

# Paratext

The BMCC Library Newsletter  
Fall 2014

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## Meet Your New Outreach Librarian!

To introduce herself, **Jean Amaral**, Assistant Professor and Outreach Librarian, created a video letter to the BMCC community, using Haiku Deck and Camtasia. You can view the presentation on [Haiku Deck](#) or [YouTube](#), or click on the image below to connect to the video online.



Music credits: Wonder Cycle by Chris Zabriskie,  
[http://freemusicarchive.org/music/Chris\\_Zabriskie/Divider/04\\_-\\_Wonder\\_Cycle](http://freemusicarchive.org/music/Chris_Zabriskie/Divider/04_-_Wonder_Cycle)



## Usability Study (November 10 - 25)

### Derek Stadler, Web Services Coordinator

The BMCC Library website usability study will assess the effectiveness of the library index page and succeeding pages. It is also designed to determine if improvements to the current site or subsequent site methodology are necessary. The assessment will use ten student volunteers drawn from respondents either to an announcement posted on the library website or a formal poster advertisement. Using the current library website, the students will be asked to perform various tasks based upon questions asked by the two reviewers. Questions cover all segments of the library resources and services. Lasting approximately thirty to forty-five minutes, students will be asked basic questions to see how they navigate through our website and where they have difficulty. Output data will provide an overall evaluation of the question asked and how useful the website is for the given areas of information, resources, research, and services. It will be used as feedback for recommendations to improve the design of the site.

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BMCC Library's Periodicals Desk offers three-day loans for iPads and seven-day loans for e-readers. The Periodicals Desk is also a great place to borrow laptops (for use in the library) and scientific calculators or to book group study rooms.

## ***Connecting to Students to Achieve Retention***

Professor Sidney Eng, Chief Librarian

According to *US News and World Report*, as many as 1 in 3 first-year students won't make it back for sophomore year. The retention rate for BMCC freshmen from fall-to-fall is similar. According to the latest 2012 retention figures from the just released BMCC Factbook, retention for first time freshmen in 2012 was 61.9%. If you count those students who had transferred but remained in CUNY, the percentage was 64%. The rate for students with advanced standing who decided to return was 67.2% and 71.4% respectively. One can speculate that once students survive and adjust to the initial challenges of academic life, they can persist with relatively better odds.

When so many students leave before finishing their studies, it poses serious problems educationally and financially to the individual, the institution, and society. BMCC has always been proactive in devising programs and activities to help students persevere through graduation. This year the administration is determined to make student success a top strategic priority. Together with faculty, the effort will include a wide range of improvements including better student orientation, expanding the immersion program, accelerating remediation, implementing the learning and teaching academies, providing supplemental instruction, improving outcomes for gateway courses with a high failure rate, establishing an honors program and expanded internships. These efforts aim to improve student learning.

What is the role of the library in student retention? For the last twenty years, the library world has begun to empirically examine the potential connection of library service and student success. In 2010 ACRL commissioned a report to identify the value of libraries and lay out a research agenda (*Value of Academic Libraries: A Comprehensive Research Review and Report* by Megan Oakleaf.). "Student retention and graduation" is identified as an important priority. Early research studies suggested that academic performance was the most significant cause of student withdrawal. Those research activities focused on correlating library use and retention. More investigations quickly point to the fact that a student's integration into the social and academic structure of the campus plays a larger role than library use. In either case, the variety and quality of library service is essential to student performance and persistence.

One study found that spending just 10 percent more per student on library resources results in an additional 1.77 percentage points of graduation rates. We are also told that 75 percent of non-returning students will withdraw during or immediately following their first semester. So, we have a small window for intervention. If the library wants to do

Continued on page 3

# Paratext

## ***Connecting to Students to Achieve Retention, continued:***

something, it has to start earlier on. Our library currently has a nascent embedded librarian program and a student research consultant project. We need to do more assessment to evaluate their usefulness to the students. Given the realization that we need to connect to incoming students as soon as they arrive at BMCC, we may change our strategy. Let's imagine if each new student is assigned a personal librarian at orientation, will that ease the student's integration into an academic setting? Many elite universities (such as Stanford, Duke, and Cornell) are providing personal librarian service to their students. Should BMCC consider such a concierge program at our community college? The immediate challenge will be a reconfiguration of assignments and consolidation of the three programs to strengthen their combined effects.

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## ***Research Roundup: Student Retention***

Professor Jean Amaral

One of the most prolific researchers of student retention, Vincent Tinto, reviews the extensive literature on the topic in "From Theory to Action: Exploring the Institutional Conditions for Student Retention" and finds that there are four significant conditions at the institutional level that impact student retention. These are:

- **Expectations:** "The institution is responsible for directing its actions such that the expectational climate for individuals and the peer groups that arise from the interaction of individuals are such as to promote clear, consistent, and high expectations" (p. 60). This involves, to some extent, aligning student expectations with those of the institution.
- **Support:** A study "of 6,700 first year students on 30 campuses nationwide found that students' perceptions of the degree to which the campus was supportive of their academic, personal, and social needs was the most powerful predictor, among a wide range of variables, of growth of student academic competence (Reason, Terenzini, & Domingo, 2006)" (p.60). Support in reading and study/life skills were found to be particularly important.
- **Assessment and Feedback:** "Students are more likely to succeed in settings that provide faculty, staff, and students frequent feedback about their performance



in ways that enable all parties to adjust their behaviors to better promote student success" (p. 66). Early warning systems—and the earlier the better—that engage student support staff along with faculty have been found to be effective.

- **Engagement (or involvement):** A study using data from the National Longitudinal Survey of Freshmen found "that for all students, regardless of ethnicity and race, having more formal academic connections with faculty and formal and informal social connections with faculty, staff, and peers were all associated with satisfaction and persistence" (p. 70). Academic and social engagement can also build on each other. For example, group work in class can lead to social connections outside of class.

Continued on page 4

# Paratext

## Research Roundup continued:

The article explores these four areas in great detail, providing evidence for some of the our initiatives here at BMCC, as well as suggesting other possible avenues to pursue. Links to these articles in our databases work with BMCC Account Login. Colleagues from other colleges: please use the databases from your institution to access them.

Tinto, V. (2010). From theory to action: Exploring the institutional conditions for student retention. In J. Smart (Ed.) (pp. 51-89). *Higher Education Handbook of Theory and Research*. Volume 25. New York: Springer. Access: [bit.ly/theory-to-action](http://bit.ly/theory-to-action)

Reason, R., Terenzini, P., & Domingo, R. (2006). First things first: Developing competence in the first year of college. *Research in Higher Education*, 47, 149–176. Access: [bit.ly/supportretention](http://bit.ly/supportretention)

## Other Suggested Reading:

Demetriou, C. & Schmitz-Sciborski, A. (2011). Integration, motivation, strengths and optimism: Retention theories past, present and future. In R. Hayes (Ed.), *Proceedings of the 7th National Symposium on Student Retention*, 2011, Charleston. (pp. 300-312). Norman, OK: The University of Oklahoma. Access: [bit.ly/integrationetc](http://bit.ly/integrationetc)

Laird, T. N., Chen, D., & Kuh, G. D. (2008). Classroom practices at institutions with higher-than-expected persistence rates: What student engagement data tell us. *New Directions For Teaching & Learning*, 2008(115), 85-99. Access: [bit.ly/classroompractices](http://bit.ly/classroompractices)

O’Gara, L., Karp, M. M., & Hughes, K. L. (2009). Student success courses in community college: An exploratory study of student perspectives. *Community College Review*, 36(3), 195-218. Access: [bit.ly/studentsuccesscourses](http://bit.ly/studentsuccesscourses)

Wood, J. Luke, & Palmer, Robert T. (2013). Understanding the personal goals of black male community college students: Facilitating academic and psychosocial development.(Clinical report). *Journal of African American Studies*, 17(2), 222-241. Access: [bit.ly/understandingpersonalgoals](http://bit.ly/understandingpersonalgoals)

Zeidenberg, M., & Jenkins, D. (2012). Not just math and English: Courses that pose obstacles to community college completion. *CCRC Working Paper No. 52*. New York: Community College Research Center, Teachers College, Columbia University. Access: [bit.ly/notjustmathandenglish](http://bit.ly/notjustmathandenglish)

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## NY Times Academic Pass

The CUNY Office of Library Services is happy to announce that the New York Times Academic Pass is now available to all CUNY students, faculty and staff. The Academic Pass gives anybody with a cuny.edu email domain a yearlong subscription to the New York Times digital edition. You need to register once at the beginning of the school year. It works for computers and includes apps for mobile phones. It does not include the tablet app and limits the number of downloadable articles from the New York Times archive. In order to log on, you need to register, using your BMCC email address as the user name, and set up a password at:

<https://myaccount.nytimes.com/verification/edupass>



You’ll receive an email in your BMCC inbox, instructing you to click a link to verify that you’ve registered. Then you can log into the New York Times from computer or smart phone with a free subscription... sweet!

Professor Lane Glisson

# Paratext

## *Assessment in the Library*

**Professor Robin Brown, with contributions from the BMCC Library Assessment Committee: Professors Phyllis Niles, Kanu Nagra, Linda Wadas, Lane Glisson and Jean Amaral.**

The Library meets so many needs, with a whole range of activities that the task of assessing the Library is truly challenging. Fortunately, **Professor Robin Brown** was accepted into the Association of College & Research Libraries' Assessment in Action program cohort for 2014-2015: <http://www.ala.org/acrl/AiA> This has been an exceptional opportunity to learn more about different ways to assess library practices and to learn from a community of practice. With this impetus, the Library Assessment Committee has expanded its scope beyond assessing library instruction sessions and is now undertaking a wide range of assessment projects.

Professor Brown's Assessment in Action project is focused on gaining a better understanding of the chat reference service that is offered by the Library. She is doing an analysis of a year's worth of chat reference transcripts. The project includes both quantitative measures (time of day, who is answering our questions) and qualitative analysis (groups of questions, exploring different measures of success).

**Dr. Kanu Nagra** is leading an effort to implement a survey that will assess the use of the Library's considerable group of networked online resources. MINES, developed by the Association of Research Libraries, is an online, transaction-based survey that collects data in order to measure and assess the value and impact of digital content available from the library and to determine how patrons apply library e-resources to their work, based on demographic and purpose-of-use analyses. This is an effort to assess the impact of networked electronic resources and services on teaching and learning.

**Professor Linda Wadas** is leading a project that focuses on student/librarian interactions at the reference desk to generate theoretical categories that can later be tested to show librarian impact on student social integration and retention.

**Professor Kanu Nagra** and **Web Services Coordinator Derek Stadler**, the Library's webmaster, are conducting a web usability study, interviewing student volunteers about the Library website. The data will be used to guide the forthcoming redesign of the Library website.

**Professor Lane Glisson** is assessing the delivery of library instruction to fully online English 201 courses by evaluating the portfolios of students, assessment tests, and a post-course survey, in an effort to determine the efficacy of scaffolded information literacy instruction in Blackboard online courses and focus on what research habits should be reinforced.

Every semester the library instruction program uses a pre-test and post-test model to assess the effectiveness of the program. During the Fall 2014 semester, the pre-tests and post-tests were digitized, making collection of a wider range of data possible. The results help to validate the instruction program and also spark conversations about effective instruction.

# Paratext

## *Assessment of Student Portfolios in Online English 201 Classes*

Professor Lane Glisson

It is unusual for a librarian to have the chance to see the essays of the students that she serves. After the student walks away with materials from the reference desk or consultation, the only feedback that we hear is anecdotal: A student comes back to thank us or a professor lets us know that a library instruction session was useful.

Last summer, working in partnership with **Professor Kelly Secovnie**, I was able to read and analyze 30 portfolios created by online students. This was a game-changing experience for me, because I suddenly could see the way my lessons were being used in their writing. There was also a section of the portfolio in which the students assessed their own learning experience. Therefore, I could look at how each student visualized her or his development, as scholars and writers.

One of the more interesting aspects of reading their thoughts on process was observing how they began to understand how research supports understanding. One student wrote, “I’ve learned how important planning, research, and revision is in the writing process... the more I researched, the stronger my writing became.” Many students stressed how the research improved the credibility of their statements and how important it was to be organized. Professor Secovnie and I learned that by scaffolding the library instruction lessons over the course of the semester, the students exhibited less “panic” about finding research.

Since we compared student achievement in the online classes to an average in-person English 201 class, Professor Secovnie and I used the information literacy rubric that was developed by BMCC’s English Department, which has three criteria: 1) how well the students integrated the research evidence they found into the bodies of their essays, 2) ability to cite using in-text parenthetical notes, and 3) the quality of their Works Cited pages in terms of MLA style documentation. In current assessments, we are including other criteria: the ability of the student to find credible library materials and an understanding of the research process.

A benefit of looking at student writing is that one can see where confusions occur for students. Therefore, the assessments we did last summer of our online students had a lasting impact on the way I teach my in-person library instruction classes. Teaching is a never-ending revision and we can learn from our students’ papers how to clarify instruction.



## *Open/Alternative Textbook Initiative*

Professor Jean Amaral

The Library is very excited to be launching, in collaboration with CETLS, the BMCC Open/Alternative Textbook Initiative. December 1 was the deadline for faculty to apply for a pilot program facilitating the replacement of expensive commercial textbooks with open educational resources (OER). Over 20 faculty applied, many of whom expressed concern about the burden high-priced textbooks place on our students. Faculty also cited the negative impact on learning, as many students delay purchasing textbooks until they have the funds later in the semester or do not purchase at all.

This spring, the first cohort of faculty participants will identify, adapt, and adopt open educational resources to replace textbooks for a course they are teaching in fall 2015. Co-coordinators **Professor Jean Amaral** and **Dr. Megan Elias**, CETLS Director, will facilitate four workshops for participants and work with faculty to develop assessments of the new materials.

The Open/Alternative Textbook Initiative also includes a spring professional development program for all faculty that will include opportunities to learn about and work with open educational resources. The workshops for this part of the initiative will be announced at the beginning of the spring semester.

OER efforts at BMCC are complemented by a similar program being offered by the CUNY Office of Library Services (OLS). In September, **Dean of CUNY Libraries Curtis Kendrick** testified before the City Council in support of efforts to address textbook affordability using OER. In his testimony, Dean Kendrick described an OER Pilot Project being run by CUNY OLS, which includes an online workshop for faculty held this November. The goal of OLS's pilot program is to implement OER in 50 courses, benefiting approximately 52,500 CUNY students with a projected savings of \$5.8 million.

Here at BMCC, we are indebted to **Professor Sidney Eng**, the catalyst for our initiative, and to **Provost and Senior Vice President Karen Wilks** for supporting the OER program. If you have questions or suggestions, please contact **Professor Jean Amaral**, Outreach Librarian, [jamaral@bmcc.cuny.edu](mailto:jamaral@bmcc.cuny.edu). You can also visit the initiative website for more information:

<http://bmcc.libguides.com/opentextbooks>



# OPEN EDUCATIONAL RESOURCES

# Paratext

## *Library Guides for Courses and More*

Professors Robin Brown and Jean Amaral

This fall the BMCC Library implemented a web publishing platform (Libguides by Springshare) for delivering targeted information and research resources for courses and assignments, faculty interest groups (FIGs), departments, and more. The material in our new Library Guides complements information provided on the Library's website, where you can still find all of your favorite resources.

The growing collection of Library Guides includes almost 30 **course and assignment guides** across various departments, including English, developmental skills, communication studies, sociology, and speech. Many library instruction classes will have dedicated guides made available during and after class, providing links to the databases that are suggested for the assignment by the librarian instructor. The guides also provide useful information on topics such as evaluating sources, citation styles, and avoiding plagiarism. This also becomes an important tool for students who missed parts of the presentation. And we are creating Library guides for classes that are not able to make an appointment with a librarian instructor. If you would like a Library Guide created for your class, please get in touch with **Professor Robin Brown:** [rbrown@bmcc.cuny.edu](mailto:rbrown@bmcc.cuny.edu).

The Library has also published **faculty guides** for FIGs (**Balancing the Curriculum**), **copyright and fair use**, and **open access**, among other topics. The Library will be collaborating with CETLS in the spring semester to create guides addressing the scholarship of teaching and learning and scholarly publishing. If you have ideas for guides or would like to learn more about this web publishing platform, contact **Professor Jean Amaral:** [jamaral@bmcc.cuny.edu](mailto:jamaral@bmcc.cuny.edu).



Our friendly periodicals staff are happy to help students check out a group study room or order one **online**.



# Paratext

## OneSearch: The Single Search Box You've Been Waiting For

Professor Barbara Linton



BMCC faculty and students now have another way to search the Library's extensive resources. CUNY Office of Library Services (OLS) recently purchased an online search application that provides a single search box for the Library catalog (books and e-books) along with many databases (articles and journals galore). You'll find a link to the new service, called OneSearch, on our library home page. OneSearch is still in beta, and fine tuning of the product is ongoing. For an overview of **OneSearch** features, check out CUNY OLS's brief video tutorial.

OneSearch combs across most of the Library-owned databases whether they are books, journals, newspapers, video titles, etc. Essentially it works like Google. However it only searches Library-owned materials—materials that Google can't search. It can be very useful if you are investigating something obscure or simply don't know where to begin.

Results can be narrowed down using the columns (also known as facets) on the left side of the screen, similar to many of the Library databases you're already familiar with. When looking at your results list, click on the tab "View Online" to read an article. To open the article to the full screen, click on the gray bar at the top of the article that says: "Open source in a new window." On the same gray bar to the right, you will find the "Share" link, which allows you to email articles, etc. There are many more options to explore on each entry.

A useful tip, which applies to database searching in general as well as to OneSearch, is the use of quotation marks around words that you wish to search as a phrase. And for those of you who miss the serendipity of exploring the physical book stacks when using the online catalog, there's a "Browse Shelf" option that displays the covers of neighboring titles in the stacks to the book you are viewing.

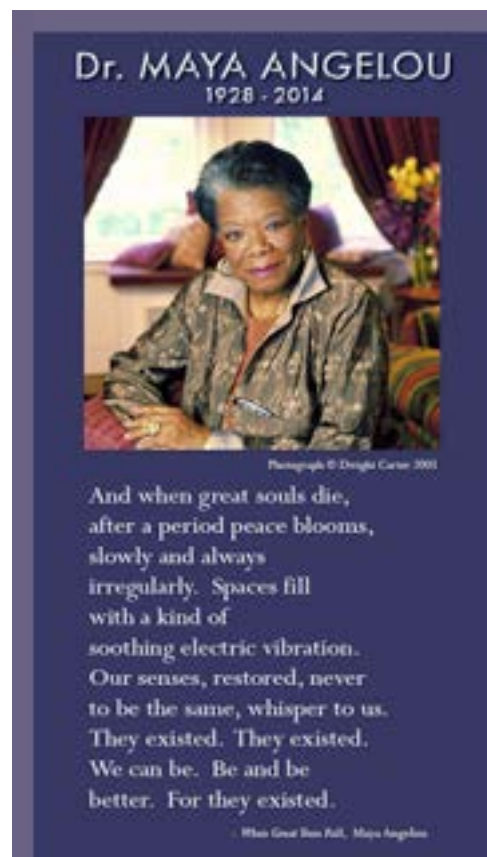


# Paratext

## *BMCC Library Honors Dr. Maya Angelou 1928-2014*

Professor Lane Glisson

In honor of Dr. Maya Angelou, who passed away May 28, 2014, BMCC library featured bold displays dedicated to her work, and her books were placed in the featured books area to encourage students to explore her memoirs and poetry. During her long life, Dr. Angelou was an author, poet, historian, songwriter, playwright, dancer, stage and screen producer, director, performer, singer, and civil rights activist. BMCC's **HEO Guerda Baucicaut** and her staff created exquisite displays focusing on Dr. Angelou and her work, using lovely African fabric and art materials, to embellish the exhibit. In conjunction with the displays, **Professor Lane Glisson** created digital signage featuring the poem "When Great Trees Fall," Maya Angelou's elegy for James Baldwin, illustrated by a well-known portrait of Angelou taken by the renowned photographer **Dwight Carter**. Mr. Carter has photographed an astonishing number of accomplished African Americans in the arts and entertainment world. BMCC Library sincerely thanks Mr. Carter for giving us permission to use his photograph on our digital poster during the summer and fall of 2014. Come by and check out the always engaging monthly displays that Guerda and her staff create.



# Paratext

## Open Access Week at BMCC

Professor Jean Amaral



The 8th annual International [Open Access Week](#) was held October 20–26 this year, during which the BMCC Library hosted two events: a Faculty Authors’ Rights Discussion (co-sponsored by CETLS) and a screening of the documentary *The Internet’s Own Boy* (sponsored by the Library Association of CUNY’s Scholarly Communications Round Table).

The BMCC Library has published a web-based [guide](#) with information about open access in scholarly publishing, where you can also learn about authors’ rights and predatory publishing. Many publishers require that scholars sign away their copyrights; the authors’ rights information provided by the Library focuses on retaining those rights when possible and taking advantage of publisher provisions for self-archiving (providing access to your articles on your own website or in the BMCC institutional repository (coming soon!) as an alternative.

*The Internet’s Own Boy* examines the life and contribution of Internet and information activist Aaron Swartz. Swartz penned the [Guerrilla Open Access Manifesto](#) in 2008, two years after he freed the Library of Congress’s bibliographic data by posting it on the site [OpenLibrary](#) (the Library of Congress charges for access to this data) and the same year he liberated public court documents from expensive fee-based access through the [PACER](#) database (there are now Chrome and Firefox plugins called [RECAP](#) that provide a means for free downloading from the database). Because of this activism, Swartz was investigated by the FBI, and after downloading millions of articles from JSTOR through MIT’s network, he was targeted by the Secret Service and the U.S. Attorney’s office for Massachusetts. Facing felony charges and possibly 50 years in prison and \$1 million in fines, Aaron Swartz committed suicide on January 11, 2013. After Swartz’s death, many railed against prosecutorial overreach for, as Cory Doctorow is [quoted](#) in *The New York Times*, “taking too many books out of the library.”

The screening of *The Internet’s Own Boy* was followed by a discussion of ways in which Swartz’s work might be built upon and continued by those of us in the library and higher education communities, including highlighting Internet activism during Open Access Week. For this screening, we viewed an edited version (60 minutes) of the documentary focusing on Swartz’s activism in keeping the Internet and access to information free and open. We invite you to view this shorter version which we’ve posted on [YouTube](#).

“Be curious. Read widely. Try new things. I think a lot of what people call intelligence just boils down to curiosity.”

–Aaron Swartz (1986–2013), from [How to Get a Job Like Mine](#)

# Paratext

## New Art Acquisitions at BMCC

Professor Lane Glisson, Liaison to the Music & Art and English Departments

In the last few years, BMCC Library has acquired many remarkable new art books that will engage your students. Here is a small sample of the diverse selection:

### Anthologies:

From Heaven to Earth: Chinese Contemporary Painting

Masterpieces of Chinese Painting: 700-1900

A History of Florence in Painting

Baroque and Rococco Art and Architecture

Islamic Art

Women Artists of the 20th and 21st Centuries

100 Works of Art That Will Define Our Age

Korean Eye: Contemporary Korean Art

Trespass: A History of Uncommissioned Urban Art

Sculpture Now

The Downtown Book: The New York Art Scene, 1974-1984

Art Now, Vol. 3: A Cutting-edge Section of Today's Most Exciting Artists

21st Century Portraits

The Neo-impressionist Portrait, 1886-1904

Beauty's Legacy: Gilded Age Portraits in America

Portraits: Luc Tuymans, Toby Kamps and Robert Storr

Beauty Revealed: Images of Women in Qing Dynasty Painting

Gerhard Richter: Portraits

### Monographs:

Lucien Freud: Beholding the Animal

Albrecht Dürer

Jan Vermeer, 1632-1675: Veiled Emotions

JMW Turner, 1775-1851: The World of Light and Color

Hiroshige, 1797-1858: Master of Japanese Ukiyo-e Woodblock Prints

Edvard Munch: Images of Life and Death

Hieronymus Bosch 1450-1516: Between Heaven and Hell, The Theatre of Life

Manet: Portraying Life

Vasily Kandinsky: From Blaue Reiter to the Bauhaus: 1910-1925

René Magritte, 1898-1967: Thoughts Rendered Visible

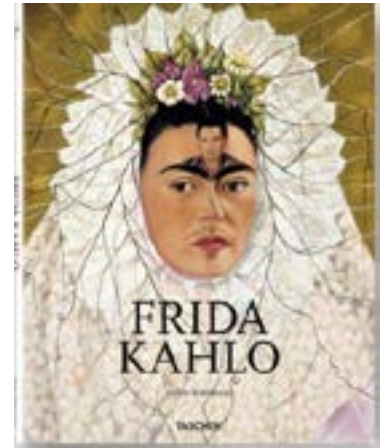
Balthus: Cats and Girls

Frida Kahlo, 1907-1954: Pain and Passion

Jackson Pollock, 1912-1956: At the Limit of Painting

Jennifer Bartlett: History of the Universe: Works 1970-2011, Jennifer Bartlett

Jean-Michelle Basquiat 1960-1988, Leonhard Emmerling



# Paratext

## ***What's New in Library E-resources***

Dr. Kanu Nagra, E-resources Librarian

### **Cabell's Directory**

Subject: Business, Computer Science, Education, Nursing, Psychology

Full Text: No.

Description: Provides journal publication details, acceptance rates, review processes, as well as article topics, manuscript guidelines and related information.

### **Congress and the Nation Volume XIII**

Subject: Law, Government and Political Science

Full Text: Yes.

Description: Volume 13th is recently added to online version of Congress and the Nation.

### **Gale Cengage E-books**

The latest editions of the following biography and literature E-books were procured to be added in this fiscal year to library's e-collection:

Contemporary Black Biography Volume 107-124

Short Story Criticism Volume 198-214

### **Ovid Nursing E-books**

The latest editions of following nursing E-books were added to our e-collection:

5 Minute Clinical Consult Standard 2015

Anatomy & Physiology Made Incredibly Visual

Cardiovascular Care Made Incredibly Easy

The Clinical Practice of Neurological and Neurosurgical Nursing

Handbook of Pathophysiology

Imaging of Soft Tissue Tumors

Infections of the Central Nervous System

Lippincott's Manual of Psychiatric Nursing Care Plans

Lippincott's Nursing Drug Guide

A Manual of Laboratory and Diagnostic Tests

Maternal-Neonatal Nursing Made Incredibly Easy!

Nursing Care Plans: Transitional Patient & Family Centered Care

Nursing Diagnosis: Application to Clinical Practice

Nutrition Essentials for Nursing Practice

Nutrition in Clinical Practice

Pediatric Nursing Made Incredibly Easy

Practical Essentials of Intensity Modulated Radiation Therapy

Substance Abuse Handbook

**Trial access for e-resources are on the next two pages. We welcome faculty input!**

# Paratext

## ***Trial Access for Databases***

Dr. Kanu Nagra, E-resources Librarian

**Trial access for e-resources were setup during the Fall 2014 to evaluate resources for selection process. The following databases were added to library's database trial Index. I encourage faculty to check our trial database index page at <http://lib1.bmcc.cuny.edu/finding/databases/trials.html> and provide inputs.**

### **The American Revolution: Sources in US History**

Subject: History

Full Text: Yes.

Description: Covers events, people, images and related sources for the American Revolution.

### **The Civil War: Sources in US History**

Subject: History

Full Text: Yes.

Description: Covers events, people, images and related sources for the American Civil War.

### **Counselling and Therapy in Video: Volume I-III**

Subject: Psychology and Video

Full Text: Yes.

Description: Provides counseling therapeutic methods and diagnoses for human mind conditions.

### **The Criterion Collection**

Subject: Performing Arts, Cinema Art, Acting, Theater and Video

Full Text: Yes.

Description: A collection of films from global cinema.

### **Mango Languages**

Subject: Languages.

Full Text: Yes.

Description: An interactive tool which covers online learning lessons for learning languages. A username and password is not required, just click on the "Get Started" button.

**Continued on the next page.**

## *Trial Access for Databases, continued.*

Dr. Kanu Nagra, E-resources Librarian

### **Nursing Education in Video**

Subject: Nursing, Health Science and Video

Full Text: Yes.

Description: Provides videos for the education and training of nurses, nursing assistants, and other healthcare workers.

### **Science Education 1: General Lab Techniques**

Subject: Science.

Full Text: Yes.

Description: Video database for teaching laboratory fundamentals through simple, easy to understand video demonstrations.

### **Science Education 2: Basic Methods in Cellular and Molecular Biology**

Subject: Science.

Full Text: Yes.

Description: Video database for teaching cellular and molecular biology through simple, easy to understand video demonstrations.

### **Science Education 3: Model Organisms I**

Subject: Science.

Full Text: Yes.

Description: Video database for teaching science of organisms and laboratory fundamentals through simple, easy to understand video demonstrations.

### **Science Education 4: Model Organisms II**

Subject: Science.

Full Text: Yes.

Description: Video database for teaching laboratory fundamentals through simple, easy to understand video demonstration

### **Slavery in America : Sources in US History**

Subject: History

Full Text: Yes.

Description: Covers events, people, images and related sources for slavery in America.

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# Paratext

## ***Professor Dorothea Coiffe is Appointed Head of Reference***

After many successful years as Head of Reference, **Professor Barbara Linton** has decided to step down and assume other duties at BMCC library, such as her recent careful analysis of CUNY's new ONESearch database software. The library is immensely grateful for Professor Linton's excellent leadership over the many years that she was Head of Reference. At the beginning of the Fall 2014 semester, **Professor Dorothea Coiffe** was appointed as the new Head of Reference. For nine years, Professor Coiffe has served (and currently serves) as the Interlibrary Loan/Media Librarian at BMCC. She was also formerly the BMCC Archivist. Professor Coiffe was a Reference Librarian for one year at Brooklyn College before joining BMCC Library.

## ***Grants***

**Professors Lane Glisson and Kelly Secovnie** received a \$4000 e-learning grant for their ongoing professor-librarian e-learning partnership, under the Title V funding that BMCC received to develop e-learning programs. They created a series of online modules that integrate scaffolded information literacy lessons into Professor Secovnie's online English 201 courses. Professors Secovnie and Glisson are using the grant to assess their methods, examining tests, surveys and student portfolios with the object of further improving and developing the techniques for eventual use in other courses at BMCC.

## ***Publications***

**Professor Dorothea Coiffe** presented the paper "Harnessing Open Internet Media Resources" at the 2014 annual conference of the International Association of University Libraries (IATUL) in Espoo, Finland on June 2, 2014, which was published as part of the *2014 International Association of University Libraries IATUL Proceedings*, available online at Purdue University e-Pubs:

<http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=2026&context=iatul>

**Dr. Kanu Nagra's** research paper on "Making Electronic Databases Functional on the Library Website: a Practical Approach" was published in the *Journal of the Library Leadership & Management Section*, Spring 2014, Volume 10, Issue 2.

**Professors Lane Glisson, Shane McConnell, Mahatapa Palit, Jason Shneiderman, Cynthia Wiseman, and Lyle Yorks** published the research paper "Looking in the Mirror of Inquiry: Knowledge in Our Students and Ourselves" in *Teaching and Learning Inquiry: The ISSOTL Journal*, Volume 2, Number 1 (2014).



# Paratext

## **Presentations**

From October 26-30, BMCC Library's **Web Services Coordinator Derek Stadler** attended "E-Learn 2014--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education." The yearly conference is hosted by the Association for the Advancement of Computing in Education. Highlights of sessions and workshops attended include "Using Google Glass to Enrich Printed Textbooks in a Blended Learning Environment to Meet Digital Natives' Expectations," which outlined a campus initiative to include QR-codes in printed books whereby students could view tutorials or videos while reading. Another presentation of note was "How Did You Make that Video? A Process for Creating Engaging Digital Stories," highlighting video capturing software such as Wistia and its analytical capabilities. A workshop titled "The Power of Voice: Increasing Instructor-to-Learner Interaction" presented the Speaker voice software. It is hoped that some of the practices and software designs can be presented to library administration for use in the future. Presenting on behalf of the BMCC Library, he gave a concurrent session titled "The SharePoint Opportunity to Innovate and Collaborate" which shared how the BMCC Library constructed a Microsoft SharePoint electronic workflow that simulates the library's collection development practice.

This fall, **Professor Jean Amaral** presented with colleagues at the Symposium on Teaching and Learning with Technology, October 31, 2014, on "Strategic Partnerships: Supporting SoTL with a Hybrid Workshop Series" and at the CUNY Conference on Best Practices in Reading/Writing Instruction, November 8, 2014, on "An ESL/Library Partnership: Disciplinary Debates and Information Literacy."

**Dr. Kanu Nagra** presented her Research on "Usage Statistics of Electronic Resources: A Comparison of Vendor Supplied Usage Data," at the 2014 Association of Research Libraries Assessment Conference held at the University of Washington, Seattle, Washington, on August 4-6, 2014.

**Professors Lane Glisson** and **Kelly Secovnie** made a presentation at the New York Metropolitan Library Council (METRO) on their experience integrating information literacy instruction into the course material of online English 201 courses on May 20, 2014. Professors Glisson and Secovnie also presented their research project and the assessment work that they completed this summer, funded by an e-learning grant, in a CETLS presentation at BMCC on November 19, 2014. The last portion of the presentation focused on details of the grant-writing seminar that they attended at NYU Faculty Resource Network in June 2014.

As part of LGBTQ Month activities at BMCC, **Professor Linda Wadas** led a discussion in CETLS about the book *Tipping the Velvet* by Sarah Waters on October 22, 2014.

**Professors Jean Amaral** and **Cynthia Wiseman** at the LGBTQ Fair at BMCC.



## Professional Development: NYU Faculty Resource Network Summer 2014

Professor Lane Glisson

In June 2014, three Faculty Librarians attended weeklong seminars at the **NYU Faculty Resource Network Summer 2014**:

**Professor Dorothea Coiffe** attended the seminar “Mining” the Store: The Museum as a Pedagogical Tool, led by **Dr. Michael Dinwiddie**, Associate Professor at the Gallatin School of Individualized Study, New York University. The course examined “the ways in which museums deal with the evolving political, social and ethical values of a community, and how such decisions may be interrogated in an academic setting.” Through visits to local museums, lectures, and seminar discussions, the participants gained an understanding of how to utilize the museum as a pedagogical tool, and learned effective strategies to employ museum visits in the classroom. Participants studied how museums use innovative techniques to engage students from diverse backgrounds.



**Professor Lane Glisson**, partnering with **English Professor Kelly Secovnie**, attended the Grant Development: Strategies for Success program, led by **Dr. Beverly Kahn**, Professor of Political Science and Special Projects Coordinator at Farmingdale State College, SUNY and **Dr. Robert Kahn**, Grants Director of LaGuardia Community College, CUNY. Each participant brought an idea for a grant proposal. The seminar introduced helpful grant-writing resources, analysis of funders’ guidelines and Requests for Proposals (RFPs), tips for writing strong concept papers and applications, and ways to align a project’s budget with the goals outlined in the RFP. Participants worked on the concept paper, project plan and budget of their individual projects.

**Dr. Kanu Nagra** attended the seminar Multiple Dimensions of Blended Learning, led by **Dr. Beth Gordon**, **Dr James F. Stenerson**, and **Librarian Sarah Burns-Feyl** from Pace University. The seminar introduced the multiple dimensions of blended learning and future trends in course delivery. Some of the topics presented included approaches to teaching such as the flipped classroom; pedagogical tools for blended learning such as web conferencing and lecture capture software; the value of e-portfolios; and mobile learning areas such as eTexts. The conveners also covered the incorporation of library resources and delivery of library services to blended courses. The ADDIE course design model and emerging modes of instruction such as Massive Open Online Courses (MOOCs) were also discussed.

# Paratext

## *HIV/AIDS Awareness Displays Provide Information and a Topic of Discussion* Professors Lane Glisson and Jean Amaral

The library's annual HIV/AIDS Awareness Month display, with materials provided by BMCC's Health Services Director Penelope S. Jordan, offers useful HIV/AIDS prevention information to our students. This year, it prompted discussion, due to a thought-provoking installation, created by our talented HEO **Guerda Baucicaut** and her hard-working staff. A full-length lady's gown, appliquéd with condoms in red and white, was part of the annual HIV/AIDS Awareness display. The dress promoted the concept that women and men have an equal responsibility to protect their bodies from sexually transmitted diseases.

Although the dress was an immediate success with members of the community who viewed the display, an individual expressed the opinion that the dress was inappropriate. The staff replaced the dress with a red, white and blue poster of a bold face, equally interesting in that it suggests the freedom to act responsibly in protecting one's health.

The question of how to address concerns about content or materials has been one that libraries across the country frequently face. In a community with diverse cultural beliefs, it is important to protect the right of intellectual freedom, while at the same time honoring the concerns of our students, faculty, and staff. Conversations about the display offered an opportunity to review the library's display policy. Our goal is to promote respect for all points of view and encourage thoughtful dialogue.



## *Library Faculty and PSC-CUNY Contract Efforts*

Dr. Wambui Mbugua

As most of our community is aware, CUNY faculty have been working without a contract for many years now. Several attempts by our union, the Professional Staff Congress (PSC), to reach a contract agreement during Mayor Bloomberg's tenure failed. In recent months, talks have been ongoing between the Chancellor's office and the PSC, and the negotiations will eventually reach the Mayor's office as well as the Governor's. That is the nature of CUNY funding, and the battle has to be waged in all those offices because ours is not a one-step negotiation.

Amidst these lengthy negotiations, the PSC has been holding marches at various locations since September. CUNY libraries' faculty, including those of us at BMCC, have been represented at all the marches. During BMCC's silent march, on 15th October, our library was represented by four faculty members. The march started with a reception in N-452 followed by a few instructions. From there we marched, in two files, to the first floor south, then up to third floor and across to the north side, fourth floor, fifth, and so on until we reached the seventh floor. We made stops in as many departments as we could and picked up quite a few people along the way. We all carried signs which read "CUNY NEEDS A RAISE." By the time we made our way to the President's Conference room, there were close to a hundred of us.

When we arrived at the President's office we filled the conference room. President Pérez was aware that we would be going there, and he came into the room as soon as we arrived. He was handed a letter by our chapter representative, Dr. Anne Friedman, which he read quickly. After that he conveyed his commitment, "I am in total support of your efforts. We would be nothing without our faculty." He then invited those who could stay a little longer into his office in order to discuss the matter further.

Alongside the PSC contract negotiations, the Library Faculty Committee of the PSC, led by Prof. Robert Farrell of Lehman College and former BMCC Library colleague, are advocating for "equitable workload and leave for faculty in the library departments." While Library faculty must research and publish for tenure and promotion as other faculty do, we are granted only very limited leave time to do so (approximately 6 weeks a year in the first five years of a contract). The Library Faculty Committee, in collaboration with the PSC, has been and continues to advocate for an equitable workload and release time for librarians so that we are able to fulfill the scholarship requirement expected of faculty.

# Paratext

## **Committees**

**Professor Joy Dunkley** served on the Program Planning Committee of the Access Services Conference that took place at the Georgia Tech Global Learning Center and the Georgia Tech Hotel and Conference Center, Atlanta, Georgia, from November 12-14, 2014.

**Dr. Kanu Nagra** is serving in American Library Association's New York Chapter's (ACRL/NY) Symposium Planning Committee.

**Professor Lane Glisson** is serving on the CUNY Libraries / Blackboard Working Group, chaired by Professor Nora Almeida of Newman Library, Baruch College CUNY.

## **Jacqueline Boyce**

**Jacqueline Boyce**, a much-respected member of the Access Services Department support staff, left the library to work in another state in September. Starting as a part time College Assistant in 2010, Jackie passed the Civil Service test in 2013. Knowledgeable about the details of the circulation desk, with excellent customer service skills, Jackie's warm presence will be greatly missed by all her colleagues. The library staff presented Jackie with a gift in thanks for her stellar service. We wish her all the best in her new position.

