



Inside This Issue

Best Practices in the Library 1

[Library Website Redesign:
Best Practices to Consider](#)

From Information Literacy to
Digital Literacy: Educating
Lifelong Learners 2

Asking Questions: A Best
Practices Approach 3
[Technology News](#)

Best Practices in Training
Student Workers 4
[Student Spotlight](#)

Library Conferences in China
and Hong Kong 5
[Launch of Digital Public
Library of America](#)

Library Welcomes
International Visitor 6
[Reading and Discussion Series](#)

Dear Abby – Friends and
Family Health Kit 7
[Online Government
Information: Best Practices at
an Academic Federal
Depository](#)

[Navigating the E-Book Maze](#) 8

[Census Data Tools](#) 2

For Those Who Can: Teach!
[Book Review: Best Practices
for Developing Scholarly
Writing Habits](#) 10

[Faculty Professional Activities](#) 11

[Graduates](#)
[Reference Services](#) 12
[Biblio-Tech Staff](#)
[Hours](#)

Best Practices in the Library



All great borrowers – perhaps all great visionary leaders – know the best practice secret. Stretching to learn from the best of the best in any sector can make a vision more likely to succeed. Of course, reaching for excellence requires learning what excellence is. High performers open their minds to new ideas, challenge their assumptions, and scrutinize their performance practice by practice.

-Rosabeth Moss Kanter

Best Practice: Ideas and Insights from the World's Foremost Business Thinkers

When I attended library school a mere two decades ago, online databases were just being introduced into the curriculum and we were grappling with an emerging phenomenon known as the Internet. Fortunately, at the time we recognized it was going to transform the world of information access – though none of us could have dreamed to what extent and in which manifold ways.

Historically, individuals were attracted to librarianship for its stability and sense of ongoing traditions. For better or worse, we're now faced with a profession where rapid technological change is a constant, the sands are forever shifting, and even as experts we must struggle to keep up. With each new service we introduce comes a corresponding skill set, new policies, and different protocols. Given that everything we do is now undergirded with technology, of necessity library work is team-based as it has never been before.

Part of our challenge at the Leonard Lief Library has been building a faculty that is collaborative in orientation, which organizes into work groups to accomplish complex projects, and contributes to an active learning environment. Each new initiative – whether it's introducing iPad classes or designing a Mobile Library Tour – demands a pilot program followed by testing, assessment, fine-tuning, reflection, and implementation.

When I joined this Library six years ago, one strength I noticed immediately was that faculty would consult the literature in order to benchmark existing programs to develop a comprehensive plan based on evidence and peer achievement. This affords us the opportunity to connect with our vibrant national and international library communities.

As we inform our students, the purpose of accessing scholarly literature is to reshape it in order to create knowledge. Likewise, Lehman library faculty increasingly contributes to academic publishing by documenting many of the new services we offer: circulating e-readers, mobile information literacy, Child Care Center reading series, and information literacy for veterans. This cyclical and dynamic environment of inquiry, research, testing, reflection, and publication makes Lehman's Library the challenging, stimulating – and at times *exhausting* – laboratory we all cherish.

Kenneth Schlesinger
Chief Librarian

Library Website Redesign: Best Practices to Consider

This spring I am engaged in a multi-faceted Web usability study. This is the first stage in the Library's website redesign process. The second stage will be analyzing results from the study, which include real-time usability testing and a card sorting session.

The third phase will be the actual redesign of the Library website. Our current website was launched three years ago, which in technology years makes it pretty old. In just three years, best practices in Web design have changed. Two decades ago it was trendy to have a blinking text element on your website, which no Web designer would consider today. Let's look at two current best practices:

Mobile First

In 2009, Luke Wroblewski stressed that website developers should think about designing for mobile devices first, rather than for a desktop computer. He asserts, "the end result is an experience focused on the key tasks users want to accomplish" (see <http://www.lukew.com/ff/entry.asp?933>).



Lehman's mobile library website <http://www.lehman.edu/m/#library>, will guide me in creating a less cluttered desktop website, focusing pri-

marily on key tasks that students, faculty, and other users must accomplish online.

Responsive Web Design means the site works equally well on different devices. For example, when you visit www.cuny.edu on your smartphone, the site will automatically adjust its layout (navigation, images, etc.) to the size of your phone's screen. An attractive example of a library website using responsive Web design is the beta version from Princeton's Library, <http://librarybeta.princeton.edu/>.

My goal will be to implement responsive Web design by creating three different layouts: one for desktop, one for tablet, and one for smartphones.

Stefanie Havelka

From Information Literacy to Digital Literacy: Educating Lifelong Learners

American Library Association's Digital Literacy Task Force recently released an interesting report, "Digital Literacy, Libraries, and Public Policy." The report attempts to answer a question I have been grappling with: How do we educate our students to become and remain information literate in an ever-changing digital world?

At the Library, our information literacy philosophy is that teaching critical thinking skills empowers students. We want our students to become lifelong learners able to transfer skills learned in instruction classes into future projects, academic practice, and their careers.

The term digital literacy is not new. In 1997, Paul Gister defined it in his book *Digital Literacy* as "the abil-

ity to understand and use information in multiple formats from a wide range of sources when it is presented via computers." ALA's



Digital Literacy Task Force defines it as "the ability to use information and communication technologies to find, understand, evaluate, create, and communicate digital information, an ability that requires both cognitive and technical skills."

While this all sounds very grand, what can I – as an academic librarian – do to foster digital literacy? Two answers came to mind:

Embed information sources students are already using into my teaching. Since I allow students to use Wikipedia to find information, this generates a valuable discussion about its strengths and weaknesses.

Incorporate new technologies into my teaching practice. This could involve using online polls such as Poll Everywhere www.polleverywhere.com, encouraging students to use their smartphones to take notes and look up the definition of a word; or asking them to create a short video presentation on what it means to be digitally literate.

The ALA Digital Literacy Report concludes, "academic librarians are true innovators in the classroom, ever investigating interactive instructional methods and new modes of delivering instruction." As such, we play an important role in educating and enhancing students' digital literacy skills.

Stefanie Havelka

Asking Questions: A Best Practices Approach

Librarians, like other faculty at Lehman, typically take no formal courses in their graduate studies related to classroom practices and pedagogy. Like almost all college professors, we learn by doing and redoing. Trial and error is for most in the academy the de- facto approach to improving teaching.

Many of us rarely have time to pause, reflect, and deliberately approach our instruction with fresh eyes and energy. Fortunately, there is robust literature in the scholarship of teaching for us to learn from, particularly in one area of instructional

practice we all engage in: asking questions.

Asking effective questions is arguably the most important skill a college instructor can acquire. A good question can put students at the center of learning, stimulate debate, challenge students to reconsider long-held assumptions, and guide them to make new connections. A bad question – one posed merely rhetorically or one too simple or too complex – can cut off discussion and disempower students.

Library faculty have to be extra skillful when posing questions because we typically have only fleeting contact with students – single sessions in which to con

vey information, teach skills, and shape students' thinking.

In response, we've tried to develop best practices for asking effective questions, and have met as a group to think about the varieties and purposes of the questions we pose or should be posing. In the upcoming semesters, we will be creating professional development opportunities for our faculty to "workshop" the questions we ask in classes.

If you'd like more information about our work or would like to participate in an upcoming conversation, let us know. We're happy to have you join us.

Robert Farrell

Technology News

Wireless Network Upgrade

The Library has a new wireless network that provides faster and more secure Internet access. Students must configure their devices to use this new network. Once configured, devices will connect automatically without having to authenticate. Instructions are located at the Reference Desk.

Express Workstations

Nine express workstations will be in place by summer 2013. These will permit quick access to the Internet, viewing of Office documents, and printing. There will be three on the first floor, four on the second floor, and two on the third floor.



T. Bishop looks for a book on workstation.

Satellite Help Desk

The IT Center and Library are pleased to announce the addition of a Satellite Help Desk in the Library's Reference area.

At the Help Desk – open since the beginning of the spring semester – students can resolve many of their printing, e-mail, wireless access, CUNYfirst, and Blackboard issues without having to leave the Library.

Students now have immediate access to all their accounts in a central location. Passwords for printing, wireless access, and e-mail may also be reset onsite.



H. Harrison resolves issues at the Help Desk.

Raymond Diaz

Best Practices in Training Student Workers

Student workers comprise the core of the Library's staff. These students provide daily assistance at various service desks, and return circulating books to the shelves. By fulfilling these time-consuming but necessary tasks, student workers free up full-time library faculty and staff to concentrate on other activities. In sum, these students play an integral role and without them we could not function.

Student workers are College employees and therefore represent the institution, a great responsibility. Only through effective training can employees acquire basic competencies necessary to provide quality customer service and a positive library experience. When training student workers, I emphasize the importance of excellent customer service and encourage student workers to do the following:

- ◆ *Be professional* – Put the patron and their questions first.

- ◆ *Listen* – Repeat back what you have heard to make sure you understand.
- ◆ *Be prompt* – Acknowledge the patron, even if you are otherwise occupied, and let them know you will be right with them.
- ◆ *Be confident* – If you don't know the right answer, find it.
- ◆ *Be personal* – Smile. Treat each person as an individual. Make patrons feel important, and be empathetic.



O. Torres, A. Brea, Y. Watson, A. Soto, J. Vasquez, T. Neusser

Many jobs have stressful times of the year. In the Library, student workers learn to prepare for these demanding times. Learning to handle these conditions with confidence and ease can

greatly reduce stress and errors in the workplace, as well as other areas in their lives. I encourage new student workers to use the following best practices, which can be applied to any position:

- ◆ *Be punctual and consistent in attendance*
- ◆ *Be proactive: don't wait for a problem to occur*
- ◆ *Maintain a positive attitude and use your problem-solving skills*
- ◆ *Have integrity in everything you do*
- ◆ *Finally, keep all transactions confidential. Avoid inappropriate discussion about any student, staff, or faculty member.*

The Library aims to foster work habits that include self-development. Instead of only applying themselves to required courses at Lehman, student workers can experience hands-on learning to prepare them for their future. By adopting these best practices, student will be better prepared for their careers.

Adelaide Soto

Student Spotlight

On Monday, April 22, Lehman psychology major and student library worker Marisol A. Vialet was a featured speaker on the program, Home Care Aides: Building the Care Delivery System for the Future. The program was held at the Cherkasky/David Conference Center on 42nd Street and was sponsored by the Health and Safety Program of 1199SEIU.



M. Vialet

Vialet participated on the panel as a representative of the home care workers, and helped introduce the event

along with New York City Council Speaker Christine Quinn and Council member Maria del Carmen Arroyo. Her presentation was well received, and applause broke out when Vialet mentioned that she has been able to attend college while working and that she will graduate from Lehman College this May. Vialet's leadership skills have been honed through her participation in the Leadership Track Program here at Lehman. Congratulations!

Alison Lehner-Quam

The Library's Circulation Department will be losing one of our treasures, Yanique Watson. Yanique came to the Library in 2009 from John Jay College. Already extremely knowledgeable from her previous years working at the Circulation Desk at John Jay, Yanique jumped right in and immediately made an impression on all of us. Her

knowledge of Circulation software, Aleph, along with her charming personality, endeared her to all.



Y. Watson

Yanique made our workplace happy and upbeat as she persistently left her co-workers with a smile on their faces. Yanique is an international student from Jamaica, who studied hard while working in the Library, and achieved honors in her nursing classes at Bronx Community College. We are proud of her, but sad to see her go.

Adelaide Soto

Library Conferences in China and Hong Kong

Technical Services Librarian Kachuen Gee joined a delegation of ten to participate in the 2012 China Annual Library Conference in Dongquan, China. This delegation was organized by the Chinese American Librarians Association (CALA) and led by Sally Tseng, CALA's honorary Executive Director. The conference, held from November 21-24, was co-hosted by China Ministry of Culture, Library Society of China, and Dongquan Public Library.



2012 China Annual Library Conference, Dongquan

The conference theme was Cultures Strengthened Country: Responsibilities and Missions of Libraries. It was attended by over 2000 librarians from China, Hong Kong, and Southeast Asia.

The conference was held in a beautiful, modern hotel adjacent to a large exhibition hall, where hundreds of Chinese book vendors and computer companies displayed their wares. Similar to

the Beijing Olympics, the opening and closing ceremonies, held in a grand opera house, were theatrical performances complete with speeches, awards, music, dance, live videos, and fireworks.

CALA-USA delegation's theme was Building and Sharing: American Libraries' Contributions to Communities. Kachuen Gee, representing CUNY, gave a presentation on the CUNY Libraries' Exchange Program with Shanghai University and Shanghai Normal University. Her report stimulated great interest in the audience, many from university libraries. Questions were raised about cost, candidate qualifications, length of stay, and activities in the U.S. Encouraged by Professor Gee's presentation, a doctoral student from Shanghai has proposed visiting CUNY to continue his research in American literature.

Gee and other delegates visited Guangzhou to attend the Guangzhou Public Library Conference. The magnificent, modern eleven-story Guangzhou Library, opening in June, is impressive. It offers a completely self-service lending library. Using automated checkout machines, the Library is open for 24 hours with no attendants. But if someone tries to take a book without checking it out, a gate will come down and trap this dishonest person inside!

cultural institutions, and substantial funding from philanthropic organizations and government agencies.

Content is being drawn from existing digital collections, including those of ARTstor, National Archives, and the Smithsonian, as well as being created at Service Hubs. These Service Hubs are particularly innovative; they will enable digitization of items of regional and even local interest by offering digitization services in locations throughout the country.

After only two years of development, DPLA has a solid infrastructure, a good deal of excellent content, and adequate funding. The ideals of the American public library may yet be successfully adapted to the digital world.

Jennifer Poggiali

The last stop was Hong Kong, where CALA Executive Director Haipeng Li organized a colloquium attended by librarians from Baptist University of Hong Kong and several other college libraries. Kachuen discussed Lehman's Library, including faculty, databases, information literacy programs, QuestionPoint online chat, and mobile devices. Delegates appreciated the warm hospitality of their hosts, who treated them to sumptuous meals and organized sightseeing.



Guangzhou Public Library Conference

We admired Chinese librarians' enthusiasm to explore new horizons in library services and information technology. They are already planning a reciprocal visit. This knowledge exchange may yield high-tech projects of mutual benefit.

Kachuen Gee

Launch of Digital Public Library of America

The Digital Public Library of America, www.dp.la, launched on April 18, 2013. This ambitious project aims to create an online collection of books, documents, and images that are freely available to all.

In the past ten years, such democratizing goals have been given frequent lip service by Google and other companies. DPLA is different. It is a not-for-profit organization actively trying to combat the forces of commerce that seem to be pushing digital content inexorably toward monetization.

DPLA is the result of ongoing collaboration between libraries, museums, and

Robert Darnton Speaks at Graduate Center about DPLA

On April 29, Robert Darnton, the head of the libraries at Harvard and the public face of DPLA, spoke at a forum at CUNY Graduate Center. Darnton is a powerful advocate for DPLA. He believes that intellectual property law—particularly as it relates to digital content and the Internet—is at a crossroads. He argued eloquently for DPLA as a means to establish and maintain our country's historic commitment to free access to information. His recent column in *New York Review of Books* lays out his perspective: <http://bit.ly/10q05cN>.

Library Welcomes International Visitor

Library faculty recently benefited from an international exchange when Sophie Essmat, a librarian at Oslo University College, the largest state university in Norway, spent a busy week in New York. Over a breakfast meeting in late March, Essmat discussed her experiences working in libraries in Iran, the United States (Utah), and Norway, as well as her research in multicultural librarianship, particularly services to immigrant women.



A. Lehner-Quam, S. Essmat, A. Soto, J. King, R. Wright, K. Schlesinger, M. Cohen

Sophie has served as head of the Norwegian Library Association's special group Multi-Cult (Flerkult). She observes, "Immigrant women can use the library to improve skills and access information.... Single mothers can visit the library, can be there for hours, bring their children and meet other mothers who are working to improve their skills and abilities. They can be safe in the library and payment is not required. Most libraries are well-located and easy to access. Immigrant women cannot find all of these features together in other places."

Essmat was in residence at Lehman for three days, meeting with library faculty to discuss their work. Head of

Reference Madeline Cohen shared ideas with her. "Sophie was most interested in the variety of students and requests we get at the Reference Desk." She found our individualized approach to each student's level and needs something that she strives for at her library in Oslo, especially with a multicultural student group. Knowing how to be sensitive to cultural values is something we both agreed is critical to our work."

Essmat visited New York Public Library's Bronx Library Center, where she met with Supervising Librarians Evelyn Muriel-Cooper and Linda Caycedo. They introduced Essmat to the premier Latino and Puerto Rican



E. Muriel-Cooper, S. Essmat, L. Caycedo

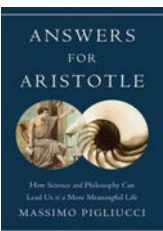
Heritage Collection, which includes rare resources, including crafts made by members of the Bronx community. As Essmat signed the guest book, she noted, "This is inspiring and I would like to bring something like this back to Norway."

Lehman librarians learned a lot from Essmat's visit. Once again, we were reminded that we share the same professional values and concerns, from Iran, to Norway, to the Bronx. As Chief Librarian Kenneth Schlesinger observes, "What is particularly compelling in these international exchanges is how we discover we actually have more similarities than differences in library practice."

Alison Lehner-Quam

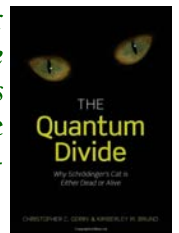
Reading and Discussion Series

The Library's Reading and Discussion Series provides students and faculty with a view into the fascinating research being done at Lehman. Readings and discussions offer opportunities to learn about various academic fields and meet students and faculty outside one's own area of study. Over 100 people attended the three presentations this spring.



Professor Massimo Pigliucci presented research from his book *Answers for Aristotle* on March 5. The standing room only event was co-sponsored by the School of Arts and Humanities.

On April 11 physics Professor Christopher Gerry talked about his new book, *The Quantum Divide: Why Schrödinger's Cat is Either Dead or Alive*. The models that he shared about quantum physics were illuminating.



And on May 6, Margot Mifflin shared her research on women and tattoos from the new edition of her book *Bodies of Subversion: A Secret History of Women and Tattoo*.

The Reading and Discussion Series continues next fall. Check your campus e-mail for upcoming events, or contact Alison Lehner-Quam Alison.LehnerQuam@lehman.cuny.edu.

Alison Lehner-Quam

Dear Abby – Friends and Family Health Kit

My library colleague Janet Munch sent me a link to the Dear Abby column published in May, announcing a free set of health publications to share with family and friends. The Friends and Family Health Kit has a collection of 20 short and easy-to-follow publications from the Food and Drug Administration's Office of Women's Health and the General Services Administration's Federal Citizen Information Center.

Online Government Information: Best Practices at an Academic Federal Depository



Citizens of the U.S. have long availed themselves of access to government information. Lehman College students are no different, especially when it comes to class assignments. A great deal of government information is available online, which you can obtain freely at the Library, your home computer, or any mobile device with Internet access.

Your online search may pose a challenge due to the plethora of information available. The Library has assumed a leadership role, especially as a Federal Depository, in creating research guides to support your search

The free health kit features topics on antibiotic resistance, asthma, clinical trials, cosmetics, the flu, food safety at home, health scams, heart disease in women, high blood pressure, insulin, mammograms, medicine and pregnancy, menopause and hormones, personal records of your medications, registries helping mothers measure medication risks, sleep problems, smoking cessation, tattoos and permanent makeup, and your glucose meter.

for authoritative and current government information.

We consider the particular needs of students and reflect on their questions. Do you need statistics for your business management assignment? Where can you find information for a community assessment? What data is available for a country study? Research Guides to answer these inquiries are available at <http://libguides.lehman.edu/>.

Our information literacy program includes government research as well. Instruction classes provide students with the proficiency to identify, locate, evaluate, and effectively apply information for research. Librarians collaborate with discipline faculty to determine needs of students as we assemble relevant sources for specific classes.

The publications can be viewed online at <http://promotions.usa.gov/dearabby.html>, or can be ordered at no charge by sending your name and address to Friends and Family Health Kit, Pueblo, CO 81009, or by calling 1-888-8-PUEBLO (888-878-3256) weekdays, 8:00 a.m. to 8:00 p.m., EST.

More health topics and government publications can be viewed at <http://publications.usa.gov/USAPubs.php>.

Rebecca Arzola

Outreach through Facebook and Twitter, as well as Pinterest boards like <http://pinterest.com/lehmanlibrary/government-information/help>, promote government documents. The Research Guide for our spring event, Innovation: Government Information as a Community Resource, <http://libguides.lehman.edu/innovationspring2013/>, includes links to government information by topic including business and science.

If you have to conduct specific government research, please make an appointment with Government Documents Librarian Rebecca Arzola at Rebecca.Arzola@lehman.cuny.edu, or 718-960-8831. You may also contact subject librarians at <http://www.lehman.cuny.edu/library/library-faculty.php>.

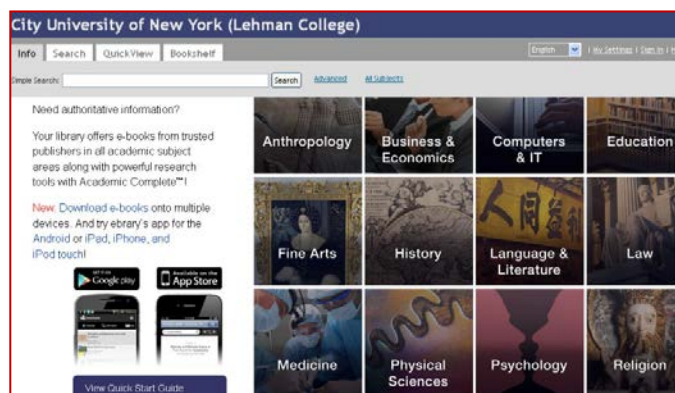
Rebecca Arzola

Navigating the E-Book Maze

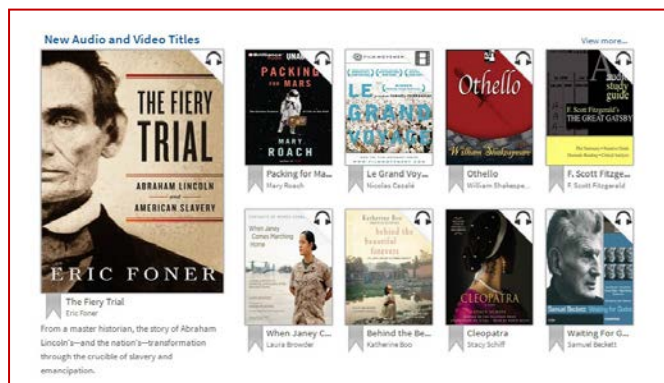
Now that the Library is loaning iPads as well as e-readers, students and faculty have greater access to e-books at home or in the Library. Because e-books constitute a large portion of our new books, we have committed ourselves to assisting patrons in adopting this new technology.

We include instruction on use of e-books in information literacy classes and at the Reference Desk, and have developed a Research Guide, <http://libguides.lehman.edu/ebooks>, with step-by-step instructions on reading online, taking notes, and downloading to various devices.

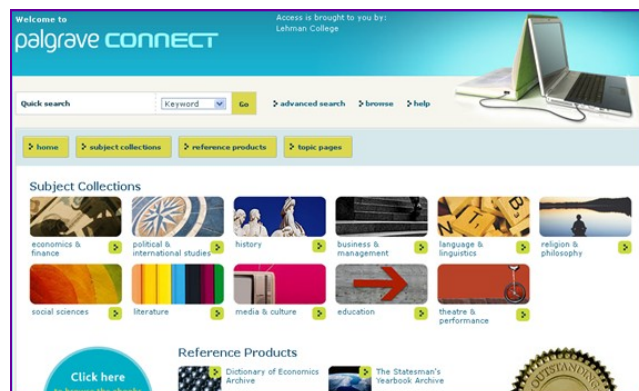
Here is an update on our major e-book subscriptions and ways you can access them:



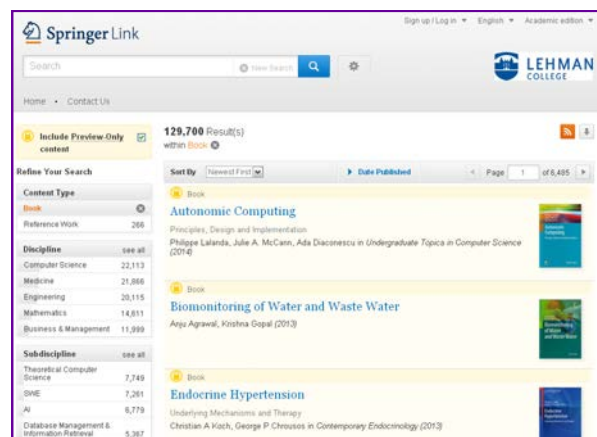
Ebrary is our largest collection of academic e-books, containing more than 36,000 titles from publishers such as Cambridge, Cornell, Harvard, Johns Hopkins, Yale, Wiley, Palgrave-Macmillan, and Taylor & Francis. This collection includes current scholarly literature on all academic subjects. With Ebrary you can: read e-books on any Internet-connected computer; download or print chapters or pages in PDF (up to 60 pages); sign out a title for 14 days and download it to a computer, tablet, or smartphone; highlight and annotate books; and save your annotations. There is no limit to the number of users who can read a book at any given time, so books are always available.



Lehman eLibrary (OverDrive) is a collection of e-books, audio, and video selected by Lehman library faculty. It includes popular, academic, and juvenile titles. Through a new feature called OverDrive Read, you can borrow a title and read it online or offline on all the devices you use. However, if you need more features, such as bookmarks and printing, you will need to download e-books to your device and read them using either the OverDrive Media Console or Adobe Digital Editions. For specific instructions on Lehman eLibrary, please refer to our research guide. All titles may be borrowed for two weeks by one user at a time. Any title may be reserved by adding it to your wish list.



Palgrave Connect has over 3000 academic e-books published between 2010 and 2012 in eleven subject areas in the humanities, social sciences, and business. All titles can be accessed on computers and mobile devices at any time by downloading PDF or ePUB formats.



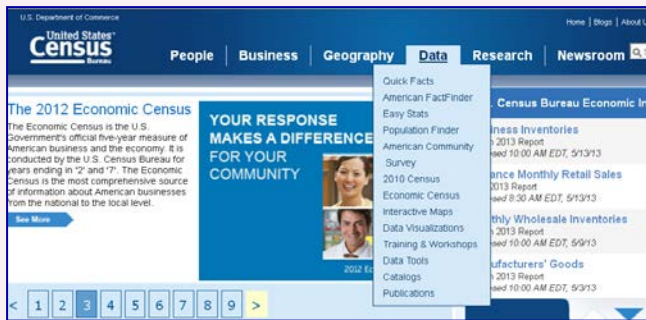
Springer E-Books includes books in science, technology, and mathematics. All books in the collection were published between 2009 and 2011, and are available on an unlimited basis so many users can use the same book at the same time. You can download entire books in PDF and read them on any computer or compatible device.

This is a dynamic area with new devices and features emerging at a rapid pace. Let the Library help you navigate the e-book maze!

Madeline Cohen

Census Data Tools

The Census Bureau collects data and provides timely and relevant information about the people and economy of the U.S. Data collected is used in allocating Congressional seats to states; apportioning seats in the House of Representatives; assigning school districts; making decisions on community services, new roads, and schools; determining neighborhoods in need of job training centers and improvements to public health, education, and transportation.



The Census site, <http://www.census.gov>, delivers this information to the public. The Population and Housing Census is collected every ten years (decennial Census); Economic Census and Census of Governments, every five years; and American Community Survey is collected annually. The Census Bureau collects many other demographic and economic surveys, which can be found at <http://www.census.gov/aboutus/surveys.html>

The following data tools are available for research:

1) Quick Facts

<http://quickfacts.census.gov>

This presents facts about people, business, and geography.

2) American Community Survey

<http://factfinder2.census.gov>

Facts like population and income are provided, as well as community data about the United States, Puerto Rico, and the island areas.

3) Interactive Maps

<http://www.census.gov/2010census/popmap/>

Maps provide details about race and Hispanic groups; age, sex, and housing status; as well as 2010 Census Demographic Profile data.

4) Population Finder

<http://www.census.gov/popfinder/>

Locates population by state, county, place, American Indian and Alaska Native, and Congressional District.

5) Easy Stats

<http://www.census.gov/easystats/>

This provides access to selected statistics collected by the U.S. Census Bureau through the American Community Survey.

6) American Factfinder Community Facts

<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>

Find popular facts and frequently requested data about your community.

7) On the Map

http://lehd.did.census.gov/applications/help/onthemap.html#!what_is_onthemap

This data access tool shows where workers are employed and where they live through an interactive and geographically flexible mapping interface. The maps, charts, and reports also provide worker characteristics including age, earnings, NAICS industry sector, race, ethnicity, and educational attainment.

8) Data Ferret

<http://dataferrett.census.gov>

For the more advanced user, this tool searches and retrieves data across federal, state, and local surveys; performs customized variable recoding; and generates complex tabulations and business graphics.

9) America's Economy App

http://www.census.gov/econ/census/videos/informational_videos/americas_economy_the_mobile_app.html

Access Census data on your mobile device.

10) Census Educational Resources-Training Resources Library

<http://www.census.gov/mso/www/training/>

Offers a collection of e-tutorials to teach the public about the Census Bureau's statistical products and services.

Rebecca Arzola

For Those Who Can: Teach!

The Library's Special Collections holds the Deshel Family Papers about teachers Geraldine and Morris C. Deshel. This small collection contains their photographs, early school diplomas, Morris High School yearbooks, teaching certificates, professional evaluations, and letters of recommendation. Geraldine taught Bronx immigrant children at PS 4 until 1923. Morris taught



Geraldine Shultes and Morris C. Deshel playing tennis ca. 1909

history at DeWitt Clinton High School into the 1930s – first in Manhattan and later in the Bronx.

A teacher's influence on others is experienced in ways that they themselves may be unaware. When Geraldine Deshel left her teaching post at PS 4 in 1923, principal Simon Hirsdansky recognized her as a superior teacher, writing:

I have been principal for thirteen years. I have visited many schools, and kept in close touch with others. I may have seen teachers who were your equals, but never a single one that was your superior. You have brought to the children and to the school amiability, kindness, a thoughtful personality... Nor can I ever forget the fine way in which you stepped forward and offered to tackle one of the most difficult problems in the school, at a time when I was new... and the kind of help you so understandingly gave.

Special Collections contains oral histories, printed books, photographs, local history, curriculum guides, and other records which offer insights into Bronx education and school days. Queries may be directed to:

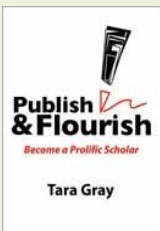
Janet.Munch@lehman.cuny.edu.



Teacher training school professional certificate. ca. 1908 or 1909

Janet Butler Munch

Book Review: Best Practices for Developing Scholarly Writing Habits



Publish & Flourish: Become a Prolific Scholar. Tara Gray. 2005. New Mexico: Teaching Academy New Mexico State University. ISBN: 0-9769302-0-X.

As a second-year tenure track faculty member, I'm faced with the challenging, daunting, and time-consuming task of scholarly writing. I was seeking encouraging and practical tools to help accomplish this goal.

In my search, I came across a gem of a book, *Publish & Flourish: Become a Prolific Scholar* by Tara Gray. An associate professor of criminal justice and first director of the Teaching Academy at New Mexico State University, Gray has developed a method to help time-starved and over-

whelmed faculty work smarter and more effectively.

In the opening chapter, "Why I Wrote This Book and Why You Should Read It," Gray shares the traumatic experience of submitting her second journal article for publication. What she learned led her to scour the research and develop a program to help scholars flourish. Her program is "a twelve step program because writing is difficult and writing well is a lifetime project; the steps break writing down into little tasks that any writer can do". The twelve steps – each of which is a chapter – are divided into five sections, Managing Time, Writing, Revising, Getting Help and Polishing, and Letting Go.

Gray lays the foundation for her method by reviewing the work of Robert Boice of Stony Brook University, who spent his career studying the scholarly writing process and developing techniques to help faculty become more productive. He concludes that writing daily for 30-60

minutes, keeping track of time spent writing, and being held accountable by someone for doing so would result in a productive and successful writing career.

Gray shows us how to become prolific scholars by writing 15-30 minutes a day, organizing around key sentences, soliciting the right feedback from the right colleagues, and making effective use of feedback. With time being so incredibly scarce, the idea of only writing 15-30 minutes a day is appealing, reasonable, and achievable. This simple first step gives me hope that these twelve steps can deliver.

I highly recommend this book if you're looking for a validated method being presented by the author in faculty workshops across North America. Check out this book and join me on this journey to becoming a prolific scholar!

Robin Wright

Faculty Professional Activities



REBECCA ARZOLA published "Planning a Reading and Discussion Series in an Academic Library" in the winter issue of *Library Communications Journal*. In April, she was a panelist at METRO's Government Documents Special Interest Group (GoDig), where she spoke about best practices for government information.



JANET BUTLER MUNCH led the Irish-American Book Club's spring reading at CUNY Graduate Center on Mary Beth Keane's *Fever: A Novel*, which tells the story of immigrant Mary Mallon, reviled as Typhoid Mary.



MADELINE COHEN published "International Humanitarian Law of Armed Conflict: A Critical Annotated Bibliography for Collection Development" in the *International Journal of Legal Information: The Official Journal of the International Association of Law Libraries*.



KACHUEN GEE presented selections from the paper, "Early Life of Yuan Shikai and the Formation of Yuan Family," written in collaboration with Janey Sheau-Yueh Chao of Baruch, at WCILCOS 2012: The 5th International Conference of Institutes and Libraries of Chinese Overseas Studies at University of British Columbia. The complete paper was published in the online conference proceedings. In November, Gee spoke at the China Library Annual Conference and Exhibition in Dongguan, China, and participated in the Hong Kong Baptist University Colloquium.



In January, **STEFANIE HAVELKA** presented on mobile technologies and services at Lehman College to a delegation of visiting librarians from the Republic of Georgia. She also presented recent research projects at the Junior Faculty Research Roundtable. She co-presented, "How I Learned to Stop Worrying and Love the E-Book" with Danielle Becker, Angela Sidman, and Allie Verbovetskaya, offered by CUNY's Office of Library Services.



ROBERT FARRELL co-authored a book chapter with Leanne Ellis, Curtis Kendrick, Barbara Strippling, and Meghann Walk titled, "The Readiness Library Study Group of New York City," which appeared in *Informed Transitions: Libraries Supporting the High School to College Transition* (ABC CLIO/Libraries Unlimited). He presented "Collaborating for College Readiness: Curriculum Reform as Opportunity for Innovative Partnership" at ACRL 2013, a joint presentation with Ellis, Kendrick, and Walk. In April, Robert led a workshop on writing CFPs for LACUNY's Junior Faculty Research Roundtable. He also spoke on the topic of faculty status for librarians at this year's LACUNY Dialogues.



ALISON LEHNER-QUAM published "Library Programming for the Youngest Members on Campus" in the winter 2013 issue of *Library Communications Journal*. In March, she was a panelist in "Releasing Imagination through Engagement with Works of Art" at the Imagination, Inquiry, and Innovation Institute at College of New Rochelle.



JENNIFER POGGIALI presented "Comics for Learning: Developing a Unique Instructional Technology through Cross-Departmental Collaboration" at EDUCAUSE West/Southwest Regional Conference in February.



KENNETH SCHLESINGER presented "State of the Archive" at New York Archives Conference at Long Island University. In May, he lectured on international libraries at Queens College Graduate School of Library and Information Studies. Professor Schlesinger was reelected to a second one-year term as Chair of CUNY Council of Chief Librarians.

In May, **MADELINE COHEN**, **STEFANIE HAVELKA**, and **JENNIFER POGGIALI**, with Catherine Lyons and Elisabeth Tappeiner, presented "Flying Off the Shelf: E-Books Go Mobile" at Bronx EdTech Showcase.

2013 Library Graduates

Circulation

- ◆ Yanique Watson, College Assistant
AA, Nursing
Bronx Community College

Education

- ◆ Marisol Vialet
BA, Psychology

Help Desk

- ◆ Todd Yizar
BA, Psychology

Stacks

- ◆ Lisa Maldonado
BA, English
- ◆ Christine Shand
BA, Psychology, Political Science
- ◆ Josephine Familia
BSW, Social Work



Reference Services

24/7 Chat

<http://www.lehman.edu/library/ask-us.php>

Schedule an Appointment with Subject Librarian:

<http://www.lehman.edu/library/library-faculty.php>

Visit the Reference Desk:

<http://www.lehman.edu/library/library-hours.php>

Biblio-Tech

Editors: Rebecca Arzola and Jennifer Poggiali

Production Design: Evelyn Santiago

Webmaster: Stefanie Havelka

Chief Librarian: Kenneth Schlesinger

©2013 Lehman College

Leonard Lief Library
Lehman College
250 Bedford Park Boulevard West
Bronx, New York 10468-1589

Library Office: 718-960-8577

Library FAX: 718-960-8952

For previous issues, see:



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

Summer 2013 Hours

May 28 – August 27, 2013

May 28–31 9AM – 4:45PM

June 3 – June 21

Monday – Thursday 9AM – 8:45PM

Friday 9AM – 4:45PM

June 24 – August 7

Monday – Thursday 9AM – 8:45PM

Friday, July 5 **OPEN until 4:45PM**

Thursday, August 8 9AM – 4:45PM

August 10 – August 27

Monday – Friday 9AM – 4:45PM

May 25 – September 2 **CLOSED WEEKENDS**

June 28 – August 9 **CLOSED FRIDAYS**

Thursday, July 4 (Independence Day)

**During Summer Hours -
Circulation-Reserve opens at 10:00AM**

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