Recently CUNY announced the initiation of an Institutional Repository. My initial reaction was, “Why do we need an attic?” However, the name of our Institutional Repository is Academic Works, and that name indicates something about the repository. It is not a place to store useless items that we are unwilling to discard. The Institutional Repository is a place where CUNY faculty members, staff employees and students can make academic work available to the CUNY community and beyond.

We are all aware of excellent academic work done at CUNY that is not necessarily part of the standard body of publication, i.e. peer reviewed journal articles and scholarly books. CUNY and various groups within CUNY have sponsored important conferences, created data sets and working papers, produced creative works, administered archives and special collections, published newsletters and created instructional materials and open textbooks. In order to preserve this valuable content and make it openly accessible, the CUNY Office of Library Services did what is being done in major universities across the country. They set up an Institutional Repository. The Institutional Repository is a CUNY repository, which means that the CUNY Office of Library Services will be providing support for the repository and paying for the services of BePress, a vendor that maintains and backs up the repository. Each campus will have a section, and content submitted will be determined locally. Each campus will have a librarian who is responsible for participation in the repository, including gathering content for submission and promoting its use. Prof. Bill Blick will serve as QCC’s major
contact for Academic Works. Academic Works is able to accept work in a variety of formats. The central requirement is that the work must be available for open access. Some peer reviewed journals still require authors to sign away copyright, but we are seeing a growing trend toward authors retaining some rights to their work. Faculty members who have published in open access journals will be able to submit their work to the repository. Those who have published in journals that are not open access also may be able to submit their work, but in earlier versions. Librarians can assist faculty members in using SherpaRomeo, a directory of authors’ rights with various publishers, http://www.sherpa.ac.uk/romeo/. Prof. Barbara Bonous-Smit is especially well versed in the use of this directory to help faculty determine the right to make work accessible.

CUNY will be publicizing the existence of Academic Works. Work that becomes part of the repository will be discoverable in OneSearch, the search option now available to cross-search resources from a variety of places, such as the online library catalog and other databases. It is an exciting time! CUNY scholars will soon be able to make their work openly obtainable and will be able to find the work of others who are working on similar projects.

-Prof. Jeanne Galvin, Chief Librarian

Meet Your Librarian: Devin McKay

In the twenty-five years that she has been at QCC, Devin McKay has accomplished much, filling many different roles; from intern to full professor, from adjunct cataloger to her current position as Deputy Chief Librarian, doing faculty outreach and reference scheduling as well as continuing to teach classes and provide reference services. Her career in the Library has included being Acting Chief Librarian and head of technical services; as well as doing acquisitions and interlibrary loan, all of which she has enjoyed. In 1990, she received her master’s degree in Library Science from Saint John’s University, which included an internship at QCC. She was hired at QCC, moving from adjunct to full time in a tenure track position. She then completed her second post-graduate degree in English literature at Saint John’s.

One experience that she considers special resulted from receiving two PSC grants to study monastic libraries. This study, involving monasteries of different denominations, took her to West Park, New York, and Chicago, Illinois in addition to Oregon, Massachusetts, Michigan, and South Carolina. Another
accomplishment that evolved over the years at QCC was the improvement of her teaching skills. When she first began teaching, she was very nervous, and this is something she has mostly overcome. Today, she finds great pleasure in teaching. She is also proud of the internship program which she oversees. In the last seven years, many library school students, mostly from Queens College, have done their internships at Queensborough. The Library has even hired a number of them, both as adjuncts and full time librarians.

She has done a fair amount of travel, spending time in both England and France, cruising the Bahamas and Nova Scotia, and recently visiting Israel. Her regular activities include working out at a gym, Bible study, several lay ministries at her church, and taking care of her pets. Along with her three cats, she has four parrots and two cockatiels. Devin still finds her work at QCC to be rewarding, with teaching and working with students the greatest source of satisfaction. While her taste in books has changed over the years, her favorites remain The Little Prince and Great Expectations. “At QCC, there are always opportunities to be pursued and interests to be developed,” she says; “It has been a richly rewarding career.”

-Sandra Marcus

The “STEM” of New Resources

Among the diverse academic disciplines offered at Queensborough are science, technology, engineering and math, pillars of scholarship and education. Over the last year, CUNY Central entered into negotiations with library departments across CUNY to spend funds on electronic resources that would support such STEM curricula.

On November 12th, 2014 Executive Vice Chancellor Wrigley, Vice Chancellor Sapienza and Curtis Kendrick, University Dean for Libraries and Information Resources, met with Chancellor Milliken to discuss the STEM proposal. All of the chief academic officers had endorsed the proposal.

With the support of this STEM Initiative some of the databases to be paid for centrally are CINHAL Complete, a comprehensive nursing database, IEEE Xplore and Wiley Journals. Wiley has agreed to a CUNY-wide trial access to their full collection, including over 1600 journal subscriptions dating from 1997. Universal access will be provided to six resources, ScienceDirect; CINAHL Complete; Twenty-Eight Nature Journals; SpringerLink; WileyOnline and IEEE/IET Electronic Library. Increased funding for such resources is not only vital to the breadth and depth of library collections, but also to campus instruction and research alike. Right now, databases and resources of the Kurt R. Schmeller Library are as diverse as they have ever been. Happy that the new STEM Initiative was brought to fruition, library faculty are always available to guide patrons and faculty through these new powerful databases. Members of the QCC community may telephone, make an appointment, or simply walk in for the assistance they require to find what they need. Providing such service to the College is a central goal of the Library.

-William (Bill) Blick
Roving Roles

A new responsibility in the Library is that of roving reference librarian, augmenting the work of the reference desk. During especially busy times the roving librarian is assigned to rove. “Roving,” as defined by the Merriam Dictionary, is “…going to many different places,” “…not restricted as to location or area of concern,” “…inclined to ramble or stray.” “Rove” is defined as, “…to move aimlessly,” “…to wander through or over.” These definitions appear inadequate to describe this new role. “Going to many different places…” does not entail covering all of the assigned territory, throughout the library, and “…inclined to ramble or stray…” doesn’t catch the full flavor of roving requirements, more purposeful travel; more explorer and less stumblebum.

Roving provides opportunities to accomplish many different tasks. First, and most important, is to extend the services of the reference desk to patrons encountered throughout the Library. The librarian presence may be announced, in a hushed tone of course. “Can I help anyone?” “Any problems with finding books or articles?” Too much of this would be disturbing, but the right amount should be welcomed. In many cases students will respond positively and be quite impressed that there is a roving reference person. A sandwich sign may be overkill, but a nametag might just do the trick.

Another task that a territorial scout might accomplish is enforcing the policies of the library. One might admonish students to only bring in covered beverages, or state in a friendly way that snack foods are permitted in uncarpeted (or tiled) areas, never in carpeted areas. For many students the meaning of covered beverages and snacks has been expanded to include 64 ounce cups of syrupy liquid with no lid and disaster written in bold across the container, and snack food has morphed into full meals with appetizer, entrée and dessert. Tact is required, but a well-chosen greeting, a sincere “please,” and a “thank you” at the end of the admonishment, should go a long way.

Advising patrons to lower voices, turn a telephone to vibrate, or add earbuds to the music is always a good way to endear oneself to the serious student. On occasion, such a student may even look up, perhaps amazed that something is being done to curb the cacophony, and share a barely noticeable smile, or a nod in agreement and appreciation.

Other activities could include letting loud groups of students know that there are available areas in which team collaboration is encouraged. This is just as important as advising the serious, complaining reader that we have a brand new silent study room.

The new rovers are indeed ambassadors of the reference desk, making themselves available to all the students, even those too timid to ask. –Richard (Rick) Mako
Building a Professional Identity From Research to Impact

Librarians attended a Webinar on April 16th presented by Elsevier and hosted by Carol Tenopir from the University of Tennessee; Manon Burger, Marketing Communications Professor from Elsevier, and Wouter Haak, Vice President of Product Strategy at Elsevier.

Ms. Tenopir suggested five reasons for librarians to do research:

- Improve library practice;
- Partner with and understand the need of researchers;
- Collaborate with librarians in different environments;
- Bring in grant money;
- Build toward promotion and/or tenure

Professor Tenopir also volunteered some quick ways to get started. This included asking oneself:

“*What questions get me excited?*”

“*Will my background and expertise be beneficial?*”

“*How can I build on strengths within my current organization?*”

“*Who can help me by sharing research experiences?*”

She emphasized tracking down colleagues who are either already doing research or interested in starting a research project. Other helpful suggestions were scanning research methods texts, selecting an appropriate qualitative or quantitative research method, thinking long term and taking a statistics refresher course.

Finally, librarians were reminded of the importance of letting ones supervisor know about any planned research projects and remembering that it’s all about finding ways to improve library practice.

Ms. Burger discussed how researchers can get their articles noticed. She also noted that the volume of research is growing along with the importance of standing out from the crowd. She recommended using **Search Engine Optimization (SEO)** to promote articles and including slides and graphical abstracts to foster their promotion by others. The value of an online, updated CV and a comprehensive **LinkedIn** account was also stressed. Other recommendations included using **Twitter** to follow researchers and remembering to post regularly; creating a fan page on **Facebook** with invitations to fellow researchers, a link to articles and means of feedback; and using Elsevier’s **Mendeley** and **Altmetrics** products.

Mr. Haak discussed helping authors be more effective. Also, he reminded participants that this is the 25th anniversary of the Web. He outlined the typical concerns of a researcher, including social networking, data management, open access issues, funding requirements, completion deadlines, human capital, and organization dynamics. He explained how Elsevier is helping researchers by providing a dashboard that enables authors to see how their publications are doing, providing total views, total citations and years of activity, as well as the ability to see what other articles readers access in addition to that of the writer. He expressed a primary interest in helping researchers to overcome the stress associated with research and publishing, and to focus on delivering high quality research.  

- **Richard (Rick) Mako**
Meet Your Librarian: Richard (Rick) Mako

The newest librarian at QCC is Rick Mako, Substitute Assistant Professor, who brings a background of service in both city management and private industry to his position. He also has an interesting name, not derived from the deadly mako shark, but from the name of a Hungarian town. In addition to Hungarian, Rick’s background is French and German, as well as Mic Mac Indian.

Born in Westchester County, Rick has also lived in Los Angeles and Philadelphia. He earned his B.A. degree in Political Science from California State University in Los Angeles. Here he served as Assistant to The City Manager of Alhambra, California and later in banking. After sixteen years, he returned east, earning a M.A. in writing from Manhattanville College in Purchase, New York. He worked as Information Technology project manager and moved his career focus to the Internet graduating from The Art Institute of Philadelphia with an A.A. in Multimedia and Technology. He also earned the Project Management Professional (PMP) Certificate and continued in IT project management positions for media and publishing companies, until he decided to return to school to obtain his MLS at Queens College.

Rick has served as a reference librarian at Manhattanville College, and emerging technologies librarian at the prestigious Morgan Library, where his information technology project management background enabled him to create a model for a new collection management system, the basis for his master’s thesis, Developing a Functional Requirements Model for the Collection Management System at the Morgan Library. Rick also served as a Market Intelligence Analyst at Millward-Brown, an advertising agency, fielding business reference questions. Just prior to coming to QCC, Rick was reference librarian at the Wilson Library of Nyack College in Manhattan.

His outside activities are many and varied. He and his wife, Michaelann are busy fixing up a 1930 colonial in Connecticut, doing gardening and landscaping. His interest in audio books provides a pleasant diversion during his commute. He favors spy thrillers and authors like Tom Clancy and Vince Flynn, but also enjoys nonfiction writers like Malcolm Gladwell, as well as essay collections. Other interests include his two corgis, Eddie and Bogie, a music poster collection from the sixties, his church, and writing. In addition to teaching adult Bible classes, he has published a 274 page book with photographs on the 100 year history of The Ridgeway Church of White Plains, and is currently trying to secure an agent and sell another on church compensation planning. He also enjoys writing poetry and crafting children’s stories. He finds his position at QCC very rewarding. He delights in reference work and especially likes challenging searches. He also likes taking part in acquisitions, having access to the latest literature. But most of all he enjoys teaching, having a direct impact on the lives of students. He finds his role as a librarian at QCC to be both satisfying and meaningful.

-Sandra Marcus
QCC Librarians Present Poster at ACRL/NY Symposium

On Friday, December 5th, ACRL/NY held their annual symposium at the Baruch College, Vertical Campus Conference Center, 55 Lexington Avenue. The title of the 2014 symposium was The Academic Librarian in the Open Access Future. Attendance at this excellent program was a worthwhile experience, providing both insightful ideas and practical suggestions. Excellent speakers enhanced the effectiveness of the program. These included Brett Bobley, Chief Information Officer, National Endowment for the Humanities; Stephanie Davis-Kahl, Scholarly Communications Librarian, Illinois Wesleyan University; Jill Emery, Collection Development Librarian, Portland State University; and Micah Vandegrift, Scholarly Communications Librarian, Florida State University.

A committee of librarians from QCC felt privileged to be a part of the symposium, having been selected to present a poster session during this outstanding all day event. Titled Promoting Open Access in a Community College, the poster featured a six prong approach to promoting open access in a community college:

1. A Speaker at a Faculty Meeting
2. Newsletter Articles
3. A LibGuide on the Library Website – With Electronic and Book Resources
4. Use of Textbook Funds for OER Faculty Training
5. Library Sponsored Faculty Discussion Programs
6. Community Dialog E-Mail Campaigns During OER and OA Weeks.
The symposium brochure contained the committee’s description of their poster session:

“Promoting Open Access in a Community College”

“Awareness of predatory publishing, author's rights and open access possibilities is essential to successful public writing. This poster session will address our means of educating academic librarians and teaching faculty to maximize quality scholarly output and avoid inherent pitfalls, to the benefit of authors, potential readers and students. Activities to accomplish these goals have included an informative e-mail campaign to raise awareness of open access, as well as three events: an Open Educational Resources brain-storming session; an Author’s Rights seminar; and a Predatory Publishing seminar. This ongoing, interactive programming will be illustrated and explained in our presentation.”

-Sandra Marcus

L-R are Connie Williams, Sheila Beck, Sandra Marcus, William (Bill ) Bick
Fully Embedded: an ESL-Library Partnership

In the 2014 Fall Semester, I participated in a very effective ESL project with Dr. Julia Carroll and her BE-203 class. After having taught ESL students for over 25 years, Dr. Carroll came to realize the efficacy of using debate to promote oral fluency and proficiency among her ESL students. She also recognized the need to provide them with research tools necessary for successful debating. She planned a study focusing on the effectiveness of using debates in the ESL classroom and the impact of an embedded librarian on the information literacy of English Language Learners (ELL). In order to ensure the success of the project she reached out to a librarian.

Research indicates that using debates in the ESL classroom is perfect for English Language Learners, not only forcing students to think in English, but also helping to improve their knowledge of the language. Their self-confidence in speaking, reading and writing in English improves, along with the ability to work collaboratively with others. Debating enriches the critical thinking skills of English Language Learners, and practice increases the ability to conduct research in the library.

Information literacy is essential for the success of ESL students at the college level. This includes the use of library resources and how to search for and find reliable information. Although no studies exist on the impact of embedded librarians on the information literacy of English Language Learners, studies have indicated that the embedded librarian model serves students very well. It makes it easy for librarians to customize instruction according to individual needs and to bridge cultural and linguistic gaps. Embedding a librarian in a course also makes it easy for students to seek and get the help they need. Both of these elements impact learning outcomes.

And, as David Shumaker stated in The Embedded Librarian: Innovative Strategies for Taking Knowledge Where It’s Needed, "Embedded librarians often go above and beyond traditional expectations in contributing to the team's success.”
Embedded in the BE-203 course, I was able to enter the student workspace. Sometimes, I was present for an entire class. I kept up with their textbook readings and examined their assignments. I also worked closely with each group of debate teams in their classroom, as well as bringing them to the Library for research.

My main focus was to prepare the students for their debates and related papers. Debate teams were usually comprised of ten students, five pro and five con. Each member of the class was required to participate in at least two debates. I reinforced their sense that my door was always open and that I would be happy to help them.

I sent my weekly schedule to the students and stressed their need to meet with me, that I had to make sure they were keeping up with their assignments. They scheduled sessions with me in the Library when I covered important information literacy skills, including locating reputable sources, using library databases, evaluating material from the Internet, and citing various kinds of sources. Students either walked in or made appointments, both in small groups and individually. Sometimes entire debate teams came to practice their debates. Students also phoned, e-mailed or texted me when they needed my help. And I assisted them in creating PowerPoint slides.

Through all of this I gained a clear understanding of student needs and was able to provide customized assistance. In addition, I helped to reinforce concepts taught by Dr. Carroll. She and I worked as a team and shared responsibility for student success. We constantly communicated about their progress.

The final part of the project involved a detailed assessment both on the effectiveness of using debate in the ESL classroom and the impact of an embedded librarian on the information literacy of English Language Learners. The assessment included:

1. The student experience of debate in the classroom;
2. Their confidence in preparing and participating in debates and the ability to speak, read and write in English;
3. Speaking in their native language and in English;
4. Their information literacy skills;
5. Their experience and feelings in conducting research or using library resources;
6. And their experience of having an embedded librarian in their course.

The results of the assessment indicated that this project was very successful. Students showed a marked improvement in the ability to speak, read and write in English. They also gained confidence in speaking and thinking critically in English. Overall, they did very well in the course. Nine students were able to exit the program early and take the CATW without further remediation. In addition, growth in information literacy skills was evident, as well as confidence in the use of library resources.

-Barbara Bonous-Smit
Springshare is a library technology company founded in 2007. Offering software as a service (SaaS), the company serves 4,800 libraries in 78 countries. Springshare’s LibGuide product is the QCC Library website platform. It is a content management system that allows library faculty to share information via the internet, creating pages or specialized guides. LibGuide software also makes the website responsive and mobile ready, with changes or upgrades to the website easily accomplished.

The main page of the website has basic information about the Library and important links, including hours, location and announcements; links to the OneCard webpage, chat reference, links to databases, course guides, subject guides, and handouts, as well as search boxes for the CUNY+ catalog and OneSearch. The website has multiple access points for important features like CUNY+, OneSearch and databases. There are also links for citation assistance, using technology in the Library, the College Archives, and faculty information resources. The “Find Information” box in the center of the main page is a gateway to most library resources.

Permitting the creation of specialized guides, the LibGuides platform fosters teamwork. Library faculty may create subject or course guides. Creating a subject guide (http://qcc.libguides.com/) is a perfect means of sharing interests and knowledge in specific areas. Subject guides are valuable tools for locating information resources. At QCC there are about 41 subject guides, covering a wide range of topics, including business (http://qcc.libguides.com/business), chemistry (http://qcc.libguides.com/chemistry), health (http://qcc.libguides.com/health), music (http://qcc.libguides.com/music) and psychology (http://qcc.libguides.com/psych). The approximately 72 course guides are usually associated with a library workshop for a specific class or professor. Examples are EN101 Research Resources (www://qcc.libguides.Com/en101_resources) and MU110 Prof. Camus (www.qcc.libguides.com/camus).

Although the library website contains many guides, users often think of it only for links to the most important resources, CUNY+, OneSearch, and the other databases. The term “database” refers to an electronic collection of resources. CUNY+ is the library catalog, containing CUNY’s collections of books, eBooks, documents, DVD’s and CD’s, as well as that of all the other CUNY colleges. Searches may be conducted for QCC, another college or all of CUNY. The CLICS system enables borrowing books from other CUNY colleges, sent to QCC with notifications of arrival via tigermail. When OneSearch is used, the material in CUNY+ is accessed, along with articles from multiple databases. If the Library Bar Code
The “databases” tab in the “Find Information” box contains links to *All Databases by Title* and *Databases by Subject*, both providing useful introductions to the database collection, covering curriculum based subjects. Effective research involves keeping track of both specific databases and search terms used, as well as a willingness to try a number of different databases. These can access different types of articles, from resources such as reference books, scholarly journals, news reports, and magazines, including both primary and secondary sources. Video tutorials are featured on the website to provide assistance. ([www.qcc.libguides.com/tutorials](http://www.qcc.libguides.com/tutorials)).

Another important aspect of research is giving credit to the authors of materials that have been used. This requires citations. The Library LibGuide describes the importance of citing sources, as well as providing handbooks and directions for various formats, including APA, MLA, and Chicago.

Also offered on the tutorials LibGuide are popular handouts such as *The Research Process* and *The Library Tour*. Links to all the handouts are in the “Find Information” box under *Handbooks and Printable Guides*.

Hopefully, users will take advantage of the many useful tools for research that the library website provides; librarians are always happy to assist.

-Nanette Johnson
Empathy, to feel

You feel everything, and you're terrified.

Their eyes tell more stories, than any lips ever could.
Your heart cries when they do, and you're terrified.
You burst into flames when they're angry, and you're terrified.

And when their hands shake, your heart shakes with them.
But when they smile, God, when they smile;
time stops, and, there are fireworks, electricity through your veins,
a jolt against your caged heart, a softness in your chest, and you're not terrified,

You feel everything.

-Justine Visceglia

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Common Read Sponsors Poetry Contest with Empathy Theme

The Featured text of this year’s Common Read program was *Until I Say Goodbye: My Year of Living with Joy*, by Susan Spencer-Wendel with Bret Witter. The central theme was the concept of “empathy.” Program director, Susan Madera, described the educational goals as “…not only to share the author’s story, but to prompt the campus community to think outside of themselves, to imagine living in a situation different from their own, promoting an increased awareness and willingness to aid others.”

Part of the Initiative was a poetry contest. Students were invited to write a poem expressing the theme of empathy. The use of images to describe the sense of feeling with someone else was encouraged. Congratulations to Justine Visceglia, first place winner of a $100 gift card.

- Sandra Marcus
April is officially poetry month and jazz month, and members of the library community have once again committed themselves to promoting these arts through daily e-mail messages on the QCC Dialog. Both poetic jazz and jazzy poetry are fostered here. Barbara Bonous-Smit led the effort, explaining what it is all about, finding volunteers and creating a calendar.

To begin the month with the e-mail messages for April 1st and 2nd I chose Langston Hughes’ “Harlem.” (What happens to a dream deferred?) Hughes opens with a place – Harlem, and then poses the question:

“What happens to a dream deferred?” He answers his own question with a few possibilities. First, “Does it dry up like a raisin in the sun?” Next, he considers the possibility of it “fester like a sore” and running. Then, he proposes, “Does it stink like rotten meat?” or “crust and sugar over- like a syrupy sweet?” Or maybe, according to Hughes, “…it just sags like a heavy load.” Finally, at the very end of the poem, he suggests “Or does it explode?” The author has not given up on the dream. It is deferred. Merriam-Webster defines “deferred” as postponed. He posits what happens to a dream postponed. He still has hope that the dream will be a dream fulfilled, and not enter one of the states he describes.

What is the dream? He may be referring to the dream of civil rights for African-Americans or simply individual African-American dreams or just anybody or everybody’s deferred dreams? The poem ends with an ominous warning that deferred dreams may also result in an explosion. Was he referring to rioting or revolution? Is he answering the question that many have when communities erupt into rioting, and fires are set. We don’t know the answers. Great poetry can evoke multiple meanings. But it is a powerful poem!

**Harlem (“What happens to a dream deferred?”)**

What happens to a dream deferred?

Does it dry up  
like a raisin in the sun?

Or fester like a sore- 
and then run?

Does it stink like rotten meat?  
Or crust and sugar over-  
Like a syrupy sweet?

Maybe it just sags  
like a heavy load,

Or does it explode?  
-Langston Hughes

Hear Mr. Hughes read his poem—https://www.youtube.com/watch?v=79YjXKYeWCk
Celebrate poetry with two more important writers, Walt Whitman and Robert Frost. In the first Whitman laments about himself, his life (“O Me! O Life!”) and in general much of what life offers or results in. He has many questions about the meaning of life and what we are doing here. He wonders about how poorly people act, and even when they do better, everything seems meaningless. Yet, when he ends the poem, it is not without a final rally - that we possess life and can contribute to it, is enough.

O Me! O Life!

O Me! O Life! of the questions of these recurring,
Of the endless trains of the faithless, of cities fill’d with the foolish,
Of myself forever reproaching myself, (for who more than foolish than I, and who more faithless?)
Of eyes that vainly crave the light, of the objects mean, of the struggle ever renew’d,
Of the poor results of all, of the plodding and sordid crowds I see around me,
Of the empty and useless years of rest, with me, the rest intertwined,
The question, O me! So sad, recurring- What good amid these, O me, O life?

Answer.
That you are here – that life exists and identity,
That the powerful play goes on, and you may contribute a verse.

-Walt Whitman

You may have seen this poem used in a film – Dead Poets Society and/or in an Apple commercial.

Check out these links -

See Dead Poet’s Society here -
https://www.youtube.com/watch?v=aS1esgRV4Rc

See the Apple commercial here -
www.youtube.com/watch?v=B2laaFz4Fz4
In the third selection, deceptively simple poet, Robert Frost, describes an experience:

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I-
I took the one less traveled by,
And that has made all the difference.

-Robert Frost

For me there are at least two meaningful aspects of this poem. First, the emphasis on not taking the beaten or “...bent...” path, but rather the one that “...was grassy and wanted wear.” He concludes that taking the one “...less traveled by,” “...has made all the difference.” Another meaning that I find is depicted in the lines expressing his taking one path and “...doubted if I should ever come back.” He would be “...telling this with a sigh...” I believe that this reflects an existential sadness in the brevity of life. He wanted to come back and try the other path as well, but “Yet knowing how way leads on to way, I doubted if I should ever come back.”

-Richard (Rick) Mako
On Thursday, March 26, a ribbon cutting ceremony was held for the newly constructed, silent study room on the third floor of the Library. Financed by student funds, the event was planned by the President’s office and focused on Student Government leaders. College leaders present included President Diane Call, Vice-President Paul Marchese, Vice-President Michel Hodge, and Chief Librarian Jeanne Galvin.

With this new space comes a new opportunity for students to work diligently in a comfortable atmosphere that is conducive to learning. Formed by expanding the existing group study room, and combining it with the newly enclosed balcony, this new structure has been provided for students who need to work in a
noiseless environment. The area contains individual carrels, each with its own electrical outlet. Talking and group study are strictly prohibited here. For students in need of group study space, a room is available on the second floor, accessible with a key obtained at the Reserve Desk. The tables across the open third floor are also conducive to quiet group study. This new library space represents a significant contribution to the Kurt R. Schmeller Library campaign to manage space effectively and to find the most efficient layout for student success. Students and faculty are invited to visit the new space. Hopefully, the space will be well utilized, and students will find it comfortable and appropriate for their needs.

Always well-utilized, the long wooden counter called the “circulation desk,” on the main (second) floor is the hub of the library, providing access to valuable material. Many essential library operations are conducted here, from checking out books, to lending reserve materials, including laptops, and textbooks. The poor condition of the facility made the need for a new circulation desk evident for a while. The new desk was constructed and installed over the winter and spring semesters. With a sleek new look, this finely designed, yet spacious, work area has propelled the QCC Library into the 21st century, providing patrons with a clean and tidy place to access materials and the well-deserving staff with an enjoyable atmosphere and means of improving their efficiency.

-William (Bill) Blick
Creative “OER” Opportunity Offered to Faculty

The Library along with CUNY’s Office of Library Services is sponsoring an opportunity for faculty to write their own textbooks or book chapters designed from individual syllabi for specific classes and students. “OER” refers to Open Educational Resources that provide a more affordable alternative to traditional textbooks. Such textbooks and other similar material are free to be used repeatedly in different applications, while the copyright of the original developer is maintained. Usually, they also may be altered to more exactly suit the needs of subsequent users. This information is provided in a statement explained on the CUNY Office of Library Services webpage. “Open content and open access textbooks are instructional resources that can be used, reused, often remixed and customized under an intellectual property license that permits their free use and re-purposing by others while ensuring authors retain copyright to their work.”

http://qcc.libguides.com/c.php?g=113301&p=1547702

The Library sponsored a workshop for faculty to answer initial questions on March 9, 2015. Everyone was invited to take advantage of this opportunity to design resources that are perfect for educational goals. Members of the OER Library Committee may be contacted for more information and samples of similar works. Additional information is available on the Library’s website at http://qcc.libguides.com/open. Committee members are Prof. Sheila Beck, Chair, Prof. William Blick, Prof. Sandy Marcus, and Prof. Connie B. Williams.

Guidelines for participating include submitting a proposal of at least 500 words to the OER Committee in the Library with 5 copies and the Department Chair’s signature. Awards may be up to $3,000.00.

-Connie B. Williams