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Transliterations

Transliteracy (*pl. transliterations*) is the ability to understand and communicate – i.e., to be “literate” – across all communications platforms, including sign language, speech, reading, writing, mass media, and social media.

I was a bookworm. Every week I’d visit my local public library at the Chevy Chase Community Center in Washington, D.C. and take out the maximum number of books: six. Then I’d go home and read them all in one evening. In the fifth grade, we had to keep a list of all the books we had read. At the end of the semester, mine numbered over 250 titles. The teacher didn’t believe me, until I went through and described those I had read. But I was hooked...

Somewhat accidentally, this issue of *Biblio-Tech* discusses literacy: how we promote it, best practices, reinforcement, and the pleasure of reading for lifelong learning. Originally – we were supposed to explore five Themes of the Leonard Lief Library, in honor of our new President José Luis Cruz:

- ◆ *Library as Locus for Research, Discovery, and Empowerment*
- ◆ *The Innovative Library*
- ◆ *Library as Cultural Center*
- ◆ *Library as Community Resource*
- ◆ *The Self-Sustaining Library*

While of course I’m inspired by all these Themes – what emerged in articles submitted by library faculty was actually an investigation of the fundamentals of literacy. Alison Lehner-Quam started our *Read Aloud* series at the Child Care Center and we have also sponsored library visits from elementary school classes to prepare them for the excitement and rigors of a college library. Jennifer Poggiali considers how to embed and foster recreational reading for individual development. In a personal sketch, Robert Farrell recalls seeking poetry at the library while growing up in Houston – which prompted me to include my own anecdotal experience with libraries.

Today’s diverse and multiformat libraries contain their own special challenges and opportunities of access, serendipity, information retrieval, and application. Contemporary students and researchers must develop skills to successfully navigate varied formats including books, peer-reviewed articles, popular sources, white papers, grey literature, blogs, and video repositories. For this reason, the Library advocates refinement of *transliterations*, towards a broad range of understandings including digital literacy, media literacy, and visual literacy, for starters. Stefanie Havelka stresses the necessity of competencies in digital literacy, while Sean O’Heir introduces *Kanopy*, our first streaming media platform driven by patron acquisition. Janet Munch presents Brooklyn Art Library’s fascinating Sketchbook Project, which encourages visitors to create their own *DIY* visual resources.

As library faculty both negotiates and interrogates the dynamic binaries between print and online, physical and virtual space, face-to-face reference encounters and virtual chat, we are simultaneously energized and frankly overwhelmed by the current information universe. Nevertheless – even within these shifting sands – we remain committed to our core principles of access to information, freedom to read, and user privacy. Librarians continue to embrace innovative pedagogies to support our mission of patron empowerment. Finally, we want our library spaces – the ultimate community cultural centers – to be welcoming, inviting, inspiring: the locus of collaborative inquiry.

Will you *Dare to Dream* with us?



Library Stacks Supervisor Elizabeth Mena and Lehman College President José Luis Cruz

Kenneth Schlesinger
Chief Librarian

College Students and Digital Literacy: The Path to Success in the Workplace

The article, “From Written to Digital: The New Literacy” (<http://er.educause.edu/articles/2016/3/from-written-to-digital-the-new-literacy>), published in March/April 2016 *Ed-ucation Review*, made me ponder: What are we doing to make our students successful digital citizens?

The authors emphasize why digital literacy is *the* core literacy concept students should learn in college. General readers, as well as educators, might question whether “digital” literacy outranks or should be separated out from other literacy competencies. You might wonder further, aren’t all our students - especially the so-called Millennials - digital natives and, as such, digitally literate? Not according to a study cited in the article: 44% of students claimed to be digitally prepared, contrasting with the employer’s perception of entry level employee’s digital readiness, which was a mere 18%. While students adeptly navigate the hardware on many devices, my experience at the Reference Desk and in class attest that digital natives may still need support.

Digitally literate students are able to:

1. Evaluate and find information online
2. Look at problems from a digital viewpoint
3. Learn new digital tools quickly
4. Assess digital solutions and select the best method
5. Become and remain active lifelong self-learners
6. Use digital tools (software, apps, etc.) to solve problems

Juxtaposing some of these six objectives with our daily work practice strengthens not only our role as academic librarians and instructors, but as change agents for a new, unpredictable digital future.

◆ Evaluate and find information online

The Library’s Instruction Committee meets regularly to discuss and try out new teaching methods that foster modern information literacy skills. We have embraced mobile teaching (<http://libguides.lehman.edu/c.php?g=331748&p=2229462>), flipped classroom (http://libguides.lehman.edu/flipped_classroom), and video tutorials (<http://www.lehman.edu/library/video-tutorials.php>).

◆ Use digital tools (software, apps, etc.) to solve problems

We teach students different digital citation tools (EasyBib, Refworks), either as part of our class sessions or as extra workshops.

◆ Assess digital solutions and select the best method

We are constantly assessing and then offering digital solutions such as eBooks (<http://www.lehman.edu/library/find-ebooks.php>), streaming video service (<http://lehman.ezproxy.cuny.edu:2048/login?url=http://lehman.kanopystreaming.com>), mobile apps (<http://libguides.lehman.edu/apps>), and open education tools (<http://academicworks.cuny.edu/oers/>).

◆ Become and remain active life long self-learners

This is one of the most essential objectives. At the Reference Desk and in my classes, I try to highlight how research methods are transferable to real life settings by giving everyday examples – thereby helping students understand the value of becoming and remaining digitally-ready researchers. For instance, during library instruction in an English 111 class, we often apply critical thinking skills to an example of buying shoes. Using a whiteboard, the class brainstorms criteria and discusses how context plays an important part in decisions. Students learn that we apply critical thinking skills in day-to-day activities - and that we can hone those literacy skills.

Our efforts in the Library support the article’s highlighted goals:

“Students must be prepared for nonlinear careers, pivoting to match the ever-changing work landscape. At the end of the day, digital literacy is about solving the problems facing today’s world. By incorporating digital literacy across core subjects, colleges and universities will prepare their students to live at the intersection of humanity and technology.”

Stefanie Havelka

Leisure Reading for Children: NYC Reads 365



Bronx Poster,
NYC Reads 365

“I liked that book. What can I read next?” a child might ask. In Fall 2015, New York City public schools launched a new initiative to support reading for fun to help NYC school children, young adults, and their families find good books to read. This initiative, called NYC Reads 365, stocks city school libraries with recommended books for grades Pre-K-12, provides promotional materials to support reading, Web resources, and outreach to families. NYC Reads 365 hopes to build a “city that reads every day, in and outside of ... schools.”

“Reading opens doors and expands opportunities for our children, in and out of the classroom,” declares Schools Chancellor Carmen Fariña. “For me, reading Spanish fairy tales with my father as a young girl inspired a love of books and a love of learning, and ultimately inspired me to become a teacher. As we give New York City students and families resources to make daily reading a reality in their lives, I know that we are going to be a better city for it.”

For more information, visit <http://schools.nyc.gov/Academics/NYReads365>

Alison Lehner-Quam

Recreational Reading at the Library: A Proposal

Those opposed to promoting recreational reading in college and university libraries often argue that the mission of our collections is not to provide entertainment or general interest reading materials, but to facilitate research and scholarly pursuits. Students interested in reading novels or popular biographies can, these individuals say, borrow them from the public library.

There is some sense to these arguments, especially in a library like ours, which lacks the budget to make significant book purchases on a regular basis. However, research indicates that recreational reading may have an impact on academic achievement and may help improve writing and reading skills. In a study of a recreational book group, Gauder, Giglierano, and Schramm (2007) found that the majority of student participants “thought that leisure reading actually helped their studies.” Furthermore, developing a habit of reading for pleasure can help students become lifelong learners – the kinds of adults who are not just curious, but possess the skills and habits to take the step from curiosity to learning. Unless those adults work in higher education, they will most likely seek out newspapers, novels, and popular non-fiction, rather than peer-reviewed articles and academic publications we provide in typical college libraries.



Girl Reading by a Lake, Milton Avery, 1944, Oil on canvas board. Image courtesy of Hirshhorn Museum and Sculpture Garden, Smithsonian Institution, Washington D.C.

Developing a habit of reading begins with access to interesting and challenging reading materials. Over the years, several Lehman students have told me they’ve never been in a library, and many more have said that their K-12 schools didn’t have libraries. Those who have public library cards often express reluctance to go there, perhaps because of their overstretched schedules.

And as the only major bookstore in the Bronx closes its doors, borough residents will have fewer opportunities to browse and purchase books. If students enter the Leonard Lief Library hoping to find a novel to read on their long commutes, or expecting to easily browse books on a topic of interest, they will be disappointed. However, initiatives to foster recreational reading might help fill this gap.

By reading recent articles on recreational and leisure reading programs in academic libraries, I have assembled a list of steps librarians can take to promote leisure reading:

- ◆ Build a Leisure Reading Collection, either by purchasing or leasing new books, or by relocating titles from the stacks to a high-visibility location. In terms of collection development, Sanders (2007) found students at his university were most interested in fiction. Surveys and circulation statistics could help identify popular genres in a specific community.
- ◆ Create displays of books and make these displays more attractive by retaining book jackets and facing some books outward on the shelf (Dewan, 2013).
- ◆ If creating a leisure reading space is not possible, compile lists of recommended titles by soliciting suggestions from faculty (Gilbert & Fister, 2011) and students. Organize these lists by genre for easy browsing (Smith & Young, 2008).
- ◆ Allow popular periodicals such as magazines and newspapers to circulate for appropriate loan periods, or make them easy to find and to read onsite (Gilbert & Fister, 2011).
- ◆ Organize a Student Book Club, perhaps with faculty moderators. Providing students with free copies of the books is a popular incentive for participation (Gauder, Giglierano, & Schramm, 2007).

Commentary about the Millennial generation would have us believe today’s students don’t enjoy reading – that they lack the focus needed to finish a book, or that they prefer social media and text messaging to sustained reading. A survey of students at Gustavus Adolphus College, conducted by Gilbert and Fister (2011), challenges these assumptions. Researchers found that, while a “large percentage of librarians believes students do not particularly enjoy reading for pleasure,” 93% of student respondents reported they did enjoy leisure reading.

Although Gustavus Adolphus is undoubtedly a different setting from Lehman College, the results of this study should be heartening to anyone who values recreational reading and its benefits to individuals and society. The challenge we face is not to make students interested in reading, but to find effective ways to increase access to the materials they enjoy reading.

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Jennifer Poggiali

Video and Learning

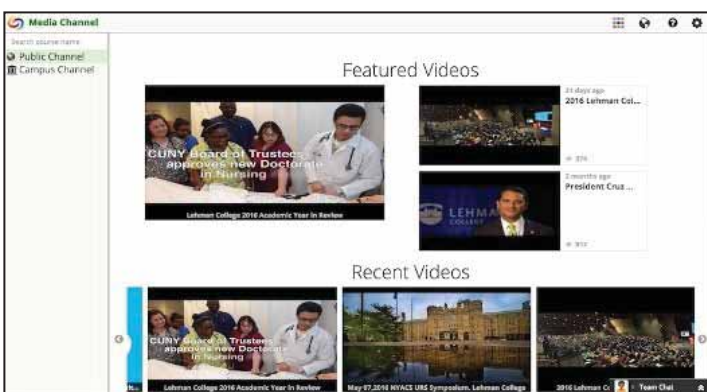
When Lehman Physics and Astronomy professor Dimitra Karabali teaches her students how the vocal chords produce sound, she uses short videos in her PowerPoint slides to help demonstrate the concept. Dr. Karabali says using video helps her students more fully understand what she is describing. “Students can see and hear what it means to speak in a high voice or speak in a low voice. It makes it real.”



YuJa

Video as a learning aid has been around for quite some time, but online tools currently available to faculty and students seem to offer a new opportunity for teaching and learning. Lecture capture and rich media tools like YuJa and VoiceThread, used along with Blackboard, are making learning at Lehman a truly multimedia experience.

Have we reached the point of convergence where video is a seamless part of the learning environment? “Yes, I think we’re pretty much at the crossroads now,” according to Lehman Online Teaching and Learning Technology Specialist Stephen Castellano. “The students love it. If there’s something the professor says that the student didn’t understand, they can just rewind it and listen to it again, and listen to it again and again if they didn’t understand it the third time. Even more paramount is the fact that they have access to the material at 3:00 in the afternoon or at 3:00 in the morning. Whenever they want to get to it, it’s there.”

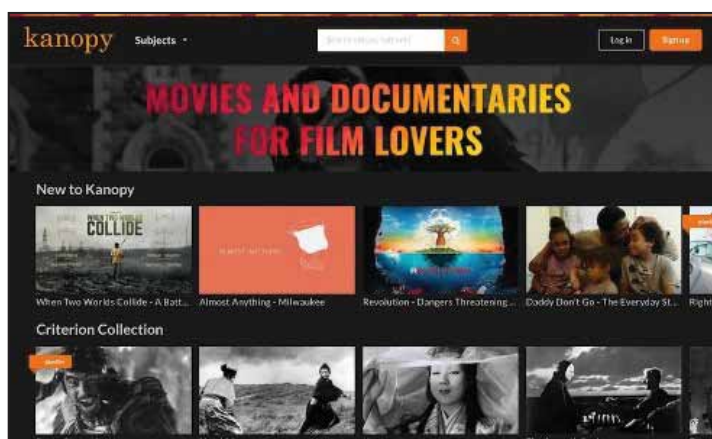


VoiceThread

Lehman Director of Online Education Olena Zhadko adds that students aren’t just watching, they are also engaging with the material. “The difference between your typical recording and use of video in VoiceThread is that students can also comment on any of the slides... They can pause the video and mark it up, and they can explain to the faculty member where they’re having trouble understanding (the lesson).”

Streaming Video

Streaming video has been widely used by the public for over a decade and most of us can now watch video content anytime, anywhere. One would assume that academe has been streaming films and documentaries into classrooms since YouTube got its start in 2005, but commercial services such as Netflix and Hulu are not available to institutions due to licensing and copyright issues. As recently as five years ago, libraries that wanted to stream content had to arrange to license individual films on their own and store the videos on their own servers. Today there are several streaming services such as Swank Digital Campus, Films on Demand, and Kanopy that offer a Netflix-like viewing experience to the higher education audience.



Kanopy

This year the Library added the video streaming service, Kanopy, to its A-Z List of Databases. All content on Kanopy is copyright-compliant, which allows users to share clips freely in university settings and platforms, on Blackboard, or even in campus group viewings. Using their library barcode, library patrons can watch over 26,000 films including award-winning documentaries, PBS specials, and classics from the Criterion Collection.

Kanopy is a great addition to our Library, integrating easily into the current online-hybrid-flipped classroom learning environment where students and faculty thrive.

Sean O’Heir

Sharing eBooks and Articles Legitimately in Blackboard: Instructions for Faculty

It is easy to be copyright-compliant in Blackboard. A wealth of material available in the Library's databases can be accessed at no cost within Blackboard. Faculty can find eBooks, journal articles, and other publications in OneSearch and selected databases - and post them as copyright-compliant links in Blackboard. This provides easy access to books and subscription journal articles. In most cases, e-resources can be used by an unlimited number of students.

Whenever possible, it is best to provide a link to the article or book chapter - rather than uploading a PDF - to support copyright (fair use) provisions. Linking will also save time for faculty by eliminating the need to scan and upload files. Further, the Library will receive usage statistics that are essential to justifying costs of electronic resources.

We recommend using OneSearch to locate items such as journal articles and eBooks. In OneSearch you will find articles and eBooks from library subscription databases, as well as open access journals and Open Educational Resources (OERs). Most databases are indexed in OneSearch. Those not in OneSearch can be accessed on the Databases A-Z List (<http://libguides.lehman.edu/az.php>).

Here are the basics of how to share links to publications on Blackboard:

- ◆ Locate items in OneSearch

In order to link to an item from OneSearch, you will need:

- ◆ Permalink (a stable URL) for each item. Permalinks generated by OneSearch automatically ensure all links you create will be routed through the Library's proxy server to permit off-campus access by students.

Once there, follow the steps in Figure 1:

1. Click on "More Options"
2. Click on "Save/Cite"
3. Click on "Permalink"

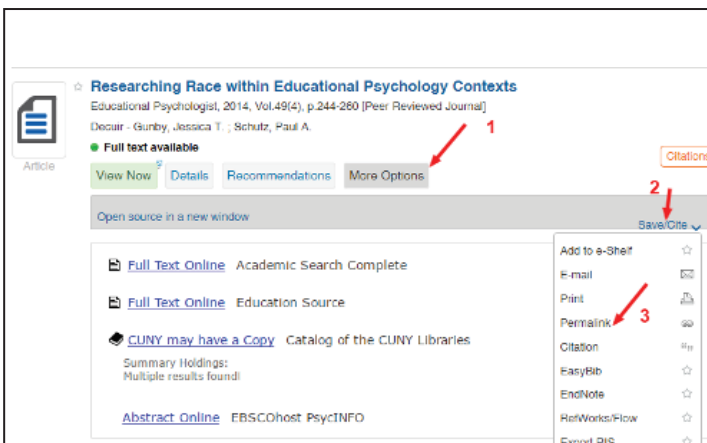


Figure 1

Next steps are to copy the permalink and paste into Blackboard:



Figure 2

This permalink will not expire. It can remain on Blackboard for an entire semester, and can be reposted for subsequent semesters. In most cases, multiple users can open the link simultaneously.

In OneSearch, permalinks are provided for subscription eBooks from ProQuest ebrary (all subjects) and Springer (mainly science). After signing in, students can read online or download PDF chapters. Full books can be downloaded as PDFs in Springer. In ProQuest ebrary, students can keep books on a virtual bookshelf with highlighting and notes, or download chapters in PDF.

For further instructions on using eBooks (reading and downloading chapters or complete books), refer to the Library's Research Guide on eBooks: <http://libguides.lehman.edu/ebooks>.

In addition to searching OneSearch for eBooks, you can find a large and rich collection of academic eBooks in EBSCO eBooks on the Databases A-Z List: <http://libguides.lehman.edu/az.php>. Permalinks can be found under "Tools" to the right of each book description.

To guide students to particular journal articles, share links on Blackboard to articles from within EBSCO, ProQuest, and JSTOR databases. Instructions can be found on the Research Guide: **Library/Blackboard Integration: Best Practices for Linking:** <http://guides.cuny.edu/c.php?g=221754>

Linking as described here takes maximum advantage of library subscriptions to provide quality academic publications to students at no extra cost. As our electronic resources expand, there will be more opportunities to provide links to publications in Blackboard, in compliance with copyright.

For more information and help finding eBooks and articles that can be shared in Blackboard, contact Head of Reference Madeline Cohen, or the Library faculty liaison to your department.

Madeline Cohen

Libraries of My Youth

There's a passage in the opening pages of David Foster Wallace's *Infinite Jest* where Hal, one of the main characters, is having a panic or other sort of attack and is ranting in his mind about who and what he is. At one point he says/thinks, "I do things like get in a taxi and say, 'The Library, and step on it.'" I haven't read every book ever published – as Wallace's character seems to have – but there's never been a point in my life when I haven't spent a good proportion of my waking hours in a library.

Since I'm a professional librarian, it goes without saying that my days are spent in a library. But even if I weren't a librarian, I'm probably in a library right now (unless you're reading this in the middle of the night – though there were plenty of nights spent in Butler Library's 24-hour Reading Room during my college years).

As a child, I remember going to the Houston Public Library branch near my house with my mother and sometimes my grandmother. I was a bit older when we moved to the suburbs. Like most library systems, the county system offered a Summer Reading program for children. It might have been at this point that I developed a habit I continue to have: checking out way too many books at once and reading only a few of them. Not to say that this is a problem!

Sometimes you think a book is going to be just what you want to read, and it turns out not to be the case. It only becomes a problem when books are returned late, though I tend to think of library fines not as punishment but rather charitable donations (and you can thank me for the next book or three you get from the public library).

But my school had a library, too. By the time I got to middle school, I don't know if I was allowed to skip class and hang out in the library, but I do recall a good proportion of my time was spent there. The microfiche machines were objects of fascination. I remember trying to outread a classmate in an elective class in which the sole purpose was to give students time to sit and do nothing but read for an hour a day. My favorite class by far!

As I got older, I came to realize that a car is freedom in Texas. It's also a necessity for most people, including teenagers, since there is little in the way of public transportation in Houston, and nothing but distance and strip malls between the places you'd like to go. Having a car opened up the possibility of driving downtown to the main branch of Houston Public Library.

Compared to New York Public Library's Schwarzman, the Houston Library is small potatoes. But at the time, it was my access point to the world of literature. It had a great poetry section. I had been writing poetry for a few years, but my reading was limited to what I could find at the county library or local bookstores. At HPL, I was able to browse the stacks and let serendipity guide my interests as I discovered new poets with each book opened.

The definition of utopia is nowhere – no place – but we also use it to refer to paradise at times. Libraries for me have been utopias – places beyond place – nowhere and everywhere at once. If I could live in one, I probably would.

Robert Farrell

CINAHL – Cumulative Index to Nursing and Allied Health Literature

Nursing and Health Science students are familiar with CINAHL; it's the go-to database for scholarly journal articles for these subject areas.

The journals indexed cover a wide range of subject areas including an extensive list of nursing disciplines as well as biomedicine, alternative/complementary medicine, consumer health, health information management, health promotion and education, health services administration, nutrition and dietetics, and speech-language pathology, just to name a few.

I'd like to introduce you to a feature called CINAHL Headings. These subject headings, developed to reflect the terminology used by nursing and allied health professionals, are used to index the journal articles in the database.

Using CINAHL Headings in your searching will enable you to quickly find articles specific and relevant to your topic. The search interface in CINAHL Headings even allows you to select and search both Headings and keywords at the same time.



If you're interested in learning more, please visit the Nursing Research Guide at <http://libguides.lehman.edu/nursing>

To begin, watch the "Searching CINAHL: 5 Steps to Get You Started" video on the CINAHL Video Tutorials page, or you can contact me.

Robin Wright

Creating Community Through Art

The Brooklyn-based Sketchbook Project (<https://www.sketchbookproject.com/>) is a unique collection of artists' books, created and self-submitted by amateurs and professionals from over 135 countries. The actual sketchbooks in the Project are part of the storefront exhibition space of the Brooklyn Art Library, an independent company at 28 Frost Street in the Williamsburg neighborhood.

The Project also has a popular book truck that brings some 4,500 sample sketchbooks to people through pop up exhibits. Furthering creative discovery, the sketchbooks have toured galleries in U.S. cities and abroad. Through the benefit of crowdsourcing and technology, the Sketchbook Project now reaches a global community of some 70,000 artists.



Shelved sketchbooks at Brooklyn Art Library. Courtesy of the Sketchbook Project.

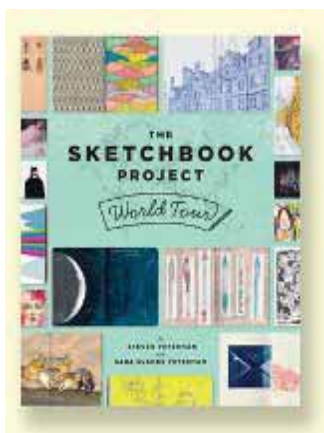
Artists' books are artworks in their own right. These sketchbooks depict drawings, doodles, portraits, text, collages, scrawls, musings, jottings, comics, and more. The creatively inclined can linger at the 35,000-volume Brooklyn Art Library and enjoy handling sketchbook selections. Visitors might be doodlers, freelancers, graphic designers, students, parents, illustrators, fledging artists, or even curious drop-in community members.

Those inspired to create their own sketchbooks can purchase a blank 32-page moleskin sketchbook. Once participants fill the book with their art, their sketchbooks can be added to the Project's permanent collection. For an additional fee, that sketchbook could be scanned and uploaded to the Project's digital library (<https://www.sketchbookproject.com/library>), which now numbers over 18,000 works.

For more information about the Sketchbook Project and the work of Brooklyn Art Library, call 718-388-7901



On the road – the traveling mobile library. Courtesy of the Sketchbook Project.



Illustrated book about the Project. Princeton Architectural Press, 2015.

Janet Butler Munch

Long-Awaited Museum Finally Opens

The Smithsonian Institution's National Museum of African American History and Culture (<https://nmaahc.si.edu/>) opened on September 24th, the only museum of its kind exclusively focused on documenting the African American experience. Founding Museum Director Lonnie G. Bunch explains the importance of this museum: "Anyone who wants to understand America's core values, America's identity, has to realize that [it] has been shaped in profound ways by the African American experience."

First proposed in 1915 by black Civil War veterans, it took over 100 years to bring the dream of this museum to reality. It now stands on a five-acre site on the National Mall in proximity to the iconic Washington Monument. Drawing inspiration in its design from the Yoruba people of Nigeria and Benin, the museum has a striking tiered façade.



National Museum of African American History and Culture
Courtesy of National Museum of African American History and Culture.



Tuskegee Airmen biplane.
Courtesy of National Museum of African American History and Culture.

The museum has over 40,000 artifacts describing the African American experience. Many are cherished items donated by ordinary citizens. Among the 3,500 objects on display are:

- ◆ Slave ankle shackles used on slave ships
- ◆ Bill of sale for the 16-year old "Negro girl" Polly
- ◆ Segregated Pullman railroad car
- ◆ Slave cabin from a South Carolina plantation
- ◆ Biplane used to train black Tuskegee Airmen during World War II
- ◆ Louis Armstrong's trumpet
- ◆ Advertising for a baseball game between two Negro teams
- ◆ Woolworth lunch counter stools used during sit-ins over legal segregation
- ◆ Muhammad Ali's boxing gloves and head gear
- ◆ Posters from *Black Lives Matter*



Slave ankle shackles
Courtesy of National Museum of African American History and Culture.

Janet Butler Munch

Bronx Schools' Field Trips to Library

One of the ways the Library serves as a community resource is through service to children. We offer the Read Aloud series with the Lehman Child Care Center, and school visits to the Library.

Lehman's Summer Session starts in early June while city schools are still in session. This year we offered some library workshops to nearby schools. Fifty second and third graders from the Bronx's Sheridan Academy for Young Leaders attended a session focusing on community workers and the Library as a source for career information.

Through three interactive workshops, children mapped the Library and learned about libraries and librarians through picture books. They also researched careers that might be of interest to them. Library faculty members Robert Farrell, Alison Lehner-Quam, Martha Lerski, and Sean O'Heir designed activities to help the children navigate and discover the Library and its resources.

After the session, school guidance counselor (and Lehman alumna) Christina Ikwuazom wrote, "Thank you very much for your time and effort. The students and teachers were very grateful. One student said that he is now ready to plan his career and another was happy that his dream came true. The trip was phenomenal!"

Coordinator of Information Literacy and Assessment Farrell responded, "It was our pleasure. Thank you, Christina, for reaching out and making it happen. One student said to Martha Lerski: 'Will you still be here when I get to college?' This is important work. Let's do it again next year!"

PS 340 Kindergarten children from Mrs. Alvarez's class visited later in June for a session on the various ways



PS 340 school children observe the Library

students use a library. At the beginning of the workshop, children were asked, "What happens in a library?" They noted that it is a quiet place where you can read books, use computers, think, and do homework. After touring the Library, observing students using all three floors and sketching their observations, one student responded to the question: What can you do in a library? "A library is where you get smart," he responded.

Alison Lehner-Quam

Reserves as a Community Resource

The Library's Reserve Desk offers multiple services and a wide array of materials to borrow. The Reserve textbook collection currently has over 2,200 titles, updated every fall semester to reflect the most current edition. We offer multiple copies of over 340 titles, some of the more expensive titles assigned as textbooks. This collection will continue to grow, responding to the needs of the student body as course work changes.



However, the Reserve collection is much more than just current textbooks. We make many forms of technology available to support the curriculum. We currently have 20

Dell laptops and ten MacBook Pros that can be borrowed for a three-hour loan period within the building. The iPad borrowing collection has increased to 25 full-sized models, along with 40 minis – all of which are now loaned for a two-day period.

Students have access to 15 sets of headphones that can be used in the Library to ensure audio lectures and music are accessible even in quiet zones. The Reserve Desk has 15 graphing calculators available for three-hour loan outside the Library. Group Study Rooms contain 42" LED screen monitors and HDMI or VGA cables, so students have the ability to view their work on a larger screen.

Due to students' heavy use of the variety of technological offerings as well as an extensive textbook collection, the Reserve Desk is one of the most active areas in the Library. We're proud to be able to reduce students' need to purchase costly textbooks and technologies.

Stephen Walker

Faculty and Staff Profiles

Farewell to Adelaide Soto Former Head of Access Services



Adelaide Soto

It's with regret that I accepted Addy Soto's resignation from her position as Head of Access Services, effective June 15th.

Addy had taken a leave of absence from her position during 2015-2016 to address family issues. She

would now like to continue this and perhaps pursue a new career, a decision I certainly respect.

Two decades ago Addy Soto started in the Library as a student worker. She worked in most areas of the Library, including the Library Office and Fine Arts. In 2006 she was appointed Head of Access Services, and received a Certificate of Continuous Employment (CCE) as a Lecturer in 2012.

Addy was one of the Library's strongest Unit supervisors. She ran a tight, disciplined operation – and trained two generations of Lehman students. Addy was always receptive and proactive about introducing access to new technologies in the service of students.

Stephen Walker has served as Substitute for this position over the past year, and I'm pleased to observe his professional growth. He has been reappointed as Substitute through the end of 2016. It's also gratifying to observe Valerie Bauer, Angelina Brea, Eugene Laper, and Elizabeth Mena step up in supporting Stephen's running of Access Services.

Kenneth Schlesinger



Rebecca Arzola, Government Documents-Collection Development Librarian, with a plaque celebrating the Library's 50 Years of FDLP Service

Elizabeth Mena Honored with 2016 Outstanding Contribution to College Award

Stacks Supervisor Elizabeth Mena has the critical position of maintaining the Library's stacks and shelving for our 655,000-volume collection. She supervises a cadre of student workers to make certain library collections are in call number order, neatly maintained, and accessible.

Anticipating the upcoming library renovation, we must temporarily relocate all areas of the collections. One major project in which Liz distinguished herself over the past year is the major undertaking of organizing aggressive

Joan Jocson-Singh Head of Technical Services



Joan Jocson-Singh

Joan Jocson-Singh is our new Head of Technical Services. She previously worked at Columbia University as Acquisitions Librarian, as well as at Metropolitan Museum's Watson Library.

Joan's current research interests include diversity and inclusivity in librarianship, Women's Studies, and Ethnomusicology. She specializes in women's participation in the

heavy metal and extreme metal music subcultures. Joan has presented her research at the Metal and Cultural Impact (MACI) Conference in Dayton, Ohio, 2014 Northeast Regional Popular Culture Association (PCA) Conference in Providence, and 2016 Experience Museum Project (EMP) in Seattle.

Debbie Quinn High School of American Studies Librarian



Debbie Quinn

Debbie Quinn joins the library team as High School of American Studies Librarian. In addition to her responsibilities at the high school, she also contributes to Reference Desk service.

Debbie originally worked with us during an internship with the Palmer School of Library and Information Science. She previously worked with students and constituencies ranging from pre-school age children to employees of the U.S. Census Bureau. Ms. Quinn's warm and service-oriented presence takes a page from her avocational practice as a baker. She summons just the right ingredients, in appropriate measure.

Faculty Professional Activities

REBECCA ARZOLA and STEFANIE HAVELKA

Presented "Universal Design for Learning: Practical Guidelines for Academic Libraries," in the workshop Digital Accessibility and Universal Design for Learning at Baruch Vertical Campus, October 2016.

Published "Mobile App Usage Assessment in the Academic Library" in *The Charleston Advisor*, October 2016.

MADELINE COHEN, ALISON LEHNER-QUAM, JENNIFER POGGIALI, and ROBIN WRIGHT

Presented "A Study of Flipped Information Literacy Sessions for Business Management and Education" at the State University of New York Library Association (SUNYLA) 2016 Conference in Binghamton in June.

ROBERT FARRELL

Published poems that appear in the *Brooklyn Review* and *NOON: journal of the short poem*.

Published an interview with British publisher Andy Croft on plagiarism in poetry in *The Argotist Online*.

JOAN JOCSON-SINGH

Presented "The Media is the Message: Exploring Social Media Research in Metal Music Studies" as part of a roundtable discussion, Looking for Metal: Rethinking Methodologies in Metal Studies at the Metal in Strange Places: Aural, Tactile, Emotional, Visual Conference at the University of Dayton in October.

ALISON LEHNER-QUAM

Awarded a PSC-CUNY Grant with Lehman Early Childhood Education professor Cecilia Espinosa for their research project, "Children's Literature for Latino and Bilingual Children: Mirrors and Windows."

Received her MEd in Early Childhood from Lehman College in June 2016.

MARTHA LERSKI

Co-published with McCloud, R., Park, J., & Brooks, T., "Wearable IOT Computing: Interface, Emotions, Wearer's Culture, and Security/Privacy Concerns." In T. Brooks (Ed.), *Instituting Cyber-assurance: Information Assurance for the Internet of Things*. IEEE.

JANET MUNCH

Published "Clara Barton National Historic Site" in *Historic Sites and Landmarks that Shaped America: From Acoma Pueblo to Ground Zero* (ABC-CLIO, 2016).

Co-Chair, Middle States Self-Study Working Group - Standard II: Ethics & Integrity.

Presented "Navigating Time Management Obstacles" for ACRL/NY and LACUNY Professional Development Committee at CUNY Graduate Center in November.

JENNIFER POGGIALI

Published "Incorporating Ethical Consumption into Electronic Device Acquisition: A Proposal" in the July 2016 issue of *portal: Libraries and the Academy*. Her library Webcomic, "Who's Art Nouveau," created with the Art Department, was recently accepted into ACRL's Peer Reviewed Instructional Materials Online (PRIMO) database.

KENNETH SCHLESINGER

Participated in group presentation of "Global Perspectives: Shared Values of Cuban Librarians" for LACUNY International Relations Roundtable at CUNY Graduate Center in September.

Protect Your Online Privacy

Bex Hurwitz, co-founder of Research Action Design (RAD), <http://rad.cat/>, in collaboration with library faculty Sefanie Havelka, Martha Lerski, and Jennifer Poggiali, facilitated a Privacy workshop in November highlighting tools and strategies to protect online privacy.

RAD works with the Data Privacy Project. This graphic from the project website shows how data moves while surfing the Web: <http://www.dataprivacyproject.org/mapping-data-flows/>

As your data travels through a computer, creating a strong password is one way to reduce identity theft. One concrete step, is not to save passwords in a browser.

Some general security measures:

- ◆ Use an https website, which is more secure than an http site. Check your browser's capabilities, <https://www.whatismybrowser.com/>
- ◆ Use plugins such as Privacy Badger to block ads <https://www.eff.org/privacybadger> or AdBlock Plus <https://adblockplus.org/>
- ◆ Go incognito on a website. In that mode, a browser won't remember sites.
- ◆ A VPN on your devices and computers. Use Chrome and Firefox browsers, as their support teams are more responsive.
- ◆ Delete cookies in order to delete histories and refuse third-party advertising cookies.

The Library has created a Research Guide on Privacy: <http://libguides.lehman.edu/privacy>

Rebecca Arzola



Privacy Workshop Team

<p style="text-align: center;">Biblio-Tech </p> <p>Editors: Alison Lehner-Quam Martha Lerski</p> <p>Production Design: Evelyn Santiago</p> <p>Webmaster: Stefanie Havelka</p> <p>Chief Librarian: Kenneth Schlesinger</p> <p>©2016 Lehman College</p> <p>Leonard Lief Library Lehman College 250 Bedford Park Boulevard West Bronx, New York 10468-1589</p> <p>Library Office: 718-960-8577 Library FAX: 718-960-8952</p> <p>For previous issues, see: http://www.lehman.edu/library/newsletter.php</p>	<p style="text-align: center;">Fall 2016 Hours</p> <p>Regular Hours - November - December 6</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Monday – Thursday</td> <td style="width: 50%;">8:00am – 10:45pm</td> </tr> <tr> <td>Friday</td> <td>8:00am – 8:45pm</td> </tr> <tr> <td>Saturday</td> <td>11:00am – 8:45pm</td> </tr> <tr> <td>Sunday</td> <td>11:00am – 7:45pm</td> </tr> </table> <p>EXTENDED HOURS</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Monday – Thursday</td> <td style="width: 50%;">8:00am – 11:00pm</td> </tr> <tr> <td>Study Hall</td> <td>11:00pm – 8:00am</td> </tr> <tr> <td>Friday</td> <td>8:00am – 9:00pm</td> </tr> <tr> <td>Study Hall</td> <td>9:00pm – 11:00am</td> </tr> <tr> <td>Saturday</td> <td>11:00am – 9:00pm</td> </tr> <tr> <td>Study Hall</td> <td>9:00pm – 11:00am</td> </tr> <tr> <td>Sunday</td> <td>11:00am – 8:00pm</td> </tr> <tr> <td>Study Hall</td> <td>8:00pm – 8:00am</td> </tr> </table> <p>Intersession Hours December 26, 2016 – January 25, 2017</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Monday – Friday</td> <td style="width: 50%;">9:00am – 4:45pm</td> </tr> <tr> <td>Saturday & Sunday</td> <td style="text-align: center;">Closed</td> </tr> </table> <p>Closed</p> <ul style="list-style-type: none"> ◆ December 23, 24, 25, 26 ◆ December 30 - 31 ◆ January 1 – 2, 2017 ◆ Monday, January 16, 2017 (Martin Luther King, Jr. Day) <p style="text-align: center; font-size: small;">Library Hours are subject to change. Call 718-960-7766 for current schedule.</p>	Monday – Thursday	8:00am – 10:45pm	Friday	8:00am – 8:45pm	Saturday	11:00am – 8:45pm	Sunday	11:00am – 7:45pm	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	Monday – Friday	9:00am – 4:45pm	Saturday & Sunday	Closed
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