

## Inside this Issue

Poets, Dangerous Ideas, and the Library	1
Development of Library Bill of Rights	2
Library Bill of Rights	
Library Supports Immigrants and Advocates for Diversity	3
CUNY Libraries' Statement on Diversity and Inclusion	
Lehman's Most Accessed e-Book	4
Children's Literature for Latino and Bilingual Children	5
Why Read?	
Data Integrity	6
Data Integrity (cont.)	7
Freedom From Debt	
OER - Practicing the 5Rs	
What are OERs (Open Educational Resources)?	8
Stephen Walker Appointed Head of Access Services	
Stress Relief Events	9
Herbert H. Lehman	
Reflections on the Women's March	10
Faculty Professional Activities	11
Librarianship and the Ethics of Care	
Biblio-Tech Staff Hours	12

## Poets, Dangerous Ideas, and the Library

*Things fall apart; the centre cannot hold;  
Mere anarchy is loosed upon the world,  
The blood-dimmed tide is loosed, and everywhere  
The ceremony of innocence is drowned;  
The best lack all conviction, while the worst  
Are full of passionate intensity.*  
- William Butler Yeats, *The Second Coming*

With the election of a new President – and attendant changes in both Washington and nationwide – library faculty at the Leonard Lief Library has been engaged in a lively, ongoing discussion about how best to respond to these recent events, both professionally and personally. We resolved to update our Research Guides related to Citizenship and Immigration (<http://libguides.lehman.edu/>), as well as devise public programming related to Fake News and alternative facts.

We simultaneously began to examine and reevaluate our core values of librarianship: access to information, freedom to read, and patron privacy. Accordingly, it's valuable to view American Library Association's *Library Bill of Rights* (<http://www.ala.org/advocacy/intfreedom/librarybill>), which affirms our need to build broad and balanced collections, as well as support unlimited patron access. An accompanying document, the *Freedom to Read Statement* (<http://www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement>), reaffirmed during the McCarthy era, contains the following statements:

*It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

It concludes:

*We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.*

Personally, I find this concept of ideas – and even freedom itself – being dangerous to be extremely compelling and inspiring. As guardians and purveyors of knowledge – stewards of the world's civilizations – our task as librarians is to provide unabridged access to broad, rich, and diverse collections representing all viewpoints. Appropriately, our primary selection criterion is quality: authoritative, reliable, accurate, and verifiable information.

The Greeks enlisted and entrusted poets to relate the history of their age. In the Middle East and Latin America, poets are highly valued as cultural emissaries and interpreters. Not surprisingly, some who have challenged political leaders have been imprisoned as dissidents, presently the case in Syria. Dictators' first step to consolidate power and suppress opposition is to try to control information, shut down the Internet (which is impossible). Journalists are harassed, imprisoned, even executed. One must never underestimate the power of the pen: enlightened writers and the foundation of a free press for a healthy, functioning democracy.

Lamentably, while censorship of information has proven an effective historical strategy in oppressive regimes, ultimately the will of the people triumphs. Book burning by the Nazis and blacklisting of progressive screenwriters during the McCarthy era did not silence free expression. Is it any wonder that in dark times or moments of grief, we turn to our poets for the comfort and solace of their words? Yeats' *The Second Coming* has been frequently referenced in recent months.

At the Leonard Lief Library, we embrace and celebrate dangerous ideas, however unsettling they can be at times. We want our students exposed to them – in the hope that someday they will generate their own. We're committed to creating a safe – and sometimes dangerous – space for access to knowledge, fostering inquiry, discussion, and debate in order to inform an engaged global citizenry. Today in the Bronx we're working to produce future journalists, scientists, social workers – and poets.



Kenneth Schlesinger

Kenneth Schlesinger  
Chief Librarian

## Development of Library Bill of Rights

The American Library Association (ALA), founded in 1876, adopted the Library Bill of Rights in 1939. It is used as a guide to library services and patron rights. During the first fifty years of the organization, librarians were expected to keep controversial texts off library shelves. Cultural and political events of the 1920s and 1930s led librarians to become the patron advocates they are today.



SUNDAY, MARCH 5, 1927

Smoot-Hawley cartoon  
St. Louis Post-Dispatch Editorial Cartoon Collection,  
State Historical Society of Missouri, Art Collection

### The Tariff Act

Section 305 of the Smoot Hawley Tariff Act of 1930 contained a clause that prohibited “immoral articles” from being imported into the United States. Section 305, considered by some a brazen effort to censor books, was amended after a petition by New Mexico Senator Bronson Cutting. ALA supported the petition (Campbell, 2014).



An estimated 100,000 people participate in a march from Madison Square Garden to the Battery to protest the Nazi persecution of German Jews  
Credit: United States Holocaust Memorial Museum, courtesy of unknown provenance

### Fascism

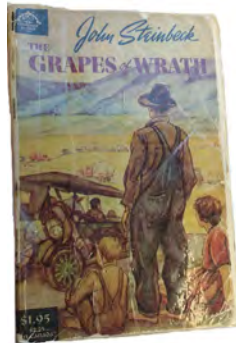
On May 10, 1933, Nazi Germany burned “un-German” books in Berlin and across Germany. That same day, over 100,000 New Yorkers marched in protest of Nazi policies (“100,000 march here,” 1933). In 1938, ALA’s Staff Organization Roundtable introduced both a Resolution on Fascist Book-Burning and a Resolution on Censorship (Campbell, 2014).

### Civil Rights

In 1936, ALA’s Annual Conference was held in Richmond, Virginia. Still a segregated city at the time, black and white attendees were separated at many of the Richmond hotels and restaurants that hosted ALA events (Preer, 2004). President Roosevelt shared a message with the gathering saying, “America has followed foreign models in art, literature, and in formal education, but in library technique I think I may claim that here leadership is recognized throughout the world” (“Roosevelt hails landmark,” 1936). The Association launched a Committee on Racial Discrimination later that year.

### The American Novel

During the 1920s and 1930s, librarians started to become stronger advocates for their patrons, defending popular literature of all kinds. In New York, Erskine Caldwell’s novels *Tobacco Road* and *God’s Little Acre* were barred



The Grapes of Wrath book jacket

from the library at Teachers College for being “indecent and tending to corrupt” (“Caldwell novels barred,” 1934). The stage adaptation of *Tobacco Road* subsequently became a Broadway hit with over 3,000 performances (Campbell, 2014). John Steinbeck’s *The Grapes of Wrath* was banned from schools and libraries by California’s Kern County Board of Supervisors when it was published in 1939, the same year the Library Bill of Rights was adopted (Bart, 1939).

Sean O’Heir

## Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services:

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939, by ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of “age” reaffirmed January 23, 1996. Credit: American Library Association. <http://www.ala.org/advocacy/intfreedom/librarybill/>

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## Libraries Support Immigrants and Advocate for Diversity

The recent change in the U.S. administration has brought anxiety, insecurity, and fear within immigrant communities of our nation. Since I am myself an immigrant to New York and the United States, I'm passionately engaged with immigration issues.

Fortunately, New Yorkers and Americans have access to outstanding library systems. More importantly, libraries advocate on behalf of immigrants and the issues they face. Community library manager Vlima Daza observes:

*Many New Yorkers are unaware of the immediate resources that libraries offer to new Americans. Our libraries provide free immigration services, from legal consultations to citizenship preparation classes, that help patrons navigate the daunting naturalization process. Job information resource specialists give one-on-one resume help, education and career advice, and interview preparation that would otherwise be out of reach for many immigrants. And we host computer and technology classes in different languages to teach fundamental skills for many occupations. (Daza, 2017)*

New York City's three major library systems offer valuable resources for immigrants:

- *New York Public Library's (serving Manhattan and the Bronx) website features immigrant services (<https://www.nypl.org/help/community-outreach/immigrant-services>), citizenship resources (<https://www.nypl.org/help/community-outreach/immigrant-services/citizenship>), and English learner resources (<https://www.nypl.org/help/community-outreach/immigrant-services/learn-esol-online-resources>)*
- *Brooklyn Public Library's Immigrant Services website includes extensive resources (<http://www.bklynlibrary.org/learn/immigrants>)*

- *Queens Public Library highlights resources specifically geared towards new immigrants (<http://www.queenslibrary.org/services/health-info/new-immigrants>)*

Academic libraries also play a critical role in support and advocacy for first-generation immigrant students. Here at Lehman we developed Post-Election Resources (<http://www.lehman.edu/library/postelectionresources.php>) addressing issues of concern to our diverse student body.

CUNY's urban academic libraries historically have nurtured diverse cultural understanding. The Office of Library Services recently released a Diversity Statement (<http://www2.cuny.edu/about/administration/offices/library-services/policies/diversity-statement>) declaring:

*We promote equal and fair treatment under the law for everyone, regardless of ethnicity, race, sexual orientation, gender identity or expression, disability, political viewpoint, socioeconomic background, or religious belief.*

Lehman's Library enthusiastically approved this Statement. We believe that in tumultuous times it's important to acknowledge how libraries and library faculty can support a safe and open environment for all users.



Libraries are for everyone

Hafuboti

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## CUNY Libraries' Statement on Diversity and Inclusion

In this extraordinary mosaic of cultures that is CUNY, the Libraries will always uphold the fundamental values of respect, equity, intellectual freedom, access to knowledge, and service to all.

We promote equal and fair treatment under the law for everyone, regardless of ethnicity, race, sexual orientation, gender identity or expression, disability, political viewpoint, socioeconomic background, or religious belief.

Supporting and embracing diversity and inclusion is central to our mission, and core to our professional ethos and our democracy. We will continue to embody, defend, and promulgate these shared values in our own codes of conduct.

We accomplish this by:

- *Respectfully supporting CUNY students, faculty, and staff*
- *Empowering our communities to critically evaluate and apply information based on the tenets of information literacy*
- *Protecting patron privacy*
- *Advocating for inalienable rights for all*
- *Providing a refuge and forum for civil discourse, exchange of ideas, learning and empowerment*
- *Being vigilant*

CUNY Libraries have long advocated for the success and empowerment of our communities. As ever, we are poised to support CUNY's honored mission in these challenging times.

*Endorsed by CUNY Council of Chief Librarians, 21 December 2016*

Stefanie Havelka

## Lehman's Most Accessed e-Book



Leisy Abrego

Leisy Abrego's *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders* was the Library's number one most-accessed e-Book title in 2016, via the EBSCO e-Book Academic Collection platform. Abrego's book focuses on challenges faced by migrant families from El Salvador.

Intrigued by the book's timely topic, I contacted Professor Abrego at UCLA's César E. Chávez Department of Chicana and Chicano Studies. Talking with Abrego made me think about the challenges faced by transnational families, and how

U.S. policies dating back to the Reagan era still affect us today.

**Sean O'Heir:** I believe your book was probably assigned. There are about forty views for the book, but for this whole platform it was number one in 2016. Is this your first book?

**Leisy Abrego:** It is, yes.

**What is your experience with e-Books as a professor?**

I try not to assign entire books that often to undergraduate students. I don't limit them if they want to use e-Books or hard copies of books. But I don't have a whole lot of experience myself. I don't think I ever read an e-Book.

**Really?**

Yes, I'm 41, my eyesight and all of that, you know. I'm used to just the actual book.

**Coming from our number one e-Book author, that's an interesting fact.** (Laughter)

**The subject of your book is very timely considering the recent election. We have a lot of students who are immigrants, they have family facing immigrant issues and your book specifically addresses the challenge of Salvadoran immigrants. Can you comment on that aspect of your book?**

The research for the book was done from 2004 to 2006. At the time, there had been a long history of migration of parents who leave children behind. That's the experience that I was aiming to capture where the families are then separated over long periods of time. Since then, and particularly in the last three years or so, we've seen many, many more families who are coming with their children because the situation has become so dangerous, so insecure in Central America.

And we've seen children coming, in some cases, to reunite with their parents. Those were journeys that, because they are so dangerous, parents had avoided for their children. But now that the situation has become so dire, more children are coming.

The stories in the book are kind of a backdrop to help understand what is happening now with the greater numbers of people coming. And it also serves for us to understand – at the level of families – how our immigration policies affect these kinds of decisions and experiences. Things were already harsh, and with the new administration's approach to enforcement, it's likely going to get harder. The book offers a view into what harsh immigration policies do to individuals, to children, to families.

**What's your next step in terms of your research and your scholarly work?**

Since completing this book, I have been writing a great deal about immigrants here in the U. S. I've been looking at what are called "mixed status families," where the family lives together, but some of them may be undocumented, some of them may be U.S. citizens, some of them may have other statuses. I am trying to look at how those stratified legal statuses then translate into relationships between families' expectations of one another, and the different kinds of access to rights and resources that people have.

**We have Salvadoran gang activity in Brentwood, Long Island. They're just killing people. It shocked that community. It gives us an idea of how difficult it is for people with their feet on the ground in those areas.**

It is heart-wrenching to hear the stories. My sense is that that is where our current President is getting his information about how he wants to treat Central American migrants more broadly. That is also heart-wrenching to me because so much of the reason for the level of violence that we're experiencing in Central America is based on the U.S. government's role in funding the military, in funding the drug war, and imposing neoliberal trade policies that make it almost impossible to survive in Central America while providing for a family. In that desperation, when the drug war is the only place where people can actually make money, we end up in the kind of situation that we're seeing there, and then you can't turn it off so easily.

**Your work is clearly giving us insight into what's going on. I commend you, and I thank you.**

I love librarians. Librarians are such wonderful people on my campus and on every campus I've been on.



*Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*

Sean O'Heir

*We need diverse books because all our children deserve to know that they have a voice in the choir that sings the song of America.*  
- Rudine Sims Bishop

A photograph of two women sitting in office chairs in front of a large window. The window looks out onto a park with trees and a building. On the windowsill, there is a row of colorful children's books. The woman on the left is wearing a purple jacket and a patterned scarf. The woman on the right is wearing a patterned top and dark pants. They are both smiling at the camera.

Espinosa and Lehner-Quam are interested in exploring what happens when culturally and linguistically relevant children's books were made available to children and adults. Despite the United States children's population becoming increasingly diverse, children are less likely to see their own experiences reflected in children's books. Consequently, children can grow up inferring that their voices do not matter as much as others. On the other hand, those whose experiences are constantly reflected in stories grow up with a distorted sense of prestige (Bishop, 2016). In an article published in the *New York Times*, Motoko Rich (2012) adds that, sadly, while there is more literature available in classrooms, Latino children rarely see themselves represented in it.

Through the grant, Espinosa and Lehner-Quam have been able to: build a library collection that supplements an existing repository of culturally relevant and Spanish language children's books; research use of these books at a local elementary school; and develop a book discussion series on these new titles.

5

## Data Integrity

This piece examines the topic of data integrity and considers the following components: preservation, misuse of data, generation of information, and access. An underlying assumption is that information should be free from manipulation or suppression.

Stanford University's LOCKSS is but one example of a project protecting information upon which reasoned arguments, research, and free expression rest. "Lots of Copies Keeps Stuff Safe" (LOCKSS) takes its cue from Thomas Jefferson's 1791 call to action, ten years before he became President of the United States: "...let us save what remains not by vaults and locks which fence them from the public eye and use in consigning them to the waste of time, but by such a multiplication of copies, as shall place them beyond the reach of accident" (Stanford University, n.d.).

Recently the outgoing President of the United States assumed similar measures to protect the integrity of information: in this case, information about Russian hacking and potential meddling in the Presidential and states' election processes. In "Obama Administration Rushed to Preserve Intelligence of Russian Election Hacking," the administration's efforts to safeguard evidence of outside influence in the nation's democratic process was one form of data management, anticipating the incoming administration's potential interest in destroying evidence of illegal interventions on its behalf (Rosenberg, Goldman, & Schmidt, 2017).

Leading up to President Trump's term, "Obama White House officials grew convinced...that they needed to ensure that as many people as possible inside government could see it [intelligence], even if people without security clearances could not." Outside of the White House, there were efforts among intelligence agencies to expedite the processing of "as much raw intelligence as possible into analyses," in addition to retention "at a relatively low classification level to ensure as wide a readership as possible across the government – and, in some cases, among European allies" (Rosenberg, Goldman, & Schmidt, 2017).

Data preservation and information integrity concerns span subject realms. Questions recently surfaced about government meddling with benchmarks for government data, leading to expressions of concern from a former chief economist at the World Bank, who in response to a *Guardian* article, "Statisticians Fear Trump White House Will Manipulate Figures to Fit Narrative," tweeted: "Quite Possible: Will the IMF (International Monetary Fund) reject US data as it rejected Argentine?" (Milanovic, 2017).

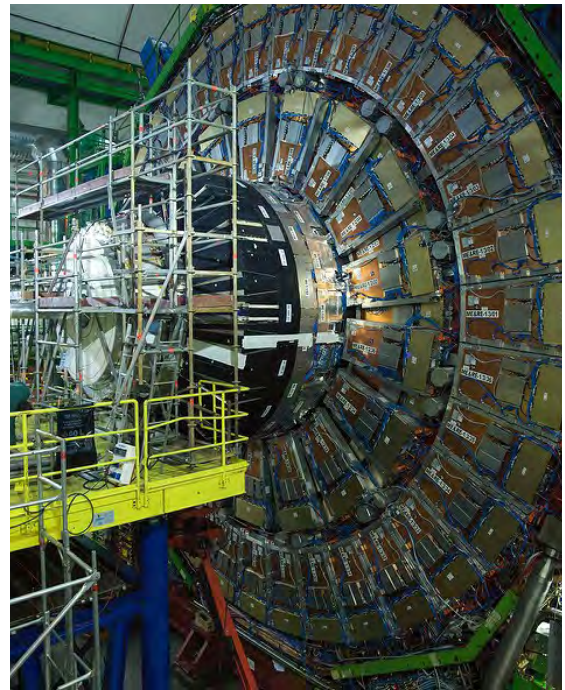
The *Guardian* interviewed statisticians after White House spokesman Sean Spicer indicated that, "The president, he's not focused on statistics as much as he is on whether or not the American people are doing better as a whole" (Chalabi, 2017).

Access to information rests upon the deliberate collection, protection, preservation, and organization of data. U.S. government agency data are underwritten by tax-paying American citizens. The destruction or doctoring of such data would violate ownership and legal rights. A March 6th *New York Times* article reported concerns that "the administration is proposing deep budget cuts for government agencies including the National Oceanic and

Atmospheric Administration and the Environmental Protection Agency. This furthers concerns that databases will be cut "if only as a cost-saving measure." The same article notes that, "It is illegal to destroy government data, but agencies can make it more difficult to find by revising websites and creating other barriers to the underlying information" (Harmon, 2017).

The Paperwork Reduction Act of 1995 requires government agencies to "provide adequate notice when initiating, substantially modifying, or terminating significant information dissemination products" (Harmon, 2017).

Data vigilance encompasses many efforts. Changing parameters or methodologies for the collection or baseline measurement of data is another possible tool of information manipulators. Budget cuts pose other risks, including making it more difficult for staff to collect data.



CERN

Shellac (<https://creativecommons.org/licenses/by/2.0/>)

The Environmental Data and Governance Initiative (EDGI) created "an international network of academics and non-profits addressing potential threats to federal environmental and energy policy, and to the scientific research infrastructure built to investigate, inform, and enforce." The organization identifies concerns that, "dismantling this infrastructure – which ranges from databases to satellites to models for climate, air, and water – could imperil the public's right to know, the United States' standing as a scientific leader, corporate accountability, and environmental protection" (EDGI, 2017). Scientists from around the country have requested that the White House appoint a science advisor (Hoy, 2017).

A January *Guardian* article cited Katherine Wallman, former chief statistician of the United States between 1992 and January 3, 2017,

who stressed that, “We should all be starting from the same numbers. I think that’s a fear that many of us have at this point – it’s that picking and choosing your numbers to suit your politics is not the way that we ought to be doing it” (Chalabi). President Trump has repeatedly questioned employment statistics, neglecting to acknowledge that many in the “jobless” category, such as college students or retirees, are not seeking employment.

Another threat to data is inadequate digital preservation. Librarians, archivists, scientists, and discipline faculty have long advocated for consistent and vigilant care of electronic records as vital to preservation of information over time. The Consultative Committee for Space Data Systems (CCSDS) was formed for this purpose. It currently produces regular studies such as the Reference Model for an Open Archival Information System (OAIS).

Founded in 1982 by the major international space agencies, the CCSDS “is a multi-national forum for the development of communications and data systems standards for spaceflight” and “developing the most well-engineered space communications and data handling standards in the world” (“CCSDS/ASRC Federal,” 2017). Non-scientific organizations such as the National Information Standards Organization and National Archives and Records Administration also participate in dialogue about CCSDS standards.

While librarians and archivists frequently assist patrons with accessing information, we are also heavily engaged with instruction

about critical thinking and the value and uses of data. Further, we preserve analog and digital information, and are vigilant about the misuse of data. Moreover, as stewards of data, librarians demonstrate the need for sustained funding and support for consistent generation of accurate information.

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Martha Lerski

## Freedom From Debt: Make Informed Financial Decisions

Students apply critical thinking to research and writing. Thinking critically about your spending habits can prepare you to make informed payment and purchasing decisions. Credit card companies market – and lure consumers into – applying for credit with incentives like paying off a loan, interest-free cards, and free checks for bill payment. The downward spiral of incurring debt happens quickly and the upward slope of paying it off can be painfully slow. Creating a payment plan reduces anxiety about growing debt.

The longer you take to pay off credit cards, the more banks make and the less money you save. Credit card companies make money on interest charged via an annual percentage rate. Be wary of 0% or interest-free rate offers because once you inadvertently miss a payment, the rates soar. Read the fine print on contracts of interest-free cards as the lack of interest charges may only last a few months before the actual rate increases.

Late payments also reduce your credit score. Department store cards frequently have the highest monthly finance charges. Learn about finance charges and annual percentage rates (APR) at (<http://tinyurl.com/j8xu8uo>). Checking your credit card and bank account often keeps you on track with your balance and available credit. If you exceed your credit line limit, you again can incur a late fee. Checking your statements keeps you apprised of any payments you have not made.

Consumer publications on becoming debt-free are available at (<https://tinyurl.com/hzr3tj6>), and in Spanish at (<https://tinyurl.com/jadmcrgr>).

To visualize paying down personal debt, online financial calculators like Debt Pay-Off Calculator (<http://tinyurl.com/zvdaopq>), and You Can Deal With It (<http://tinyurl.com/mom722p>) are free, useful tools. They display payment options after you enter data, and can guide you with a concrete plan to budget monthly payments.

These debt calculators should only request the name of your credit cards, creditor,

debt, name of credit card bank, interest rate (percentage rate found on print or online statements), amount of debt owed-principal, and how much you can pay off monthly. Never use calculators that ask for your credit card account number, social security number, cellphone number, or any personal information.

To be more accountable about your spending habits, remember to:

- *pay more than monthly minimum to lower the principal faster*
- *pay on time*
- *frequently view your credit card and bank statements – don’t avoid it*
- *first pay off cards with highest interest rates*
- *scrutinize interest rates on all your cards*
- *use a debt calculator to account for your credit cards and to help visualize a payment plan*
- *question what you buy: ask yourself if this is a want, a need – or if you already have something similar that works*

You’re not alone if you’re a student feeling the weight of debt. The burden of debt – plus school, plus life – is a lot to deal with, so breathe, take control, get informed, and start planning how to reduce your debt.

Rebecca Arzola

## OER – Practicing the 5Rs: Retain, Reuse, Revise, Remix, and Redistribute

*Open Education ...is the simple and powerful idea that the world's knowledge is a public good and that technology in general and the Web in particular provide an extraordinary opportunity for everyone to share, use, and reuse knowledge.*

- William and Flora Hewlett Foundation

Student success at Lehman College is tied to access to information and educational materials. The cost of education – and of textbook materials in particular – has reached crisis proportions. This has led to development of Open Educational Resources (OERs) in order to leverage the pedagogical expertise of college faculty to create, adapt, and offer educational materials to students at low or no cost. Leonard Lief Library, supported by Academic Affairs, has taken the lead to support faculty in developing open educational materials.

The Library's Spring 2016 Innovation event centered on how other CUNY campuses are piloting projects to encourage adoption and adaptation of Open Educational Resources. Last Fall the Library launched a pilot project to incentivize Lehman faculty to adopt OER. OER Fellowships are modeled after a similar Fellowship at New York City Tech. As a result, the Library invited full-time faculty to apply for Fellowships and received excellent proposals.

Three faculty were selected to receive the first OER Fellowship:

- Yuri Gorokhovich, Earth, Environmental, and Geospatial Sciences
- Sharon Jordan, Art
- Anne Rice, African and African American Studies

This faculty will receive training, as well as a stipend, to learn how to curate an Open Educational Resource for their course, which will replace the required textbook they have been using. The projected cost-savings will be a huge benefit for students. Beyond that, the OER created by each professor will be designed to support learning objectives for their courses – thereby, enhancing student learning.

Students will be able to locate courses that offer OERs at no cost through a new attribute in CUNYfirst which indicates Zero Textbook Cost Courses. Faculty members who have developed OERs will share their experiences at the Fall 2017 Innovation event.

We intend to distribute another Call for Applications for Faculty OER Fellowships in Fall 2017. To learn more about Open Educational Resources and how to implement them in your course, consult <http://libguides.lehman.edu/oer> or contact Stacy Katz ([Stacy.Katz@lehman.cuny.edu](mailto:Stacy.Katz@lehman.cuny.edu)) or Madeline Cohen ([Madeline.Cohen@lehman.cuny.edu](mailto:Madeline.Cohen@lehman.cuny.edu)).

*Stacy Katz and Madeline Cohen*

### What are OERs (Open Educational Resources)?

With OER, you are free to:

- Retain – the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)
- Reuse – the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)
- Revise – the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
- Remix – the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)
- Redistribute – the right to share copies of the original content, your revisions or your remixes with others (e.g., give a copy of the content to a friend)

-David Wiley (<http://opencontent.org/definition/>)



### Stephen Walker Appointed Head of Access Services



Stephen Walker

We're pleased to announce that Provost Harriet Fayne has accepted the Library Personnel and Budget Committee's recommendation to hire Stephen Walker as Head of Access Services, effective Fall 2017.

Stephen has ably served in this position during Adelaide Soto's Leave of Absence commencing June 2015 until her ultimate resignation effective this past summer.

The Committee was pleased with changes Stephen instituted in Access Services: relocating DVD loans to central Circulation Desk; consolidation of Interlibrary Loans at same location; as well as recent merging of both Circulation and Reserve into one service point, anticipating our upcoming renovation.

Stephen's stewardship of automation of student barcodes - supported by Sean O'Heir - went essentially without a hitch, resulting in more seamless access for our user community. His ongoing proactive relationship with Public Safety assures security of the library physical plant - and the safety of our community.

Addy used to remark proudly, "I have never received a customer service complaint about Stephen Walker" - and this is true. We have observed Stephen's firm but respectful relations with Lehman students - as well as ability to work effectively with his full-time and part-time staff.

*Kenneth Schlesinger*

## Stress Relief Events

Visiting the Library during Finals, one can tangibly sense the concentration of students. The air is fraught with the electricity of students writing papers, studying for Finals, and of course their desire to successfully complete the term.

Students are not alone experiencing stress: all library faculty at the Reference Desk can share tales of anxious students needing last-minute help. In the wake of the Presidential election, librarians certainly experienced accumulating stress and anxiety even more than usual. How could we relieve student stress? We wanted to do more. Hence, the idea of Library Stress Relief events was born.

To prepare, the Library Marketing Group met with Student Government to get their input. Stacy Katz quickly designed a flier that was distributed over campus information channels to announce the events.

The first event's success overwhelmed us. Students formed long lines in the Library Gallery to partake of free pizza, wings, and soda, supplied by Student Government. Coffee – another hot commodity – went fast. At one point, the Gallery was crammed with over one hundred students, eager and grateful to push the pause button for a bit.

Testimonials from attendees confirmed our impression: *I've been coming to this Library for six years, and you've never had this. Why are you doing this now? This is so nice.*

*My heart goes out to you guys!*

*I'm a veteran of Iraq. This was really nice. I really appreciate all that you've done for us.*

These events were the result of true collaboration between the Marketing Group and Student Government. Stay tuned for the next Stress Relief event during Finals in May.

*Stefanie Havelka*



Students at Stress Relief event



Rebecca Arzola and Stefanie Havelka and Student Government Senator, Minh Pham distributing pizza



Students at Stress Relief event

## Herbert H. Lehman Commemorative Tray



Commemorative tray is on exhibit at the Library

On March 11, 1932, then-Lieutenant Gov. Herbert H. Lehman was honored for his service as President of the NYS Senate by the presentation of a silver commemorative tray inscribed with the names of all 51 members. History Professor Duane Tananbaum was given this family heirloom by members of the Lehman Family.

At the recent launch of his book *Herbert H. Lehman: A Political Biography*, Professor Tananbaum presented this precious artifact to President José Luis Cruz. This commemorative tray is now proudly exhibited in the Leonard Lief Library. It is a tangible reminder of the respect and esteem that NYS Senate members had for Herbert H. Lehman, our College namesake.

*Janet Butler Munch*

## Reflections on the Women's March

The Women's March on Washington, D.C. took place on January 21, 2017, the day after Donald Trump was sworn in as the United States' 45th President. On the rainy Friday afternoon of his inauguration, I traveled with friends and fellow mothers from New York with my *We Should All Be Feminists* book in tow. As both a feminist and librarian, it felt apropos.

On the day of the actual March, we faced an endless waiting line to board the Metro. We were able to make it past the 14th Street Bridge before traffic came to a standstill. Luckily for us, we saw others getting out of their cars and simply walking the rest of the way to L'Enfant Plaza. After a fifteen-minute walk, we arrived at the intersection of Constitution Avenue and L'Enfant Plaza, directly in front of the Smithsonian Museum of African Art. Streets were slowly filling to capacity and, as far as the eye could see, pink knitted hats were visible everywhere!

We joined the throng, encountering a large group of activists and protesters. Among them were librarians. I met women who spanned several generations: grandmothers with their daughters and granddaughters. Male supporters were also present with their sons and daughters – as well as families galore.

My group resolved that since the crowd was so thick, we couldn't make it to the front stage where all the speakers were. So, we settled into place by the nearest jumbotron and listened. We stood for almost five hours. Immigrants, LGBTQ people, the elderly, youth, and other diverse speakers stood with women and told us we were not alone, and that one of the greatest strengths of our country is our diversity.

While I got to hear celebrities like Alicia Keys, Scarlett Johansson, Angela Davis, and Madonna speak, I found the most poignant speaker was six-year-old immigrant girl Sophie Cruz. She suggested, "Let us fight with love, faith, and courage, so that our families will not be destroyed."



In front of the Trump Hotel, Washington, D.C.

At the end of the day, as the March dispersed, we found ourselves at Federal Triangle Metro Station, waiting in long lines to return to Virginia. We suddenly realized we were directly across the street from the Trump Hotel, which was being inundated with marchers' posters. In fact, the Smithsonian and New

York Historical Society were collecting this important ephemera (Brooks, 2017).

The creative posters reinforced sentiments of safety and bonding. I noted posters proclaiming *#LibrariansAgainstRacism*,

*#ReadandResist*, or *#LibrariansForFacts*, symbols of our library and scholarly communities fighting against ignorance, providing freedom of information, and building trust through honest discourse.

What did this March symbolize for me? Like many librarians, I have multiple responsibilities and identities. On this particular day, however, being a mother to my little girl struck me as my most important role. I experienced a moment of awe when I realized how momentous this day truly was. Of course, I was not the first to protest or march – and I'm not the last. But I still counted. Just like the Birmingham marchers of the 1960s, or the gay and lesbian protesters at Stonewall liberation in 1969, we all count.



Thomas Circle Monument

It appeared some people were able to discount the election results, safe in their knowledge that "the world won't end tomorrow," but this seems an oversimplified and privileged position. Many don't have the luxury to quietly wait out this presidency. The first far-reaching changes were the Muslim travel ban and initiative for deportation, as well as the rise in hate crimes after the inauguration.

As a first-time marcher, the Women's March taught me:

1. We are not alone. In addition to women protesting, I also observed men, veterans, the LGBTQ community, the disabled, and a broad representation of ethnicities rally together.
2. We can exercise our right to protest – and protest nonviolently. Not one violent incident occurred during the March.
3. Unity can occur in a variety of ways. Some news outlets criticized the March for having no unifying theme. However marchers had individual reasons for participating and were unified in the knowledge that human and social issues are being threatened by President Trump's promised Executive Orders and proposed bills.
4. Finally – work still needs to happen. Instead of feeling discouraged, I left reinvigorated with how our community can contribute through education.

The Leonard Lief Library will continue to provide a safe space for our students, some of whom are immigrants living under threat of deportation.

### References

Brooks, K. (2017, January 23). Women's March signs are headed to museums and libraries across the globe. *Huffington Post*.

Joan Jocson-Singh

## Faculty Professional Activities

### **MADELINE COHEN, ALISON LEHNER-QUAM, JENNIFER POGGIALI, and ROBIN WRIGHT**

Published with Rebecca West (Ichan School of Medicine), “Flipping the Classroom in Business and Education One-Shot Sessions: A Research Study,” *Journal of Information Literacy* 10(2), 2016 in December. This article was included in the Readings section of *LOEX Currents* in December.

### **MADELINE COHEN, ALISON LEHNER-QUAM, and ROBIN WRIGHT**

Led discussion of their article, “Flipping the Classroom in Business and Education One-Shot Sessions: A Research Study” on Information Literacy Journal Club: An Online Information Literacy Discussion Group in March. (<http://infolitjournalclub.blogspot.co.uk/>)

### **STEFANIE HAVELKA**

Presented “Mobile Privacy and Apps: Investigating User Behavior and Attitudes – A Cross-Cultural Study Comparing USA and Germany” at 15th International Symposium of Information Science, Doctoral Session, in March.

### **STEFANIE HAVELKA and MARTHA LERSKI**

Published “Privacy Training for Staff and Patrons,” in *Protecting Patron Privacy in the 21st Century Library*, B. L. Newman, & B. Tijerina (Eds.). MD: Rowman & Littlefield Publishing.

### **JOAN JOCSON-SINGH**

Co-presented with Andre Carlos (California State University-East Bay), “From Paper to Imagination: Representations of Librarians and Librarianship in Asian Media,” at Popular Culture Association’s national conference in San Diego in April.

### **STACY KATZ, MARTHA LERSKI, and SEAN O’HEIR**

Presented with Barbara Gray (CUNY Graduate School of Journalism), and Christine McKenna (Journalism), “Preparing Our Patrons to Navigate a Fake News-Strewn Landscape,” at LACUNY Institute at LaGuardia Community College in May.

Presented with Barbara Gray and Christine McKenna, “Fake News, Alternative Facts, and Misleading Information” at Library’s Innovation event in April.

### **ALISON LEHNER-QUAM**

Promoted to Assistant Professor in August 2016

### **JANET BUTLER MUNCH**

Moderated discussion about Sebastian Barry’s novel, *A Long Long Way*, for CUNY Institute for Irish-American Studies Book Club at CUNY Graduate Center in May.

Presented “20th Century Bronx Oral History” at 2017 Oral History in the Mid-Atlantic Region Conference: Oral History and the City at Columbia University in April.

### **JENNIFER POGGIALI**

Presented with Stephanie Margolin (Hunter), “Leading from the Library Loo: An Illustrated, Documented Guide to New York City Academic Library Bathrooms” at 2017 ACRL Conference in Baltimore in March. Their research on library restrooms was also featured in a recent article in *Chronicle of Higher Education*.

### **KENNETH SCHLESINGER**

Co-published with Constantia Constantinou and Michael J. Miller, *International Librarianship: Developing Professional, Intercultural, and Educational Leadership*. Albany, NY: SUNY Press, 2017.

Invited by President Cruz to join Lehman’s 50th Anniversary Steering Committee

### **ROBIN WRIGHT**

As Co-Chair of Lehman’s American Council on Education (ACE) Network Group, coordinated panel discussion, “Tenure and Advancement: Facilitators and Obstacles,” at Lehman in March.

## Librarianship and the Ethics of Care

Librarians – like nurses, social workers, and other members of what has come to be called the “caring professions” – find themselves in a special relationship of ethical responsibility to those they serve. If one is attuned to it, a pastoral call is immediately heard whenever a question is posed at the Reference Desk. A call to care. A call present in any encounter with “the other” – as certain philosophers like to name human beings, who in their particularity make a claim on us, who solicit our care.

I use the word *special* to denote the subset of relationships characteristic of the caring professions, just as special relativity is a description of a subset of the laws of general relativity. For in our everyday lives – as, too, at the Reference Desk – we can fail to recognize this claim on us.

Like our counterparts in the disciplines, we must work to stay open to the sense that every question at its core, every visit to the Reference Desk, is a plea for recognition, for acknowledgement that, yes, in fact, you are here and worth this bit of space on what can often seem like a wretched earth. You are deserving of help and the expenditure of energy given freely by the librarian, a gift no different from the care given by a mother to her child – or by the earth that lets us live.

How easy it is to forget why we’re here. How easy to get caught up in the bustle of our worries or ambitions – whether personal or professional – and regard the present moment and encounter as simply something to be gotten through. How easy to view a group of students as “a group of students,” or an individual student – whose life and story is as mysterious to us (or should be) as the cult of Demeter – as merely “a student.” An ethics of care must then guide us. We must return to care and renew it in ourselves to remain mindful of the uniqueness of the moment and those before us.

Memory is important, as well as listening: the kind of listening that allows us to respond with our full selves to whatever is asked.

Perhaps empathy or sympathy is co-present with your care. Care is an orientation, a disposition or an attunement that lets the other be and become present to us, and lets us be and become present to the other, ourselves as another.

Though it can appear like it’s in short supply these days, care is in fact an infinitely renewable resource. The more we take, the more we have to give.

*Robert Farrell*

## Biblio-Tech

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For previous issues, see:

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

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## Hours

### Extended Hours

Monday – Thursday  
Study Hall  
Friday  
Study Hall  
Saturday  
Study Hall  
Sunday  
Study Hall

### May 13 – 19, 2017

8:00am – 11:00pm  
11:00pm – 8:00am  
8:00am – 9:00pm  
9:00pm – 11:00am  
11:00am – 9:00pm  
9:00pm – 11:00am  
11:00am – 8:00pm  
8:00pm – 8:00am

### Final Exams

#### Extended Hours

Monday – Thursday  
Study Hall  
Friday  
Study Hall  
Saturday  
Study Hall  
Sunday  
Study Hall

### May 20 – 25

8:00am – 12:00am  
12:00am – 8:00am  
8:00am – 12:00am  
12:00am – 11:00am  
11:00am – 12:00am  
12:00am – 11:00am  
11:00am – 12:00am  
12:00am – 8:00am

### May 26 - 28, 2017

Friday  
Saturday and Sunday  
Memorial Day

9:00am – 4:45pm

**Closed**

**Closed**

Monday, May 29

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