar, there are several news items and links. To the right, there are 'More Search Options' and 'Search Tips' sections. The 'More Search Options' section includes links for 'Browse by topic', 'Browse by series', 'Browse by geography', 'Browse by investigator', 'Browse international data', and 'View all studies'. The 'Search Tips' section provides advice on how to search for specific topics, variables, research questions, and datasets. At the bottom of the page, there is a footer with contact information and social media links.

ICPSR website

ICPSR's mission is to advance and expand social and behavioral research. Its goals are to share resources through discoverability, educate present and future methodologists and data scientists, provide data to fulfill grant requirements, and assure long-term viability of research data.

### Student Worker = Student Researcher

Each semester Access Services (Circulation, Reserves, and Interlibrary Loan) employs part-time student workers. They shelve books, maintain book order, and check out titles, responsibilities vital to the Library. Working in the Library can help student workers ask more questions, become better researchers, and increase overall confidence as students.

When asked the question, "Has your employment in the Library helped you become a better student?" Sujenie Badias-Espinal, one of our graduate student employees, responded:

*Libraries to me are like bakeries to others. I love the smell of the Library – the smell of books, old and new. Naturally, during my first semester of graduate school, I made it a point to become acquainted with the Library. I first became familiar with the Circulation/Reserve Desk, the layout of the Library, and of course, hours and fees. I was introduced to the scanner and the possibility of scanning my required readings. Additionally, my class received a tour of the Library, where we were given a demonstration on how to*

ICPSR seeks out data from researchers, research agencies, foundations, and the U.S. government. This data is used in research studies or papers to teach quantitative methods or data analysis techniques, support secondary research, and demonstrate quantitative need in grant proposals.

You can search ICPSR by keyword, topic, series, geographic location, investigator, and thematic collection. Popular downloads include National Longitudinal Study of Adolescent Health, National Survey on Drug Use and Health, Children of Immigrants Longitudinal Study (CILS), Drug Abuse Warning Network, and American National Election Study.

Data is downloaded through a MyData account. Downloads include the original questionnaire and a searchable code book in PDF format, description, and citation for bibliographies. Data can be delivered via SPSS, SAS, Stata, and ASCII formats.

Membership includes 750 international universities, institutions, and government agencies. As a member, the Lehman community has access to curated data sets.

Other ICPSR resources include: Data-Driven Learning Guides ([www.icpsr.umich.edu/icpsrweb/instructors/biblio/resources](http://www.icpsr.umich.edu/icpsrweb/instructors/biblio/resources)); ICPSR YouTube Channel ([www.youtube.com/user/ICPSRWeb](http://www.youtube.com/user/ICPSRWeb)), which includes webinars, videos, and tutorials; ICPSR Announcements Listserv ([www.icpsr.umich.edu/icpsrweb/content/membership/lists/index.html](http://www.icpsr.umich.edu/icpsrweb/content/membership/lists/index.html)); and Databytes ([www.icpsr.umich.edu/icpsrweb/content/membership/publications/bulletin/databytes.html](http://www.icpsr.umich.edu/icpsrweb/content/membership/publications/bulletin/databytes.html)).

Rebecca Arzola, Lehman ICPSR Representative

*better use the Lehman library website and research databases.*

*When I began working in the Library during my second semester, I was aghast at the things I did not know. I have since learned to streamline my queries for better search results. I learned about Interlibrary Loan, and regard it as my passport to multiple libraries in other worlds. Since working in the Library, I have become privy to research tools that have helped me broaden the depth of my schoolwork. I am grateful for my staff position in the Library because it has helped me to be a better overall student and researcher.*

We understand the importance of student workers and value the services they provide. We are proud of the benefits derived from working here, which include supporting students to improve their learning potential, as well as a valuable introduction to work experience.

Adelaide Soto

## Digital Media and Social Media

To respond to the tech-savvy behaviors and visual orientation of today's digital natives, academic libraries have embraced social media and digital signage. These tools can enhance communication and extend library services and visibility beyond traditional physical boundaries. During my summer internship in the Leonard Lief Library, I was able to leverage my extensive marketing and digital services background gained during a career at Time Inc. to evaluate and recommend ways the Library could achieve even greater impact through its social media channels, as well as develop a plan for implementation of digital signage.

### Social Media Presence

The Library has an active presence on Twitter, Facebook, YouTube, and Pinterest. Yet it is also important to recognize that this social media activity exists as just one part of an active social media environment at Lehman College, where there are over 22 social media accounts. Just as important, the Library's social media presence exists within the ecosystem of its several hundred followers and retweeters.

Using Netbase, a social intelligence listening tool that scrapes public social conversations and scores them on the basis of media impressions\* generated, I analyzed the level of social media conversations occurring around the Library and the College from May 2012 to August 2014. The majority of conversations about both the Library (99%) and the College (72%) occur in Twitter.

Over that two-year period, the Library was author of 444 posts that generated 95,391 impressions. But more astonishing was the fact that the 168 Twitter posts *about* the Library generated

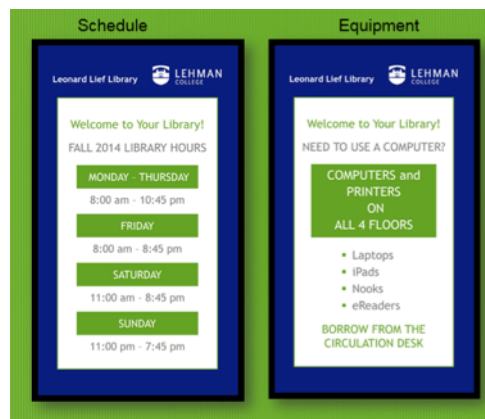
898,163 impressions! Why do 168 follower posts generate 10x more impressions than the 444 posts by the Library? The answer is the multiplier effect of followers who tweet and retweet posts among *their* even larger social networks.

This finding demonstrates that the Library will gain even greater audience and influence by engaging with and responding to the conversations in its social ecosystem. Key recommendations resulting from these findings are:

At the Library level in Twitter, build influence by responding with thank yous, Retweets, or Favorite Tweets that contain @lehmanlibrary.

At the College level, monitor Lehman College hashtags for associated subjects, and comment on them.

Respond to posts from student associations who mention the Library in social media. An example of such an opportunity occurred in June when the student government proudly mentioned on Facebook the accomplishment of an initiative to extend Library hours.



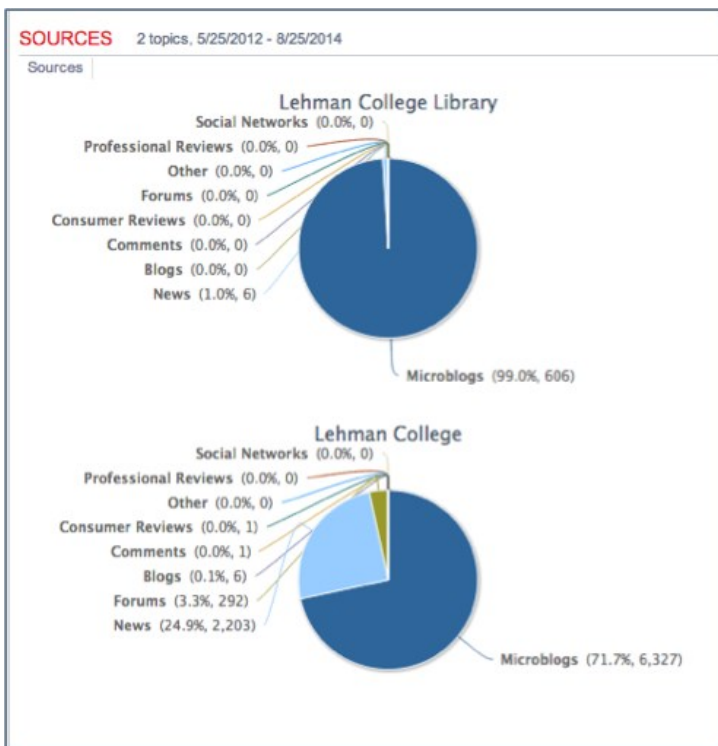
Library signage designed by Wendy Ball

### Digital Signage: Coming Soon

Lehman College will soon have digital signage capabilities with the arrival of several plasma screens. In anticipation, library faculty Madeline Cohen, Jennifer Poggiali, and I developed a template and boilerplate language on hours, events, services, and amenities. Digital signage and social media are tools that enhance the Library's communications with the Lehman College community.

Wendy Ball, Library Intern

\*Media Impressions = the number of people who are estimated to have seen or read an ad or social media post one time.





## Faculty Professional Activities

REBECCA ARZOLA, ALISON LEHNER-QUAM, and ROBIN WRIGHT presented Maps, Apps and Stats: What's New in Quantitative Resources in June at Hispanic Education Technology Services (HETS) Technology Showcase: Best Practices in Teaching with Technology.

MADLINE COHEN, ALISON LEHNER-QUAM, and ROBIN WRIGHT presented The Information Literacy Flipped Classroom: Lesson Planning Workshop at Georgia International Conference on Information Literacy in October.

MADLINE COHEN, ROBERT FARRELL, and JENNIFER POGGIALI presented Approaches to Teaching *OneSearch* at the Reference Desk at LACUNY's Reference Roundtable in October.

This past summer ROBERT FARRELL presented with William Badke at the Library Instruction West Conference at Portland State University on why and how librarians should work with disciplinary faculty to develop stronger Information Literacy learning opportunities within existing curriculum. His article, Action Research, Assessment, and Institutional Review Boards (IRB): Conflicting Demands or Productive Tension for the Academic Librarian?, recently appeared in *New Review of Academic Librarianship*.

ALISON LEHNER-QUAM, Amanda Gulla (Middle and High School Education) and Limor Pinhasi-Vittorio (Literacy) were awarded a grant from CUNY's Office of Academic Affairs, via MOU with New York State Education Department through a Race to the Top award, which funded a two-part workshop series in September, Inquiry and Creativity in Teacher Education: Fostering Dialogue Between Teacher Educators and Arts and Sciences Faculty. The presenters showcased their work at the CUNY Common Core Symposium in October. Lehner-Quam has recently joined the New York City School Library Council, where she serves on the Advocacy Committee. In July, she also helped secure the Maxine Greene Collection.

JANET BUTLER MUNCH and Emita Hill, Co-Editors, published *Bronx Faces and Voices: Sixteen Stories of Courage and Commitment* (Texas Tech University Press, 2014). They were interviewed on BronxNet's Book Talk Series in October. Dr. Munch's previously published article, Libraries of New York: The Bronx Institute Archives of Lehman College, also appeared in a 75th Special Issue of *Urban Library Journal* (2014).

In June, JENNIFER POGGIALI presented Got Innovation?, a joint session with Institute of Museum and Library Services (IMLS) Senior Library Program Officer Tim Carrigan at the ALA Annual Conference in Las Vegas. This spring she served as a peer-reviewer for IMLS' National Leadership Grant program. She is co-chairing the LACUNY Institute 2015 Planning Committee with Alexandra Rojas (LaGuardia).

KENNETH SCHLESINGER served on the Program Committee for the international, three-day SIBMAS-Theatre Library Association Conference, Body, Mind, and Artifact: Reimagining Collections, held at John Jay in June. He is on the Planning Committee for the IMLS Living Archives Grant with Dance Heritage Coalition.

JOHN SCHRINER collaborated on a workshop at Columbia University showcasing Raspberry Pi projects inside and outside the library. John's focus was on mesh-networking and library boxes.

ROBIN WRIGHT and Latrina Keith (NY Academy of Medicine) published Wearable Technology: If the Tech Fits, Wear It in *Journal of Electronic Resources in Medical Libraries*.

## Inquiry and Creativity in Higher Education: Fostering Dialogue

Three Lehman faculty members, brought together by their passion for teaching that nurtures the imagination, partnered on a project that sparked dialogue across disciplines and gave faculty members who rarely have a chance to collaborate the opportunity to learn from each other.

This project, developed by Associate Professors Amanda Gulla (Department of Middle and High School Education) and Limor Pinhasi-Vittorio (Counseling, Leadership, Literacy, and Special Education), and Education Librarian Alison Lehner-Quam, aimed to support Lehman College's Arts and Humanities, Natural and Social Sciences, Education, and Library faculty who work with teacher candidates and undergraduate students to find opportunities for inquiry-based learning and creativity within the context of the Common Core State Standards (CCSS). In particular, the project allowed participants to explore use of inquiry-based learning as a tool in teaching complex texts and ideas and in developing students' ability to make evidence-based arguments.

Funding for this project, from CUNY's Office of Academic Affairs, via MOU with New York State Education Department through a Race to the Top award, allowed for development of two 2-hour workshops. Faculty members from Lehman's Psychology, Sociology, Chemistry, English, School Counseling, Middle and High School Education, Literacy, Early Childhood and Childhood Education Departments, and the Library examined the Common Core State Standards related to text complexity and argument. Participants shared an example of a complex text they use in their courses, and brainstormed ways to creatively address challenges students face in comprehending these complex texts. Working in groups, they composed an argument to support their strategies for teaching complex texts. (The model for constructing arguments was drawn from the eighth grade

standard). In the following session, participants presented their arguments in an alternative form such as music and poetry.

Three educators participated in a discussion about the realities of finding room for inquiry and creativity within the CCSS: Diana Behan, recently retired New York City Department of Education birth-12 teacher, reading specialist, and literacy coach (over 30 years), adjunct instructor in Literacy Studies, Lehman; Michael Dodes, Library Information Specialist, A. Philip Randolph Campus High School, New York City Department of Education; and Molly Sherman, English and ESL Teacher, Kingsbridge International High School, New York City Department of Education.

This project initiated and supported a cross-campus conversation about inquiry and creativity in aspects of the Common Core. Attendees continued their discussions beyond the end of the workshops and expressed ways they planned to stay in touch. Ideas were shared about each other's courses and ways to improve instruction. As part of a survey after the final workshop, participants noted an increase in agreement that the skills the CCSS are designed to help students acquire, align with the thinking/reading/writing skills characteristic of their discipline. Gulla, Pinhasi-Vittori, and Lehner-Quam are interested in further exploration of the role of creativity and inquiry in today's schools.

This Research Guide was developed for the workshop series: [libguides.lehman.edu/InquiryandCreativity](http://libguides.lehman.edu/InquiryandCreativity).

*Amanda Gulla, Limor Pinhasi-Vittorio,  
and Alison Lehner-Quam*

## Learning, Networking, and Using Technology



Eimmy Solis and Rebecca Arzola

My internship experience at Leonard Lief Library during Summer 2014 was highly educational and rewarding. All library faculty and staff were great mentors. They provided me with opportunities to answer questions at the Reference Desk and helped me navigate many CUNY resources and services. They also offered

insightful advice on research, publishing, presenting at national conferences, and handling future tenure-track librarian responsibilities.

One of my major projects was creating a promotional video for a new CUNY-wide library resource, access to the *New York Times*

website. Students, faculty, and staff can sign up for free, yearlong subscriptions to the *New York Times* website and phone apps using a CUNY e-mail. I created a video showing how to register on the website and what resources are available.

Instructional Technologies Librarian Jennifer Poggiali guided me through the production process by helping brainstorm ideas for the tutorial, write the script, and shoot the video on the beautiful Lehman campus. She also taught me how to use the video editing software Camtasia. In the future, I hope to employ my new skills to develop learning tools for students taking online courses.

The library community is known for its generosity. Lehman faculty and staff have been exceptional in giving me a great skill set to succeed as a new librarian.

*Eimmy Solis, Library Intern*

## Xie, Xie, Kachuen Gee!

Note: These remarks were given by Chief Librarian Kenneth Schlesinger at a farewell reception for Kachuen Gee on September 19, 2014.

Veteran librarian Kachuen (Carol) Gee announced her retirement from the Leonard Lief Library effective September 2. We still can't quite believe it: Carol is a Lehman institution, having worked here as Head of Technical Services since March 1986.



Front row, left to right: Haiping Cheng, Janey Chao, Kachuen Gee, Song-qian Lu; Back row, left to right: Yi Sheng, Kenneth Schlesinger

Carol had one of the Library's most challenging and demanding jobs. She oversaw acquisition and cataloging of library materials in all formats: print monographs, standing orders of reference works, electronic resources, e-books and electronic journals, and multimedia. She dealt with a multitude of national and international vendors, as well as Lehman's offices of Budget, Procurement, and Accounts Payable. Sometimes it was not a pretty picture, but Carol managed to keep her perspective and – most importantly – sense of humor. She developed a battle-weary sense of the absurd when dealing with notorious CUNY bureaucracy. And – for better or worse – she learned how to navigate CUNYfirst – though I personally thought this would ultimately push her over the edge!

Moreover, Kachuen skillfully managed the Library's resource budget for a number of years, which may very well be the hardest task we face. As Carol would be first to tell you, the Library never has enough funds and has essentially negotiated a budgetary crisis each year. A less robust individual might respond to this with fatigue, despair – or even nausea.

But not our Carol, who was a tireless advocate for increased library funding and resources to meet the needs of Lehman students and faculty. Carol also supervised our largest unit –

two faculty and three support staff – who most recently have been deluged with major donations of books, journals, manuscripts, musical scores, and videotapes. She not only located space to stage incoming materials, but then prioritized what got cataloged first in order to become shelf-ready for users.

Kachuen Gee remained active with the Women's Center on campus, particularly by promoting Chinese cultural events, bringing traditional musicians and political figures here. One of her major contributions to CUNY libraries was being pivotal in organizing the two-year CUNY-Shanghai Library Faculty Exchange Program. As cultural ambassador, Carol visited the Chinese host institutions of Shanghai Normal and Shanghai Universities. She worked closely with me as project director, helping to design the program, translate the exchange agreement, and greet visiting Shanghai librarians, frequently entertaining them out of her own pocket. Chiefly, she functioned as *Den Mother*, providing a friendly face, onsite support to visitors navigating a strange city, and helping resolve unexpected intercultural misunderstandings as they arose. Truly, I could never have accomplished this unprecedented and ambitious program without her ongoing support.

As a HEO, Carol pursued an active research agenda, primarily in the area of Chinese genealogy. As granddaughter of the Republic of China's first President, Yuan Shikai, Kachuen practically functions as royalty here. With Baruch colleague Janey Chao, she has been involved in a multiyear project to document the genealogy and history of her distinguished ancestors and descendants, involving extensive travel in her country of birth. We are excited that she has chosen to focus on this important project as a keystone of her retirement.

Further, Carol has been an active member of Chinese American Librarians Association (CALA), currently serving as President and producing engaging programming for this community. In essence, she has evolved into a national leader of this important undertaking.

Lastly, I will miss what I affectionately refer to as *CNN*: the *Carol News Network*. If you want news about CUNY – or activities of a colleague – it was always a good idea to turn first to Carol. We will miss her warmth, sense of humor, and generosity with colleagues. We salute and acknowledge her many years of dedicated service to Lehman's Library and members of our community. Xie, Xie [thank you], Kachuen Gee!

## Bronx Faces and Voices: Sixteen Stories of Courage and Community

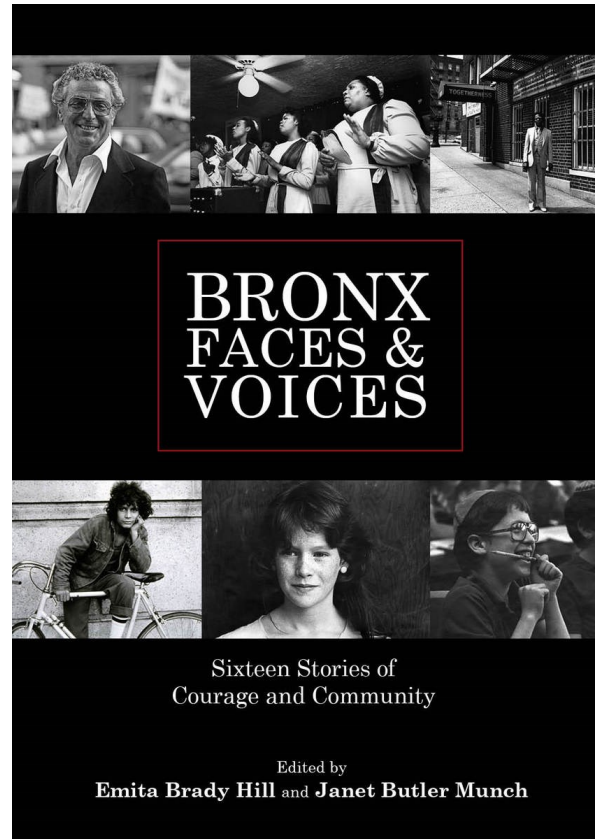
I've worked with Special Collections Librarian Janet Munch for four years. I always appreciate when she asks me to help her on any of her projects. Working on *Bronx Faces and Voices* with Janet and Emita Hill turned out to be one of my favorite projects. The book is comprised of a collection of 16 interviews with Bronx residents working to improve the Borough, primarily in the 1970s and 1980s, some as elected officials, religious leaders, or activists.

I loved how interviewees were encouraged to share their experiences. Since these interviews were conducted during the early 1980s, we are able to go back in time and see what life was like through their eyes. They tell us about how they perceived change (for better and worse), and what they have learned. Sometimes I'd listen to a recording of an interview and could picture the details that were given.

*Bronx Faces and Voices* is one of those books you can read over and over again. You will learn something new about the Bronx every time. Each reader will get something different out of it. It could be a great choice for book clubs.

Find it in the library catalog, Amazon, or through the publisher's website: [tupress.org/books/bronx-faces-and-voices](http://tupress.org/books/bronx-faces-and-voices).

Mariela Galarza



### Biblio-Tech Staff

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For previous issues, see:

[www.lehman.edu/library/newsletter.php](http://www.lehman.edu/library/newsletter.php)



### Fall 2014 Hours

Monday – Thursday	8:00 a.m. – 10:45 p.m.
Friday	8:00 a.m. – 8:45 p.m.
Saturday	11:00 a.m. – 8:45 p.m.
Sunday	11:00 a.m. – 7:45 p.m.

#### EXTENDED HOURS:

December 16 – 22	
Monday – Sunday	OPEN UNTIL MIDNIGHT
December 23	8:00 a.m. – 10:45 p.m.

#### INTERSESSION HOURS:

December 26, 2014 – January 25, 2015	
Monday – Friday	9:00 a.m. – 4:45 p.m.
Saturday and Sunday	CLOSED

#### CLOSED:

Wednesday, December 24  
Thursday, December 25  
Wednesday, December 31  
Thursday, January 1, 2015  
Monday, January 19, 2015

[www.lehman.edu/library/library-hours.php](http://www.lehman.edu/library/library-hours.php)