Quantitative Reasoning (QR) is the application of mathematical thought and knowledge to authentic, everyday issues; sometimes called quantitative literacy, QR is demonstrated by the inclination and ability to make reasoned decisions using fundamental mathematics. Quantitative reasoning skills are widely recognized as critical to academic success across the curriculum, as well as to broader goals related to personal and career development, and informed citizenry.

– CUNY website

While emerging as a national phenomenon, quantitative reasoning is currently a major initiative at City University of New York. Sometimes referred to as numeracy, CUNY faculty – including library faculty – is committed to instilling in our students an understanding and appreciation of the application and beauty of numbers as an effective means of navigating the complex universe that confronts us. And it’s not simply a comprehension of mathematics, but also related components of statistics, data analysis, and graphing. Admittedly – given the strong humanities orientation [and attendant biases] of librarians – this equally presents a challenge and learning curve for ourselves.

For better or worse, today’s academic libraries are data-driven. We are required to submit a considerable amount of statistical data to library professional associations. While its tracking and collection can prove time-consuming, we refer to it repeatedly throughout the year to complete reports, make informed service decisions, prepare budgetary justifications for administration, ultimately helping to serve users more effectively.

The range of data collected would astonish those outside the library: door counts (number of daily visitors); circulation, reserve, and interlibrary loan transactions; reference and technology-related queries; book, e-book, and e-journal acquisitions; website visits; user counts of online databases. In fact, in a recent Student Technology Fee meeting, committee members were actually surprised our recommended electronic databases were based on user metrics.

In this numerical issue of Biblio-Tech, library faculty presents and analyzes statistics in such emerging services as virtual chat and Roving Reference. Since we’re committed to student success, we share new online tutorials developed to support students to access and comprehend complex company information resources. Further, library faculty is employing Web Usability practices to empower patrons to share how they navigate our ostensibly user-friendly website. Ultimately, our users demonstrate what the Library does best, where we fail, and how we can always do things better.
Quantitative Reasoning and Information Literacy

Students entering the workforce will be asked to gather or create data no matter what their field: business students will need to complete market analyses; teacher candidates will be required to execute responsible assessments of student performance; arts and non-profit workers will be asked to justify the costs of their endeavors with quantitative studies that prove their efficacy; and so on. Even students never called on to perform a calculation will likely find themselves greatly affected by the computations of other people, who will use quantitative studies to change practices and workflow, redirect organizational efforts, and of course reallocate budgets.

And quantitative reasoning is no less crucial for civic engagement. One need only visit the homepage of a newspaper to see how frequently statistics and calculations of various kinds are used to justify public policy. From demographic information to budget analyses to performance assessments of government agencies, numbers of all kinds are used to defend or demolish political arguments. And, as is often noted, these numbers and calculations can be incorrect or misleading, and commentary surrounding them is often lacking appropriate depth and nuance.

So, while many librarians may be reluctant to propose that they can teach quantitative reasoning skills – this is not, after all, our area of expertise – we can contribute to this aspect of our students’ education by teaching information literacy skills related to quantitative literacy.

Here at Lehman, library faculty has begun to analyze our information literacy efforts for areas of crossover with quantitative reasoning. At the Reference Desk, we routinely help students find reliable data and point out details often overlooked by novice researchers, such as where data come from, who sponsored or produced the research, and the age and scope of the information presented. I have had more than one conversation with a student about what a particular chart really means, and my understanding of what can or cannot accurately be said about it in a paper. And I have pulled out citation style guides and struggled alongside many students who needed to cite a dataset, a graph, or a page full of demographic information.

In our freshman Instruction program, we have consistently emphasized the importance of critical thinking, often challenging students to consider criteria such as accuracy and reliability before selecting a source of information. These factors are just as applicable to the evaluation of a quantitative source as any other.

In upper level classes in Education, Sociology, Science, and Health and Human Services, we often teach students to retrieve statistics from websites and databases, and we discuss the best ways to find data relevant to a particular research topic. Just this semester, I watched my colleague Robin Wright work with an upper level public health student who needed statistics that would help her determine if her paper topic was viable; within minutes, Robin had shown her how to find exactly the kind of demographic data needed and had discussed the implications of this information for the next steps in her research.

To me, the most important goal of information literacy is to create sharp thinkers – individuals who ask good questions about the world, and know how to seek meaningful information related to those questions. As quantitative information takes on greater importance, the need to ask incisive questions about it will increase as well. It is here that information literacy and quantitative reasoning find their common ground – and a common goal.

Jennifer Poggiali

Esther Wilder (Sociology) and library faculty Robert Farrell, Madeline Cohen, Alison Lehner-Quam, and Robin Wright presented quantitative reasoning concepts and resources at Painting by Numbers: Quantitative Reasoning in the Library on April 9th.
Assessing the Library in a Time of Change

Breathtaking advances in technology have exponentially increased user access to information. Nevertheless, libraries remain hubs from which students can find and share information to nurture their academic, intellectual, and personal development. That central position is a starting point for any academic library’s mission. Effective assessment needs to consider a library’s mission, along with its strategic goals, services, and accreditation context.

In terms of accreditation context, the Middle States Commission on Higher Education (MSCHE) has proposed new standards to replace existing ones. Proposed Standards 3 (Student Learning Opportunities) and 5 (Educational Effectiveness Assessment) are particularly relevant to workshops and seminars offered by CUNY libraries. Proposed Standard 3 states that faculty should regularly assess student learning. Proposed Standard 5 lays out elements that comprise effective student learning assessment processes including: (1) All academic activities have clearly stated student learning outcomes; (2) Evidence supports assessment findings; (3) Assessment results are used for planning, budgeting, and service improvements; and, (4) Assessment processes are reviewed and revised on a regular basis.

Given the college library’s role as an information hub, library assessment must extend beyond student learning outcomes. Libraries need to examine how they serve all their major constituencies. The following research questions provide some guidance for librarians who would like to develop assessment plans:

- Does my library’s mission and strategic goals support the institution’s mission and strategic goals?
- What are the information needs of my library’s most important constituents and how are they evolving?
- What barriers, including information and quantitative literacy limitations, inhibit the flow and use of information?
- What initiatives have we launched to reduce those barriers and how successful have they been?
- Are my library’s specialized services consistent with constituent needs?

To address those questions, a library needs reliable data and a strategic approach for focusing its data collection. Data can be gathered from Web tracking (useful for analyzing user information needs and the pathways users take to obtain that information), circulation reports, Interlibrary Loan data, user surveys, librarian service logs, among other sources. Statistical analysis can help leverage the value that lies in useful data.

Regular and robust assessment can help academic libraries fulfill their crucial higher education role. A successful library can also help any college achieve its broader goals related to student retention, progression, graduation, and post-baccalaureate outcomes.

Donald Sutherland
Assessment Office

New Learning Modules Help Students Find Business Information

About one quarter of Lehman undergraduates are Business majors. A key element of their education is learning to navigate increasingly diverse and complex business resources to gather the information they need about companies and industries. Head of Reference Madeline Cohen is leading an initiative to use library technology to help Lehman Business students conduct better research.

Working with Professor Deborah Sanders, who teaches BBA 204, Principles of Management, Madeline provides classroom instruction in effective and efficient use of the Library’s business resources. She has also prepared a Research Guide for the class, available at http://libguides.lehman.edu/BBA204.

To support Madeline’s efforts, I prepared learning modules on some of the more important business databases and other resources available at Lehman: Business Source Complete; Business Insights: Essentials; LexisNexis Academic; Wall Street Journal database, available through ProQuest; Securities and Exchange Commission’s Edgar database http://www.sec.gov; and company websites. I created video tutorials to demonstrate how to use the principal tools of each of these resources, as well as PowerPoint presentations for students unable to access videos.

These materials are available at http://libguides.lehman.edu/bustutorials.

We hope Business students and faculty will find these videos helpful. If you have questions or suggestions, please contact Madeline Cohen (Madeline.Cohen@lehman.cuny.edu) or Ron Aldridge (aldridge30@gmail.com).

Ron Aldridge
Library Intern
**Roving Reference: The Numbers Are In!**

During Fall Semester 2013, the Library introduced Roving Reference. This service, which was supported in part by a METRO Innovative Internship award, was envisioned as a supplement to the Reference Desk, which it would augment and enhance.

As the name implies, Roving Reference involves librarians traveling around the Library. At Lehman, roving librarians carry an iPad for easy access to the Library’s electronic resources, and wear embroidered armbands to make them more easily identifiable. One armband reads “Ask Me,” while the other simply says “Librarian.”

Throughout the semester, both usage data and patron feedback were collected in order to assess the service. A tabulation of the usage data revealed there were a total of 257 Roving Reference interactions during the Fall Semester. Reference questions accounted for about 37.3% of total interactions, while technical help comprised 39%. Directional, policy, and general questions amounted to 23.7%. Most technical interactions (59%) were help with printing, copying, or scanning. The majority of Reference interactions were either “Help with finding books” (41.7%) or “Research help” (40.6%).

Patron feedback has been generally positive. One user remarked that the roving librarian taught her how to search databases more effectively, and made her aware that the Library provides interlibrary loans. Another patron remarked, “This is the best service. I rarely come to Lehman Library. That will be changing based on the quality of service and support received.”

Roving Reference enables the Library to: help students at their point of need; provide reference service to patrons who do not usually visit the Reference Desk; bring reference service to all four floors of the Library; help patrons who might be reluctant to leave their belongings to ask for help at the Reference Desk; and provide librarians with the opportunity to promote other resources and services. Additionally, it helps us identify problems and service gaps throughout the building. Initial data suggests that Roving Reference is a worthwhile addition to our existing reference services.

**Adding Up the Numbers on Reference**

At the start of Spring Semester 2014, the Library’s five service desks implemented online tracking software called Gimlet to record all questions library faculty and staff answer. Web-based tracking of usage statistics now enables the Library to easily log all service interactions by various parameters, and compile reports summarizing what each service desk, as well as the whole Library, are doing.

The Library previously compiled statistics on paper at various times during the year. In addition to being time-consuming, this approach had many limitations. Gimlet, widely used in academic libraries, allows users to categorize questions by type, sort by numerous fields, and graphically represent data in charts, graphs, and tables. Figure 1 displays examples of reference statistics compiled from Gimlet.

When compiling statistics, library faculty indicates the subject of reference and technical requests. From these tags, we can create a ranked list of the most frequently answered questions (Figure 2).

Library faculty is pleased to have a convenient way to tabulate the work at service desks for assessment and ongoing response to student needs. When we add up a semester’s worth of data, we will be in a good position to reflect on the quantity of reference service we provide, and how we might adjust to changing needs at different points in the semester. We anticipate analyzing these statistics to configure library space and service points to most effectively serve students with research and technical assistance on all floors of the Library.

**Choosing the numbers**

<table>
<thead>
<tr>
<th>Types of Questions Answered by Service Desk</th>
<th>Reference</th>
<th>Technical</th>
<th>Directional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference</td>
<td>916</td>
<td>404</td>
<td>72</td>
<td>1392</td>
</tr>
<tr>
<td>IT Help Desk</td>
<td>12</td>
<td>509</td>
<td>17</td>
<td>538</td>
</tr>
<tr>
<td>Other Service Desks</td>
<td>238</td>
<td>187</td>
<td>73</td>
<td>498</td>
</tr>
<tr>
<td>Total</td>
<td>1166</td>
<td>1100</td>
<td>162</td>
<td>2428</td>
</tr>
</tbody>
</table>

**Top Requests – February 2014**

<table>
<thead>
<tr>
<th>Top Requests – February 2014</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>REF_catalog_lookup</td>
<td>398 (16.4%)</td>
</tr>
<tr>
<td>Lehman_Login_Setup</td>
<td>226 (9.3%)</td>
</tr>
<tr>
<td>Instruction_Printing</td>
<td>175 (7.2%)</td>
</tr>
<tr>
<td>REF_databases</td>
<td>175 (7.2%)</td>
</tr>
<tr>
<td>Printer_Copier</td>
<td>119 (4.9%)</td>
</tr>
<tr>
<td>WiFi_Access</td>
<td>107 (4.4%)</td>
</tr>
<tr>
<td>REF_other</td>
<td>106 (4.4%)</td>
</tr>
</tbody>
</table>

Madeline Cohen

Kevin Saw
Library Intern
When we teach information literacy classes, students often wonder how the Library could possibly staff a 24-7 Chat service. Is this really possible? Do Lehman librarians ever sleep?

The answer, of course, is that the Leonard Lief Library is part of a program managed by OCLC, the world’s largest library cooperative, called Question Point, which links hundreds of librarians worldwide to answer patron questions from any of the participating libraries. Eight CUNY libraries belong to the Question Point network (Baruch, BMCC, Bronx, Brooklyn, Graduate Center, Hunter, Lehman, and Staten Island). Together, CUNY libraries answer approximately 1000 questions per month from library patrons all over the world.

Chat librarians at Lehman and other CUNY libraries are dedicated to providing high-quality research assistance. Our experience highlights the fact that both in-depth and short requests can be answered substantively in chat sessions. Time after time, students express great satisfaction with our service – particularly when we help them out of desperate situations, such as trying to plug gaps in their research just before a deadline.

According to Jennifer King, Science Librarian and coordinator of the Library’s Question Point efforts, each CUNY library has a target to answer between 70 to 75% of chats requested by their campus. In 2013, Lehman librarians answered 72% of chats requested by our patrons, up 21% over the prior year. Being part of the CUNY cooperative is advantageous for all eight participants. If one library is lower than the target, other libraries can lift the average above the target for the group. The CUNY coop answered 73% of requested chats in 2013 – right on target!

When a CUNY librarian is “on chat,” questions are received online through queues. We give priority to questions in a separate queue for CUNY libraries. If possible, a librarian from the patron’s school will pick up the chat. If a librarian from a different school picks up a chat, there are policy pages within the system that provide ample information about local library resources, including databases available and links to Research Guides and the online catalog. Many databases overlap with ones we have at Lehman, so it’s possible to guide students through searches.

Chat is an important part of the Library’s service to CUNY, as well as the wider library community. By participating in the Question Point network, we benefit from the expertise of CUNY librarians and academic librarians worldwide. The Library is proud to make its contribution, so that this service can be brought to Lehman students.

Lehman’s 24-7 Chat is available on the library website, Research Guides, and within EBSCO databases: http://www.lehman.edu/library/ask-us.php.

---

**New Electronic Resource: Statista**

*I am working on a paper about the popularity of organic food. I did a search via Google, but my professor wasn’t satisfied and told me to talk to a librarian. Can you help, please?*

Questions like this are common at academic library reference desks. Luckily for Lehman, we now subscribe to a new resource that supports students’ quests for statistically meaningful information and data.

**Statista** (accessible from our Database A-Z webpage http://www.lehman.edu/library/database-a-z-list.php#S) is a frequently updated online resource for quantitative data in various areas such as business, finance, politics, social services, media, and much more. Finding statistical information is easy since Statista’s search interface is intuitive to use.

To find statistics on organic food in the U.S., all you need to do is type some keywords into the search box. The search “organic food USA” retrieves over 1000 results. Many are statistical charts, but there are also dossiers and industry reports, studies, topic reports, and infographics (Figure 1). Statista offers another handy feature: all results are downloadable as JPEG, PDF, or XLS files, or as HTML code, which makes it easy for students to incorporate data into their research papers or presentations.

I recommend using Statista Dossiers to retrieve a quick, yet in-depth, snapshot of a particular topic. I recently downloaded two: iPad 2013 and Smartphones 2013. Each provided insights into trends and mobile device usage that will be informative for my research.

---

**Stefanie Havelka**

---

**Figure 1**

---

**Madeline Cohen**
Geospatial Literacy

We encounter geographic data in our daily lives as we use online maps, often developed through geographic information systems (GIS), to navigate through our environment. The use of GIS – software tools to display, manage, and visualize data – is increasing in daily life and academic disciplines, such as earth science, geography, urban planning, social work, public administration, business, education, and journalism.

Due to the proliferation of digital maps and their application in a wide range of fields, it is becoming more important for people to be geospatially literate. This kind of literacy includes understanding scale, distance, and modeling data. Geospatial is a relatively new word that first appeared around 1969. Its usage grew dramatically in the 1990s. According to the Oxford American Dictionary, geospatial means relating to data that is associated with a particular location.

Lehman offers a new Master’s program in Geographic Information Sciences, as well as GIS Certificate and Advanced Certificate programs. Master’s candidates in the Public Health and Geographic Sciences program use GIS to assess data about distribution of specific diseases; demographic changes; environmental change; and relationships between illness and environment, such as asthma, allergies, and air pollution. According to Professor Yuri Gorokhovich, Department of Earth, Environmental, and Geospatial Sciences, knowledge of GIS is becoming an expectation for those who work with earth and environmental sciences, as well as in social and political geography. “You can’t be an activist without maps and geographic data.”

Geospatial literacy is also important in K-12 education. The K-12 Next Generation Science Standards (in the process of being vetted in each state) include seven crosscutting concepts. Many of these, such as scale, proportion, and quantity; systems and system models; structure and function; and stability and change go hand-in-hand with geospatial literacy. As stated on the Next Generation Science Standards website, the purpose of these crosscutting concepts is to “help students deepen their understanding of the disciplinary core ideas, and develop a coherent and scientifically based view of the world.”

Last summer Science Education Professor Wesley Pitts worked with Professor Gorokhovich on a professional development program for educators with the American Museum of Natural History. Instructors took online courses through AMNH and participated in a science lab here at Lehman. In the GIS lab, teachers studied New York state geology and gained a deeper perspective on geological distribution of different types of rocks. “GIS allowed the teachers to look at data in a different scale, and this gave them a richer understanding about the geology of the entire state,” said Gorokhovich.

Libraries support geospatial literacy and the study of GIS by providing access to data sets, to GIS software, and by providing resources and instruction. Frank Donnelly at Baruch is the only Geospatial Librarian in CUNY. He collects print materials, data sets, and software, and offers workshops on GIS software each semester. His high-quality and informative Research Guides provide information about GIS and his workshops. As stated on Donnelly’s guide, the workshop “introduces participants to geographic information systems (GIS) as a concept for envisioning information and as a tool for conducting geographic analyses and creating maps.” Participants learn how to prepare a map, conduct geographic analysis, and use open source software QGIS. If you wish to work with U.S. demographic data and maps, but don’t have time to commit to a workshop, you can use the Social Explorer program, http://www.socialexplorer.com, to create maps.

Many Lehman students are assigned projects that require them to research Bronx communities. A number of data and map resources can support them. Lehman library faculty Rebecca Arzola and Robin Wright have created a Research Guide on Assessing Community Health. This guide includes links to the U.S. Census databases and highlights new books on GIS and health data.

Continued on page 7
Photographer Beryl Goldberg has documented the daily lives of families in Burkina Faso during multiple visits to the country, starting in 1972. Her photos, which were displayed in the Library Gallery from March 3 – April 11, present a view of life in an African country not often seen in the U.S.: close families going about their normal daily lives. These images, taken over the course of more than 30 years, also reveal changes in these families’ lives – from rural to urban, and traditional to global.

The exhibition was sponsored jointly by Africa and African American Studies, Leonard Lief Library, School of Arts and Humanities, and Women’s Studies.

Traore Family. Courtesy of Beryl Goldberg.
Understanding Math Through Historical Primary Sources

When people consider numbers in historical studies, what they typically think of are dates of events: 1492 (discovery of America); 1620 (Pilgrims establishing Plymouth Colony); 1776 (Declaration of Independence); or 1860-1865 (American Civil War). Beyond dates, however, knowing basic computational skills can frequently enhance historical understanding and further strengthen quantitative literacy skills.

The lesson plan, Math in History http://tpsnva.sonjara.com/teach/l_p/044/index.html, is geared to middle school students. It was developed by teacher Theresa Wills for the Summer 2005 Lesson Institute of the Library of Congress. It offers online activities, using historical primary sources from Library of Congress to answer numerical questions online.

Through Math Jeopardy (Figure 1), a history-themed game, students are challenged with 25 questions about Civil Rights, Brands, Labor, Inventions, and Elections. To answer questions about primary sources, students must use their math skills.

Two questions from Math Jeopardy include:

Martin Luther King made his famous ‘I Have a Dream’ speech in 1963. How many years have passed since this speech?

The Model T Ford can go 45 miles per hour. How many hours will it take to get to a destination 320 miles away?

A simple lesson plan like this one could be scaled up for more advanced researchers. For further insights on using primary sources (Census returns, price lists, city directories, surveys, etc.) in gleaning and interpreting quantitative data, consult Reading and Organizing Quantitative Evidence on the History Matters website, http://historymatters.gmu.edu/mse/numbers/reading.html.

Janet Butler Munch

Farewell, Angelica!

At the end of February, library faculty and staff bid farewell to longtime CUNY Office Assistant Angelica Colon. Angelica first came to us as a part-time student worker in the Education Library, working with Sandrea DeMinco. After graduation, she took and passed the Civil Service exam and became an Office Assistant in Fine Arts, where she worked for seven years.

Angelica was integral in digitizing our vast VHS collection into our video distribution system, Safari. She also had the complex task of creating the Grants and Publications Bibliography for Lehman’s Annual Celebration of Faculty Achievement.

Angelica dedicated 15 years to the Library, moving across many units, going where she was needed. A valued member of the Library family, she will be missed.

Adelaide Soto
Government Data on Drug Abuse

Drug abuse is a powerful addiction that affects family and friends, and causes illness and injury to users. Recent high-profile victims of drug-related deaths include Philip Seymour Hoffman, Cory Monteith, Amy Winehouse, Whitney Houston, Michael Jackson, Heath Ledger, and Chris Kelly.

A search for drug abuse on http://www.usa.gov provides links to numerous government agencies addressing this issue, including dissemination of research; instruction and tutorials; research funding; and information for specific audiences such as youth. You’ll find statistics on drug abuse through the Statistical Abstract section of the U.S. Census website: http://www.census.gov/compendia/statab/cats/health_nutrition/health_risk_factors.html.

Local and national organizations provide access to free and authoritative articles and publications. Here are some links to selected sites:

**New York City Department of Health and Mental Hygiene**
Opens with a section called Find Help, which includes a link to the Substance Abuse Treatment Facility Locator and a 24-7 information and referral line number: 1-800-LIFENET (Figure 1). Access numerous reports and guides, including an issue of Vital Signs, which focuses on illicit drug use in New York City.

**Medline Plus**
Information on a wide range of medical topics related to drug abuse, such as disease management, statistics, treatment, specific conditions, and related topics. Articles of interest to men, women, and seniors are also included.

**National Institute of Drug Abuse (NIDA)**
http://www.drugabuse.gov/
National Institute of Drug Abuse: The Science of Drug Abuse and Addiction, a component of the National Institute of Health, provides support for research and disseminates the “results of that research to significantly improve prevention and treatment and to inform policy as it relates to drug abuse and addiction.”

**NIDA for Teens**
http://teens.drugabuse.gov/
NIH has approached this site with the perspective that if you provide teenagers (ages 11-15) with science-based information on how drugs impact the body, then they will be empowered to make healthy, responsible decisions (Figure 2).

**College Drinking: Changing the Culture**
http://www.collegedrinkingprevention.gov
College Drinking: Changing the Culture is developed by the National Institute on Alcohol Abuse and Alcoholism at NIH. It contains research-based information for students, administrators, and parents.

**National Center for Substance Abuse and Child Welfare**
http://www.ncsacw.samhsa.gov
The Center positions itself as “a national resource center providing information, expert consultation, training and technical assistance to child welfare, dependency court and substance abuse treatment professionals.” Resources include research, fact sheets, and statistics, as well as information on legislation. Online training is also available through tutorials. It provides technical assistance on national and local levels, as well as to individuals.

Rebecca Arzola
Using Research to Improve the Library’s Website

Over the past few months, I conducted a Usability study of the Library’s website. Both quantitative and qualitative data were collected as part of the study, which consisted of the following four parts:

Quantitative data assessment with Google Analytics
Google Analytics, a free tool to track website usage, allows for collection and evaluation of a variety of website data parameters, such as browsers used, geographic location of visitors, most visited pages, and more.

Anonymous online survey
Some early findings look interesting. For example, the question “What do you like most about the Library website?” yielded qualitative responses such as, “That the search bar is right there available, in the middle of page,” and “The search box and the quick links to finding e-books, journals, and other literature.”

Card sorting focus group
Card sorting is a method commonly used to help design or evaluate the information architecture of a site. I chose to conduct an open card sorting session. Users are provided with navigation items from the website written on index cards. Users are then asked to gather these elements into groups that make sense to them (Figure 1). They are also asked to create labels to describe those groups.

Real-time usability tests with students, faculty, and staff
Each participant was asked to answer questions and perform a given set of tasks. Camtasia, screen recording software, recorded the voice of the test subject, as well action on the screen. There is more in-depth analysis of qualitative and quantitative information to be done, but some patterns are already emerging.

The combined results of the study will support redesign of the Library website geared to the needs of students, faculty, and staff.

Stefanie Havelka

New Health and Human Services Resources

Methods and Applications of Statistics in the Atmospheric and Earth Sciences.
edited by N. Balakrishnan.
384 pp. Wiley. $199.00.

This handbook and reference guide includes a chapter by Lehman’s Glen Johnson of Health Sciences and Earth, Environmental, and Geospatial Sciences. The book attempts, in 39 brief chapters, to “consolidate and describe various statistical models, methods, techniques, strategies, and applications that are vital to tackling critical issues pertaining to atmospheric and earth sciences.”

Nutrition Care Manual
Online. Academy of Nutrition and Dietetics.
http://www.nutritioncaremanual.org/

Nutrition interns often need calculators to perform nutritional assessments or plan nutrition interventions. This online professional practice manual is designed for nutrition students, faculty, and practitioners. It provides access to evidence and knowledge-based nutrition information needed to keep current and compliant. It contains five distinct sections: Nutrition Care, Client Ed/Diets, Calculators, Formulary, and Resources.

Munro’s Statistical Methods for Health Care Research, 6th ed.
by Stacey B. Plichta and Elizabeth Kelvin.
576 pp. Lippincott Williams & Wilkins. $79.99.

This text covers basic and advanced topics in statistics and data analysis for health research. The authors, professors at CUNY School of Public Health at Hunter College, divide the text into three sections: Obtaining and Understanding Data, Analyzing the Data, and Model Building and Presentation. Chapters include sections on the research question, examples from the literature, details of the specific technique under discussion, and fully worked-out examples of how to compute statistics both by hand and with SPSS software. Appendices delve deeper into specific, technical issues.

Robin Wright

Figure 1: Results from one user’s card sort
Faculty Professional Activities

MADELINE COHEN and Deborah Saunders (Economics and Business) presented “Flipped Classroom for Teaching Business Research in a Business Management Course” at Bronx EdTech Showcase, sponsored by Lehman College and Bronx Community College in May.

MADELINE COHEN, ALISON LEHNER-QUAM, and JENNIFER POGGIALI presented and led a discussion about flipped information literacy instruction at the April 2014 workshop: From Stale to Stellar: Practical Innovations for Teaching Information Literacy, sponsored by CUNY’s Library Information Literacy Advisory Committee.

ROBERT FARRELL published the second part of his article, “Reconsidering the Relationship Between Generic and Situated IL Approaches: The Dreyfus Model of Skill Acquisition in Formal Information Literacy Learning Environments,” in Library Philosophy and Practice. He also published a review of the open access index/repository PhilPapers in a recent issue of The Charleston Advisor.

In January, Professor Farrell presented with Leanne Ellis (New York City Department of Education) on the DOE-CUNY Library Collaborative’s high school to college transition project at METRO’s second annual library conference. In February and March, he conducted a workshop, “Indirect Innovation: Spotting and Realizing Your Library’s Hidden Opportunities,” for the LACUNY Professional Development Committee, followed by a presentation at the Innovation, Inspiration and Creativity Conference (i2c2) in Manchester, UK.

In January, KACHUEN GEE attended ALA’s Midwinter Conference, where she participated at the Chinese American Librarians Association’s board meeting. She is working with Asian American/Asian Research Institute President Joyce Moy to offer genealogy workshops.

STEFANIE HAVELKA presented “Designing and Developing an Agile Web Eco-System” with Lehman Webmaster David Stevens and Rasun Williams at the CUNY IT Conference. Her article, “Mobile Information Literacy: Supporting Students’ Research and Information Needs in a Mobile World,” was published in Internet Reference Services Quarterly in December 2013.


JANET BUTLER MUNCH received a $10,259 grant from New York State Education Department’s Conservation/Preservation Program to digitize Bronx and African American oral histories. She also led the Irish American Book Club’s program at CUNY Graduate Center.

JENNIFER POGGIALI and MADELINE COHEN are authors of “A Low-Hassle, Low-Cost Method to Survey Student Attitudes about Library Space,” published in Library Leadership & Management in May 2014.

Also in May 2014, JENNIFER POGGIALI presented two sessions at the annual LOEX Conference in Grand Rapids, MI. She joined a panel titled “Zombies, Pirates, and Law Students: Creating Comics for Your Academic Library,” with Katy Kavanagh (East Carolina University), and Matt Upson (Oklahoma State). Together with Linda Miles (Yeshiva) and Phil Poggiali (Pace), she led a workshop called “Broadening Your Palette: Adding Dimension to Lesson Plans Using a Range of Technologies.”

KENNETH SCHLESINGER was invited to join the Advisory Board of POBA: Where the Arts Live (https://poba.org).
Auf Wiedersehen, Havelka!

The Library is still in shock that Electronic Resources-Web Services Librarian Stefanie Havelka has announced her departure from her position effective May 31. Stefanie is moving to Spain with her partner, who is planning an exciting start-up venture. This gives her the opportunity to learn a fourth language, and possibly pursue a Doctorate in Information Studies in Berlin. Ironically, Stefanie just was awarded U.S. citizenship, so we will at least continue to exercise some hold on her!

Stefanie Havelka joined the Leonard Lief Library in Fall Semester 2009 as a substitute for her position. Primarily from a corporate and IT service background, she had never worked in an academic library. She immediately discovered how much she enjoyed teaching, and that she had a flair for it. While her accomplishments are too extensive to enumerate, some highlights include: redesigning the library website; designing an attractive mobile version of it; inauagurating mobile information literacy (instruction taught on iPads and handheld devices) not only in our Library, but in research literature as well.

In a relatively brief time, Stefanie became a leader in emerging technologies, co-chairing METRO’s Mobile Technologies Roundtable, Lehman College Senate’s Library, Technology, and Telecommunications Committee, and serving on the Student Technology Fee Committee.

When I was recruiting her, one of her referees declared, "Stefanie is not only knowledgeable and creative, but she's also fun." This certainly turned out to be true. Stefanie has boundless energy (challenging even the notorious Chief Librarian), unfathomable curiosity, a restless intellect, and an ongoing drive to creatively innovate library services. She constantly prodded her colleagues, urging us to pay attention to the latest developments in the technology arena. Her enthusiasm was infectious. Plus, she has the most fabulous footwear of any librarian with whom I've worked!

We will dearly miss Stefanie, but are excited about her new life and opportunities. We also feel confident she will remain a valued friend, colleague, inspiration – and fellow American.

Auf Wiedersehen, Havelka!

Kenneth Schlesinger
Chief Librarian

Spring 2014 Hours

<table>
<thead>
<tr>
<th>Days</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – Thursday</td>
<td>8:00 a.m. – 10:45 p.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>8:00 a.m. – 8:45 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>11:00 a.m. – 8:45 p.m.</td>
</tr>
<tr>
<td>Sunday</td>
<td>11:00 a.m. – 7:45 p.m.</td>
</tr>
</tbody>
</table>

Extended Hours

<table>
<thead>
<tr>
<th>Days</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 16 – May 21</td>
<td>Open until Midnight</td>
</tr>
<tr>
<td>May 22</td>
<td>8:00 a.m. – 10:45 p.m.</td>
</tr>
<tr>
<td>May 23 – 30</td>
<td>9:00 a.m. – 4:45 p.m.</td>
</tr>
<tr>
<td>May 31</td>
<td>Closed</td>
</tr>
</tbody>
</table>

Closed Memorial Day Weekend: May 24, 25, 26

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

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