



Greetings from the Chief Librarian

Greetings and Happy Fall! I am pleased to lead with exciting news about the Library, but first, not to take away from this issue, you will find several informative articles about new resources and services and past events and programs. These include the online resource DSM-5, the new the loaner program for iPads, a feature on Prof. Valerie

Forrester about her new book, *Knowledge Management for Libraries*, and our participation in the college-wide program last Spring, "We are One: Inclusive Language Practices."

As always, there is so much to report and so little space to get it all in. Nevertheless, the following highlights a few of the most exciting developments that occurred in the Library last academic year. First to report, our Student Government Association donated \$5,000 toward the purchase of sixty-six (66) TI-84 graphing calculators for the newly initiated semester-long loans. I am happy to report that as of the first week of fall semester, 110 graphing calculators were checked out! Second, over 18,000+ records of video-clips and documentaries from the live-streaming database, *Films on Demand*, were fully integrated into the catalog and this has dramatically increased downloads and viewings. Third, we implemented a soft roll out of a Demand Driven Acquisition (DDA) program to purchase electronic books and 17 titles were triggered for purchase after four (4) viewings from a database of 450 titles. This is a cost-effective method for us to develop certain collections and as we enter our second year of this project, we are expanding it to include live-streaming media for films. Our Digital Lab received an upgrade in PCs and users couldn't ask for a better experience in performance in speed. We closed out the year with a new initiative to recover lost and overdue materials by offering amnesty during the last two weeks of the spring semester. Sixty-six (66) books were returned, thanks to their former owners. For more of the unabridged text, please view the 2015/16 annual report on the Library's website at <http://www.library.csi.cuny.edu/publications/>

Turning to this academic year, the Library has several initiatives lined up, among which are the following three. Monthly, the Library offered topical workshops at club hours and evening hours. Topics include: "Avoiding Plagiarism," "Evaluating Websites," "Citing Sources: MLA," and "Citing Sources: APA." Online tutorials matching these workshops are also available, and a quiz is attached for self-assessment. In addition, last spring, librarians worked with a Writing-Across-the-Curriculum Fellow to strengthen research writing in ENG 151.

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"We closed out the year with a new initiative to recover lost and overdue materials by offering amnesty during the last two weeks of the spring semester."

The results of this collaboration is being implemented this fall where students undertook an assignment assessing their research skills prior to and during the library instruction session.

We also offered several events and programs this fall and kicking off the semester is a traveling exhibit entitled "The Progress Era: Creating a Modern America, 1900-1917." This exhibit was secured from the Gilder Lehrner Institute of American History and will be available to the college community from October 13 – November 4, 2016. Related to this exhibit, and in celebration of Archives History Day, our own Prof. Jonathan Cope gave a lecture on October 25, entitled *Libraries, Knowledge, and the Common Good: The Cultural Politics of Labor Republicanism in Progressive-Era Wheeling, West Virginia*. In November, the Library collaborated with the Center for Global Engagement for a film series during International Education Week, Nov 14-18.

Next spring, we plan to organize a series of events all year to celebrate the New York Women's Suffrage Centennial. For updates on this event and others, please check our calendar of events at <http://www.library.csi.cuny.edu/events>.

From time to time, the Library accepts gifts of various kinds (i.e., monographs, maps, ephemera), one's that are appropriate to the current curriculum. Last year, the Archives and Special Collections was approached by the widow of cartoonist Aaron Bacall, and we accepted his papers and creative works. Bacall, a resident of Staten Island, published cartoons in the *Staten Island Advance* for over thirty years, authored a humor column for the newspaper in the 1980s, and also published some of his cartoons in *The New Yorker*, *Wall Street Journal*, and other national publications in this country and abroad. On October 27 we held a program in the Archives and Dr. James Kaser, our College Archivist, presenting a screening of video interviews with Bacall's widow, Linda.

Last but not least, I am happy to inform you of our continued success with our 1-credit elective course LIB 102: *Beyond Google: Research for College Success*, a course specifically designed for first-year students. As we completed our fifth semester with five sections, we note a dramatic increase in enrollment where the numbers this semester alone almost match the total numbers enrolled all of last year (110 to 119, respectively). Three library faculty members participated in CUNY's online teaching program last summer and as a result LIB 102 has three hybrid sections with required readings from open educational resources. Interestingly enough, as we continue to review the post-assessment data from this course, we find that over the past two years a high number of those enrolled have earned 60-120 credits (42%). An in-depth analysis revealed that many of the 60+ credit enrollees were taking the course due to the fact that they needed just one (1) additional credit. However, in reading their recommendations about the course, all were favorable and the following three are representative of their overall comments: "I would strongly suggest this course be mandatory for all students during their first semester," "Absolutely excellent for beginning students," and "Wish I took this course in my first year in college."

"I would strongly suggest this course (LIB 102) be mandatory for all students during their first semester. Absolutely excellent for beginning students."

I hope that you are having a great semester so far and I hope you will make time to join us for some of our upcoming workshops, events, or programs. And if you haven't seen our "2016 Elections Guide" <http://guides.library.csi.cuny.edu/2016ElectionGuide> and "Rock the Vote" <http://www.library.csi.cuny.edu/rock-the-vote/> display of books that's been getting some attention, do come by and check it out.

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Here's wishing you the best for a productive and successful semester.

Cheers!

Wilma L. Jones, Ph.D.

Associate Dean & Chief Librarian



Library Instruction Update

by Professor Amy F. Stempler,
Coordinator of Library Instruction

LIB 501 is now formally LIB 102

In fall 2015, the College's Undergraduate Curriculum committee approved of the Library's topic course, LIB 501: *Beyond Google: Research for College Success*, to become regularized and to be officially listed in the CSI college catalog as LIB 102. The one-credit course, which runs for seven and a half weeks, continues to thrive. Enrollment across our eight sections has steadily increased and we are pleased that feedback based on internal assessment has been universally positive. We look forward to another year of promoting student success through teaching information literacy skills and helping students learn the necessary foundations for academic research.

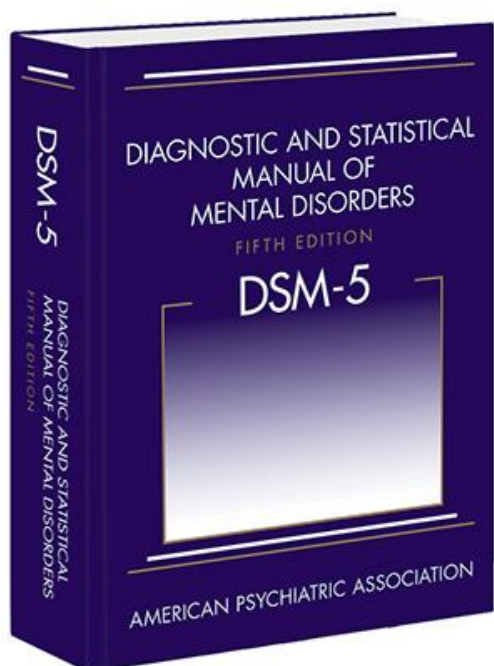
Starting in the 2016-2017 academic year, there are exciting changes ahead for the Library Instruction Program.

CC CLUE Library Workshops

This fall, the Library Instruction Program will offer regular CC CLUE workshops on select topics such as "Introduction to MLA Citation Style and Avoiding Plagiarism", "Getting Your Research Done", "Evaluating Web Sites". Workshops run from mid September through the end of November. Keep an eye for more CC CLUE workshops for the Spring 2017. Students can register at <http://www.library.csi.cuny.edu/student-workshops>. Librarians have also developed interactive online tutorials using *Guide on the Side*, an open-access software created by the University of Arizona Libraries. These tutorials include built-in assessment tools to measure learning outcomes and have user-friendly interfaces for students to use easily. They can be accessed at <http://guides.library.csi.cuny.edu/OnlineTutorials>

Collaboration with Writing Across the Curriculum (WAC)

The Library is also pleased to have collaborated with the English Department's Writing Program and WAC Fellow, Kevin Hughes, to pilot a new initiative for English 151 courses. Hughes developed the website Writing for Research at CSI, which helps students plan their research and writing assignments prior to coming in for Library Instruction. The website includes helpful guides related to picking a topic, developing a good research question, and evaluating information sources. This flipped-classroom model should help improve student's learning objectives and make for a more productive instruction session. Learn more at: <http://opencuny.org/writingforresearchcsi/>



The DSM-5 eBook!

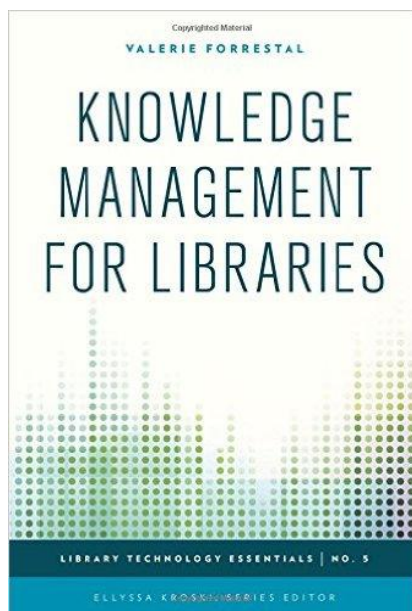
by Professor Christine McEvelly, Electronic Resources Librarian

The American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5)* is the primary resource used by American mental health professionals, social workers, and researchers to "diagnose and classify mental disorders." This resource is now available online at the CSI Library Web Site. The easiest way to gain access to this e-book is to simply type in DSM-5 into our catalog search box.

DSM-5 is supported by Ebook Central reader which allows you to search the full text of the book, or browse for specific chapters using menus on the left. After 5 minutes of reading, or if you choose a download option, you will be asked to log-in to your College of Staten Island SLAS or FLAS account—the same account you use to access library resources off campus or to log into library computers. You will be asked to sign in even if on campus. More information is available in our "Ebook Central help guide" which is linked in the DSM-5 database entry.

If you wish to read offline, you can borrow the book for a day. Choose "Full Download" and follow the instructions to get your free software. It is the same software that the NYPL uses for their e-books, and since all CSI community members can get an NYPL card, why not go to their website for information on how to use your mobile devices, PCs, and tablets for all your pleasure reading needs?

The DSM-5 is a vital guide not just for clinicians, but for researchers defining their studies, students learning about mental health, and even for patients who wish to better understand their diagnoses. The library is happy to have a new way to provide such a vital resource to the CSI community.



Interview with Professor Valerie Forrestal about her new book *Knowledge Management for Libraries*. It was published in August 2015 by Rowman and Littlefield Publishers

by Professor Mark Aaron Polger, First Year Experience Librarian

Valerie Forrestal is the Web Services Librarian and an Assistant Professor at the College of Staten Island, City University of New York. Her education includes an MA in Media Production from Emerson College, an MLIS from Rutgers University, and an MS in Service-Oriented Computing from Stevens Institute of Technology. Valerie is very active in the New Jersey library community as she has presented at many conferences on technology, user experience, and mobile services. Valerie specializes in web development, social media, technology planning, and innovation in libraries and higher education.

MAP: What is your book about ?

VF: *Knowledge Management for Libraries* is about how libraries can use different kinds of software to collect and share information among staff members. It gives step-by-step instructions on how to

implement tools for communication, collaboration, and file sharing, along with best practices for planning, design, and promoting usage. The book not only talks about technology solutions, but also discusses the ways in which applying knowledge management techniques in an organization can vastly improve efficiency and decision making by streamlining access to a department or organization's collected knowledge.

MAP: What were some of the challenges involved in writing the book?

VF: The book series (Library Technology Essentials) that Knowledge Management for Libraries is a part of was dropped by the publisher at the last minute. Luckily the editor decided to pitch the series to another publisher, who decided to pick up all 12 volumes. The new publisher decided to keep the original publication date though, so the timeline for writing was quite brief (7 months to be exact). When my book came out, it turns out the publisher had used the wrong type set in printing, so it was riddled with typos, and subsequently got pulled from Amazon. Thankfully everything was sorted out and the book was available again in about a week, but I was still pretty embarrassed about all the messed up copies that were shipped out to readers.

MAP: What did you learn in the book writing process?

VF: Honestly, with any sort of long-term project, like writing or getting a degree, you just have to keep at it. There will be many days when you don't feel like doing the work, but you have to force yourself to just get something done every day so you at least keep moving forward. To me, the hardest part about writing is getting words on paper. You have to make yourself write, and if you're not having a stellar inspiration day, you can always edit it later. Speaking of editing, I have some advice on that too: don't take it personally. Some of the comments I received on my first draft made me break down in tears. But I picked myself up and forged ahead, and the book is better because of those edits. It's pretty much impossible to write an entire book and have every word be perfect. There will always be room for improvement, but those suggestions will only make the final product (that bears your name) even better.

MAP: What could other web / systems librarians take from your book and apply to their library web sites/ library intranet web sites?

VF: Besides the step-by-step guides, there are also case studies and best practices that could be applied to any technology implementation project. I tried to pepper in a little project management and software engineering basics so the concepts could be applied outside the world of knowledge management software. There are also handy references for assessing different kinds of software, and delving deeper into any of the systems mentioned in the book.



iPads Now Available at the CSI Library

by Professor Valerie Forrestal, Web Services Librarian

Currently enrolled College of Staten Island students may borrow an iPad for use in the library for a period of two hours. iPads can be checked out from the Library Technology Support Center in room 109A on the 1st floor of the library.

Aside from the usual apps on the iPad, they are also pre-loaded with the following additional apps:

- Dropbox
- Google Earth
- Google Translate
- Kahn Academy
- Microsoft Word
- Microsoft Excel
- Microsoft Powerpoint
- NY Times

Users are welcome to download apps with their own iTunes account, but these apps will automatically be removed from the device when it is checked back in.

Please feel free to provide us [at the Technology Support Center] with suggestions for apps that you find useful for courses that should be one of the pre-loaded apps. Any app that will increase efficiency and productivity are welcome.

Borrowers must have a valid CSI ID card to use one for either 4 hours or 3 days. iPads must be returned in the same condition as when it went out. Users assumes all responsibility and will be liable for any damage to iPad while checked out in your name.

Please note that if a borrowed iPad is damaged or lost, the borrower will be held responsible for the repair or replacement cost of the iPad. For example, if an iPad is returned with a cracked screen, the borrower is subject to a \$49 screen repair fee. Unpaid fees will result in loss of library privileges at CSI and CUNY.

CuPL – CUNY Libraries Branch Out!

by Professor Mark Aaron Polger, First Year Experience Librarian

CuPL: CUNY Libraries Branch Out is a collaborative effort between librarians at the City University of New York, and librarians in the public libraries throughout NYC.

The goal is to enhance use of systems across institutions and make current, former, and future students aware of local resources for academic research success as well as lifelong learning.



In celebration of September as "Library Card Signup Month", staff from the Richmondtown Branch of the New York Public Library (NYPL) system came on September 27th to promote their branch, give away free swag, provide information about NYPL services, and sign up new library cards. Library patrons who sign up will have access to branches across Staten Island, Manhattan, and the Bronx. Brooklyn and Queens have their own public library system separate from NYPL.

The event was festive as over a hundred people signed up for library cards and there were many giveaways. Photos were taken and posted to Facebook and Instagram and many students were very happy. Moving forward, the CSI Library hopes to continue the tradition of having the NYPL branches on Staten Island visit the library more frequently. This public library partnership is very important since so many of our students are unaware of the differences between academic and public libraries and how they complement each other.

The NYPL first came to visit the CSI Library in Spring 2016 and after this September visit, we have decided that they will be making regular visits twice a semester promoting library cards and public library use. We look forward to seeing them back the second week of December.

When They Are One: Inclusive Language Practices at CSI

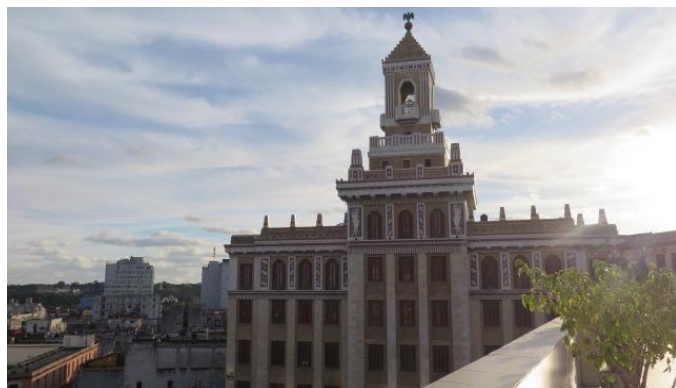
by Professor Anne Hays, Evening/Weekend Instruction Librarian



On May 3rd, 2016, the Library participated in an event created by Professor Christine Martorana of the Writing Program, and Jeremiah Jerkowitz of the LGBTQ Resource Center called "**When They Are One: Inclusive Language Practices at CSI**".

The event invited participating departments to create an interactive activity designed to engage students in language inclusive practices, and the tables were set up in the 1P atrium.

The stated goal of the event was to "prompt a dialogue on campus regarding the ways in which our written and spoken language can better reflect and respect the diversity of our community" and also to "give students the tools to be more critical, reflective, and purposeful language users."



CUNY Librarians take Havana

by Professor Maureen Garvey, Evening/Weekend Instruction Librarian

In January 2016, I was very fortunate to be a part of a 10-member delegation of CUNY librarians to Cuba. The week-long visit included a mix of just the right balance between social and community projects and 8 professional visits to large, culturally important institutions; Universidad de la Habana (University of Havana), Casa de las Americas (Latin

American art museum), Biblioteca Pública de Rubén Martínez Villena (the central public library in Havana), Biblioteca Nacional de Cuba José Martí (the national library), Biblioteca Médica Nacional (the national medical sciences library), Museo Nacional de la Campana de Alfabetización (the museum for the campaign for literacy), Archivo Nacional de la República de Cuba (the national archives), Museo Nacional de Bellas Artes- Arte Cubano (the fine art museum).

Never have I heard the word patrimony used so often. Cubans take the preservation of their cultural heritage very seriously. It was a wonderful thing to see such value placed on the kind of work that we do. Of course, even with this high regard, they face challenges too. What was most striking to us were the similarities in our professional lives, despite the very particular working conditions in Cuba. Everyone we visited was gracious in sharing a glimpse into their organization. They too were dealing with competing for limited funding, persuading state officials of their budgetary requirements, providing broad access while preserving resources, and supporting the needs of their users amidst inadequate infrastructure.

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The central library of the University of was very recognizable to us, as academic librarians. They were undertaking a large project to digitize 90k catalog cards to create an online publically accessible catalog (OPAC). They also have an open access institutional repository where they encourage (and sometimes must persuade!) faculty and students to deposit articles and theses. They have a social media presence. They provide information literacy programs. Just as we observe, their students are technologically adept but require help with research and adapting to the demands of academia. (Of course, all education is tuition-free. Students must do 3 years of work placement upon graduation in exchange for their undergraduate degree. Post-graduate degrees do not require further service.)



At the public library in the old town, we met dedicated and inspiring librarians who have created a warm and welcoming public amenity. They have a well-equipped room for users with special needs, a fantastic children's library and a well-used open circulating collection of literature from North and Latin America, Western Europe, and Russia. The public library is also in the process of digitizing their card catalog to increase access. Currently, public libraries rely tremendously on the expertise of librarians and their deep knowledge of their collections to aid in resource sharing. Regla, the head of adult services, had wanted to be a doctor as a child. Possibly

influenced by a childhood friendship with Ernest Hemingway, she became a librarian, 'a doctor of the soul', as she saw it. Adrian, the children's services librarian, was a Cuban Mr. Rogers, honored by the International Federation of Library Associations (IFLA) for his incredible service.

Card catalogs were in use almost everywhere, along with ongoing efforts in various stages to digitize them and provide access online. Mostly, that computer access is available onsite only. Which brings us to the main impediment to modern library and information services in Cuba- the lack of technological infrastructure. Whether it is a server issue, bandwidth, or simply not enough hardware to give users access (only 2 scanners at the national library for their newspaper digitization project, no OPAC anywhere, 1 computer terminal with the catalog at the university and the public library) the lack of technology is holding back Cuban organizations from preserving and sharing information. Whatever one's politics, it's undeniable that the blockade has had a devastating impact on Cuba in all facets



of life. It was evident at every institution we visited. Cubans are proud and dignified, the library professionals we met no different, but they were candid in sharing how this impeded their work and their mission. There are humanitarian projects to help them and they rely on their few allies but it was fascinating to see geopolitics playing their part in academic database subscriptions. The national medical sciences library has to find amenable Latin American neighbors to provide banking services to allow them to make purchases from US companies like Wiley, Springer and Ebsco, so their students and working professionals can have access to the latest scholarly research.

Just like in the US and elsewhere, we saw how STEM subjects attract funding. The best-equipped and most recognizable facility was the national medical sciences library. And it's no wonder, as Cuban doctors abroad are the countries number one source of income, above tourism. The medical library provides a fantastic service, including publishing 23 open access scholarly journals, a well-developed portal for medical specialties, with content created by medical professionals and information infrastructure overseen by information professionals, and also a conference hosting service.

The national library had just undergone a long term renovation and the 1957 building was beautiful, including restored original furniture. They produce a striking monograph series showcasing prints in the collections. They also are undertaking several major digitization projects, of newspapers, the card catalog, and other archival materials. Again, technology was an issue. They do not yet have the capacity to put online what they have digitized.

Other highlights included a visit to the National Literacy Museum, which houses artefacts from the 1961 nationwide, year-long, and highly successful campaign to eradicate illiteracy (which was then at 23%, now .2%); the mosaic-covered village of Jaimanitas created by the artist José Fuster; the Fine Art museum holdings and special library; and the national archives.

Without exception, the information professionals we met were proud, dignified, passionate, and warm as well as resilient and resourceful. It was reaffirming to see such value placed on patrimony and higher education, and to witness others nobly struggling to provide equitable access to resources.

2016 LACUNY Institute – Race Matters: Libraries, Racism, and Antiracism

by Professor Maureen Garvey, Evening/Weekend Instruction Librarian

LACUNY Institute, the annual day-long conference organized by the Library Association of CUNY, was held at Brooklyn College on May 20. This year's theme was Race Matters: Libraries, Racism, and Antiracism.

From opening remarks, through two keynote speakers and many concurrent panel sessions it was an inspiring, thought-provoking and challenging day, sparking a very necessary conversation.

In a beautiful opening talk drawing appropriately from both theory and lived experience, April Hathcock (Scholarly Communication Librarian, NYU), pointed out that that race matters in our profession, when 87% of librarians are white. As such, she noted that neutrality is not a just choice, in the face of such facts. She further stated that we have seen an increased focus on diversity in hiring, but we also require a subsequent focus on inclusion, to support more people of color who enter the profession, to remain and succeed. "Acknowledging these issues is not perpetuating them, as some maintain. It is a first step toward change." As we were reminded by April, Frederick C. Douglass taught us that power will concede nothing without demand.



Mitchell S. Jackson's keynote (author, recipient 2016 Whiting Award) was a blistering trip through his upbringing in urban Portland, Oregon in which he deftly used the stories of people he knew, alongside his own, to illustrate that 'revision' is possible for everyone, and to urge us to consider our role in making this revision possible for all those students and patrons that appear before us.

Other sessions covered a huge range of subjects from inequality in publishing, both scholarly and literary, to repairing our unjust taxonomies, microaggressions, antiracism and whiteness, and the social justice potential of specific collections. CSI was represented by our Chief Librarian, Dr. Wilma Jones who presented and participated in a roundtable session of chief librarians on "Diversifying the Library Profession."



Several CSI Library faculty played a large role in bringing this event to fruition. Professors Jonathan Cope, Anne Hays, and Mark Aaron Polger were all on the planning committee. Altogether, it was a great day.

A shout out to Professor Ellen Sexton of John Jay College, who coordinated the catering for the event. For what I heard, several people acclaim as the best conference lunch ever! The library community looks forward to seeing action and discussion that will grow from this terrific event.

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About Library Newswire

Library Newswire is the College of Staten Island Library's biannual online newsletter, available in HTML and PDF formats. *Library Newswire* informs students, faculty, and staff of library services, resources, and other college-wide activities that may be of interest to the College community.

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