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*Intentionality* (noun), the fact of being deliberate or purposive.  
- Oxford Dictionaries

How do we integrate *intentionality* into our daily practice as librarians to most effectively support the academic mission of our institution? Perhaps we practice *mindfulness* – the quality or state of being conscious or aware of something – to be reflective or embody a broader perspective on our activities – and their impact on those we serve.

Like any established body of practice – librarianship is *iterative*. But unless we assess our individual human transactions – or at the very least listen intently and respond to our patrons in the moment – how do we determine whether what we do is not effectively *insanity*: doing the same thing over and over again and expecting different results? Or – as another CUNY Chief Librarian once observed, *How do we know when something is a vision – and not a hallucination?*



Kenneth Schlesinger

President Cruz recently announced a 90x30 Initiative – an ambitious plan to double the number of degrees and credentials Lehman awards – 90,000 – by the year 2030. This Call to Action has energized – and admittedly overwhelmed – the College community. Pragmatically, we recognize we cannot achieve this overarching goal without sufficient and strategic investment in College infrastructure: classroom resources, hiring new faculty, technological upgrades.

Most significantly, we are taking a hard look at *student success*: how to articulate it, how it thrives, which specific learning outcomes and competencies we must engender and – essentially – *institutionalize* (or *Lehman-ize*, as we say on campus). Notably, we must examine, evaluate, and address head-on barriers to student success: whether they exist in the classroom, in lines at the Financial Aid Office, advisement procedures, discrepancies or misrepresentations in written material distributed to students.

When library faculty and staff first met with President Cruz after he joined us last year, he proposed establishment of a *Center for Student Success* – and queried how the Library could best support and enhance it. We engaged in a substantive discussion. These issues still inform and impact daily and long-term considerations about the nature of library services in an under-resourced public institution comprised of students with tangible needs. As library professionals, we're confident about our pivotal role in student learning, facilitating their ability to master the curriculum, undertake effective research, and critically evaluate the information universe. But this still provokes complex and sometimes troubling questions:

- *Are we indeed accomplishing what we say we intend to do – while remaining true to our mission, vision, and values?*
- *Do our policies actually support – or at times – inhibit access?*
- *Is our website user-focused as an empowering learning resource?*
- *While assessing value of our instruction and reference services – do they in fact deliver sustaining impact and reinforce lifelong learning?*
- *Ultimately – is our Library fully prepared to support 90x30?*

Needless to say, we will always be challenged and compromised by precious commodities: time, staffing, budget stringencies, competing external demands. Nevertheless, we aspire to foster the Library as a creative, collaborative learning environment where we can take risks, think outside the box, bust paradigms – and allow ourselves to fail.

Moreover, we are committed to remaining *refreshed* as library faculty, active as public scholars – with the courage and flexibility to question our core assumptions, embrace the inevitability of change, constantly rethink and revisit traditional pedagogical practices. Once again, we invite you to join us on this exciting and uncertain journey.

*Kenneth Schlesinger,  
Chief Librarian*



## What We Already Know About Student Success

Library faculty plays an important role in student success and retention, both onsite and online. We typically meet students at the Reference Desk, in instructional classes requested by their faculty, and in referrals for research consultations to subject liaison librarians. Students also contact us directly on their own initiative.

Library faculty listens and gives personal attention to students. We don't grade or judge them. We remind them they are not alone and we will help them find what they need. We provide direct point-of-need instruction to ensure a successful research experience in coordination with faculty subject curricular expectations.

Further, we help students frame their question, guide them to reliable resources, and explain how to use databases and other tools more efficiently. It is always gratifying to hear back from students on how well they did on their assignments. Over time, we observe them becoming more confident in their abilities.

Today's students lead busy lives. School, work, and family place heavy demands on their time. It is never easy to juggle all these responsibilities. Not infrequently, we recommend

that students seek: the services of the Counseling Center (<http://www.lehman.edu/counseling-center/>) for issues like time management or stress relief; Academic Center for Excellence (<http://www.lehman.edu/academics/instructional-support-services/humanities-tutoring.php>) for tutoring or help with writing; or Division of Student Affairs (<http://www.lehman.edu/student-affairs/>) for dealing with financial issues, health, and community engagement opportunities.

We encourage students to get to know their professors and ask questions. Sometimes, the very issue that confuses one student is not clear to others in the class. Involvement in campus life helps students make new friends, develop more interests, and build skills in areas like communication, athletics, and leadership. Talking to other students supports new students in learning more about the Lehman experience.

Feeling a connection to people on campus, participating in extracurricular activities, and availing themselves of library services ultimately help anchor students and provide them a successful undergraduate experience.

*Janet Butler Munch*

## Library Launches New Website

The Library has released its new website (<http://www.lehman.edu/library>). The design is intentionally kept simple – it is sleek and modern. This website is responsive: the size layout adapts automatically by detecting which device (phone, tablet, or computer) users employ. As Web and Mobile Services Librarian, I headed up this redesign project.

The new layout's focus first and foremost supports Lehman's student research and information needs. This furthers President Cruz's goal to double the number of degrees and credentials Lehman awards by the year 2030 (<http://lehman.edu/90x30/support.php>).

The website is student-centric, supporting student success. The site highlights most needed resources and services. One example is the newly created **Student Help** section (<http://lehman.edu/library/studenthelp.php>). My design style is less-is-more approach – or *KISS – keep it simple, stupid*. I wanted to remove information clutter.

The homepage features the following: three icons highlight daily opening hours (**Today's Hours**); options to request support and help from library faculty (**Ask Us!**); and a direct link to the **Library Account**, the system through which students manage renewals and requests for books from other CUNY libraries.

The central space on the library website is used for **Search Tabs**:

- **OneSearch**: Use this search to find books, articles, eBooks, and media
- **Databases**: Search by database name, subject, or vendor (American Chemical Society; Chemistry; ACS), or click on Browse Databases A-Z (<http://libguides.lehman.edu/az.php>)
- **eJournals**: Find eJournals by title or browse eJournals
- **Research Guides**: Search for Guides to resources on your research topic, or click on Browse Research Guides by Subject (<http://libguides.lehman.edu/>)

Three boxes emphasize Library tutorials, news, and events:

- **Videos**: Links to Library Online Tutorials. These videos rotate on a monthly basis (<https://www.youtube.com/user/lehmanlibrary/videos>)
- **News**: Twitter newsfeed keeps you informed about all things related to students, research, and the Library
- **Events**: Informs you about Readings, Workshops, etc.

And finally **Connect with Us**, which links to our various social media platforms, such as Facebook, Instagram, eNewsletter, and Pinterest.

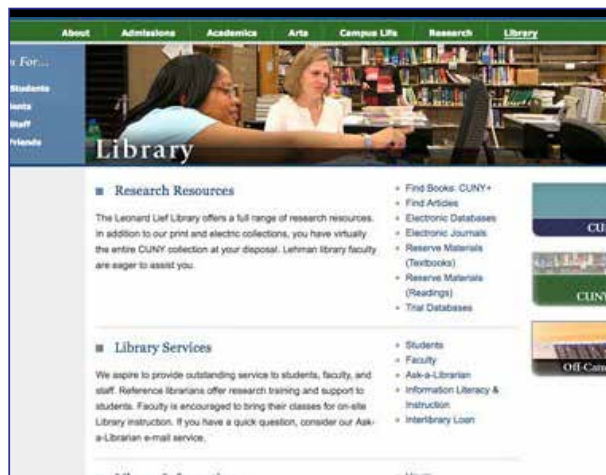
This is the second website redesign I've managed since coming to Lehman College. The new design was informed by a Web assessment study, which included a Google analytics evaluation of the site, a card-sort focus group, and several real-time usability tests with Lehman students, faculty, and staff. Moreover, I was fortunate to have the support of a library science graduate student, Alvar Astagarraga. One of his tasks was to compile a list of his favorite academic library websites.

We then used the newly launched Lehman College News website (<https://news.lehman.edu/>) as a guiding point to creating the library website wireframes (mockups). The Library's Web Team collaborated with Lehman's IT Web Team. I would also like to express special thanks to Web Developer Ariel Maduro, as well as Web Developer Designer Rasun Williams and Manager of Web Services David Stevens.

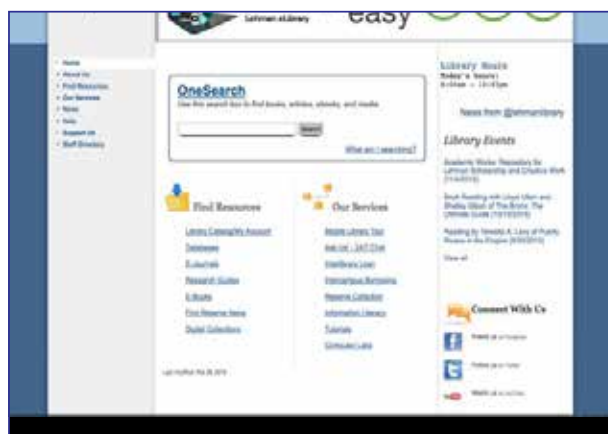
The initial design went through several phases of edits and tweaks. This is how website design works – personally; like to compare it to doing laundry – one is just never done. In fact, since the relaunch, I already have made minor add-ons and adjustments.

Stefanie Havelka

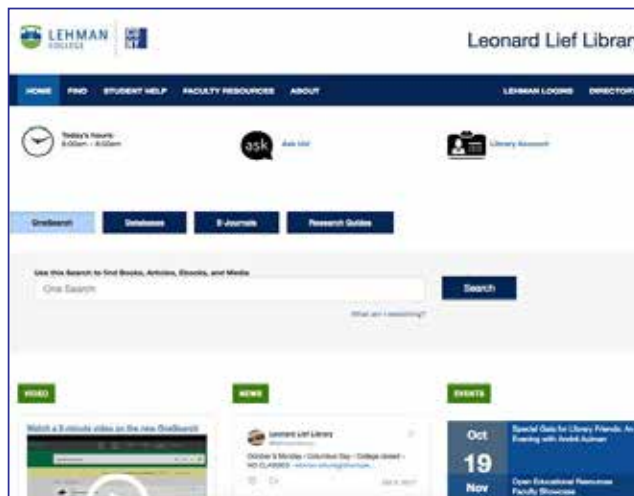
## Library Website Evolution



Library homepage 2009 iteration

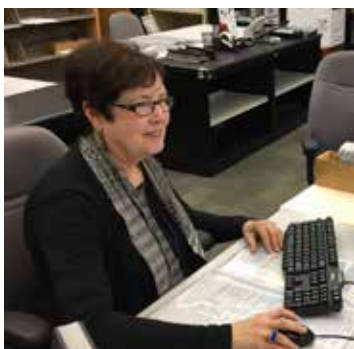


Library homepage 2010 iteration



2017 Library homepage

## Intentional Reference Services for Student Success



Madeline Cohen at Reference Desk

The Reference Desk is located on the Library's main level directly behind computer workstations, where students are busy working on assignments and papers. This placement is ideal for interacting with students when they first arrive and seek direction on how to find books, computers, printers, and other resources. However, Reference provides much more than directions on

Our aim is to get students to the point where they can continue to research topics on their own. We stress that students might want to sit near the Reference Desk, so they can return for immediate help tweaking their searches. They may also need help downloading or printing articles or sections of eBooks. Most students will continue their research at home, so we encourage them to use our 24/7 Chat service to consult with librarians during their research and writing.

No question is considered frivolous or simple. Librarians are experts at going beneath the surface of queries. What may start out as a straightforward request for a book or article can expand.

We may explore: definition of terms; evaluation of authority, relevance, and credibility; as well as searching strategies. Every inquiry opportunity is used to expand students' knowledge and curiosity: one question at a time.

You might wonder how much time we spend with students at the Reference Desk. Consultations such as the above require about 15-20 minutes. Throughout the day and evening, a steady flow of students works with library faculty at the Reference Desk. If students need more in-depth consultations, they are encouraged to make an appointment with one of our subject specialists. This is important for graduate students and undergraduates working on theses or capstone projects.

Intentional Reference Services are critical to student success.

*Madeline Cohen*

finding places and items within the Library. Its major purpose is to facilitate student learning.

Reference services are comprised of the Reference Desk (staffed by library faculty) and Virtual Reference (24/7 Chat and email). Students consult with librarians about research at the Desk. Reference librarians enable learning, offer creative engagement with students, and support work on assignments and the pursuit of knowledge. Each student is treated respectfully as an individual. Each request provides a teaching and learning opportunity.

Students are invited to sit opposite us and pose their questions. First, we listen. We ask: what type of material are you looking for? Is this research for an assignment? What course? Then, we work with students to refine their request by searching with them for background information, recommending OneSearch, library databases, and Research Guides.

### The Subject Specialist Librarian

In addition to our services at the Reference Desk, the Library offers consultations with subject specialist librarians. These consultations are scheduled one-hour appointments, though longer if needed, for one-on-one time with a specialist librarian. The specialist librarian supports instruction, research, and collection development in specific subject areas. This librarian is well-versed in resources used by that subject discipline.

**How do you meet or connect with the subject specialist librarian?** You may have visited the Library for an instruction session with your professor to learn about resources for an upcoming assignment. These sessions are conducted by subject specialist librarians. During this session, you will learn about further opportunities for assistance, including how to make an appointment for a research consultation. Or you may have come to the Reference Desk and had a brief 15-20 minute consultation with a librarian. At the end of your time together, the librarian may recommend that you contact the subject specialist librarian to schedule an appointment.

### The Consultation

This appointment, in-person or by phone, is an opportunity to explore your research topic more deeply. The subject specialist will start by asking about the course, the specifics of the assignment (types and number of sources), and the research question. The specialist will then direct students to appropriate sources for that issue. Working together, they will explore library resources such as encyclopedias, handbooks, or specialized sources for background information on the topic.

This background information is helpful in further defining the research question. The subject specialist will then move on to other resources such as databases that search journals in the field, or sources for valid, reliable statistics.

The goal of the subject specialist librarian is to direct researchers to the most appropriate and accurate resources, as well as provide instruction in the most effective skills and techniques to search for desired information. The research consultation provides the one-on-one opportunity to fill in any gaps in knowledge and familiarity with research methods.

This service enables students to work with experienced library faculty who can guide the search process, so students can develop confidence in their abilities. This confidence, in turn, can lead to achieving success in their studies. Of course, the ultimate mark of student success is completing their degree and moving forward on their chosen career path.

*Robin Wright*



Robin Wright consults with a student

## The ACRL Framework: Library Research, Instruction, and Intentionality

Whether you are a faculty member or student, research is a part of your academic life. As a library faculty member, I conduct research and perform literature reviews for projects and my own scholarship. I enjoy spending time planning my inquiry, searching for related articles, reading and reflection.

As a librarian, I also teach students how to conduct their own literature reviews and find pertinent information on their research topic. There are models for the inquiry process, but we can, over time, discover an approach to library research that works best with the way each individual processes information. That said, there are skills and dispositions common to the research process that are beneficial for researchers.

These skills and dispositions have been articulated in a recent document from the Association of College and Research Libraries, the Framework for Information Literacy for Higher Education. Library faculty can use the Framework to guide the instruction classes we offer. We are intentional as we determine instructional goals for these classes and ways to gauge student learning. In collaboration with discipline faculty, we design these classes to provide insight into resources, the research process, search strategies, and services available in the Library.

The Framework is divided into the following six Frames: *Authority is Constructed and Contextual*; *Information Creation as a Process*; *Information Has Value*; *Research as Inquiry*; *Scholarship as Conversation*; and *Searching as Strategic Exploration*. Each Frame is divided into Knowledge Practices and Dispositions. The Dispositions, described as tendencies “to act or think in a particular way” (Association of College & Research Libraries), provide perspectives we can consider when doing research. In an effort to be more intentional with my own research, I’ve noted some of the Dispositions that I want to insure are part of my research process:

### Dispositions

Develop and maintain an open mind when encountering varied and sometimes conflicting perspectives  
(from *Authority is Constructed and Contextual* Frame)

Appreciate that a question may appear to be simple but still disruptive and important to research; Value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process  
(from *Research as Inquiry* Frame)

Recognize [researchers are] often entering into an ongoing scholarly conversation and not a finished conversation  
(from *Scholarship as Conversation* Frame)

Exhibit mental flexibility and creativity; Understand that first attempts at searching do not always produce adequate results; and Recognize the value of browsing and other serendipitous methods of information gathering  
(from *Searching as Strategic Exploration* Frame)  
(Association of College & Research Libraries).

I encourage you to take a look at the Framework for Information Literacy for Higher Education (<http://www.ala.org/acrl/standards/ilframework>) to reflect on the research dispositions that you possess, and identify those on which you would like to work while conducting your own research and literature reviews. What stands out for you?

### References

Association of College & Research Libraries. (2015). Framework for information literacy for higher education. Retrieved from <http://www.ala.org/acrl/standards/ilframework>

Alison Lehner-Quam



Christine McKenna (Journalism), Martha Lerski, Barbara Gray (CUNY Graduate School of Journalism), Sean O'Heir, and Stacy Katz at one of two Library-led Spring events on Fake News: “Fake News, Alternative Facts, and Misleading Information” and “Preparing Our Patrons to Navigate a Fake News-Strewn Landscape”

## Librarians as Researchers: Engaged in the Process, Contributing to Student Success

Library faculty contributes to student success by means of reference consultations and library instruction. Lehman and CUNY librarians also serve students through ongoing engagement with inquiry through their own research. Here are a few ways Lehman library faculty is actively involved with the process of research.

Chief Librarian Kenneth Schlesinger publishes on international librarianship and archives, and preservation issues in performing arts libraries. His international work supports Lehman's mission of developing engaged, global citizens. His performing arts research supports the liberal arts mission of the College.

As Head of the Library's Special Collections, Janet Butler Munch acts as steward of College records and manages other Bronx materials, particularly records from a National Endowment for the Humanities Oral History Project. Her position gives her a unique perspective on the resources that support research. She sees a natural flow between her work with specialized documents and one of the roles shared by all library faculty: serving at the Reference Desk. "We're the generalists on campus. Everything that we do on Reference, and I do in Special Collections familiarizes us with databases and a range of resources."



Janet Butler Munch in Special Collections

Coordinator of Information Literacy and Assessment Robert Farrell focuses on "figuring out better ways to provide students with learning opportunities for information literacy for school and life beyond school." This includes "ways that we can collaborate with discipline faculty in positioning librarians as 'curricular consultants' to support critical thinking and effective use of relevant and credible information resources." Another one of Farrell's research interests is the practice of librarianship itself, "on things that can help librarians become better at what they can do to help students." This includes topics such as emotional intelligence, library management, and "trying to help librarians think about how to listen in the Library." Farrell observes that "students are often talked at, and talked to, at colleges."

Head of Reference Madeline Cohen has collaborated with several library faculty to study the flipped classroom, which "has taught me a lot about the practice of teaching and learning about active learning." They found that "students were more engaged when active learning took place." As a result, Cohen tries to include some activity in every class she teaches. Another area of exploration for Cohen is scholarly communications and open access. One study she conducted examined how CUNY Libraries created Open Access policies to make scholarship publicly accessible to

students and researchers. When Cohen teaches first-year classes, she tries "to impart something about how scholarship is created and published."

Related to her work as Substitute Open Resources Librarian-STEM Liaison, Stacy Katz researches various aspects of Open Educational Resources (OER). She recently started contributing a monthly column about OER to *Journal of New Librarianship*. It will aim to introduce readers to OER and new forms of scholarship supported by open resources.

Following earlier publications on privacy, Stefanie Havelka's current focus is her Doctoral research: "User behavior and attitudes: information, privacy, and the mobile world. A cross-cultural study comparing USA and Germany." As Web and Mobile Services Librarian and Co-Chair of Library Association of City University of New York's Privacy Roundtable, Havelka is actively engaged with how librarians assist students in knowledgeably and safely navigating the digital environment. She examines mobile applications, technological vulnerabilities or access points for data exposure, as well as legal protections and varied definitions of privacy in the United States and European Union. Her awareness of different global standards and perceptions regarding privacy helps her in serving the needs of a diverse student body.

Education Librarian Alison Lehner-Quam is partnering with Early Childhood and Childhood Education's Cecilia Espinosa to research the topic of children's literature for Latino and bilingual children. They consider questions such as, What happens when we engage young children in multimodal experiences with culturally and linguistically relevant books? This research has resulted in development of a specialized Leonard Lief Library collection of bilingual books for children which can be accessed by students. In tandem with Wesley Pitts of Middle and High School Education, Lehner-Quam examines how science education students use ePortfolio practice and the ACRL Framework to reflect their competency in information literacy. Lehner-Quam's research informs her instruction as well as her understanding of students' existing skills and background.

Head of Technical Services Joan Jocson-Singh researches stereotypes of Asian librarians and female musicians in the heavy metal genre. One research area examines ethnicity and the other, gender. Jocson-Singh studies Filipino librarians and stereotypes about the approachability of different ethnicities. She measures this against broader fixed perceptions of librarians. She observes that this study of minorities makes her consider undergraduate groups who might face similar stereotyping. In studying women in heavy or extreme metal music, she evaluates perceptions that "this isn't a woman's place" in "a subculture of music that is typically coded to not treat women well." This understanding in turn helps "to inform how women come to the library. It becomes a gender study." Reflecting on both areas of her research, Jocson-Singh concludes, "My research interests inform how I practice librarianship."

Electronic Resources-Systems Librarian Michelle Ehrenpreis considers information architectures and the way students navigate systems to effectively access information.

Instructional Technologies Librarian Jennifer Poggiali comments, "My research has revolved broadly around the idea of engagement." Collaborative research (with Madeline Cohen, Alison Lehner-Quam, and Robin Wright) into the flipped classroom

## Librarians as Researchers (cont.)

allowed her to test strategies for libraries by means of one-shot instruction. Her animation project with Art's Michael Ferraro explored one way to engage students through online learning. Poggiali also researches "how students respond to their physical environments – and what might send them elsewhere." This aspect is related to the upcoming Library renovation, as well as to the 90x30 Initiative and student retention. This is "all part of the sense whether students are welcome, respected, and wanted on campus."

As Business Librarian, I collaborate on research with the Department of Economics and Business. Management faculty member Lisa Rosh and I are examining the effectiveness of information literacy interventions in supporting undergraduates to utilize and critically evaluate a range of information resources. In addition,

my current study of cultural heritage preservation in the context of climate change adaptation or relocation keeps me current with academic, governmental, statistical, and broad contextual information that Lehman students access for academic success. This also anchors empathy and resulting outreach with theoretical and empirical foundations to support those who have been, or are at risk of being, affected by climate-related phenomena such as hurricanes, floods, or fires.

In closing, library faculty's engagement with research assists us to knowledgeably guide students with academic investigations, as well as understand the contextual challenges and opportunities that exist in our college community and beyond.

*Martha Lerski*

## Sea of Nursing Blue: A Photo Essay

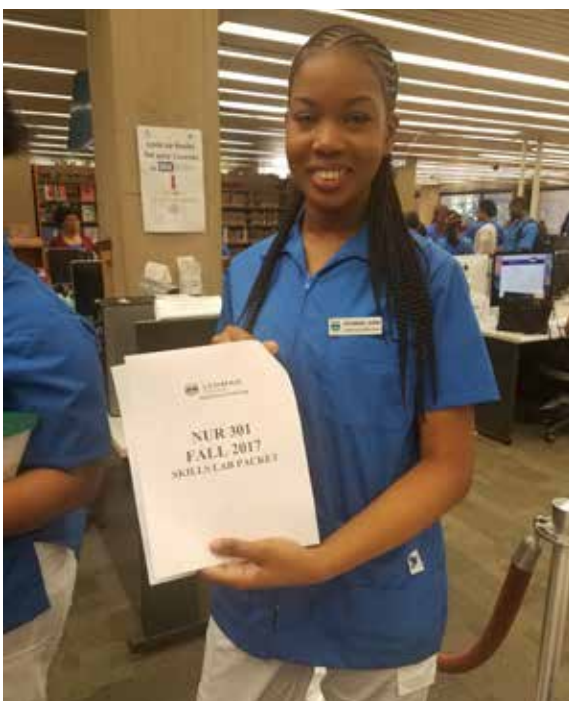
On the recommendation of their faculty, students from the Nursing Fundamentals 301 class flocked to the Library on August 25, 2017, the first day of the semester. Nursing student Fatumata Jabbi, explained, "Today is our first day and we are printing our clinical packet which tells us what we will be doing this semester."

Another student, Rabiya O. Ajao, described the program in detail: "The first five weeks we meet in the T Building from 9:00 AM - 7:00 PM. The following weeks we will be going to our clinical sites from 7:00 AM - 7:00 PM. We are placed at sites like Montefiore, Bronx Lebanon, St. Barnabas, North Central, and Jacobi."

These dedicated students represent Lehman College and a new generation of future nurses.



Nursing students at printer stations



Fatumata Jabbi



Evelyn Caseres and Jason LaBuerre

*Rebecca Arzola*

## Open Educational Resources and Student Success

The practice of intentionality requires that we not go about our work as business as usual, but that we interrogate our practices and examine our impact. We must look at the student experience and ask where we can make a difference. One seemingly nominal, but actually quite significant barrier to student success, is the cost of textbooks. In the Library, we have observed this issue for years, as demand for Reserve textbooks continues to increase.

When students are able to get to the Library, they spend valuable time and energy first waiting for the copy of a textbook that their instructor has placed on Reserve and then making photocopies. The Library has long been a place that has supported students in access to course materials.



Kenneth Schlesinger introduced Provost Fayne at the Open Educational Resources Faculty Showcase

While using the Reserve collection helps, it does not solve the issue of textbook affordability, nor does it allow students to spend their time productively engaged in learning. The challenge of President Cruz's 90x30 Initiative exhorts us to think of a better solution. Open Educational Resources (OER) are freely available, customizable, downloadable, shareable high-quality materials that are an alternative to textbooks. With funding from Academic Affairs, the Library introduced an OER pilot project last year in which faculty worked to convert three courses to Zero Textbook Cost courses for Fall 2017. Early reports indicate that students are highly engaged in this material.

In practicing intentionality, we must examine ways to make the largest impact on students' lives. Having completed this pilot project, the Library was well-positioned to coordinate the campus proposal in the CUNY OER Scale-Up Initiative. Through this initiative, twelve large-scale courses will be converted to Zero Textbook Cost Courses. Between the pilot and this initiative, we expect students in these courses to save approximately \$240,000 this year alone. The benefits of OER for students are numerous, as research demonstrates that access to class materials can help students complete and succeed in their courses. Students using OER perform as well or better than their peers using traditional textbooks.



At the faculty showcase, Yuri Gorokhovich presented his OER on Data Acquisition and Integration in GIS, and Stacy Katz, the library's contact for the OER project, provided an overview of Lehman College's OER initiatives

Through these initiatives, Lehman faculty has found that incorporating OER has renewed and refreshed their pedagogy. OER can enhance the classroom experience for all students, in addition to alleviating textbook costs.



Sharon Jordan presented her OER on Introduction to the History of Modern Art, and Anne Rice presented her OER on African American Literature

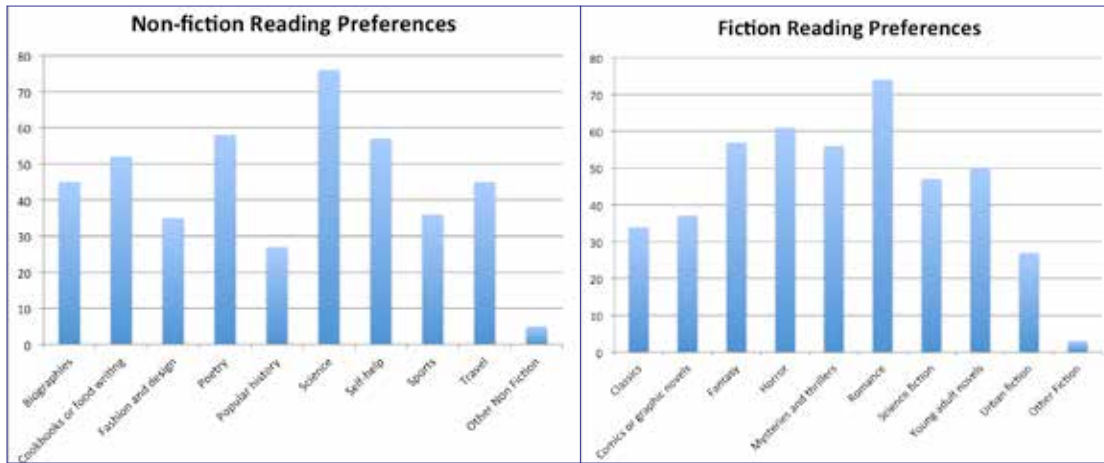
As library faculty engaged in the scholarship of teaching and learning, we will measure these impacts and contribute to the growing body of knowledge around OER and student success. Accordingly, we will continue to strategically and intentionally make an impact on students' lives.



## Leisure Reading Collection Debuts

This October we launched a new Leisure Reading Collection. The collection – drawn entirely from many generous donations – is housed on our first floor opposite the Circulation-Reserve Desk.

Last Spring a student survey helped us determine which books to include in this deliberately small, easy-to-browse collection. Lehman students told us they enjoy a wide array of fiction and non-fiction – with science, poetry, romance, and horror coming out as the top favorites. We'll try to keep the Leisure Collection as varied as possible and will frequently refresh it with new titles.



Leisure Reading books can be borrowed with your CUNY ID card at the Circulation-Reserve Desk. They will be treated differently than the general collection. Students will be given a loan period that is twice as long (eight weeks) and will be allowed additional renewals. The Library will not collect late fees on this collection. Overdue Leisure books will not prevent students from borrowing additional items and accessing databases. Reading for pleasure is a great way to unwind during stressful times. It's also one of the best ways to continue learning throughout your lifetime, so continuing your reading habit now will benefit you well in the future. Stop by the Library to browse our Leisure Reading Collection today!

*Joan Jocson-Singh, Jennifer Poggiali, Stephen Walker*

## Seeing the Error of Our Ways

Anyone who's ever taught has made some kind of mistake in the classroom that has hurt a student. No matter if one is the most seasoned educator with the highest pedagogical accolades or a novice instructor teaching one's first course, all of us take a risk whenever we enter a classroom. Our fumbles can be something as inadvertent as calling a student by another's name, which may convey, however unintentionally, a lack of care or concern on the instructor's part.

Or it could be an offhand comment spoken without malice that in some way inadvertently wounds the student. We may be overworked or distracted and unable to truly listen to a student with our full attention, so fail to meet his or her needs. Mistakes may – perhaps most likely will – occur anytime we begin to experiment with our teaching or push ourselves to grow as educators.

Sometimes we take the opportunity to acknowledge to our students when we've made a mistake, reached too far, been careless or tried something new that didn't quite work. But more often, educators, like the rest of humanity, go on as if nothing much happened after making a mistake. At most we make a gesture towards apology, but never really take our errors to heart. Worse, we may blame others for our missteps or the pain we cause. *If only my classes were smaller, my teaching load less, my research not so pressing.*

Sadly, most people seem to just move on to the next thing (and in most cases, the next mistake) without much thought at all. Regret, guilt, remorse, disappointment in oneself – these feelings seem disproportionate to the people who take a “we're all (and only) human” attitude to life. But why should we forgive ourselves for making mistakes before we've examined and fully understood them?

And what happens if we cease to experience the emotions that should come naturally when we fail others in one way or another? From a developmental perspective, we might note that taking deep pleasure in our successes and fully feeling our failures is seen by some philosophers as key to advancing towards expertise. Such feelings inform the background of our future actions and are necessary if we're to make the right moves in one or another sphere of practice.

We're attracted toward actions that have brought us joy, if we've felt joy in practice, and away from those that have brought sorrow. From an ethical perspective, we might say that we condition ourselves to become more thoughtless each time we choose not to think deeply about the consequences of our actions. The Stoics attempted to force themselves to render an account of their mistakes by joining into friendships in which the parties could freely confess their failings to each other. If we lack the courage to publish our errors, as a Seneca or a Marcus, to another or to the world, let us at least confess them to ourselves.

*Robert Farrell*

Looking for a specific book for Leisure Reading?

- Try searching for it in OneSearch on the Library's homepage ([www.lehman.edu/library](http://www.lehman.edu/library)). Remember, you can borrow books from any CUNY campus, so if you don't find it at Lehman, select “All CUNY” next to the search bar and try again.

- Check the New York Public Library ([www.nypl.org](http://www.nypl.org)) or Westchester Public Library ([www.westchesterlibraries.org](http://www.westchesterlibraries.org)).

- Speak with a librarian – we may be able to locate the book or order it for you.

*Is your book collection weighing you down?*

Consider donating your popular fiction and non-fiction to Leisure Reading. Contact Jennifer Poggiali ([Jennifer.Poggiali@lehman.cuny.edu](mailto:Jennifer.Poggiali@lehman.cuny.edu), or 718-960-7764) to discuss Leisure Reading donations.

## ProQuest Ebook Central

This Fall the Library upgraded to ProQuest Ebook Central, a new, innovative platform with an enormous title count of 790,000 from 1,350 imprints from more than 650 publishers. Ebook Central is a multi-disciplinary academic resource for students. It is available for searching via the OneSearch platform.

ProQuest Ebook Central enables targeted researching through a robust advanced search feature, and offers a variety of reading, downloading, and printing options. Users can search within chapters for relevant terms and land directly on those pages. Access options include reading online, downloading chapters as PDF files, downloading an entire book for 21 days, or printing parts of the book. There is no additional login to download PDFs. Students benefit from not having to carry around handouts or stretch their printing budget when they download PDFs.

Users also have the option to access eBooks on their mobile devices. This may facilitate research while taking public transportation. To download PDF chapters on a smartphone, ProQuest Ebook Central can be accessed via Lehman College's mobile app.

LibCentral, the administrative module, allows library faculty to better manage eBook purchases through new models such as patron driven acquisition (users select titles they like and a purchase is generated after a set amount of selections). Flexible loan periods are possible for faculty who wish to select eBooks for class texts or supplemental readings. This supports President Cruz's 90x30 Initiative through unleashing innovation and resources towards building Open Educational Resources courses and utilizing digital learning objects like eBooks.

ProQuest Ebook Central is accessible on and off-campus using the library barcode on the front of the Lehman ID card. When accessing the eBook collection on and off campus, you must enter your unique 14-digit barcode number. This is the same log-in feature used when searching databases off-campus. If you experience issues with the eBook collection or with your library barcode, contact the Circulation Desk (718-960-8576), so we can activate your card or help you log in.

*Michelle Ehrenpreis and Stephen Walker*



Michelle Ehrenpreis

## Virtual Reality

The Library is pleased to offer 60 VDI (Virtual Desktop Infrastructure) units at the Reference, Periodicals, and Education areas. These enable a faster online experience and unified look across desktops. VDI uses server hardware to run operating systems and applications in a virtual machine. This significantly lowers costs, while also making software installation, updates, and patches seamless and less time-consuming.

Lehman currently has 500 virtual desktops across campus. This number will increase to about 1,000 by year end.

*Raymond Diaz*

## Sage Research Methods

Centered on research design and methods, Sage's product guides users throughout the research process using eBooks, videos, reference materials, datasets, and project planners. The eBooks are a mixture of reference works, handbooks, and designated electronic little blue and little green books. The little blue books describe qualitative research methods, while the little green books describe quantitative research.

Videos bring the research process to life in short, easy to digest clips. Datasets enable students to practice data analysis and are easily integrated into the classroom. Project planners are excellent tools for students and faculty when assigning longer research papers.

For access, visit the library website and search Sage Research Methods under Databases A-Z. For an overview or class demonstration, please contact [Michelle.Ehrenpreis@lehman.cuny.edu](mailto:Michelle.Ehrenpreis@lehman.cuny.edu)

*Michelle Ehrenpreis*

## Welcome, Michelle Ehrenpreis!

I'm pleased to announce that Michelle Ehrenpreis joined us as Electronic Resources-Systems Librarian this Fall. Part of the Web and Mobile Resources unit, she reports to Stefanie Havelka.

Most recently Michelle was Public Services Librarian at Felician University in New Jersey. She previously served as Electronic Resources-Media Services Librarian at Molloy College on Long Island. She received her MLS from Pratt Institute in 2008, and BA in Literature from Ramapo College of New Jersey in 2007.

Michelle demonstrates competencies in electronic resource management, vendor relations, public service, data analytics, and budget stewardship. She has enrolled in an online MBA program to enhance her skills.

*Kenneth Schlesinger*

## Faculty Professional Activities

### **Rebecca Arzola and Stefanie Havelka**

Co-presented with Pedro Laureano (Access and Technology Center), “Apps and Technology Student Share” in October.

### **Robert Farrell**

Published *Meditations on the Body*, his first book of poems, in Ghostbird Press in October. Poems from this book appeared in the online journal *Posit*.

Published a poem in *Leviathan: A Journal of Melville Studies* in October.

Published “The Chief Learning Officer: a Model Role for Integrating HR and Strategic Planning Functions in Libraries,” in *Library Management* in September.

Presented at two CUNY libraries in September and October: Queensborough Community College on listening practices, and Hunter College on integrating information literacy in the disciplines.

### **Stacy Katz and Jennifer Poggiali**

Co-presented “Creating OER with Wordpress and OpenLab” at LACUNY Emerging Technologies Committee in October.

### **Stacy Katz**

Launched a column on Open Educational Resources in *Journal of New Librarianship* in November.

### **Alison Lehner-Quam**

Co-facilitated a discussion group with Cecilia Espinosa (Early Childhood and Childhood Education), “Exploring Place in Bilingual Children’s Books,” at BookFest@Bank Street in October.

Co-presented with Cecilia Espinosa, “Engaging Children in Bilingual Picture Books,” at NYC Schools Library Conference at Citi-Field in November.

Invited to join the Maxine Greene Institute Board.

### **Martha Lerski**

Co-conducted with Lehman’s Office of Community Engagement and Imagine Learning Centers a book drive to provide resources for Barbudan schools after Hurricane Irma.

### **Janet Butler Munch**

Published “20th-Century Bronx Childhood: Recalling the Faces and Voices” in *Collections: A Journal for Museum and Archives Professionals* (Spring 2017).

Moderated the book discussion, *Death Need Not Be Fatal*, for CUNY Institute for Irish American Studies at the Graduate Center in December.

### **Jennifer Poggiali**

Co-published with Stephanie Margolin (Hunter), “Where Are the Bathrooms? Academic Library Restrooms and Student Needs,” in *Journal of Library Administration* 57(5), 481-499.

### **Kenneth Schlesinger**

Co-presented with Constantia Constantinou and Michael Miller on *International Librarianship: Developing Professional, Intercultural, and Educational Leadership* at OCLC Americas Regional Council Meeting in Baltimore in October.

Invited to join Lehman’s 50th Anniversary Steering Committee.

### **Stephen Walker**

Co-presented with Sean O’Heir (City College), “EZProxy Server Migration,” at ENUG North East Regional Conference in October.

## Friends of the Library Gala

Distinguished alumnus André Aciman (1973) headlined the Library's inaugural fundraising event, co-presented with Alumni Relations. The Gala raised over \$5,000. Aciman's presentation consisted of four parts: growing up in a Jewish family in Alexandria, Egypt; being forced into exile and poverty in Italy; emigrating to New York to attend Lehman College; and challenges and opportunities of life as a scholar and professional writer. A Proust scholar, Aciman described his own lifelong dilemma of trying to recapture the past while writing in the present.

Aciman has penned autobiographies about the diaspora of his life as an Egyptian Jew. He enrolled at Lehman knowing nothing about the College, and studied Classics with Honors College Director Gary Schwartz. An upcoming piece in the *New Yorker* relates a vignette from his time as a Lehman student. Like current students, he is a multilingual immigrant who relates to their struggles and challenges, as well as sense of dislocation straddling various cultures. A new film based on his book *Call Me By Your Name* is receiving strong recognition.



Kenneth Schlesinger, Alumni Relations Director Maria Cristina Necula, and André Aciman

## Biblio-Tech



**Editors:** Alison Lehner-Quam  
Martha Lerski

**Production Design:** Evelyn Santiago

**Webmaster:** Stefanie Havelka

**Chief Librarian:** Kenneth Schlesinger

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For previous issues, see:

<http://www.lehman.edu/library/about.php>

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### FALL 2017 HOURS

Monday - Thursday	8:00am - 10:45pm
Friday	8:00am - 8:45pm
Saturday	11:00am - 8:45pm
Sunday	11:00am - 7:45pm

### Intersession Hours

December 26, 2017 - January 25, 2018

Monday - Friday	9:00am - 4:45pm
Saturday and Sunday	Closed

### CLOSED

- ◆ December 23, 24, 25
- ◆ December 31
- ◆ January 1, 2018
- ◆ January 15, 2018 (Martin Luther King Jr. Day)

Library hours are subject to change.

Call 718-960-7766 for current schedule.

### EXTENDED HOURS (Final Exams - December 13 – 20)

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

Thursday, December 21	8:00am - 4:45pm
Friday, December 22	8:00am - 4:45pm