Greetings from the Chief Librarian

Like most academic libraries, York College Library occupies a central position in the College and is an important cornerstone of student learning. As an integral part of the College and a partner in research and education, the Library is committed to supporting York College’s mission of helping students to realize their intellectual and human potential.

I am excited to report that 2016-2017 ended on a positive note. The Library team of faculty and staff continue to strive to meet our community’s expectations of access to our space, collections and services. While it has been challenging to provide quality collections and services and create an environment that fosters intellectual engagement in an era of budget crises and personnel shortages, Library faculty remain highly motivated and committed to providing a current and high-quality collection, research guides, top notch reference service, individual research consultations, and information literacy classes. Front-line and behind-the-scenes staff are reliable, dedicated, and customer-service oriented. Through the process of conducting our Academic Program Review this past year, we have identified critical areas for improvement and focus. We are greatly indebted to our outside reviewer, Dean Brian Lym, Adelphi University, who was instrumental in giving us a clearer picture of how we can achieve new heights of professional excellence and expansion of services.

The Library continued to make improvements in its facilities over the past year. Outlets were installed in our new study carrels, enabling students to plug in their laptops, tablets, cellphones, and other electronic devices. Thanks to York College’s Student Government, Student Development, and the York College Association, the Library received 350 new chairs for public service areas. During the Fall 2016 final examination period, the Library had extended hours for two weeks and provided extended hours for the entire month of May. I am confident that we will continue to improve Library services throughout the coming year.

Library and technology work hand in hand. To help promote and improve technology in the Library, we work closely with the College’s Chief Information Officer, Mr. Peter Tighe, and the IT team and are grateful for their continuing support. Thank you too to the Office of Facilities Planning & Operations and Public Safety for their unwavering support. Last but not least, the continued support from the York College’s Administration is acknowledged and very much appreciated.

Congratulations to our graduating students. We wish you every future success. To returning and first year students, we look forward to welcoming you in Fall, 2017. The Library is open during the summer – we hope to see you!

Njoki-Wa-Kinyatti
Chief Librarian
Faculty and Staff Announcements

Welcome to:
Stefka Tzanova, Asst. Professor
Raymond Solga, Adjunct Asst. Professor

Fond Farewell to:
Daniel Cleary, Asst. Professor
Anamika Megwalu, Assoc. Professor
Holly Skir, Substitute Instructor

Library Departmental Liaisons

Each academic department on campus has a liaison in the Library. Contact your liaison to make suggestions for the Library’s collections or for help using the Library’s resources and services.

Accounting & Finance
D. Su, T. Adeshina

Behavioral Sciences
J. Drobnicki, P. Lucas
—Sociology
J. Diao

Biology
S. Tzanova

Business & Economics
D. Su, T. Adeshina

Chemistry (including Pharmaceutical Science)
S. Tzanova

Earth & Physical Sciences
S. Tzanova

English (including Journalism)
T. Simpson

Foreign Languages, ESL & Humanities
S. Sheidlower

Health Education, Physical Education, Gerontological Studies & Services
S. Sheidlower, P. Lucas

Health Professions
S. Tzanova

History & Philosophy
J. Drobnicki
—Anthropology
C. Miller
—Black Studies
J. Drobnicki, P. Lucas
—Cultural Diversity
J. Drobnicki, P. Lucas

Mathematics & Computer Science
D. Su

Nursing
S. Tzanova

Occupational Therapy
S. Tzanova

Performing & Fine Arts
T. Simpson
—Music
D. Su

Queens High School for the Sciences
C. Miller

Social Work
C. Miller

Teacher Education
C. Miller

York Early College Academy
C. Miller
Stefka Tzanova: Q & A

Stefka Tzanova is the Library’s Science Librarian and Coordinator of CUNY Academic Works

Where are you from?
I have called NYC my home for the past 17 years, but I am originally from Sofia, the capital of Bulgaria, a country in Eastern Europe. There I graduated from the Lycee Francais No9 “Alphonse de Lamartine” and continued to study in the Technical University of Sofia where I earned my first Master of Science Degree in Electrical Engineering. I began my career in the Central Institute for Technical Information and Documentation (CITID) as an expert in scientific information, which was a perfect fit for a person with a scientific background and command of foreign languages (French and Russian).

What brought you to librarianship?
The short answer is that a series of fortunate events led me to a career I had not originally considered. As an expert in scientific information I had worked in CITID, which is home to the biggest technical library in Bulgaria. It was there that I witnessed the massive transition from print to electronic resources and services. Continuing working in the library field seemed like the only logical choice. Once in NYC I went to library school and earned an MLS, while working full time at Columbia University’s Engineering Library. Also, it was tempting to embark on a career where in theory one gets paid for reading books. I consider myself very fortunate to have my profession and hobby blended.

What do you hope to accomplish as York Library’s Science Librarian?
I would like to be a visible librarian—to affirm my presence on campus in person and online via LibGuides. I will work hard to promote science literacy (as well as health science literacy and environmental literacy) among students and convey to faculty that we librarians are their allies in the teaching process. I wish to help York students and faculty get on the forefront of STEM education by facilitating their access to relevant educational materials in various formats.

What was the last book you read purely out of interest?
I just finished Shadow Land by Elizabeth Kostova. It is a gripping and complex tale with many mystery twists set in modern day Bulgaria. I found it enlightening and fascinating to read about familiar matters and landscapes, but through the eyes of a foreigner.

Interview conducted via email by Christina Miller and Todd Simpson
As you may know, the “Find it” button is an OpenURL link resolver that appears in many of the Library’s electronic resources. If an article is not available full-text in the database one is searching, the “Find it” button will check to see if it is available in any of York’s other databases. If the article is available as full text in another database that York has access to, the full-text link(s) will be listed at the top of the Find it menu.

But what does one do if the article is not available as full text in another York database? What happens when “Find it” doesn’t find it? The first option to try is to click on the link that says, “Click here for more options” – that will give you the option to search for a copy of the article using Google Scholar. Many colleges and universities have established institutional repositories, and those institutions encourage their faculty to post copies of their articles in the repository. Sometimes the article is available through Google Scholar – or sometimes the author is only permitted to post the original version of the article that they submitted to the journal, before it was accepted. Or sometimes the article has been made available through another Open Access source. A new resource, oaDOI, is being added to the “Find it” menu, and that will also search for Open Access versions of articles.

...Continued
When “Find It” Doesn’t Find It—continued

Suppose, though, that Google Scholar also is not able to find the article you need—what’s the next step? Fortunately there are still a few options. If there’s a link that says “CUNY may have a Copy,” you can click that link to search the online catalog to see if a CUNY library has the journal and the particular year that you need for the article – and then you would have to go to that library in person to make a copy. Alternatively, you can click on the link that says “Request item via Interlibrary Loan,” and the York Library will try to get a copy of the article for you from a library that owns the periodical, whether they’re in a different city or a different state. Clicking on that link will take you to the ILLiad log-in page:

If you already have an ILLiad account, once you log in it will bring you to the “article request” page, which will have been automatically populated by the information from the “Find it” menu (e.g., name of journal, volume, issue number, year, pages, author of article, title of article). If you don’t have an ILLiad account yet, click on “First Time Users” to register for an account. Here’s a helpful hint: after you complete the registration, the “Find it” menu should still be open in another tab or window. Without logging out from ILLiad, go to the window with the “Find it” menu and once again click on that same link for “Request item via Interlibrary Loan” – since your ILLiad account is still open, it should automatically take you to the “article request” page, with all of the fields automatically populated. Always make sure that all of the required fields are filled out, and then submit your request. If the Library is able to obtain a copy of the article, you will receive an email telling you that it is ready to be downloaded through your ILLiad account.

Another possibility is to consult WorldCat to see who owns the journal outside of CUNY – the York Library might be able to give you a pass to visit that other library.

When in doubt, consult a librarian.

John Drobnicki
Head of Acquisitions & Collection Development
I attended the workshop “Grey Literature: Intro and Search Strategies,” as part of the 18th International Conference on Grey Literature, held November 28-29, 2016, at the New York Academy of Medicine (NYAM). The workshop was designed, with students and health sciences researchers in mind, as a one-stop information session about one of the most valuable sources of information—grey literature. The term “grey literature” refers to “that which is produced on all levels of government, academics, business and industry, in print and electronic format, but which is not controlled by commercial publishers” (Fourth International Conference on Grey Literature 1999, Washington, DC). Grey literature publications may include, but are not limited to: government and technical reports, policy statements and issue papers, geological and geophysical surveys, maps, theses and dissertations, conference proceedings, standards, patents, working papers, newsletters, bulletins, non-commercial translations, bibliographies, technical documentation, and white papers. Though not peer reviewed, these publications are produced by universities, government agencies, research centers, associations and societies, and professional organizations.

Academic institutional repositories are the best place to locate such publications because universities produce and archive grey literature simultaneously. OpenDOAR (Directory of Open Access Repositories [at http://www.opendoar.org/]) and BASE (Bielefeld Academic Search Engine) [at https://www.base-search.net/about/en/] are leaders in the field. The European OpenGrey database (also known as Open SIGLE) [at http://www.opengrey.eu/] bridges the gap between academic and commercial content. The NTIS (National Technical Information Service) [at https://www.ntis.gov/] is the “Federal Government’s Clearinghouse for scientific, technical information (STEl) produced by or for Federal Agencies.” In the urban health and health sciences field, the NYAM’s Grey Literature Report [at http://www.greylit.org/] catalogs research data and statistics in order to produce systematic reviews and provide information for evidence-based medicine. The importance of grey literature is growing at a time when the vast majority of individuals (students and scholars included) get information from the Internet and social media, and it is likely that in the future the use and impact of grey literature as a source of reliable and accurate information will increase.

Stefka Tzanova
Science Librarian and Coordinator of CUNY Academic Works
York Library Circulation Policies

<table>
<thead>
<tr>
<th>Users</th>
<th>Circulating Collection Loan Period</th>
<th>Reserve Collection Loan Period</th>
<th>Laptops Loan Period</th>
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<tbody>
<tr>
<td>Current York Students</td>
<td>Four weeks</td>
<td>Two hours</td>
<td>Two hours</td>
</tr>
<tr>
<td>Current York Faculty</td>
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</tr>
<tr>
<td>Current York Adjunct Faculty</td>
<td>Six weeks</td>
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<td>n/a</td>
</tr>
<tr>
<td>Current York Staff</td>
<td>Six weeks</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Current CUNY Students</td>
<td>Four weeks</td>
<td>Two hours</td>
<td>n/a</td>
</tr>
<tr>
<td>Current CUNY Doctoral Students</td>
<td>Eight weeks</td>
<td>Two hours</td>
<td>n/a</td>
</tr>
<tr>
<td>Current CUNY Faculty</td>
<td>Eight weeks</td>
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<td>n/a</td>
</tr>
<tr>
<td>Current CUNY Staff</td>
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<td>n/a</td>
</tr>
<tr>
<td>QHSS Students</td>
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<td>n/a</td>
</tr>
<tr>
<td>YECA Students, Grades 9-12*</td>
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<td>Two hours</td>
<td>Two hours</td>
</tr>
<tr>
<td>Prelude to Success Students</td>
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<td>n/a</td>
</tr>
<tr>
<td>York College Alumni Members #</td>
<td>Three weeks</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* Enrolled in York College
# Valid ID and York College Alumni Association membership card

Scott Sheidlower
Head of Circulation & Reserves and Archivist

York College’s 50th Anniversary

Exhibit created by the College’s Archivist, Scott Sheidlower (with help from John Drobnicki and Holly Skir), to commemorate the 50th Anniversary of York College
York College Library participated in the CUNY-wide Library fines amnesty initiative in November, 2016. The Library’s patrons paid down their fines by donating cans of food that were given to the First Presbyterian Church of Jamaica. Thanks to Scott Sheidlower, Grace Avila, Travis Hilton and the Library’s College Assistants for making this initiative a success.

 Queens Library Card Drive 2017

On April 20, 2017, York College Library was host to the Queens Borough Public Library’s annual Library Card Drive. York College has collaborated with the Queens Library for four consecutive years, providing students with Queens Library cards and distributing information about the outstanding collections and services at the nearby Central Library of the Queens Library system. Thanks to QBPL staff and Jahed Sarwar, Stefka Tzanova, Vickitoy Meyers and Thelma Jorge for helping to make this year’s event even more successful than last year. Queens Library accounts were opened for 92 new customers.
As John Drobnicki (2012) pointed out in his review of Scott Sheidlower and Joshua Vossler’s book, *Humor and Information Literacy: Practical Techniques for Library Instruction*, “[York] library faculty teach Information Literacy sessions for students ... and Scott’s book is about being a good teacher” (p. 4). *Humor and Information Literacy* offers practical tips to incorporate humor into teaching for the purpose of building social relationships and rapport with students, capturing their attention, and (hopefully) instilling in them a passion for learning.

**Engaging Diverse Learners: Teaching Strategies for Academic Librarians** by Mark Aaron Polger, College of Staten Island (CUNY), and Scott Sheidlower, York College (CUNY), is also about the challenges of teaching and draws upon the authors’ firsthand experiences, results of a survey completed by 900 practitioners from all over the country, and interviews with 20 librarians. It also offers learning theories to provide practical suggestions as to how best to engage different types of learners in the library classroom. These learners include both traditional and non-traditional-age students, students with disabilities, veterans, LGBTQI students, English Language Learners (ELLs), and others. Polger and Sheidlower (2017) emphasize that “one thing that is true no matter how [one] defines engagement is that engagement is a connection within a specific context” (p. 4).

Chapters in the book are devoted to the definition of engagement, an examination of engagement among diverse learning groups, teaching techniques that engage learners, engagement outside the library classroom, disengagement, and the relationship of engagement and the library’s marketing plan. By first defining engagement and describing the needs of various learning groups, the authors lay the groundwork for the most important section in the book, *Chapter 4: Teaching Techniques that Engage Learners*. Using feedback from the survey and interviews with librarians, this chapter describes teaching techniques and learning strategies that foster student engagement in the library classroom. Examples include the use of humor and real-world examples, incorporation of hands-on activities and games into library lessons, breaking up the lesson (i.e. giving students cell phone breaks), having students do pre-session assignments, use of clicker technologies, etc. While the book primarily focuses on engagement strategies in the library ...Continued
Change was the main theme of the Cataloging Department this year. Thanks to strong support from the York College Library, I attended the 2016 ALA Annual Conference held in Orlando from June 24 to 27, 2016. This was my first ALA Conference and it gave me the opportunity to catch-up with current trends in the forefront of cataloging and metadata services. Highlights for me were the sessions that related to BIBFRAME, a model for the future of bibliographic description that incorporates linked data techniques. Once this new data model is fully implemented, change will be drastic, affecting not only technical services, but also reference services and library instruction.

Congratulations to Rose Dunne, CUNY Administrative Assistant, for receiving an award commemorating 30 years of service at York College! Rose exemplifies the valuable assets that a cataloging assistant can bring to a cataloging department: loyalty, dedication, and commitment. When asked how she felt after reaching this significant milestone in her career, she said, “I worked hard for it. I still do.”

In addition to monitoring serials’ check-in, Lesly Previl joined the cataloging team in the summer of 2016 and has been working as a cataloging assistant since then. Lesly worked with Rose for a few weeks and learned how to process COUTTS books and donations. His assistance was tremendously helpful in the cleanup of duplicated bar-codes, as well as in identifying non-barcoded materials.

Junli Diao  
Head of Cataloging & Serials

Making Connections—continued

classroom, the authors emphasize that engagement occurs beyond the library classroom as well. The authors discuss a library’s “marketing plan,” designed to connect users with the library’s services and resources. This is achieved when a librarian goes beyond the lesson in an information literacy session to promote a new library database, when a librarian and faculty member collaborate to create a library lesson, or when a librarian makes an inquiry before a class to find out if any students in the class are ELLs or require special accommodations.

This book is extensively researched and the authors’ varied definition(s) of engagement are quite apropos in the library setting. A library’s mission to connect users to information, and librarians to students and faculty, would be enhanced by Sheidlower and Polger’s many approaches to strategic “engagement.”

Christina Miller  
High School Librarian and Head of Reference


Latest Library Exhibit

Strange Books
Books with strange or whimsical titles, or on unusual subjects.

Stefka Tzanova (l.), Vickitoy Meyers (r.) and Christina Miller represented the Library at the College’s Arts & Sciences Expo on December 8.

Common Reader Program
This summer York Faculty are reading Michelle Alexander’s The New Jim Crow in anticipation of the 1st Reader Program. Contact Dr. Cynthia Haller (challer@york.cuny.edu, 718-262-2468) for more information about the program.
Five Major IT Projects—At a Glance

**YC Cardinal App**
The new Cardinal App helps the York College community stay connected on and off campus through handheld devices. The Library’s website and resources are accessible through the app as is Blackboard, CUNYFirst, the College’s events calendar, and a lively interactive community feed. *Download information at www.york.cuny.edu/app*

**Phone System**
During the Summer of 2016, the College upgraded its telephone System; this upgrade also provided the Library with a new public address system.

**Powering Study Carrels**
350 new study carrels equipped with power outlets have been installed throughout the library.

**Connecting to York Student/Faculty/Staff Wireless Device**
The IT Department has recently completed the installation of an upgraded wireless network for the campus. When connecting to YCWIFI, students should use their network accounts (username/password) and will be prompted to download/install **“Aruba ClearPass.”** This process happens only once when the user first connects to the new upgraded wireless LAN. The new network name (SSID) **YCDEVICE** is the name assigned to a Wi-Fi wireless default setting for the Library’s loaner laptops authenticating automatically from the user’s network ID. Please note that the previous wireless network **YCWLAN** will no longer be available.

**Launching a New Virtual Private Network (VPN)**
The IT Department recently upgraded the VPN server. The first time a user logs into the new VPN from off campus they will be prompted to install the application launcher **“Pulse Secure.”**

* Mohammed J. Sarwar
  Systems Administrator
Library Faculty Scholarship & Creative Works

**books**

**peer-reviewed journal articles**

**other articles**


**book reviews**


...Continued
Library Faculty Scholarship & Creative Works—continued


encyclopedia articles


research guides


...Continued
Library Faculty Scholarship & Creative Works—continued


**blog posts**


**presentations**


Sheidlower, S. (2016, September). *Using humor as an effective teaching tool*. Presented at the University of Bridgeport’s Faculty Development Day, University of Bridgeport, Bridgeport, CT.


**Library exhibits**


**Book displays**


