Critical Information Literacy

On Friday, April 4, the annual LACUNY Institute presented an all day program on Critical Information Literacy. Fostering professional growth, knowledge enrichment and the reawakening of the joy of teaching were but a few of the benefits of attending this conference. Noted writer, speaker and librarian at Gustavus Adolphus College, Barbara Fister, presented a highly articulate keynote address that was entertaining, informative and inspirational.

Her ideas include the belief that “the critical work of information literacy is empowering students by making libraries theirs, by making knowledge a process and a community they can belong to and shape.”

A central concept is to give students a sense of being respected, and to see them as “trying to make sense of the world.” She stresses the need to communicate the idea that “research is learning about something, not finding sources,” and not evaluated as a product. The purpose should be “to discover something,” not to prove something. Research can be presented as conversation, “people talking to other people” with everyone invited to participate, and new ideas and discoveries always welcome.

She describes our tendencies to view information as commodities, to foster the memorization of rules, and to stress the importance of numbers used for assessment. She shows that more value is derived from teaching how things work or don’t work in the world, and to develop social responsibility. Although directions need to be imparted to enable the completion of specific assignments, students should not only learn to find sources of information, but must also understand what to do with what they learn, so that it “can be transformative” both for themselves and their communities. “Another world is possible,” if students can believe in “their own voices to make a difference.” “The library should be a source of power.”

She quoted Paolo Freire, saying that “education should be, ‘the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.’ ”

Other segments of the conference dealt with theory, method and practice, aspects of critical information literacy, which provided both philosophical underpinnings and practical classroom means of...
The winner of the QCC Library’s inaugural student photo contest is Miranda Barnes, a 19-year-old QCC student who took up photography as a hobby and now hopes to incorporate it in her future career. Ms. Barnes, who is from Long Island, is a liberal arts major planning to transfer to a four-year school in 2015. First and second runners up were also selected, Robert Williams and Tad Wright respectively. To view all of the winning photos visit the Library’s website.

Our gratitude goes to Professor Bob Rogers for help in launching the photo contest, as well as for serving as one of the judges. Many thanks to Professor Jules Allen who also served as a judge.

This photo contest will be held annually each fall. Look for our submissions call in September 2014.

~Sandra Marcus
Student Voices

The QCC Library is pleased to announce Maya Rose Lashley as the winner of our annual spring poetry contest. Ms. Lashley writes, “I am eighteen years old and this is my first semester here at QCC. Poetry is my passion, and I enjoy anything that has to do with being creative! I am a Liberal Arts major with a concentration in education, and I hope to become a preschool teacher in the future.”

This semester’s runner up is C.B. Dickinson, who was also last semester’s winner. You can read Dickinson’s poem on the Library’s website.

Beginning this semester, the contest will be held annually each spring. Watch for our announcement in early February 2015 with the deadline for submissions.

Special thanks to Professor Tammi Rothman and Marcia Suarez for serving on the selection committee.

GENERATIONAL GIRL CURSE

Roaming through life
Drifting over a river of
Teenage dreams,
Incessantly, constantly
Falling apart at the seams.

Longing for acceptance,
Life is so hectic, mirrors are
So deceptive.
Tears fall down cheeks,
Like water drip dripping from a leak,
Feeling like such a freak.

Lord hear our prayer
Lengthen our hair
Lighten our waist
Change our face.

Too big
Too small
Full of flaws
Pause
Play
Rewind
Fast forward

Confidence, the enemy
Of the female mind
From generation to generation
Girls always hated
What their Mamas gave them
Using makeup’s toolbox
To repair what is broken.

Love, a word used mostly when
Staring in the eyes of a guy
With one thing living in his mind.
Love, a word almost never used
When staring in the eyes of the girl
Looking back at you.

~Maya Lashley

You can also listen to the audio on Soundcloud.

Joy of the Printed Word

For those who have lost touch with the delights of reading actual books, the QCC Library has wonders to unfold. Here the finest of new publications are easily attainable, from best sellers to poetry and short stories, from thrillers to popular physics, biography and philosophy in four bookcases, near the Library entrance. All that is needed is to select a book or six, take it or them to the circulation desk to be checked out with a CUNY ID card, and carry home to relish. Here are a few of the many intriguing choices:

Interactive Open Educational Resources: A Guide to Finding, Choosing, and Using What's Out There to Transform College Teaching by John D. Shank — An indispensable resource for teachers who want to save money for their students and create innovative educational programs.

The Simpsons and Their Mathematical Identity by Simon Singh, author of Fermat's Enigma — Surprising hidden mathematical subtexts in the popular animated series.

The Signal and the Noise by Nate Silver — About predictions coming true.

Toy Time by Christopher Byrne — the history of toys.

Dancing Through It by Jenifer Ringer — memoir of her life at the New York City Ballet.

(continued on next page)
QCC Librarians Promoting Open Access and Open Educational Resources

QCC librarians are on the cutting edge of providing information about Open Access. Their dynamic programming included a workshop on “predatory publishing” in recognition of Open Access Week, a workshop on author’s rights, and a community dialogue email posting campaign on open educational resources. The library at QCC has become a hub of faculty resources regarding this topic. Professors Jean Amaral, William Blick, Sheila Beck, Sandra Marcus, and Constance Williams were the chief facilitators of these efforts.

On Wednesday, November 6, from 1-2pm in L-117, QCC Librarians presented the first of their series on Open Access, entitled Publishing: Avoiding Pitfalls. Teaching faculty and librarians engaged in a discussion about predatory publishing and how to recognize predatory publishers and phony conference organizers. In the lively conversation following the presentation faculty members voiced their concerns about the issues that face them in the “publish or perish” paradigm of academia. Deceptive publishing practices affect everyone in the academic world, and they are increasingly becoming more of a threat to the integrity of faculty work and the research process. With the advent of open access publishing, the problematic issues that predatory practices present seem to have multiplied.

On March 11 at 3:30 pm at the Kupferberg Holocaust Resource Center, QCC Library faculty presented Manage Your Rights as an Author…What now! This program was designed to help faculty navigate through faulty or limiting contracts of publishers. Again, this program was done to foster open access, this time in recognition of Open Education Week. Professor Jean Amaral distributed three types of contracts, each with varying degrees of provisions for authors’ rights. This generated another lively faculty discussion, with both struggling writers and established writers sharing their
promoting oa/oer (continued from previous page)

The flipped/embedded library class

Ever seeking more effective educational approaches to information literacy, QCC librarians have been working with the idea of flipping classes. A flipped library classroom alters the typical teaching model in that some class content is first delivered outside of class through tutorials, assigned reading and/or worksheets. For example, students may be given the assignment of watching a tutorial on evaluating websites before coming to a library class.

The library session would then be spent applying this knowledge through group exercises and discussion. Students could then be put into groups to evaluate websites before coming to a library class.

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We have been in talks with the English Department, and are hopeful that this model can be implemented with interested faculty. We also plan to offer this learning model to other departments, and are currently working on structuring it, so that the approach is intuitive and straightforward for library faculty, teaching faculty, and students alike. For more information, visit the Library’s flipped model webpage.

~Neera Mohess

The New York Times

Available online to CUNY students, faculty and staff!

After lengthy negotiations, CUNY students, faculty and staff now have access to the digital The New York Times. We will be able to access The New York Times on a variety of digital devices.

The way this subscription works is a little different from other resources provided by the Library. Each user must create an individual account. Logins require user CUNY email addresses, rather than a library barcode. To set up an account go to http://nytimes.com/passes and follow the directions.

We look forward to reading the Times anywhere, anytime, on almost any device.

~Prof. Jeanne Galvin
Chief Librarian

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~Bill Blick
James Geasor of the English faculty came to the Library to discuss his experience integrating open educational resources in his classes and saving our students the expense of purchasing textbooks. As well as being a pioneer at QCC in using such resources, Jim is a published poet and author. Following a 22 year career in the graphic arts industry, he joined the QCC faculty as an adjunct five years ago, teaching English 101, 102, 213 and 301. His deep love for literature, music, and the arts, along with his desire to make the study of literature and composition a more visual experience for students, precipitated his entering the field of education.

The following interview was conducted by Sandra Marcus, Coordinator of Library Public Relations.

Q: Using textbooks provides an easy route to organizing educational goals, and you’ve taught a number of different classes. What made you change to using open resources, which is more difficult, I believe, than following a textbook?

With traditional sources, such as anthologies or textbooks, you have to tailor your assignments to what’s in the book, and I like to create my own curricula. During the first couple of semesters, I did work with a book and BlackBoard. Then I realized that much of the literature and usage material in books is also available online through open educational resources. I began putting my courses of study together using open resources, such as Project Gutenberg, the Getty Museum, and Lit2Go; Creative Commons also has a lot of accessible works, and it’s open and free of charge. Now I don’t have to require that my students purchase textbooks; some can be very expensive.

Q: If you were going to advise somebody about a first step in going this route, what would you suggest?

My experience involved first developing a course of study and then going online and to the library to see if I could find publicly available material that I could put together myself to support the curriculum I had already created. The first time I tried this in 2010, I was surprised to find that I was able to put together more than 75-80% of my course materials without the aid of a textbook by using open sources. I used Project Gutenberg to locate resources, and then I wrote my own questions about the text I was using. I also found ways of incorporating online art, poetry and music sources into the assignments.

Q: You said 80%, what about the other 20%?

I just changed that; I took that part out of my course of study. If it contained, let’s say, short stories or poetry still under copyright rules, I changed those texts and poems to other selections that were legally in the public domain.

Q: Did you use this open resource approach in all of the classes that you taught?

This approach was mainly used for English 101 and 102 [Composition and Introduction to Literature]. I only taught English 213 once, and did require a textbook for that. I used Project Gutenberg for English 301 [Readings in Prose Fiction] and created my own PDF textbook with images and sound.

Q: Could you explain what Project Gutenberg is?

Project Gutenberg is an open source, a free, online website that has literally tens of thousands of books online for people to use, edit, download and put on personal websites, all at no charge. Open resources are available to everyone and anyone.

Q: They’re all out of copyright?

Right, they’re all beyond copyright, because most of the texts are from 1923 and earlier.

Q: So you wouldn’t be able to use anything that was very new?

Current? No, not from this resource, but there are other means of using more current material. Some books in Google Books contain excerpts that are open and free, and you can link to those. Plus, as educators, we do have the option of fair use. [For information on fair use, visit the Library’s website.] As long as courses

(continued on next page)
of study are prepared carefully, there’s no reason why you can’t put together a full semester’s worth of work that does not cost your students a penny.

Q: Could you give us some examples of the work that you covered in your classes? And could you describe some other resources that you’ve used besides Project Gutenberg?

For this semester, I used a text by James Weldon Johnson called The Autobiography of an Ex-Colored Man. I read it, was impressed with it, and wanted to use it. So I found a cheap Dover edition that I purchased for my students, because I had a discount as an educator. It cost me about $25.00 for the 35 books I needed. I gave them to the students so that they could add their own notes. I do like traditional reading with an open book. I’m not really enamored of reading full novels online. And I was able to create a curriculum around the purchase of an inexpensive edition of the book I had selected for study. I also used the Library of Congress website, which is another open educational resource. A lot of information about James Weldon Johnson, and other poets from the time of the Harlem Renaissance, is available here. Along with the Library of Congress I found other resources online, including the Kennedy Center website, NPR, and PBS. For example, I found an excellent video on PBS about ragtime music. Such images and videos brought my students into Johnson’s world so that they could really understand and relate to what he wrote.

Q: So you found material that you could put online and that they could access.

Right, and it was absolutely free for me to use on my teaching website, which is all-inclusive, with additional material accessible through links. I do link to outside sources, including Project Gutenberg for some of the readings, because I want to introduce my students to open resources for their own research, to make them aware of them and perhaps use them for their own presentations or class projects.

Q: Do you change your reading assignments every semester?

I try to create unique curricula for every semester.

Q: Doesn’t this make teaching more difficult, more time consuming?

No, it actually motivates me. I do keep some stories; there are hold overs. Obviously, if the students really like a particular story, I’ll keep it without a doubt, but I want to know what motivates them.
On March 14, at the CUNY Graduate Center, I spoke at the Nature, Ecology & Society Conference. I was gratified to find that this annual conference was well attended this year. Somewhat unorthodox in approach, I presented on the relationship between film and ecology. My basic argument was that certain genres of films are unconscious manifestations of eco-fears; worries about global warming, deforestation, and other dire environmental consequences of man-made imbalances in nature. The event provided many significant studies of the interrelationship between ecology and sociology. I felt privileged to be a part of it.

~Bill Blick

TECH ROUND UP: News You Can Use

In the fall 2013 issue of The Library Scene, we alerted you to the expected explosion of top level domains (TLDs) in internet addresses (i.e., domains beyond edu, com, org, etc.). Here are some of the domains that are now hitting the web:

**.guru:** Yes, that’s right, there’s a special domain for all you gurus out there, but don’t wait, as there are already over 3.5 million sites with this domain, many of which redirect to already established sites (e.g., http://patentlitigation.guru redirects to a law firm’s website). Some highlights: pretzel.guru, thecool.guru, dogfood.guru, and citation.guru.

**.recipes:** Looking for just the right recipe? That may get a little easier with this new domain. You’ll find sites dedicated to gluten-free cooking (celiac.recipes), ice cream (icecream.recipes), and turkish food (turkishfood.recipes).

**.nyc:** It’s not here yet, but soon individuals and organizations will be able register for this domain. If you’re interested in picking up a .nyc domain, visit http://www.nic.nyc/

Other domains coming soon include university, college, gripe, rocks, GOP, consulting, among many many more. To keep track, visit ICANN’s TLD website.

And the NPR radio show Planet Money provides a good explanation of what’s happening with TLDs in Wild West of the Internet.

~Jean Amaral
Mid-Career professionals, including college faculty, are often faced with challenges such as attaining tenure and promotion, and coping with being stuck in a career rut; such challenges include post-tenure burn-out, motivation for scholarship, and moving up the corporate or professional ladder. Suggestions from librarians indicate a need for workshops and programs that reflect these mid-career professional issues.

Articles in Kerry Ann Rockquemore’s column, “Finding Your Mid-Career Mojo,” in Inside Higher Education are especially useful in addressing these challenges. In the article, “Post-Tenure Pathways,” she noted:

Recent news documenting the unhappy state of associate professors was unsurprising to me. I travel to different campuses every week and one of the most frequent requests I receive is to help “stuck” associate professors find their mid-career mojo. And there’s nothing quite like walking into a room full of frustrated associate professors who have been invited to a workshop on moving forward at mid-career. The level of misery, rage, frustration and exhaustion is so close to the surface that it’s palpable. It’s clear that mid-career presents its own set of unique challenges.

Many other articles by Rockquemore express both the difficulties and possible programs that might be of assistance to mid-career professionals. Recently, the ACRL/NY Professional Development Committee (PDC) and the Metropolitan New York Library Council (METRO) collaborated on programming to address some of these issues. As the Chair of the PDC of ACRL/NY, I was privileged to help plan the series of three events, along with Davis Anderson, Community Engagement Manager of METRO.

Success and the Mid-Career Librarian - Leading, Mentoring, & Staying Motivated kicked off the series on February 4, 2014 with a very engaging presentation by Dr. Jim Neal, Vice President for Information Services and University Librarian at Columbia University. Very prominent in the profession, Dr. Neal provided a very compelling program. His attentive audience, who braved the cold and icy streets to attend, felt greatly rewarded. More information about Dr. Neal and this event may be found on METRO’s website.

The second program, Navigating a Successful Tenure process – NYC Librarians Discuss, included a panel of library faculty from St. John’s University (Caroline Fuchs), College of Staten Island (Mark Aaron Polger), Brooklyn College (Stephanie Walker), The Graduate Center (Polly Thistlethwaite), and Nassau Community College (Katrina Frazier, Rosanne Humes, and Marsha Spiegelman as moderator). Held on March 3, 2014, this agenda drew librarians from all across the metropolitan New York area. Following the presentation of a great deal of relevant and useful information regarding the tenure process, the attendees were given the opportunity to ask questions, which were answered by the panelists. More information about the panelists and program are available on METRO’s website.

The final program on April 8, 2014 was Measuring Success: Library Assessments, Outcomes, & Planning Strategy with four faculty members from Queensborough Community College, including Sheila Beck, Neera Mohess and myself, who presented on a recent reference desk assessment project, as well as Ian Beckford who explained assessment basics. Other presenters were Nisa Bakkalbasi and Francie Mrkich from Columbia University, who focused on various assessment projects at their university. Further descriptions of the speakers and the program are available at METRO’s website.

~BARBARA BONOUS-SMIT
New Databases, More Options

This spring, the QCC Library acquired several new databases for faculty and student research. These additions add to our already substantial offerings. Credo Reference, Merck Index, The Wall Street Journal, Facts on File, and Films on Demand Master Academic Collection are among the recent purchases. Cochrane’s Medical, an updated Cinahl Collection, and Ulrich’s list of periodicals are also scheduled to be added.

One of the most useful of these additions, “Credo is a vast, online reference library, providing access to the full text of hundreds of highly regarded and popular titles. And Credo brings the facts alive with images, sound files, animations, videos and much more. Find speedy, simple answers and authoritative, in-depth articles. Credo Reference contains dictionaries, bilingual dictionaries, thesauri, encyclopaedias, quotations and atlases, plus a wide range or subject-specific titles covering everything from accounting to zoology, via maps, math, management, martial arts, media studies, medicine, mountains, moons, music, multimedia, mythology” (nypl.org).

Merck is another new database, one that is certain to be of use to nursing students; it is a comprehensive medical index. Although the paper manual is currently maintained in the reference collection, the Merck Index now will be accessible anywhere with its user-friendly online platform.

Also significantly relevant to research, The Wall Street Journal may now be accessed via the ProQuest database, with any recent article from the newspaper only a few clicks away. And Facts on File also is available to meet further reference needs. “Facts On File’s collection of online databases includes 17 outstanding and award-winning online reference and news services resources that cover subjects ranging from history to science, careers, literature, historical and current news coverage, and more” (Infobase Learning).

Everyone is invited to contact us with any questions and to learn more about our online collections. We hope the QCC community will find these new databases useful for research and study.

~Bill Blick

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Mobile Apps QCC Students Use for Coursework

Students responding to a questionnaire in fall 2013 cited these apps among others as being important for handling their coursework on the go.

Books/Book Readers
- Chegg (Android & iPhone)
- Aldiko (Android)
- CourseSmart (Android & iPhone)
- SparkNotes (Android & iPhone)
- Kno Textbooks (Android & iPhone)

Calculators
- Algeo Graphing Calculator (Android)
- RealCalc Scientific (Android)
- Graphing Calculator (Android & iPhone)
- Handy Calc (Android)

Document Storage
- Box (Android & iPhone)
- Dropbox (Android & iPhone)
- doctape (Android & iPhone)

Flashcards/Study Aids
- Anki (Android)
- Quizlet (Android & iPhone)
- StudyBlue (Android & iPhone)
- Flashcards+ (Android & iPhone)
- PrepU (Android & iPhone)
- MyHomework (Android & iPhone)
- inClass (Android & iPhone)

Notetaking (and more)
- Evernote (Android & iPhone)
- OneNote (Android & iPhone)
- GoodNotes (iPhone)
- DraftPad (iPhone)
- Notability

Scanners
- CamScanner
- DocScanne (Android & iPhone)
- Droid Scan Pro (Android)

Voice Recorders
- SpeakNotes (Android & iPhone)

Wordprocessing, etc.
- Pages, Numbers, Keynote (iPhone)
- Polaris Office (Android)
- CloudOn (Android & iPhone)
- Documents to go (Android & iPhone)
- Kingsoft Office (Android)
- QuickOffice (Android & iPhone)
- OliveOffice

Wordprocessing, etc., continued
- Dolphin & Opera (web browsers)
- Memrise & iVoice (languages)
- Convertme (units conversion)
- Mathway & Algebra Genie
- Quick Periodic Table
- WolframAlpha

#1 app used by students: BlackBoard
Useful Mobile Apps

These days there is an app for everything. It seems that apps can do it all, from locating public restrooms (AirPnP) to detecting and messaging nearby ghosts and spirits (Spirit Story Box). When Apple launched the app store in 2008, 1 billion apps were downloaded within 9 months. According to ABI Research as reported by CNET, mobile revenue soared to 8.5 billion dollars in 2011. ABI estimates that mobile app revenue will reach about 46 billion dollars by 2016. (For more app stats, check out Mobile Future’s All About Apps Infographic). And Flurry Analytics finds that average smartphone users spend more time on their mobile apps than they did surfing the web for the first time in 2011. Then, most users spent time playing games, watching TV, and engaging in social networking on their mobile devices. Now, Flurry’s data indicate that users have become more interested in productivity and utility apps such as Evernote and Quip. According to Flurry, such use had a 149 percent growth rate from 2012 to 2013 because smartphones and tablets have become more like personal computers.

Data reported by the Wall Street Journal also show that average users have more than 100 apps on their devices and spend about two hours per day using them. The large number of apps to choose from can become overwhelming. Fortunately, there are websites that introduce the best mobile apps to manage daily life, as well as provide reviews and recommendations for prospective users.

In spring 2013, the QCC Library newsletter provided a list of cloud storage apps. A similar list is provided here; this time with useful mobile apps for personal productivity. Please remember that this is not a list of best apps, but it should be considered a good starting point for finding apps that are best suited to individual needs. All of the apps listed here are free, while some offer options for fee-based upgrades.

As always, we welcome questions, suggestions, and comments. ❑

~CHRISTINE (MI-SEON ) KIM

AccessMyLibrary College Edition
http://www.gale.cengage.com/apps/aml/CollegeLibrary/
Works on iPhone, iPod Touch, iPad, and Android. Offers access to the Gale databases to which the QCC Library subscribes. After downloading the app and registering with your QCC email account, enter the password “queen” to access Gale databases.

Dictionary.com
http://dictionary.reference.com/apps
Works on iPad, iPhone, Android, Windows Phone, Blackberry, Nook, and Kindle Fire. An English dictionary app with offline access for most content, Dictionary.com’s main source is the Random House Dictionary, originally the Century Dictionary, which was published between 1889 and 1891.

Merriam-Webster Dictionary HD
Works on iPhone, iPad, and Android. No internet connection is required to view the definitions or thesaurus; and it offers voice search to look up a word. The premium version ($3.99) has no ads.

Evernote
https://evernote.com/
Works on iPhone, iPad, Android, and the Web. This note-taking app can save pictures, documents, and webpages. It allows note taking, creating to-do lists, clipping webpages, and recording audio. Evernote will even recognize printed or handwritten text in photos and images. To read more about Evernote, check out “An App That Will Never Forget a File” from The New York Times.

OneNote by Microsoft
http://www.onenote.com/
Works on Windows, Windows Phone, Mac, iPhone, iPad, Android, and the Web. A Note-taking app similar to Evernote, OneNote is now available for all platforms including Mac and iOS. It is better than Evernote at organizing notes, but has less clipping functionality. For more comparisons between Evernote and OneNote, read Computerworld’s comparison.

Any.do
http://www.any.do/
Works on Android, iOS, and Google Chrome. As a to-do list app, Any.do allows adding new tasks and reminders, as well as syncing lists with the Chrome extension. It also allows sending text messages and provides reminders to call back missed calls. Lifehacker has a post describing more features.

Wunderlist
https://www.wunderlist.com/en/
Works on iPhone, iPad, Android, Windows, Kindle, and the Web. As a to-do list app which may be used on the web, it supports timed-reminders, recurring to-dos, and shared to-dos with others. It allows prioritizing tasks with a star, as well as adding notes to the tasks.
A Sustainable Open Access Proposal

Toward a Sustainable Approach to Open Access Publishing and Archiving—A Green Paper was presented at the New York Academy of Medicine Center for the History of Medicine during a seminar held December 4, 2013. A group of educators met to discuss this report which was designed to determine the feasibility of major changes to methods of funding open access publications, the burden of which is currently borne most often by individual authors. This report explains how partnerships among institutions, societies, and libraries could be established for such funding. A panel of five explained this report to a group made up primarily of library professionals from the New York area. Some highlights of the main ideas of this paper may be found below:

- “This model looks to all tertiary institutions to contribute systemic support of the research process itself, including (but not limited to) its entire scholarly output, whether article, monograph, dataset, conference presentation, or format not yet envisioned. Academic libraries must become a major partner as well as the societies.” (p. 4)
- “The payment is based on the number of students and full-time faculty, on a sliding scale tied to the Carnegie classification for institutions of higher education, and on the number of researchers, scientists, or scholars at other types of institutions”. (p. 5)
- “The fees are paid by institutions, not solely by libraries. The institutional payment goes to a centrally managed fund that is used to provide direct support for the distribution, access, and long-term archival preservation infrastructure of the partnership.” (p. 5)
- “Institutions and scholarly societies apply for the funds through a competitive grant process. [It is ] because the goal of this program is sustainability, grants are open-ended so recipients are guaranteed a reliable source of income. At the same time, adherence to strict guidelines and oversight of the funding are required.” (p. 5)
- “We will begin by identifying or establishing a nonprofit organization or a partnership of organizations well positioned to implement the plan…” (p. 6)
- “We will at the same time identify academic libraries or library consortia best positioned to support an Open Access publishing and archival endeavor, along with scholarly societies willing to partner with those libraries to either build up their Open Access publishing operation or to convert their current subscription-based publishing enterprises to Open Access.” (p. 6)
- “The final step in the process is to develop a timeline for implementation that illustrates in a stepwise fashion how the cost of support for Open Access publishing will eventually reduce overall costs while maintaining the quality of the research output and expanding the access to it.” (p. 6)

The chart below presents an example of institutional annual fees being proposed in the report (pp. 25-26):

<table>
<thead>
<tr>
<th>Institution</th>
<th>Carnegie Classification</th>
<th>Students</th>
<th>Full-Time Faculty</th>
<th>Annual Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest College</td>
<td>Associate</td>
<td>2,047</td>
<td>79</td>
<td>$2,442</td>
</tr>
<tr>
<td>Gustavus Adolphus</td>
<td>Baccalaureate</td>
<td>2,526</td>
<td>190</td>
<td>$6,002</td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific University</td>
<td>Master’s</td>
<td>3,417</td>
<td>244</td>
<td>$11,471</td>
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<tr>
<td>UC San Francisco</td>
<td>Medical</td>
<td>3,137</td>
<td>3,237</td>
<td>$31,870</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>Research</td>
<td>24,725</td>
<td>4,718</td>
<td>$147,215</td>
</tr>
</tbody>
</table>

Table 1. Examples of Institutional Annual Fees
(All numbers as of 23 August 2013.)

As more and more institutions consider the possibilities of incorporating Open Access, decisions on how to make this process effective should continue to evolve in the academic communities.

~CONNIE WILLIAMS
Cataloging Art Gallery Books

On a quiet afternoon not long ago two charming visitors came to my office. Faustino Quintanilla and his assistant, Edye Weissler, realized that they had an outstanding collection of art books that should be enjoyed by the QCC community and scholars from the area. They had heard of something called WorldCat and knew that they needed to get their books into it. This is a valid need; WorldCat is a giant catalog of the content of the catalogs of thousands of libraries around the world. Being listed here enables worldwide knowledge of access to all of the resources of a given library.

They were pleased to learn that the QCC Library’s cataloger would be able to help them. Ms. Jung Cho immediately understood what was needed and organized others in the department to assist. Ms. Cho taught Ms. Weissler how to do “copy cataloging,” a process of finding another library with the same book, copying its cataloging information and editing the record. Copy cataloging is one of the many collaborative practices used by librarians, and it is perfectly legal.

Ms. Cho also realized that cataloging could not take place in isolation. Aleph, the CUNY Library cataloguing system, had to be installed on a computer in the Art Gallery. Passwords were needed and policies had to be set up. She organized a team that included Prof. Connie Williams, Senior CLT Lawrence Chan and Prof. Peijun Jia. They worked together, and now the CUNY+ catalog (for all CUNY libraries) includes books that are held by the QCC Art Gallery. Soon these books will also appear in WorldCat.

Librarians sometimes take cataloging for granted. This project makes important art books available to all of the QCC community and to scholars who will visit our campus to use them. Increased access to knowledge is an important service, and the Library is happy to play a part.

~Prof. Jeanne Galvin, Chief Librarian

Library Displays

In three glass cases near the entrance, the Library exhibits books, art work, descriptive writings, models, artifacts and other examples of creativity and scholarship from the QCC community. Displays vary to foster interest in different topics and kinds of books. We encourage everyone to request any book from the display cases to check out, take home and read.

This year, the focus was on books and student art, beginning with “A Summer of Art—Student Art at QCC.” This presentation featured paintings, sketches, sculpture and photography, and included many of the works from the Department of Art and Design juried student exhibit at the Art Gallery.

The spring semester initiated the Library’s celebration of the book! In recognition of the importance of books, the exhibit highlighted banned books. It included works that have been banned at various times and places throughout history for social, political, sexual and religious reasons, and it elicited a large number of requests for these books.

The current display combines the celebration of books with an appreciation of student creativity. Generously provided by Julia Healy, who teaches “Book Arts” for the Art and Design Department, it features children’s books, designed, written and constructed by students of AR271 and AR272. Including pop-up and accordion books, this charming display reflects talent, skill and hard work.

For Poetry Month we plan to show books of poetry, along with copies of the winning poems from our poetry contest. As part of this display, we will also include the picture taken by the winner of our photography contest.

We hope our displays inspire creativity and foster reading, as well as being educational and entertaining.

~Sandra Marcus

(Spring 2014 • The Library Scene • 13)
My Favorite Database

Library research has come a long way in the past few decades. The use of paper indexes to find articles is long gone, and more and more databases with access to full text articles are becoming available. Selecting one database as my favorite was difficult, but after close consideration, Gale Virtual Reference Library became my top choice.

Gale Virtual Reference Library is an online encyclopedia and collection of reference articles on a variety of subjects including the Arts, Biography, Literature, Multicultural Studies, Science and the Social Sciences. Although they are easily accessible online, the articles in this database are not nebulous items from the internet ether, but are from a variety of print specialized encyclopedias, many of which are owned by the Library. Not realizing that there are specialized encyclopedias dedicated to virtually every discipline, most students are only aware of general encyclopedias, such as World Book.

For many years, Gale published a variety of reference books, and now they are all included in one database. What I like about this database is the enormous amount of information provided from different subject areas, as well as the ease of use. Also, because the articles are taken from the reference material of different disciplines and differing perspectives, the researcher has the added advantage of varying objective viewpoints for any given topic.

For example, when I taught a class researching the subject of “human rights,” both generally and for specific countries, putting the general topic into the search box resulted in over twenty thousand articles, representing a wide variety of resources. Encyclopaedia Judaica; Africa: An Encyclopedia for Students; and the International Encyclopedia of the Social Sciences were among the first listed, and illustrate the broad scope of outlooks found here.

Then, there are a number of options for narrowing topics. These include “document type”; “publication title” and “subject search.” Generally, the most useful is “Limit Search by Document Type.” Using these options first, we looked at “Topic Overview,” which narrowed results to a slightly more manageable eight thousand. Here, too, the sources were widely varied, from Encyclopedia of Community to Contemporary American Religion. Next, as the students were looking for human rights issues in specific countries, we reduced the results even more by clicking on “Country Overview.” This produced under 500 results and included works such as Encyclopedia of India, Encyclopedia of Women & Islamic Cultures and Encyclopedia of Civil Rights in America.

Another nice feature about Gale Virtual Reference Library is the format of the first screen presented with a selection. Each entry states what the article is (in this case, “Topic Overview,” or “Country Overview”); the length of the article; the title of the source, and several lines from the beginning of the article. This information saves time because it is easy to see what the article is about and if it is relevant to specific needs. Also, the articles always appear in PDF format, and conclude with a bibliography of additional resources and the citation of the article in MLA format, as well as links to other articles that have some relevance to the topic.

The 21st century academic library is most fortunate to be able to offer students a database like Gale Virtual Reference Library. Continually updated, this user friendly resource which provides reliable, well credentialed information, will remain the go-to database for a long time to come.

~Devin McKay

THE KURT R. SCHMELLER LIBRARY NEWSLETTER

Chief Librarian: Prof. Jeanne Galvin
Editor: Prof. Sandra Marcus
Layout/Design: Prof. Jean Amaral

The QCC Library publishes this newsletter biannually for the information of all members of the College community. Contributions are welcome.

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For previous issues, visit:
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