

Biblio-Tech

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Newsletter

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Engaged Scholarship *denotes an orientation. Engaged scholars direct their energies not solely toward an academic community - or toward the life of the mind - but also toward pressing public issues or shared problems.*
Swarthmore College, Lang Center for Civic and Social Responsibility

Lately I've been contemplating the concept of *the public*: public space, public discourse, our own public university, even public assistance. At a time when our country appears torn apart at the seams in ways I've never previously experienced – and I lived through the 1960s – I'm clinging to concepts of community, neighborhood: essentially those elements that unite us as Americans, citizens, New Yorkers, and human beings.

I've chosen to dedicate my career and professional time in a university setting because I envision it as a marketplace of ideas. Embracing the principles of academic freedom and freedom of speech – with all its associated tensions and discomforts – we are committed to a dynamic environment of inquiry, investigation, reflection, creativity, and innovation. As a publicly-funded institution situated within the attributes and challenges of the Bronx, Lehman College – open to all members of the surrounding community – is by no means an ivory tower. Even within the enclave of our verdant, idyllic campus, I inform our students that this is indeed the real world.

While recently emerging as New York City's fastest-growing borough, the Bronx has had a colorful, checkered history. As the poorest Congressional district in the country, for better or worse the Bronx functions as a microcosm – a living laboratory – for major social problems confronting us in the 21st century: poverty, health inequities, environmental pollution, public safety, and federal disinvestment.

Accordingly, Lehman College has attracted a stellar faculty invested in our shared values of social justice and effecting transformative change in the communities we serve. Faculty proudly consider themselves *public scholars*, actively involved in research and professional practice to confront the social, economic, and environmental challenges facing our region and its populace.

Representing all major disciplines – economics, education, health sciences, human services, information technology, and the sciences – Lehman faculty engages with the greater Bronx community, undertaking behavioral studies, gathering and assessing data, contributing clinical and practitioner fieldwork. Significantly, this professional conduct is modeled and frequently includes Lehman students as participating team members.

If we acknowledge climate change as a human-created problem, then we may infer it can only be combatted with a human-created solution. Universities can exist – *in the public service* – as think tanks where scholarly output is funded and facilitated to respond to pressing current and future social issues. That said, we simultaneously need the humanities and creative arts to refresh us, stimulate our thinking, and help us understand what it means to be human.

When recruiting new faculty to this institution, we've begun to query about prospective candidates: Are they *Bronx-Ready*? Is this individual equipped and motivated to embrace the compelling challenges of our beloved Bronx? Further, do they embody characteristics of the Bronx spirit – resilience, grit, blind faith, even *chutzpah* – to thrive in this rigorous and caring paradigm of 21st century education that we promulgate?

On the Lehman campus – in this Library – we are energized, engaged – and *Bronx-Ready*.



Kenneth Schlesinger,
Chief Librarian

Viewing Change in the Bronx

A senior CUNY administrator recently said in a meeting I attended that the University may need to enter into more public/private partnerships to address problems like the lack of space on campus. “Things have changed,” she said, implying that the University needs to adapt to whatever new reality she had in mind.

I think she either meant that the public no longer sees government as fit to provide public goods – like constructing newer and bigger buildings and generally solving problems – or that government is less than fully competent. In any case, it was clear that this administrator believed citizens will no longer support the provision of public goods through the mechanisms by which we have traditionally supported them: our legislatures and our taxes.

What struck me, though, wasn’t what she may have meant (both ideas are common enough), but her use of the phrase, “Things have changed.” It seemed to betray a strange attitude. Implicit in this thinking is the notion that there are external states of affairs independent of our participation in them, ones that are “objectively” real and to which we must conform our actions and sense of possibilities. This may be true in some aspects of the natural world (and even there one must wonder). But is this true of the political world?

Bronxites are all too familiar with this kind of discourse. When the Cross Bronx Expressway was built in the late 1950s and early 1960s, many longtime residents bemoaned how “things” had “changed.” A considerable number of them left the Bronx, a move we often hear described as a rational flight of families to the idyllic suburbs, but which we now understand more clearly as simple racism, something that indeed does change a community.

What changed in the 1950s and 60s wasn’t “things” – the Bronx was still the Bronx, even with displaced residents and a road cut through it – but more how people thought about the Bronx,

related to the Bronx, and supported or abandoned it. The shared political idea of the Bronx changed, an idea that persisted for decades and became a dominant, self-fulfilling hopelessness, one that shaped many people’s relationship to and understanding of the place.

But current Bronx residents, both those who stayed and newcomers alike, have long rejected this kind of fatalistic attitude. We don’t believe things simply change and we refuse to resign ourselves to fixed ideas about the current state of things. Rather, we’re aware that when it comes to political realities, things *can* change. We reject the idea that places are external sites whose conditions are a given to which we must adapt or perish, and instead embrace the fact that communities are sites of political struggle, networks of citizens and beliefs combining, dividing, and competing in ways that open or close doors to possible futures.

Like places, our institutions themselves are also politically situated sites of struggle. We can, through rhetorical strategies, pretend as though the landscapes in which our institutions reside are out of our control. But by so doing, we willfully ignore our complicity in creating and perpetuating the circumstances and ideologies that have led to the state of affairs we depict as given.

We owe our current Renaissance here in the Bronx to those who had the courage to say, “Things can be different,” who possessed the will to undertake the difficult work to make them so. These are the people who have made us “Bronx-Ready”: ready to take responsibility for our role in creating the world as it is and as we want it to be.

Robert Farrell

Human Library



The Library held its third Human Library event on October 25th. Five Human Books were *checked out* for a total of twenty readings. New this time was a Zine Table. The Counseling Center returned to offer support.



A River Runs Through It

Did you know that the only freshwater river in New York City is in the Bronx? The Bronx River is a 23-mile long river that runs south from the Kensico Dam and Davis Brook in Valhalla, New York (upper Westchester County) through thirteen Westchester municipalities before entering our borough at 242nd Street. The river continues to its mouth at the East River (actually, an estuary) between Hunts Point and Clason Point.

The Bronx River, originally named Aquehung or “River of High Bluffs” by Native peoples, has a long and interesting history. In the 1600s, New Amsterdam (present-day New York City) attracted many Europeans engaged in fur trapping and trading because of the thriving beaver population along the river.

In 1639, sea captain Jonas Bronck, a Swede, arrived in New Amsterdam from Holland with his wife and farmhands. He purchased 500 acres along the river from the native Lenape people. He and his farmhands cleared the land, built houses, and planted crops on what became known as Bronck’s land. The Aquehung became known as Bronck’s River, and eventually the river and the borough became known as the Bronx.

By the mid 1700s, there were up to twelve mills manufacturing paper, flour, pottery, tapestries, barrels, and snuff powered by the stream. The river’s waters were considered so pure and wholesome that during the 1820s and 1830s, the New York City Board of Aldermen considered tapping into the river to supply the growing city with drinking water. The construction of the New York Central Railroad in the 1840s led to increased industry in the area. Industrial growth led to waste and sewage being dumped into the river and changed the waterway’s reputation as a source of pure water to that of an “open sewer.”

The river’s route has been changed several times over the years to accommodate various state construction projects. From 1885-1915, the building of the Kensico Dam cut off the Bronx River from its natural headwaters. Now a small tributary stream serves as its source. During 1906-1925, the Bronx River Parkway’s Westchester-Bronx portion was constructed. The project was designed to protect the river while providing a scenic roadway. During its construction, the river was rechanneled and straightened to address flooding.

In 1948, its flow was changed to eliminate a curve in Bronxville to provide land to build an addition to Lawrence Hospital. With completion of the southbound Bronx River Parkway during 1931-1960, the river was again modified and rechanneled. The Westchester projects addressed many of the waste, sewage, and flooding issues in the northern course of the river.

In 1974, the Bronx River Restoration Project was founded by Ruth Anderberg and other concerned citizens to address restoration of the southern portion of the river. This group created the Bronx River Restoration Master Plan and worked with community groups, businesses, and public agencies to help restore the river. This confederation, known as the Bronx River Working Group, is the predecessor of the Bronx River Alliance, a not-for-profit, 501(c)(3) organization founded in 2001.

The same year the Bronx River Alliance was formed, Lehman Biology Professor Joseph Rachlin began a five-year study (2001-2005) with Warkentine and Pappantoniou to evaluate the ichthyofaunal (fish life) of the Bronx River. Fish were sampled from the entire Bronx River for each of the five years. Information was entered into a database, which was then compared to historical data from 1936-1998 from New York State Department of Environmental Conservation’s digital database.

Professor Rachlin and colleagues compiled a database of 4,000 fish, comprised of 23 freshwater species and 22 estuarine (belonging to an estuary, the tidal mouth of a river, where the tide meets the freshwater) species. Comparing their findings with the Department of Environmental Conservation’s database, they found that the majority of the 23 freshwater species have been part of the database of the river since 1936 and “conclude that this river has been remarkably stable in terms of its fish species for the past 70 years” (Rachlin, Warkentine, & Pappantoniou, 2007).

They argue that the presence of the 45 fish species “throughout the entire extent of the Bronx River and its estuary justifies the continuing efforts of organizations in the Bronx and Westchester counties to continue their efforts to clean its shoreline and banks” (Rachlin, Warkentine, & Pappantoniou, 2007).

The research illustrates a case of Bronx scholarly output that supports efforts of not-for-profit organizations, city and state departments of environmental protection, and conservation and concerned citizens making a difference in the Bronx and greater New York City’s quality of life.

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Robin Wright

How Green is Our Bronx?

Park land has always played a central role in Bronx life. It is where we, as children, enjoyed playgrounds, picnicked with our families and friends, played team sports. We still go to parks to: exercise; meditate; hike trails; go birding, boating, and swimming; play golf and tennis; and attend festivals and guided tours led by park rangers.



Crotona Park, courtesy of MMC Parks/Malcolm Pinckney

Few realize that 25% of the Bronx landmass is park land. Our biggest, at 2,765 acres, is Pelham Bay Park, also the largest in New York City. Van Cortlandt Park at 1,146 acres ranks third in the City. The Bronx has over 190 individual parks, though some are as small as half an acre. Most Bronx residents can literally walk to a local park in ten minutes or less, and will likely pass one of our many community gardens along the way.

First-time visitors to the Bronx are surprised to see our extensive green spaces and parks, especially for a dense urban environment. Researchers have long recognized the beneficial effect of being in nature. We know that such spaces reduce stress, lower blood pressure, and help restore the spirit. In promoting increased physical activity, our parks help alleviate poor health outcomes from

a sedentary lifestyle. Enjoying park amenities has also been shown to improve the educational achievement of children.

Professor Juliana Maantay of the Earth, Environmental, and Geospatial Sciences Department has studied asthma and air pollution in the Bronx. Close proximity to highways is an exacerbating element. She concludes that “critical urban ecosystem services are performed by parks and green spaces,” and that they can “help mitigate some of the adverse effects of high concentrations of air polluting facilities and land uses.” She notes further that these green spaces “can regulate water and air quality, lessen urban heat island effects, and reduce the impacts of inland flooding events, all of which are good for the built environment of the city and the people who live in it” (personal communication, October 2018).

The Library’s Special Collections unit holds archival materials of interest to those who wish to study Bronx parks and green spaces further. These include collections from:

- Robert Loeb, former Bronx resident and now Professor of Biology and Forestry at Penn State DuBois. Dr. Loeb studies how forests within cities change over time. His Bronx vegetative field work and soil samplings include Seton Falls Park, Van Cortlandt Park, Pelham Bay Park, nearby Inwood Park, and Central Park.
- Harvey Lubar, a Lehman graduate and former Bronx Parks Historian, gathered: early histories of local parks and facilities; land appraisals and property transfers to the City during the 19th century; and annual reports and Parks Department publications.
- Theresa Lato, an early local environmentalist, in 1971 founded the Bronx Council for Environmental Quality, which focused on restoration of park lands and greenways, watershed and coastal management, and toxic clean-up.

Janet Butler Munch

Engaged Scholarship



On November 8th, the Library, Anthropology, and Center for Human Rights and Peace Studies held *Innovation: Engaged Scholarship - Embracing Our Roles as Public Scholars*. Participants included Rima Brusi, Yuri Gorgorovich, and Victoria Sanford from Lehman, Dána-Ain Davis and Michelle Fine from the Graduate Center. Interim Dean of Academic Affairs Daniel Lemons provided an introduction. The Library created this accompanying Research Guide: <https://libguides.lehman.edu/engaged-scholarship/faculty-publications-and-research/>

Researching Asthma in the Bronx

What is Asthma?

Asthma is a chronic respiratory disease in which the airways constrict, narrow, and become swollen. This can be brought on by a number of triggers specific to each person. Symptoms of asthma range from coughing, wheezing, chest tightness, and mucous clogging the airways, to labored breathing, cyanosis – skin becomes bluish due to poor oxygenation, and respiratory failure.

Asthma Triggers

Indoor asthma triggers may include smoke, mold, pets with fur, dust mites, roaches, and rodents. The chemicals in fragrances used in cleansers, soaps, lotions, shampoos, perfumes, powders, candles, and even cosmetics can trigger asthma at home and work. Outdoor asthma triggers can include air quality, hot and humid to very cold air, and pollution in built environments like New York City.

Asthma Statistics

Statistics are available from national, state, and city government resources online. For instance, type *asthma Bronx.gov* or *asthma statistics.gov* in Google. Non-governmental organizations, such as the World Health Organization (WHO), also provide data. According to WHO, 230 million people worldwide have asthma.

	USA	NY STATE	NY CITY	BRONX
Children	6,100,000 (0-17 yrs.)	456,000 (0-17 yrs.)	84,000 (0-12 yrs.)	23,000 (0-12 yrs.)
Adults 18 +	20,400,000	1,400,000	313,000	66,000

Bronx Statistics and Community Profiles

Asthma reports by Bronx neighborhood are available on the NYC Environment & Health Data Portal, NYC Community Health Profiles, and New York City Health Bronx Community Needs Assessment. These sites outline data on housing quality, neighborhood conditions, socio-demographic, economic, healthcare, neighborhood, and language variables associated with asthma rates in the Bronx.

Bronx and NYC Asthma Hospitalizations

The Bronx and NYC have 72 and 36 hospitalizations per (ten thousand) 10,000 children respectively. The Bronx and NYC have 51 and 25 hospitalizations per (ten thousand) 10,000 adults respectively. Bronx neighborhood hospitalizations have higher rates.

Asthma Hospitalizations per ten thousand residents

	Mott Haven & Melrose	Hunts Point & Longwood	Morrisania & Crotona	Highbridge & Concourse	Fordham & University Heights	Belmont & East Tremont	Kingsbridge Heights & Bedford Park	Riverdale & Fieldston	Parkchester & Soundview	Throggs Neck & Co-op City	Morris Park & Bronxdale	Williamsbridge & Baychester
Child	112	88	89	55	55	87	59	30	74	39	51	74
Adult	75	62	77	60	57	79	51	19	45	24	33	50

Created using NYC Community Health Profiles 2015

Asthma Alley

A triangle of expressways surrounding the southern area of the Bronx may be one of the variables that increase asthma rates in this area named “asthma alley.” The number of asthma cases in the South Bronx is higher than other areas in the borough. Three areas in the South Bronx with the most asthma cases for children include Mott Haven/Melrose, Morrisania/Crotona, and Hunts Point/Longwood, all within or near asthma alley. The top three Bronx neighborhoods for adult hospitalization are Belmont/East Tremont, Morrisania/Crotona, and Mott Haven/Melrose.



Modified map of Major Deegan Expressway, original courtesy of Wikipedia
<https://creativecommons.org/licenses/by-sa/3.0/>
https://en.wikipedia.org/wiki/Major_Deegan_Expressway#/media/File:Major_Deegan_Expressway_Map.svg

<https://www.montefiore.org/what-is-asthma>

<https://www.cdc.gov/asthma/triggers.html>

<https://www.cdc.gov/asthma/faqs.htm>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2396450/>

<https://www.lung.org/lung-health-and-diseases/lung-disease-lookup/asthma/living-with-asthma/creating-asthma-friendly-environments/asthma-in-the-work-place.html>

<http://www.nyc.gov/html/dep/html/air/index.shtml>

<http://www.who.int/en/news-room/fact-sheets/detail/asthma>

<https://www.cdc.gov/nchs/fastats/asthma.htm>

https://www.health.ny.gov/statistics/ny_asthma/pdf/2013_asthma_surveillance_summary_report.pdf

<http://a816-dohbsp.nyc.gov/IndicatorPublic/PublicTracking.aspx>

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Engaged Use of the Children's Literature Collection

How much do you know about the Library's Children's Collection? Located on the third floor, the Children's Collection, a subset of the Education Collection, contains over 10,000 books, including current and historical works across a wide variety of genres and age groups. An especially notable component is the Bilingual and Bicultural Collection, which contains works "by Latino(a) authors and/or are books that are bilingual, Spanish, or include Spanish."



Children's Collection display

The Collection is curated and maintained by Education Librarian Alison Lehner-Quam, an educator and advocate for the importance of children's literature within the education curriculum. From the start, she initiated a robust program of collection development and outreach. "I was asked in my interview how to revitalize the children's collection and make it more relevant," she said. To that end, she sought to transform it to a more instructional model, emphasizing the Collection's role in education fieldwork, and addressed filling gaps by purchasing new books and soliciting donations.

Children's Collection books are used by a wide variety of classes, and students utilize them for personal reasons as well. Lehner-Quam notes that TESOL (Teaching English to Speakers of Other Languages) students often use books for scaffolding (moving toward greater independence in learning), and students, faculty, and staff often borrow books to read to their own children. But usage is even broader than this: Lehner-Quam has built bridges with many departments to strengthen the role of the Children's Collection in the College's curriculum and beyond.

In 2016, she partnered with Cecilia Espinosa of the Early Childhood-Childhood Education program on a PSC-CUNY Research Award Grant. This grant was awarded to build a Bilingual-Bicultural Literacy Collection and study the impact of "culturally and linguistically relevant books on children." Espinosa and Lehner-Quam developed this collection using the *windows and mirrors* approach, named after educator Emily Style's concept that recognizes diverse children's literature as important in building empathy and self-awareness. This approach suggests that diverse books provide a window into the experiences of others, and a mirror to reflect on one's own learned truths. Last year Espinosa and Lehner-Quam hosted a well-attended Reading and Discussion Series about this topic.

Further, the Children's Literature Collection is used extensively by the Speech and Hearing Center. Leslie Grubler, the Center's Director of Clinical Education and Clinical Services, noted that the Speech and Hearing Center had already developed a strong

emphasis on books and children's literature: hosting storytimes; making books available in all classrooms; and hosting visits from the Literacy Fairy, a program that reads to children in the Center's waiting room and trains parents how to read to their child. Students in the Speech and Hearing Center's programs often use the collection as part of their practicum, frequently borrowing books to read to child participants.

"The Library's books are beautiful and culturally sensitive – all the pieces that we need," Grubler affirms. Each semester she and several other instructors bring students on a Library tour to make sure they are aware of resources available to them.

Grubler notes that the Speech and Hearing Center's Letters and Literacy summer program has often collaborated with the Library. This program is "designed to foster emergent literacy skills" and uses "best practices in emergent literacy to engage children and their parents in storytime activities." It offers a model for caregivers and parents in the Bronx community to foster a love of reading in their children."

Dainy Bernstein, who is teaching English 335: Critical Approaches to Children's Literature, has used the Children's Collection extensively. Bernstein worked with Lehner-Quam to design a lesson that illustrated trends and developments in children's literature using the Library's print collection. Students used the Library as they prepared for their midterm project, identifying books from several time periods or genres as they created an annotated bibliography.

Bernstein declares that viewing print books was particularly useful as "when you examine the literature of a culture, you can see its ideology ... you can see what was important to society, and you can see what people wanted their children to learn." As for her class, they loved it, she said.

Browsing shelves created new opportunities for learning. Some students had trouble finding the notable work, *Robinson Crusoe*, which led them to discover that the original version was not found in children's literature because the original audience was adults. This led students to a process of inquiry: how are books classified, and why? What causes books to be classified as a children's book or one for adults?

To support classes like these and many others, Lehner-Quam has created several research guides for different classes offered to make content more discoverable. She also added stickers to bilingual books to enhance discoverability in the stacks.

Developing collections requires continuous attention. Lehner-Quam is trying to add more books to ensure the collection remains relevant and significant - that it can continue to provide windows and mirrors for the College.

She particularly seeks books about topics including life in New York and the Bronx, books written in Arabic, books about LGBTQ+ subjects, and those about African American culture. She hopes to expand the Library's graphic novel collection as well.

To learn more about the Children's Literature Collection, contact Alison Lehner-Quam, Alison.LehnerQuam@lehman.cuny.edu, or access the Research Guide, https://libguides.lehman.edu/childhood_education

Engaged Use of the Children's Literature Collection (cont.)

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John DeLooper

Community Engagement: Lehman Students Visit Malawi

This Lehman Malawi Alternative Break service trip, by L.I.F.E. (Leaders Involved For Everyone) Community Engagement students, was transformative and engaging. Our group joined with members of a Malawian community to construct an elementary school in a remote mountain village. Community members there continue to build on the foundation we laid in July, and we eagerly await news of the school's completion.



Lehman students join village members in building an elementary school

Our Lehman group of seven students and two advisors was joined in Malawi by four students from Boston's Northeastern University. Community Engagement partnered with BuildOn, a nonprofit organization that builds elementary schools in educationally-under-served countries around the world.

Plans for the work began in Fall 2017. Students met weekly with Director of Community Engagement Amanda Dubois-Mwake. Some students enrolled in a credit course, LEH 490, Senior Seminar in Global Engagement and Intercultural Service-Learning. In addition to cultural education and team building, students raised funds for their trip, prepared their travel documents, and were immunized against diseases that the Centers for Disease Control and Prevention identified for their traveling destinations.

In Malawi, families welcomed us into their homes. At the end of each day, we ate with our host families, played with their children, and communicated in broken Chichewa, the language of the region. Our group learned the community's important lesson: hard work should be interspersed with – of course, water breaks – but also shared singing, dancing, laughter, and storytelling. The village designates certain members of the community to serve as – for want of an exact equivalent here – cheerleaders, who tease/goad and

motivate workers carrying sand or water up steep hills, or who engage in digging or other construction.

Cultural activities occupied our hours after lunch time. Thus, we were able to visit a local market, participate in preparing roasted peanuts and peanut butter, and share fables and traditional stories under starlight in our final evening communal gathering.

Sometimes the lessons learned were indirect: for instance, trying to follow the example of carrying water or sand on one's head. More direct guidance was provided for how to mix cement. Each morning we gathered at the communal field used for tribal ceremonies as well as the village soccer field. There, residents took turns guiding us all in stretching exercises before each day's physical labor.

Gender equity is one of BuildOn's goals. Efforts were made to balance work crew teams, and BuildOn schools must agree to have equal gender representation in students and teaching staff. BuildOn notes the Global Campaign for Education's finding that for each year a girl completes of elementary level education, her children's survival rate past the age of five increases 12%. One afternoon our teams separated into male and female groups to discuss gender issues, where we explored and discovered similarities as well as differences in our cultural traditions.

We had the opportunity to visit another school constructed by a BuildOn and community partnership, one focusing on educating orphans and other children whose schooling had been disrupted, and adults seeking to gain literacy and numeracy skills. This school's joint mission reflected an understanding of the link between opportunities for children and for adults. Students have lessons in Chichewa and also learn English.

Despite the seventeen hours of travel just to arrive at our first destination, Addis Ababa, Ethiopia, the journey was well worth every effort. Away from our New York routines – and benefiting from wide vistas overlooking wildlife preserves – we connected with one another without the mediation of modern technologies. We had a common goal and shared community. The absences that initially struck us – lack of running water, electricity, refrigeration, furniture, Internet – diminished in significance as we realized that the positive collaborative and welcoming spirit was something significant we each gained and would carry home with us.

Martha Lerski

Digital Badging: Bloomberg Certificate – Readiness, Bronx, and Beyond



(BMC) course, a rigorous, eight-hour online learning course which covers economic indicators, currencies, fixed income and equities modules.

BMC is designed to engage and inform students interested in Finance. Modules must be completed through Bloomberg. Completion of each unit allows a user to proceed with the next one. Upon completion of all four modules, the student is issued a PDF certification of completion.

Last spring, the Library became home to the first Bloomberg Terminal installed on the Lehman campus. Sponsored by the Provost's Office, the Economics and Business Department partnered with the Library to install and educate students and faculty about the Terminal. Department faculty assigned coursework in the Terminal and gave credit for completing the Bloomberg Market Concepts

To encourage completion of the BMC course, a digital badge was created via Credly, the College's badging platform. A digital badge is a form of online credential which can be used to showcase an achievement via social media. Recognizing that students can benefit from an edge in the job market, Lehman students can stand out among their peers by publicizing their academic accomplishments via LinkedIn, Twitter, and more.

Students who complete the course download the PDF certificates and go to <https://lehman.credly.com/enterprise>. There, they can select the *Bloomberg Market Concepts (BMC) Online Course badge* and upload the PDF certificate to claim it. A Credly account is necessary to claim the badge and share it. To learn more about the Bloomberg Terminal, go to the Library's Bloomberg Terminal Research Guide (<https://libguides.lehman.edu/bloomberg-terminal>).

Michelle Ehrenpreis

Bloomberg Terminal Launch



Lehman community members gathered at the Library to launch the Bloomberg Terminal with a ribbon-cutting ceremony presided over by Interim Dean of Natural and Social Sciences Pamela Mills. The Terminal was introduced in the Library in Spring 2018, and is now in full operation.

Photo courtesy of Lehman College/Jamie Fitzgerald

OER Initiative: Small Business Case Studies

Thus far, Lehman College's Open Educational Resources (OER) initiatives have taken aim at reducing the high cost of textbooks and invigorating faculty pedagogy. One proposal in the latest round of OER development and funding goes beyond the walls of the College to leverage research to help small businesses in the Bronx – and then use that research for classroom instruction. The proposal from Economics and Business faculty Alexander Nuñez Torres and Sean Stein Smith with Business Librarian Martha Lerski develops engaged scholarship by partnering with the Bronx Small Business Development Center.

The project specifically aspires to increase information sharing between educators and business owners in the Bronx community. The Case Studies will serve Lehman students – as well as those around the world – as the open license will allow these Case Studies to be freely available, revisable, and remixable. Given the high cost of business Case Studies – and a particular absence of those addressing issues experienced by small businesses in underserved areas – these Case Studies have enormous potential for students, faculty, and small business owners.

The project has the capacity to support small business owners' need to obtain and understand financial information about

capital or capital management. In addition to helping the Bronx community, students will benefit from the Case Study format, as the use of case studies in classrooms has been linked with development of critical thinking, communication skills, and collective construction of knowledge/teamwork (Escartin et al., 2015, and Kunselman & Johnson, 2004).

These Case Studies present an exciting development in the creation of OER. Integrating the Bronx community in development of openly licensed resources creates a powerful, social justice-minded initiative that has tremendous power for teaching, learning, and equity.

Escartin, J., Saldaña, O., Martín-Peña, J., Verela-Rey, A., Jimenez, Y., Vidal, T., & Rodríguez-Carballo, A. (2015). The impact of writing case studies: Benefits for students' success and well-being. *Procedia Social and Behavioral Sciences*, 196, 47-51.

Kunselman, J. C., & Johnson, K. A. (2004). Using the case method to facilitate learning. *College Teaching*, 52, 87-92.

Stacy Katz and Martha Lerski

How to Use the Library After Graduation

When students are about to graduate, they often ask, "How can I still use the Library when I am no longer an enrolled student?" Fortunately, there are two different options for Lehman students to continue to use the Library after they complete their degree.

The Office of Alumni Relations offers students who have graduated the ability to turn in their old student ID and receive a new Alumni ID. This Alumni ID costs \$25, but for new graduates the fee is waived for the first year. The ID card enables students to enter both the IT Center in Carman Hall and the Library. Patrons with Alumni status are allowed to use computers, Wi-Fi, and Library databases when they are in the building. Reference librarians are available to assist them with research.

The Friends of the Library program offers a different level of access for a minimal gift of \$50 for the calendar year. Friends of the Library have the option of designating a preferred donation area for their gift. In addition to the general access granted alumni, this program allows patrons the ability to borrow books from the Library. This may be advantageous for a student considering enrolling in an online degree at another institution that does not offer traditional library services.

We encourage graduates to continue using the Library as a launching platform for the next chapter in their academic and professional lives.

Stephen Walker

New Library Faculty

Web Services-Online Learning Librarian



In August 2018, **John DeLooper** joined the Library as Assistant Professor, Web Services-Online Learning Librarian.

John comes to us from Hudson County Community College, where he served as Director of Library Technology and led the college's efforts to win the 2016 Association of College and Research Libraries' Excellence in Academic Libraries Award. He has an MLIS from Rutgers University and MS in Information Systems from Baruch College's Zicklin School of Business.

Open Resources Librarian-STEM Liaison



Stacy Katz was appointed Open Resources Librarian-STEM Liaison in January 2018.

In August 2016, Stacy joined the Library as Substitute Science Librarian. She earned her BS from Cornell University, MLIS from Simmons College, and M.Ed. from Framingham State University. She has been instrumental in the Library's efforts to promote and increase the use of Open Educational Resources (OER) among faculty.

Starting Young: Fourth Graders Get *Bronx Ready* at the Library

For some students, visiting a college library may be intimidating. Students come to Lehman College from a variety of ethnic and economic backgrounds. While some have had previous exposure to the kinds of assistance available at the Library, others may not have had a dedicated library or librarian in their public schools. Gaps in literacy and research competency within school curricula also put some students at a disadvantage.

I'm admittedly sad to learn that many first-year students have never been to a public or school library. They arrive unprepared for the kind of research expected of them. As a result, it becomes part of our Library's challenge and mission to ensure equity and motivation for new students to achieve their educational goals. One way to facilitate this is by starting them young.

As Library faculty, we believe we can make a difference. Already an advocate for providing storytimes for pre-school children at the Child Care Center, the Library further wants to show elementary students the value of the college library as they begin to progress through their Bronx education.

While summer often finds families taking breaks from school and work, one New York City school got a flavor of what it means to be Bronx-ready at a college library. This past June, elementary students from the Academy for Young Leaders visited the Library to explore how a college library operates. Having previously hosted half-day events with participating Bronx elementary schools, Lehman library faculty has seen the value and results of exposing young children to the academic library environment. Such early exposure encourages development of research skills, and may ultimately lessen anxiety at the freshman level.

Library faculty Michelle Ehrenpreis, Robert Farrell, Stacy Katz, and myself hosted fourth graders for two hours. They began their tour at Circulation and Reference, learning what happens in each major unit of the Library. They observed a Reference librarian at work.

The students visited me in Technical Services, where I provided a brief overview about the behind-the-scenes work to make books and electronic resources available.

As a wrap-up, the fourth graders participated in a *Make Your Own Zine* workshop, where we introduced them to what zines are, their history, and how they could be used in research.

Materials were provided for two exercises below:
What would you share with a kid from the future (maybe 100 years from now) about yourself and libraries?



Brainstorming ideas:

- Maybe something about your experience today regarding libraries?
- What you think librarians do and will be doing in the future?
- Draw, write, and cut out some words or pictures to illustrate your favorite book and tell us why.

Teach somebody something. Using what you learned during your interviews and tour today, draw, write, and cut out some words or pictures to teach someone something.

Examples:

- What did you find valuable or helpful? Did you learn something new? Like how to find a book? Or sort a book truck?
- What do librarians do: daily tasks, how would they answer a question?
- What can you use the library for?

Students produced creative zines about the future of libraries: one showcasing how they would welcome pets as a daily inclusion in their future library and another about being a food library. Their school guidance counselor Christina Ikwuazom wrote, "The Zine workshop was fantastic, we enjoyed it, and the students learned so much from it. I hope we will have it again next year." In addition, Ms. Ikwuazom said some students stated: "This is my best experience ever"; "I think I will go to Lehman College"; and "I am ready to go to college now."

The early introduction of basic research skills may decrease the anxiety that some students experience entering college, and could serve as a building block for college readiness, fostering their Bronx readiness and academic preparation.

Joan Jocson-Singh



Fourth grade students make zines

Faculty Professional Activities

Madeline Cohen presented “Responsible Use of Materials for OER: A Hands-On Workshop for Faculty” at the Open Access Symposium on Values and Ethics in Open Access at Stony Brook University Libraries in October.

Michelle Ehrenpreis published IOPscience. (2018). *The Charleston Advisor*, 20(1), 45-47.

Robert Farrell’s poems appeared in *Poetry South* and the UK journal *Magma* this Fall.

He participated in the Human Subject-Based Library Research and Professional Ethics panel at the ARL (Association of Research Libraries) Assessment Conference in Houston, in December.

Stacy Katz published Open educational resources – Why libraries are incentivizing open content creation, curation, and adaptation. (2018). In V. Gubnitskaia & C. Smallwood (Eds.), *Expanding library relevancy: Innovation to meet changing needs*. Jefferson, NC: McFarland.

Presented with Shawna M. Brandle and Anne Hays, “Saving What for Whom: Results and Lessons Learned from the Cross-Campus CUNY Student Survey on OERs” at Open Education Conference, Niagara Falls in October.

Co-presented with Anne Hays, “Using Transformative Learning Theory to Inform OER Outreach and Instruction” at Open Education Conference, Niagara Falls in October.

Presented with Shawna M. Brandle and Anne Hays, “But how do students feel about it?: Results of the CUNY ZTC survey” at CUNY IT Conference, New York, in November.

Presented with Ann Fiddler, Andrew McKinney, and Jean Amaral, “The challenges and opportunities of the New York State OER scale-up initiative” at CUNY IT Conference, New York in November.

Invited to Open Education Leadership Summit: “Accelerating Global Progress in Open Education,” Paris, France.

Alison Lehner-Quam co-presented with Wesley Pitts (Middle and High School Education), “Moving From One-Shot Information Literacy Workshops to ePortfolios: Deepening Students’ Information Literacy Through Librarian-Faculty Partnerships” at Georgia International Information Literacy Conference, Savannah in September.

Co-presented with Cecilia Espinosa (Early Childhood and Childhood Education), “Summer Reading Resources for Bronx Families” at the professional development workshop for Bronx School Parent Coordinators and Librarians: Using Public Library and Other Free Resources to Support Student Learning, at Bronx Field Support Center, Bronx, in June.

Presented “NYC Reads 365 Pre-K and K Books” at New York City School Libraries Spring Institute, New York in May.

Awarded PSC-CUNY 49 Grant with Cecilia Espinosa; “Affirming Identities: The Power of Diversity in Children’s Literature.”

Martha Lerski served as Lehman LIFE Advisor, co-leading students on a Community Engagement service trip to build the foundation of an elementary school in Malawi in July.

Presented and participated in a panel at “The Climate Crisis: A Global Dilemma,” University of Connecticut, Storrs in November.

Received OER award funding with Economics and Business faculty Alexander Nuñez Torres and Sean Stein Smith to develop open access Finance and Accounting Case Studies of Bronx small businesses.

Received a CUNY Graduate Center MALS student research/travel award in November.

Janet Butler Munch was appointed to Lehman’s Middle States Self-Study Steering Committee.

Led a discussion of Morgan Llywelyn’s book *1014: Brian Boru and the Battle for Ireland*, for CUNY Institute of Irish-American Studies Book Club at CUNY Graduate Center in November

Kenneth Schlesinger was appointed Lead Writer of the Middle States Self-Study accreditation report, and sits on the Steering Committee’s Executive body overseeing this initiative.

He received the 2018 Louis Rachow Distinguished Service in Performing Arts Librarianship Award from Theatre Library Association: <http://www.tla-online.org/awards/professionalawards/>

Redesigning the 21st Century Library

Starting this Fall, the Library will be undergoing a major renovation project of the Concourse (basement) and first floor.

The college community has much to anticipate including: new computers; new desks and chairs; desks for individual and group study; more study and conference rooms; front and center access to library faculty and staff; and improved library classrooms and instructional technology.

The total construction cost of \$14,963,575 has been funded by the New York City Council Bronx Delegation, Bronx Borough President, and from New York State capital allocations. There are additional funds for furniture and equipment.

The new design was created by H2M architects + engineers in consultation with the College's Facilities Department, New York State Dormitory Authority, and the Library's Renovation Committee.

Given the complexity of this remodeling, the project is comprised of multiple stages, with work accomplished over four phases. When construction began in mid-November, we began to trans-

form existing Instruction Labs on the Concourse. Two rooms (B27C and B27D) must be closed so they can be reconfigured into a flexible, open computer lab. For this reason, library instruction will be relocated to B27A and B27B. Critical infrastructure work will also begin at this time.



Under Construction Army Lab, Courtesy of U.S. Army photo illustration

https://www.army.mil/article/163533/installation_planning_board_to_revitalize_army_laboratory_sites

During Spring 2019, renovation will begin on the first floor. The Library's main entrance will be temporarily relocated to the Concourse level. The Reference Desk and Circulation-Reserve operations will be available in the Periodicals Room. Further, library units and faculty and staff located on the first floor will be moved to other locations in the building.

While we do expect some disruptions and temporary inconveniences with ongoing services, we pledge to provide equivalent, ongoing services to the Lehman community. We hope you share our excitement about our new, 21st century Library! We will keep you posted about developments.

Madeline Cohen, Alison Lehner-Quam, and Jennifer Poggiali

Biblio-Tech

Editors: Martha Lerski
Robin Wright

Production Design: Evelyn Santiago

Webmaster: John DeLooper

Chief Librarian: Kenneth Schlesinger

Thanks to Pedro Laureano,
Student Disability Services Specialist
for accessibility guidance

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

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Fall 2018 Hours

Monday - Thursday	8:00am - 10:45pm
Friday	8:00am - 8:45pm
Saturday	11:00am - 8:45pm
Sunday	11:00am - 7:45pm

Extended Hours

December 7 – 13

Monday – Thursday	8:00am – 11:00pm
Study Hall	11:00pm – 8:00am
Friday	8:00am – 9:00pm
Study Hall	9:00pm – 11:00am
Saturday	11:00am – 9:00pm
Study Hall	9:00pm – 11:00am
Sunday	11:00am – 8:00pm
Study Hall	8:00pm – 8:00am

December 14 – 20

Monday – Friday	8:00am – 12:00am
Study Hall	12:00am – 8:00am
Saturday	11:00am – 12:00am
Study Hall	12:00am – 11:00am
Sunday	11:00am – 12:00am
Study Hall	12:00am – 8:00am

December 21

8:00am – 8:45pm

December 22-23

Saturday & Sunday Closed

Interession Hours

December 26, 2018 - January 24, 2019

Monday - Friday	9:00am - 4:45pm
Saturday & Sunday	Closed

Closed

December 24-25	Christmas Holiday
December 31	New Year's Eve
January 1, 2019	New Year's Day
Monday, January 21, 2019	Martin Luther King, Jr. Day

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