Annual Report – Brooklyn College Library – 2008-2009

Submitted by

Professor Stephanie Walker, Acting Chief Librarian

June 2009
Acknowledgements:

This report has been compiled with the assistance of Prof. Susan Vaughn, Associate Librarian for Collection Development; Professor Mariana Regalado, Acting Associate Librarian for Information Services; Dr. Howard Spivak, Director of Academic Information Technology; Professor Miriam Deutch, Associate Librarian for Research & Access Services; Professor Judith Wild, Associate Librarian for Technical Services; and Professor Anthony Cucchiara, College Archivist & Associate Librarian for Distinctive Collections. I am indebted to all of them for their comprehensive reports, assistance with outstanding questions, and assistance in gathering information. Thanks are also due to the many members of their staff units, who pulled together statistics, answered questions and frantic phone calls or emails, and made everything come together once again. No report of this size is ever a one-person endeavor. Thanks are also due to Ms. Janet Finello, Marketing & Public Relations Assistant, who helped gather final scraps of lost or missing information, and who is fazed by nothing.

Stephanie Walker, Acting Chief Librarian, June 2009
# Table of Contents

Introduction .......................................................................................................................... 15

Brooklyn College Library’s Goals & Objectives Mapped to College-Wide Strategic Plans .... 16

   Maintaining and Enhancing Academic Quality ............................................................... 17
   Assuring a Student-Oriented Campus ............................................................................. 19
   Becoming a Model Citizen of the Borough of Brooklyn .................................................. 20

Executive Summary .............................................................................................................. 21

Major Section 1: Across the Library ...................................................................................... 25

   A. Planning & Administration ......................................................................................... 26
      i) Updating a Library/AIT Multi-Year Plan ................................................................. 26
      ii) With ITS and Other College Staff and Faculty, Implementing the College’s
           Information Technology Assessment Plan ........................................................... 26
      iii) Middle States ......................................................................................................... 26
      iv) Continuing to Improve Communications with Key Campus Partners .............. 27
      v) Chief Librarian ....................................................................................................... 27
   B. Fundraising .................................................................................................................. 28
      i) Holding a Fundraising Dinner in the Lily Pond Reading Room .............................. 28
      ii) Other Fundraising Events ..................................................................................... 28
      iii) Identifying Internal Library Fundraising Projects .............................................. 28
      iv) Major Donor – Mrs. Edith Everett & the Everett Family ..................................... 28
   C. Marketing ..................................................................................................................... 29

Annual Report 2008-2009
i) Strengthening Marketing Efforts to Promote Library Resources & Services ..... 29

D. Special Cross-CUNY Initiatives ................................................................. 29
   i) CUNY Libraries Math Group ................................................................. 29
   ii) LACUNY Junior Faculty Research Roundtable & LACUNY Mentoring
       Roundtable ......................................................................................... 30
   iii) Library Faculty Recruitment & Retention – Underrepresented Groups,
       Subject Specialists in Sciences, Mathematics, & Business ..................... 30

E. Faculty & Staff Housing Information Workgroup ...................................... 31

Major Section 2: Unit Report – Collection Development ............................ 32
   A. Brief Unit Outline .................................................................................. 32
   B. Collections Budget Discussion .............................................................. 33
   C. Electronic vs. Print ............................................................................... 41
   D. Publisher Packages ............................................................................. 44
   E. Usage Statistics .................................................................................... 46
   F. E-Books ............................................................................................... 49
   G. New York State Higher Education Initiative (NYSHEI) .............................. 50
   H. NOVEL ............................................................................................... 51
   I. Electronic Access Issues ....................................................................... 52
   J. Electronic Resource Management Systems (ERMS) ................................. 53
   K. Federated Search System ...................................................................... 55
   L. Class Gifts ........................................................................................... 55
   M. Donated Collections & Gifts-in-Kind ..................................................... 56
   N. Electronic Resources Advisory Committee (ERAC) ............................. 57
O. Focus Groups ................................................................. 61

P. Subject Specialists ......................................................... 62

Q. Monographs ........................................................................ 63

R. Music Library ...................................................................... 63

S. Everett Project Proposals & Reference Collection .................. 64

Major Section 3: Unit Report – Information Services ......................... 65

A. Brief Unit Outline ............................................................ 65

B. Online Library ................................................................. 67

  i) Proxy Service ................................................................. 67

  ii) E-Reference ................................................................... 68

  iii) Website ........................................................................ 70

  iv) Web Information Management System (WIMS) & Beyond ......... 71

  v) Intranet: Wiki & Blog ..................................................... 71

  vi) Tutorials ....................................................................... 72

C. The Social Library ............................................................. 73

  i) MySpace & Beyond ....................................................... 73

  ii) Student Lounge .......................................................... 73

D. Instruction & Outreach ....................................................... 74

  i) Library Instruction ........................................................ 74

  ii) English 1 ..................................................................... 76

  iii) Library Online Orientation Project (LOOP) ......................... 76

  iv) RefWorks .................................................................... 76

  v) Orientation .................................................................... 78
vi) High School Liaison ............................................................... 79
vii) Classrooms ........................................................................ 80
viii) Library Access & Services in Online Instruction/Blackboard .......... 81
ix) Professional Development for Faculty ..................................... 81
E. Outcomes Assessment & Information Literacy Initiatives ............... 82
   i) Library Experience Survey .................................................. 82
   ii) English 2 Information Literacy Assessment Quiz .................... 82
   iii) iSkills .............................................................................. 82
F. Other Services ......................................................................... 83
   i) Reference Collection Weeding Project ................................... 83
   ii) Internship Program ........................................................... 83
G. Personnel & Staffing ............................................................... 84
   i) Reference Desk Staffing ...................................................... 84
   ii) Research Leaves .............................................................. 85
   iii) Reassigned Time ............................................................. 85
   iv) Reappointment, Tenure, & Promotion ................................. 85
   v) Faculty Searches .............................................................. 85
   vi) Retirements ..................................................................... 86
   vii) Adjuncts, CAs, & Interns ................................................ 87
   viii) Associate Librarian for Information Services ...................... 89

Major Section 4: Unit Report – Academic Information Technology .......... 90
A. Brief Discussion of Mission Statement for AIT ........................... 90
B. Staffing ................................................................................. 91
i) Overview ............................................................................................................. 91
ii) Staffing Challenges – Full-time Staff ................................................................. 93
iii) Staffing Challenges – Part-time Staff ................................................................. 96
iv) Staffing Challenges – Interns & CIS 60.1 Students .......................................... 98
C. Technological Environment ............................................................................ 99
   i) Increasing Computers ....................................................................................... 99
   ii) Printing ........................................................................................................... 102
   iii) Library Servers & Server Room ................................................................. 105
   iv) Software Updates ......................................................................................... 107
D. Blackboard ....................................................................................................... 108
E. New Media Center (NMC) ................................................................................ 110
F. Library Café ...................................................................................................... 111
G. Woody Tanger Auditorium (WTA) .................................................................... 112
H. Circulating Videos ............................................................................................ 113
I. Group Viewing Room 242 ................................................................................ 113
J. Faculty Development & Training Lab (FDTL) ..................................................... 114
K. SRMS/WIMS ................................................................................................... 118
L. MyLibrary, Room Scheduler, & Associated Tutorials ....................................... 120
M. Library Inventory Management System ......................................................... 121
N. Lab Tracking Software ..................................................................................... 122
O. Library Website ............................................................................................... 123
P. Library Online Orientation Project (LOOP) & Quiz Management System (QMS) ...124
Q. Mobile Computing – Creation of a Firefox Extension for “Find a Book in the
Major Section 5: Unit Report – Access Services .......................................................... 127
A. Outline of Unit & Staffing .................................................................................. 127
B. Interesting Statistics ......................................................................................... 128
   i) Circulation & Shelving ................................................................................ 128
   ii) Building Use .............................................................................................. 128
   iii) Reserves – On-Site Reserve Requests .................................................. 128
   iv) Reserves – E-Reserves ............................................................................ 129
   v) CUNY Libraries Inter-Campus Services (CLICS) .................................. 130
C. Reserve Reading Room (RRR) Hours, Extended Hours, & Services .......... 131
D. Access Issues .................................................................................................. 133
E. Outreach to the College Community ............................................................... 134
   i) The Library … A Popular Venue on Campus ........................................ 134
   ii) Filming in the Library .............................................................................. 136
F. Strengthening Brooklyn College’s Presence in the Borough & Beyond ........ 137
   i) LibCamp NYC 2009 .................................................................................. 137
   ii) High Schools .......................................................................................... 139
G. Results of Library Popularity .......................................................................... 140
H. The Building .................................................................................................... 141
   i) Renovations .............................................................................................. 141
   ii) The Roof ................................................................................................ 141
   iii) Food – An Intractable Problem ............................................................ 142
iv) Signage .................................................................144
v) Leaks on L4 ..........................................................144
vi) Conservation Laboratory .........................................144
vii) Exploring the Use/Preparation of the Sub-Basement Space for Archival Storage.................................................................144

I. Art in the Library & New Resources ........................................145
   i) The Library’s Art Collection & Contest ..............................145
   ii) Traveling Art ........................................................146
   iii) The Library Gallery – Exhibits, Publicity, & New Safeguards ................147
   iv) Art Gifts .............................................................149
   v) ARTstor & the CUNY Image Sharing Cooperative ................149

J. Access Services & Model Citizenship in the Borough of Brooklyn ..........150

Major Section 6: Unit Report – Technical Services .................................151

A. Brief Outline of Unit Structure & Functionality ..............................151

B. Cataloging Division ..........................................................152
   i) Outline & General Description of Work ............................152
   ii) Cataloging of Archival Gifts & Collections .........................153
   iii) Aleph Issues .........................................................154
   iv) Catalog Accuracy & Productivity ....................................155
   v) Weeding ..............................................................156

C. Acquisitions Division ..........................................................157
   i) Outline & General Description of Work ............................157
   ii) Book Party ..........................................................158
D. Serials Division ................................................................. 159
   i) Outline & General Description of Work ............................... 159
   ii) Bound Periodicals Inventory ........................................... 161
   iii) EBSCO E-Journals Service (EJS) ................................... 161
   iv) Information to be Added to the WIMS ............................... 161
E. Interlibrary Loans (ILL) Division ........................................ 162
   i) Outline & General Description of Work ............................... 162
   ii) Technology ......................................................................... 163
F. A Few Interesting Statistics .................................................. 164
   i) Cataloging 2007-8 ............................................................. 164
   ii) Collection Growth 2007-8 ............................................... 165
   iii) Interlibrary Loans 2007-8 .............................................. 166
G. Miscellaneous ...................................................................... 168
   i) Third Annual Brooklyn Book Festival ............................... 168
   ii) Brooklyn College Library Copyright Committee .................. 168

Major Section 7: Unit Report – Archives & Distinctive Collections .... 169
A. Brief Outline of Unit Structure & Functionality ...................... 169
B. Archives & Special Collections ............................................. 169
   i) Staffing ............................................................................. 169
   ii) Interns & Projects ............................................................ 170
   iii) Major Gifts ..................................................................... 172
      a) Jack Newfield ............................................................... 172
      b) Emmet Rocco ............................................................... 173
c) Ray Arcel ..............................................................................................................174

d) Robert (Bob) Olin .............................................................................................177

e) Jack Barrett (Gerstenhaber) ...........................................................................178

f) Vic Zimet ............................................................................................................179

g) Freddie Brown ................................................................................................180

h) Astroland Collection .......................................................................................180

iv) Exhibits & Events ..............................................................................................181

a) Shirley Chisholm: A Catalyst for Change .........................................................181

b) The Rev. Dr. William Augustus Jones, Jr. – A Man of Words and Actions .......182

c) Roots of Modern Brooklyn ..............................................................................183

d) Exhibit/Event Accompanying the Opening of the Conservation Lab ..........184

v) Grant Applications Submitted or In Development ........................................185

a) Environmental Monitoring for the Archives and Special Collections Division of the Brooklyn College Library (NEH Grant) ...........................................185

b) Grant in Development: Hank Kaplan Boxing Archive ....................................185

vi) Collection Work Completed or In Progress ..................................................186

a) The Papers of Alan Morton Dershowitz .........................................................186

b) NY Methodist Hospital ....................................................................................186

c) Describing Archives: A Content Standard (DACS) .......................................186

C. Government Publications, Periodicals, & Microforms .................................187

i) Staffing & General Work of the Unit .................................................................187

ii) Print Periodicals ...............................................................................................188

iii) Documents Collection Management ............................................................190
iv) New York State Documents ........................................................... 193
v) Bibliographic Instruction & Outreach ........................................... 193
vi) Special Projects ....................................................................... 193
vii) Trends in the Division’s Work .....................................................194
viii) A Few Interesting Statistics ...................................................... 195

D. Music Library ........................................................................... 196
i) Staffing & General Work of the Unit .......................................... 196
ii) Backlog Processing .................................................................. 196
iii) Space ..................................................................................... 196

Conclusions ................................................................................... 197

Appendices

Appendix A: Everett Projects ........................................................... 199

Appendix B: Proposal to Support Recruitment of Library Faculty from
Underrepresented Groups .............................................................. 203

Appendix C: Proposal to Support Recruitment of Library Faculty – Subject
Specialists in Science, Mathematics, and Business ......................... 205

Appendix D: Annual Statistics – Brooklyn College Library – As Submitted to the
Association of College & Research Libraries .................................. 208

Appendix E: Agreement Between CUNY Libraries & NY Board of Education
Regarding Provision of Services to High Schools ......................... 225

Appendix F: CUNY Libraries & New York City’s Affiliated Schools Statement on
Delivery of Library Services to New York City’s Department of
Education Affiliated Students (Approved at February 2009 CUNY
Appendix G: Report on Brooklyn College Library Services to High Schools
Submitted by Prof. Martha Corpus (2006-7), Updated (2008-9) ........232

Appendix H: Instructional/Multimedia Specialist Annual Report .................235

Tables:

Table 1. Computers in the Library and Library Café as of 5/1/2009 .................99
Table 2. Library and Library Café Usage by Semester – Unique Users & Unique Sessions .................................................................100
Table 3. Library Computer User Sessions by Area ...................................101
Table 4. Printing by Area ........................................................................102
Table 5. Number of Blackboard Courses, 2008-2009 Academic Year ...............108
Table 6. WTA Reservations by Time Period ............................................112
Table 7. Faculty Development & Training Lab Patrons ...............................115
Table 8. Web Sites – Technical Assistance Provided June 2008 – April 2009 .......116
Table 9. Art Exhibits in 2008/09 ...............................................................147
Introduction

This report presents the recent achievements of the Brooklyn College Library. We have organized the report along the lines of the major units within the Library, preceded by a discussion of planning and administration, and followed by some general conclusions on key points and goals.

We have also preceded the main sections of the report by an initial mapping of our specific goals for the 2009-2010 academic year to the structure and context of the Brooklyn College Strategic Plan 2005-2010 (http://www.brooklyn.cuny.edu/bc/president/planning/2010/main.htm) and its three principal themes:

Maintaining and Enhancing Academic Quality

Assuring a Student-Oriented Campus

Becoming a Model Citizen of the Borough of Brooklyn

We would also like to note that the Library is a large and complex organization with multiple initiatives. We continue to move forward on previously reported initiatives, including:

Transitioning from a print repository to a technology hub and center for digital resources and services, and also to a center for art and culture

Focusing on technology for teaching (including distance learning initiatives), for student use, and for information management and delivery

Improving campus-wide information literacy, to ensure students have the research and information management skills they need upon graduation

Emphasizing appropriate usage of our physical space, including various renovation and construction initiatives to improve teaching space and to improve housing of some of our most precious collections

Ensuring that all library users have access to appropriate qualified faculty and staff to assist them with their information and technology needs, and as much as possible at the point and time of their need

These have been major goals for the Library, and our efforts in all departments have centered on achieving them.
Brooklyn College Library’s Goals & Objectives Mapped to College-Wide Strategic Plans

The following three lists provide specific objectives under each of our three goals of maintaining and enhancing academic quality, assuring a student-oriented campus, and becoming a model citizen of the borough of Brooklyn. Following this section are reports from every unit within the Library: Information Services, Collections, Access Services, Archives & Distinctive Collections, and Academic Information Technologies.
Maintaining and Enhancing Academic Quality

I. Providing print, electronic, and archival resources to enable students to succeed in their chosen fields of study and to enable faculty to pursue their research.

II. Delivering a broad array of information-related services, including both in-person and virtual reference, an array of course-centered and general information literacy programs, and outreach services to ensure campus awareness of these services.

III. Delivering campus-wide and course-based information literacy initiatives.

IV. Providing access to on-site and remote collections through an integrated Library system (CUNY+), the CLICs inter-campus book delivery service, a course reserves program, interlibrary loan and document supply, and the digitization of unique collections.

V. Preserving the collections for use by both present-day and future scholars.

VI. Ensuring that the campus community has a broad understanding of copyright law.

VII. Delivering a minor in Archival Studies & Community Documentation, in conjunction with the Department of History.

VIII. Delivering a course in Conservation in conjunction with the Pratt Institute, to be taught at Brooklyn College, in the Archives, by our Conservator, V. Polishchuk.

IX. Providing assistance at varying levels, according to the needs and desires of classroom faculty, for teaching with technology, including distance learning initiatives, by delivering comprehensive support, and both individualized and group-based faculty training and development.

X. Managing the campus’s Blackboard initiative.

XI. Delivering, in conjunction with ITS, a pilot project for Sakai, an alternative Course Management System to Blackboard.

XII. Building departmental and other academic websites, as requested.

XIII. Providing student computing facilities and associated assistance with a wide range of software and hardware.

XIV. Maintaining the networks and equipment students and faculty use to access electronic information, software, and other digital learning tools.
XV. Engaging in outreach so that faculty and students are aware of the College’s computing facilities, training opportunities, resources, and services.

XVI. Positioning the College to support the University’s Master Plan initiatives related to teaching with technology, including provision of assistance to classroom faculty who request support in development of online programs.

XVII. Ensuring that all persons, whatever their physical abilities, have equal access to equipment, software, and digital information resources.
Assuring a Student-Oriented Campus

I. Maintaining a strong reader-centered service orientation.

II. Providing an attractive, inviting, functional Library facility available on equal terms to persons with all abilities, and open at times that meet readers’ needs.

III. Delivering a rich series of cultural programs for students and faculty alike.

IV. Maintaining a comprehensive program of outcomes assessment, utilizing tools such as surveys, data collection and analysis, and a virtual suggestion box. Also regularly soliciting other input from library users, with a view toward continuous improvement of services, resources, and events.

V. Collecting and displaying a collection of fine art, and promoting this to students and faculty alike.

VI. Offering internship opportunities for Brooklyn College students and for prospective future librarians.

VII. Managing the Morton & Angela Topfer Library Café, a high-design student Internet café.
Becoming a Model Citizen of the Borough of Brooklyn

I. Providing access to collections and services to members of the community outside the College’s gates.

II. Opening our many cultural programs (concerts, book talks, seminars) to all members of the community.

III. Opening our exhibits to the public

IV. Providing Library instruction and other services to local high school students and teachers

V. Generating training opportunities for students from local high schools

VI. Providing internships for BC students and students in local graduate schools of library and information science, and working toward provision of additional internships for new library science graduates

VII. Networking internationally with libraries in other countries
Executive Summary

The Brooklyn College Library has again had an interesting year. We have had fewer transitions this year, as Prof. Stephanie Walker remained in place as Acting Chief Librarian, and Prof. Mariana Regalado remained in the role of Acting Associate Librarian for Information Services, in addition to her existing position within the department (which includes such roles as Coordinator of Instruction, Subject Specialist/Collection Developer/Liaison for the American Studies and Anthropology Departments, Reference Librarian, and Board Member of the Center for Teaching, among many other commitments).

We have had a number of successes. These include:

- Successful completion of the Middle States Review, with a statement from the evaluators that we are leaders in CUNY in academic technology;
- Successful replacement of the majority of the extremely leaky flat roof (though the North portion was not covered in the contract, and Jose Santamaria is negotiating to have it replaced), with repair of the slate roof scheduled for Fall 2009;
- Successful completion (and a grand opening) of the first Conservation Lab (staffed by the only full-time Conservator) in CUNY;
- Continued improvements in communications with major stakeholders and technology partners, including Information Technology Services, the Department of Computer & Information Science, and numerous other individual academic departments, which we believe continue to reduce communication problems and allow us to improve services;
- Strategic increases to some portions of our electronic collections, and thus far, due to strong negotiating skills from the Head of Collections and from CUNY Central, only minimal cuts in other electronic resources (in areas little used by Brooklyn College), despite a somewhat constrained budget year;
- Increased usage of e-reserves and chat reference;
- Increasing popularity for the usage of our harmonized print system, and the recognition by VP Little that the Library cannot absorb the costs of paper and toner when we had never had a free print system in the past. The Library did not choose to provide the free printing. We were willing to do so, and in fact eager to provide the additional service to the students, but only if some way to fund it could be discovered;
- The successful completion of iSkills and other information literacy initiatives;
- The successful creation and testing of the Library Online Orientation Project (LOOP), our first online information literacy training module;
- Continuing high usage statistics in every area of resource usage and service; and
• Successful completion of the search for a permanent Chief Librarian & Executive Director of Academic IT.

We also, of course, are facing several challenges. These include:

• Staffing issues – Our situation with staff shortages in Information Services and Academic Information Technologies has not altered since last year. This is perhaps a success in a budget year where there are personnel freezes; however, the demand for services has increased sharply. We have unmet demands (or demands that are being met at a much-reduced pace) for library/research skills instruction; for support for online teaching and learning (Blackboard support was at an all time high this year, but we could have easily used 3 clones of Carlos Cruz, our sole Blackboard support specialist and instructional designer); for tutorials; for assistance with podcasts; and for customized information literacy tools that can be integrated into course instruction, both at the graduate and undergraduate levels. We continue to hope that budgets will soon allow the hiring of the critical positions (2 in AIT and 1 in Information Services) mentioned in our external review of 2 years ago. We also have never received a substitute for Prof. Regalado, and she continues to stretch herself admirably, but exhaustively, doing two jobs. These shortages are impacting our ability to provide key services which form an important part of our mandate and commitment to the College. Staffing problems are compounded by our inability to get full one-for-one replacement for faculty on contractually mandated release time. As well, in one key area, a staff member is inappropriately classified, in such a manner that our ability to retain and recruit appropriately skilled professionals is compromised. On the plus side, we are grateful to Provost Tramontano and President Kimmich for recognizing that when our Head of Acquisitions departed for a faculty position at LaGuardia College, the position was critical: no library can survive without someone to do acquisitions. We gained permission to fill this post. We also gained permission to fill the 2 vacancies left in Information Services when other faculty did not gain tenure. We hope to have all of these positions filled on a permanent basis before Fall 2009. As well, now that the issue of a permanent Chief Librarian has been resolved, Prof. Walker will approach Administration regarding a search for a permanent Associate Librarian for Information Services.

• Budget issues – We anticipate a budget cut in the upcoming year, and yet prices for resources, especially electronic resources, rise steadily each year. This year, we made large cuts to monograph budgets to avoid cutting key electronic resources, yet our circulation statistics have risen: students still want to check out books. We made smaller cuts to electronic resources, and stand ready to make further cuts if need be. However, we are also exploring options such as further negotiations with vendors, possible solicitation of donors (Prof. Walker has had some conversations with VP Sillen), seeking alternate sources of funding, and an attempt to get a bill (ARIA) to support statewide database licensing through the NY State Legislature. This latter would help greatly with the costs
of some databases. Prof. Walker has been elected to the board of NYSHEI (NY State Higher Education Initiative), the chief organization lobbying for passage of this bill.

- **Space & facilities issues** – We are running out of space for archival collections at an ever increasing clip. We also face regular challenges with space usage, especially as the demand for space on this campus is high. Our multimedia classrooms are over-booked, as is much other space. Registration and CUNY First training are especially long-term, regular users of portions of our space. Currently, we have been able to meet most needs, but we have had to turn people away occasionally, and we have had to scramble regularly to find space to teach our own bibliographic instruction sessions. All of this also has an impact on our physical space – heavy usage creates wear and tear and security issues. The increased usage of the Library for events, especially those involving food, is also causing serious problems with staining, spillage, garbage left behind to attract vermin, and once, a fire (mercifully quickly extinguished) when a careless member of the catering staff disposed of a Sterno can in a washroom trash receptacle full of used paper towels.

- **Collections issues** – We are concerned about our ongoing ability to support new programs, given that nowhere in the curriculum proposal decision is there an opportunity for the Library to provide input on whether it has resources to support such programs. Perhaps awareness of this issue is growing somewhat; this year, we were fortunate to be informed that we would be provided with $40,000 annually to support new resources in Public Health. This is not sufficient alone, but Hunter and other participants have also been given portions of resources, so our concerns in this area are somewhat allayed. However, in the past, new programs have begun without the Library having basic resources, and in this upcoming year, we foresee a mighty struggle to retain both ScienceDirect and Scopus, key tools in the sciences. Given the College’s desire to grow new graduate programs in the sciences (where library resources are most expensive), the Library is concerned about its ability to support these strategically critical areas of the College’s goals.

We also foresee an interesting future for the Brooklyn College Library. In the upcoming academic year, some of our goals are:

- Expanding and strengthening our Information Literacy (IL) initiatives, including having discussions with some individual academic departments to create discipline-specific IL tools and services;
- Continuing assessment initiatives for Information Literacy, Student Library Experiences, Collections, and other areas;
- Strengthening and expanding our academic technology support programs, including supporting a pilot project offering of SAKAI as an alternative to the Blackboard Course Management System;
- Continuing to improve communications with other key campus partners, including (but not limited to) Information Technology Services, the Center for Teaching, and academic departments;
• Continuing to negotiate consortial and group purchasing of resources, and to support innovative ways to acquire access to resources;
• Continuing to strengthen marketing efforts to promote Library resources and services;
• Working to address major issues of space usage, space planning, and facilities;
• Continuing to expand digitization efforts, and seeking grant support to do so;
• Expanding our holdings of important archival resources; and
• Working with CUNY on key projects, including proposals for Faculty Recruitment & Retention; Mentoring; possible selection of an E-Resource Management System for all of CUNY; and possible selection of Federated Search software.

There are always many other goals – the Library is a very large and diverse organization – but these are some key selections.
Major Section 1: Across the Library

When one thinks of a Library, often the first image that comes to mind is the collections, whether in print or, increasingly, in electronic form. The Brooklyn College Library has made great strides toward increasing our collections in electronic formats, as these are unquestionably popular among students and faculty alike, and our great improvements in network performance and remote access have dramatically increased usage. We also continue to support a strong book collection.
Planning & Administration

*Updating a Library/AIT Multi-Year Plan*

This plan has been completed in draft, and is to be reviewed at a meeting in late June between President Christoph Kimmich, Provost Bill Tramontano, Associate Provost Jerry Mirotznik, Acting Chief Librarian Stephanie Walker, Dr. Howard Spivak, and Profs. Judith Wild, Miriam Deutch, and Mariana Regalado. When finalized, the plan will be posted on the Library website.

*With ITS and Other College Staff and Faculty, Implementing the College’s Information Technology Assessment Plan*

A revised plan was completed, with input from Associate Dean Colette Wagner, AVP Mark Gold, Acting Chief Librarian Stephanie Walker, Dr. Michael Ayers, and Dr. Howard Spivak. Thanks are due to Dr. Ayers for his skill in assembling diverse and numerous quantities of data and reports, and turning everything into a cohesive report (which was shared with Middle States, along with considerable additional data).

*Middle States*

The Library/AIT contributed substantially to Middle States. Faculty served on various committees. The Library/AIT submitted numerous documents, including Annual Reports, Strategic Plans, IT Plans (in collaboration with others as noted above), LibQual Reports and other Assessment Documents, and much more. AIT also provided assistance with digitization of materials, rationalization of digital formats of documents, and placement of background materials onto ITS-donated flash drives. As well, we assisted with provision of meeting space. We were delighted to have been able to provide such assistance — and even more delighted to be recognized as a “leader within CUNY” for our library and academic technology efforts. We are especially pleased that the Middle States evaluation team recognized that our unusual dual-structure for technology services actually does work and generally serves the campus well. There will always be things that slip through the cracks, and we strive constantly to improve, but we believe strongly that our structure is optimal in serving the needs of the faculty, staff, and students of Brooklyn College.
Continuing to Improve Communications with Key Campus Partners

The Library again assisted various other departments on campus, and continued to foster good College-wide relationships, by supporting the space and technology needs of Registration, fundraising events, HR training, departmental events, and much more. However, we also undertook a great deal of additional department-specific/unit-specific outreach, to mend fences where they had been damaged, and to establish stronger relationships across campus. To this end, we have continued numerous practices established by Prof. Walker upon her accession to Acting Chief Librarian. These practices include monthly Library/AIT/ITS meetings (which have truly improved relations and allowed us to avoid innumerable difficulties); once-a-term meetings with CIS to discuss their intensive and specialized needs; and periodic meetings with representatives from numerous other departments as needs arise. For example, Modern Languages collaborated with the Library and other participants to establish a “Language Lab in the Library”, whereby we purchased or obtained the rights to copy many instructional materials from the language labs, so that students could use the tapes in the New Media Center at any time that the Library was open. This was a major improvement over the hours of the language lab. We also discussed various upgrades to the media rooms and listening areas with Music. The periodic meetings had been done sometimes in the past – the regular meetings with ITS and CIS definitely had not, and relations were strained. We are very pleased to report that this situation has improved dramatically.

Chief Librarian

Last year it was reported that after 23 years at the helm of the BC Library, Dr. B. Higginbotham had retired, and Prof. Walker had stepped in as Acting Chief Librarian. This year, while Prof. Walker continued to serve, a search for a permanent Chief Librarian & Executive Director of Academic Information Technology was conducted. Prof. Walker was selected and offered the position. She has accepted; her appointment will be effective July 1, 2009, and tenure will be effective September 2009 as per CUNY Bylaws.
Fundraising

Holding a Fundraising Dinner in the Lily Pond Reading Room

This has become essentially an annual event.

Other Fundraising Events

The Library raised approximately $18,000 with a dinner to honor Distinguished Alumnus Prof. Alan Dershowitz.

Identifying Internal Library Fundraising Projects

Prof. Walker met again with VP Sillen to discuss Library fundraising needs, ideas, and opportunities. She submitted a revised list of fundraising targets, and an email listing numerous potential fundraising suggestions that had seemed to interest VP Sillen (such as naming of everything from rooms to study areas to computer pods, among other ideas). She also submitted a list of many unnamed rooms and areas which might be attractive to donors, especially once the economy improves. Prof. Walker also reiterated her interest in the CUNY Fundraising Academy, and VP Sillen suggested that spots might open up, now that many Brooklyn College fundraising staff had completed the course. Prof. Walker has fundraising experience, but wishes to expand it. See also Major Section 7 – Archives & Distinctive Collections, for information on current and pending grants.

Major Donor – Mrs. Edith Everett & the Everett Family

The Library has been fortunate enough to receive a major donation (approximately $460,000) from Mrs. Edith Everett and the Everett Family. The total donation to Brooklyn College was $1 million, but due to a variety of factors, a portion of the donation was instead allocated to student scholarships for which there was also a pressing need. For a list of the approved projects, please see Appendix A.
Marketing

*Strengthening Marketing Efforts to Promote Library Resources & Services*

The Marketing Plan was completed in draft, reviewed by Library faculty & staff, and edited. It will be converted to PDF and posted on the Library website. We have also expanded utilization of the services of our part-time Marketing/Public Relations Coordinator, Janet Finello. Ms. Finello was involved in planning and/or execution of virtually all major events in the Library, including archival exhibitions and events, conferences held in the Library, the annual Book Party, art exhibitions, and much more. Unfortunately, Ms. Finello plans to retire over the summer. She is a CA, so we do not need to have a formal approved search for her replacement. We plan to begin a search for her replacement shortly, but she will be a difficult act to follow.

**Special Cross-CUNY Initiatives**

In addition to the normal extensive collaboration on the negotiation and purchasing of resources, and our collaborations on services such as CLICs, CUNY+ and all other Aleph-related products and services, and an extensive array of regular interest groups and working groups in which we participate via LACUNY (Library Association of the City University of New York), a few initiatives deserve special mention:

**CUNY Libraries Math Group**

Upon receipt of a report stating that many CUNY students were having difficulties with the basic mathematics requirements, CUNY University Librarian Curtis Kendrick asked the CUNY Chief Librarians if we and others in our libraries might be interested in forming a group to try to determine ways in which the libraries might offer practical support and assistance to students struggling with this requirement. A small group was identified, including Profs. Walker and Cirasella from Brooklyn. A brainstorming meeting was held in early May; it generated dozens of ideas and suggestions. These will be brought forward to CUNY Chief Librarians meetings over the 2009-10 academic year, with some work taking place over the summer. Prior to the meeting, Prof. Cirasella distributed the Brooklyn College Library’s new Mathematics Study Help site, created by the President of the Math Club under Prof. Cirasella’s supervision, and available at [http://dewey.brooklyn.cuny.edu/resources/subject.jsp?sub_id=122](http://dewey.brooklyn.cuny.edu/resources/subject.jsp?sub_id=122). A survey on the feasibility of lending of calculators has also been created and distributed.
**LACUNY Junior Faculty Research Roundtable & LACUNY Mentoring Roundtable**

This year, two new LACUNY Roundtables were created. One is to support junior library faculty with research; recent talks included discussions of overcoming publishing hurdles and discussions of dealing with IRB approval. The second is a general mentoring roundtable; this group is creating a voluntary cross-CUNY library faculty mentoring program, based on successful programs at Rutgers University Libraries and Kansas State University Libraries. Documents are being finalized and the program is expected to be launched in Fall 2009. These roundtables complement each other, and the groups expect to work together regularly. They were created to deal with needs to support library faculty and help them navigate both the complexities of the CUNY system and the complexities of tenure and promotion processes.

**Library Faculty Recruitment & Retention**

Underrepresented Groups, Subject Specialists in Sciences, Mathematics, & Business – Curtis Kendrick and Prof. Walker worked together to create proposals to address deep concerns we have (and which are shared by much of the library profession) in two areas. One area of concern is that despite some efforts by various library associations to offer a limited number of scholarships to underrepresented groups, when time comes to fill open faculty positions, the applicant pool (even in New York, as diverse a place as you may ever see) frequently lacks much in the way of representation from minorities. We suspect the requirement to have at least 8 years of expensive post-secondary education, including two graduate degrees, poses a financial barrier. Our proposal, which Curtis Kendrick has shared with Lexa Logue, is loosely based on the NYC Teaching Fellows program. We are proposing that promising minority students with a BA and an interest in library and information science be provided with employment in a CUNY library and possibly subsidized tuition at CUNY’s Queen’s College, if this is negotiable, while pursuing appropriate degrees, in return for a three-year post-graduation commitment to work (perhaps in a contractually limited appointment – this would be negotiable) at a CUNY library. The second concern is the perennial difficulty of attracting subject specialists with graduate degrees in sciences, mathematics, or business to careers in library science; our second proposal is much like the first, with the requirement changing from minority status to a degree in one of the desired subject areas. The proposals are available as Appendices B and C. The proposals received support in principle from the Council of Chief Librarians when they were presented at this body’s May meeting.
Faculty & Staff Housing Information Workshop

Recognizing a need for information on affordable housing among faculty and staff, and also the fact that affordable housing (or the lack thereof) can be a substantial deterrent to successful faculty recruitment and retention, Dean Louise Hainline, Prof. Martha Nadell of English, and Prof. Stephanie Walker of the Library decided to form an ad-hoc workgroup to offer information in various formats to faculty, staff, and prospective faculty and staff. We have to date offered: i) two highly successful (35+ attendees) daytime “one shot” seminars on the topic, with presentations by Robert McCool of Neighbors Helping Neighbors (a non-profit community housing information group) and a colleague of his from HSBC, representing banks working with this group; ii) a successful (26 attendees) 3-evening workshop on finding and preparing to purchase affordable housing; and iii) a website created by the Library offering information on community housing groups, housing lotteries, demographic and statistical information on neighborhoods (from the Library’s government information resources pages), and copies of newspaper articles on Brooklyn neighborhoods (such as the New York Times’ popular “If you’re thinking of living in …” series). The website URL is [http://dewey.brooklyn.cuny.edu/resources/?s=housinginfo](http://dewey.brooklyn.cuny.edu/resources/?s=housinginfo). We have shared the URL with various campus offices, and our graphic designer is currently working on a brochure to advertise it. Thanks go to our Marketing Assistant Janet Finello and our graphic designer Maja Szychowska for extensive work promoting all of these.
Major Section 2: Unit Report, Collection Development

Brief Unit Outline

Prof. Susan Vaughn is the unit head and Associate Librarian for Collection Development. She is a member of the Library Cabinet, or Management Team. She works closely with each subject specialist, negotiates all licenses for BC and handles overall collection budget management, provides some licensing expertise and assistance to CUNY Central, and is extensively involved in all special projects relating to collections, collection management, tools for collections, etc. She also applies for and manages regular collections grants we receive from the State and from other sources, and manages the expenditures of donated collection funds. She handles all non-archival gifts-in-kind. This is a very brief outline of the many services she provides. Prof. Vaughn has a single Gittleson, Graciela (Grace) Canada who reports to her, and whom she shares 50/50 with Technical Services (where Grace is a half-time Acquisitions Clerk.)
Collections Budget Discussion

The first indication of a “good” or “bad” year (for Library collections) is the strength of the budget - how much is available (given the program and curricular needs of the institution), where did it come from, is it sustainable, etc. This year, a highly troubling action was taken. The Library’s collections budget was reduced by $150,000, and then $150,000 was taken from Brooklyn College Foundation funds that had been designated for Library improvements (not operating expenses) and “returned” to the Library. This decreases the amount available to the Library for other improvements, and it is highly unlikely that funding operating expenditures to sustain a year of subscriptions for various e-journals and databases would have been what donors intended. Donors tend to wish to see tangible results – not to fund what colleges should already be covering. The Library understands that this year was exceedingly difficult from a budgetary standpoint. However, this action was deeply troubling: we strongly hope that this action is never repeated.

We also had difficulties with the CUNY Match program this year. Normally, libraries across CUNY are informed of the amount they must raise in order to be eligible for matching funds from CUNY. This year, we had to raise $45,250. Only half can be ‘in kind.’ We had no difficulties with the in-kind donations: we had received a donation valued at approximately $21,000 from Prof. Leonard Ashley, and various other smaller donations. However, normally, we use revenue from endowed gift funds to make up the remaining 50% of the match. This year, the endowed funds were underwater. We had no cash donations to the Library this year, with the exception of memberships in Friends of the Library, which totaled approximately $8000. We needed a total of $22,625. For the first time ever, the Brooklyn College Library faced the prospect of not meeting the CUNY Match – and we would have lost $45,250. Only VP Little’s successful solicitation of a donation of $25,000 from Barnes & Noble saved us. Many CUNY libraries were in similar difficult straits this year, and in fact one did not meet the match.

We (like most publicly funded libraries) receive an annual State Collection Development Grant. This year, there was considerable concern that the grant would cease; activism by the METRO Library Association and others prevented this. However, we faced a 2% reduction. Our grant was $18,219 this year. In the past, we had paid for the E-brary electronic book collection using this grant; however, the price of E-brary now exceeds the grant, so we utilized the funds to pay for other resources.

Each year, the Library also submits numerous proposals for Student Technology Fee (STF) funding. One of these is always a request for funds to cover a specific subset of databases especially appropriate for and popular with undergraduates. The request always rises, in
proportion with rises in the cost of these databases. This year, VP Little suggested simply having a regular inflationary increase, rather than haggling each year over the amount. We received an increase to $138,600, and are working out annual percentage increases. This was a very welcome addition. STF funds have become very much a part of our budget, and many “bread and butter items” are funded in this fashion. We had also put in proposals specifically for ScienceDirect and Scopus, both of which are critical resources. These were not specifically funded, and we will need to examine our budget to see how it might be possible to continue both of these resources. If one is cut, it will likely be Scopus: we had originally had it at a 2 year trial price of approximately $9,000; now we must pay the regular price, which runs to approximately $33,000 (with a rise each year). Yet it is difficult to see how a College that wishes to excel in the sciences can do without a citation analysis product, and our faculty have expressed a strong preference for Scopus over Web of Science. (Recent professional analyses also show that the content of Scopus has now overtaken Web of Science, and Scopus’s rate of growth exceeds Web of Science. It is not yet as good a tool in the humanities or arts, but it excels in the sciences, and it is growing in the other areas.) We also received a total of $175,000 in CUNY Compact Money. Last year we had an additional $50,000 in Compact funds, which we used to pay for ScienceDirect. This year, we did not receive the Compact funds.

An additional very expensive, very important product for research in the sciences (particularly chemistry) is SciFinder Scholar, published by CAS. This publisher sells access by “seats” (a certain number of concurrent users). The publisher has increased the number of users in our PhD package from 5 to 6. This is a small number for seven schools, and we have had many turnaways, but thus far, we have had no complaints. The message users get when all seats are full is to try again later, as there are too many users logged on. Perhaps they simply do, and are not motivated to complain. If we went up to 8 users CUNY wide, the price would rise from $14,233 to $17,247. Though it is hardly a good situation to have users turned away, even briefly, given our current budget situation, we have not made increasing users a priority at present. Prof. Walker spoke to a few people in Chemistry, and they reported being able to log on to SciFinder Scholar most of the time, and on the infrequent occasions that they have received the “too many users” message, they have tried again within an hour, and been able to access the resource. So for now, though this is not perfect, we consider it adequate in a difficult budget year. Other news from SciFinder Scholar is that they have moved to a Web-based interface that no longer requires users to download the SciFinder client to their own machine in order to use the software. Faculty love the new interface, but SciFinder is experiencing considerable unauthorized access, especially from China. This happens when users are careless with their passwords, or use something that can be easily guessed or figured out. One example is having an identical username and password. There are actually websites originating in China that post usernames and passwords for people wishing to steal
access to expensive academic library resources. Fortunately, David Best of ITS and Alex Rudshteyn of AIT have been outstanding in catching such instances of unauthorized access, and regularly take appropriate steps to deal with the problem. There is no way to have a perfect system, but David and Alex do a marvelous job, and overall, we have relatively little trouble, considering the size of our user-base and the breadth of our resources.

We are very grateful to the Office of the Provost, which recently provided $100,000 in one-time funds, and we have just learned from Alan Gilbert that we will receive an additional $85,000. This will go a long way toward allowing us to avoid potential difficult cuts we had anticipated making, due to rising journal costs.

To illustrate this discussion, we are including below a table detailing a number of our electronic resources, their cost and the term for which we have paid, and the source of the funding. This does not include all resources; it is merely a sample. We have become more dependent on a wide variety of sources, including CUNY Compact funds and STF funds, and less on our budget. We could not do with the CUNY Compact or STF. Loss of any one source would be devastating for us. Note: Blanks next to cost indicate a resource wholly funded either by BC or by CUNY, as a one-time purchase (not a subscription); we pay only a small annual technical maintenance fee. We buy some of our own resources, contribute partially with other CUNY libraries to purchase some resources jointly, and also benefit from some resources purchased entirely by CUNY Central. FS indicates a free source or one included with the purchase of another package.

<table>
<thead>
<tr>
<th>Database</th>
<th>Cost</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACLS Humanities E-book Project</td>
<td>$901</td>
<td>8/08 - 7/09</td>
</tr>
<tr>
<td>ACM Digital Library</td>
<td>$2,522</td>
<td>8/08-7/09</td>
</tr>
<tr>
<td>Acoustical Society of America.</td>
<td>$85</td>
<td>2009</td>
</tr>
<tr>
<td>Alternative Press Index</td>
<td></td>
<td>FS</td>
</tr>
<tr>
<td>Alt-Health Watch</td>
<td>$2,180</td>
<td>9/08 - 8/09</td>
</tr>
<tr>
<td>America: History and Life</td>
<td>$11,964</td>
<td>8/08-7/09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Gerber</td>
<td></td>
</tr>
<tr>
<td>Journal Room Gift</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
<th>Year</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Chemical Society Journals</td>
<td>$29,341</td>
<td>2009</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>American Civil War - Letters and Diaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Film Strips Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Inst. of Physics Journals + Back-file</td>
<td>$1,893</td>
<td>2009</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>American Physical Society</td>
<td>$12,204</td>
<td>2009</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>American Physiology Society</td>
<td>$5,900</td>
<td>2009</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>American Society for Microbiology journals</td>
<td>$3,734</td>
<td>2009</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>AnthroSource (major anthropology database)</td>
<td>$995</td>
<td>2009</td>
<td>07/08 Budget</td>
</tr>
<tr>
<td>Annual Reviews</td>
<td>$5,782</td>
<td>2009</td>
<td>Compact 08/09</td>
</tr>
<tr>
<td>Art Full Text</td>
<td>$3,689</td>
<td>4/09 - 3/10</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Art Index Retrospective</td>
<td>$272</td>
<td>Purchased</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>ArtStor</td>
<td>$8,500</td>
<td>2008</td>
<td>07/08 Budget</td>
</tr>
<tr>
<td>Asian American Drama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological Sciences Abstracts</td>
<td>$9,821</td>
<td>9/08 - 8/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Black Drama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Thought and Culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blackwell Synergy Collection (sciences)</td>
<td>$17,515</td>
<td>2009</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>Books in Print/ with Reviews</td>
<td>$2,956</td>
<td>2009</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>British &amp; Irish Women's Letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambridge University Press Package</td>
<td>$15,825</td>
<td>2009</td>
<td>Compact 08/09</td>
</tr>
<tr>
<td>CINAHL Plus with Full Text (nursing,)</td>
<td>$3,086</td>
<td>9/08 - 8/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Description</td>
<td>Amount</td>
<td>Date</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>---------</td>
<td>------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>allied health, some good public health resources)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cochrane Library (sciences, medicine, public health)</td>
<td>$2,877</td>
<td>2009</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Computing Reviews</td>
<td>$885</td>
<td>11/08-10/09</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>CQ Supreme Court Collection</td>
<td>$3,216</td>
<td>9/08-8/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>CQ Weekly</td>
<td>$1,619</td>
<td>3/09-2/10</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Dissertation Abstracts</td>
<td></td>
<td></td>
<td>Included with FirstSearch</td>
</tr>
<tr>
<td>DRAM-Database of Recorded Am Music</td>
<td>$1,036</td>
<td>3/09-2/10</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Early Encounters in North America</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-brary (large e-book package)</td>
<td>$19,210</td>
<td>2009</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>EconLit</td>
<td>$1,268</td>
<td>5/09-4/10</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>Emerald Collection</td>
<td>$2,245</td>
<td>2009</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>Encyclopedia of Islam</td>
<td>$2,310</td>
<td>4/09-3/10</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>Encyclopedia of Popular Music</td>
<td>$1,030</td>
<td>8/08-7/09</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>FirstSearch (outstanding resource for article searching)</td>
<td>$3,000</td>
<td>2008/09</td>
<td>07/08 Budget</td>
</tr>
<tr>
<td>GeoBase</td>
<td></td>
<td></td>
<td>FS</td>
</tr>
<tr>
<td>GeoRef</td>
<td>$2,745</td>
<td>9/08-8/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>GeoScience World</td>
<td>$8,776</td>
<td>6/09-5/10</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>HAPI (Hispanic Amer Periodicals Index)</td>
<td>$1,326</td>
<td>10/08-9/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Database Name</td>
<td>Charge</td>
<td>Access Period</td>
<td>Fund Year</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>--------</td>
<td>-----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>HAPI (Health &amp; Psychosocial Inst.)</td>
<td>$1,145</td>
<td>8/08 - 7/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Historical Abstracts</td>
<td>$100</td>
<td></td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>Historical Statistics of the U.S.</td>
<td>$8,200</td>
<td>11/08-10/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>IEEE Computer Science Library</td>
<td>$1,617</td>
<td>2009</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Institute of Physics</td>
<td>$1,617</td>
<td>2009</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>International Bib of Theater &amp; Dance</td>
<td>$368</td>
<td>2009</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>Iter: Gateway to the MA and Renaissance</td>
<td>$3,050</td>
<td>2009</td>
<td>Compact 08/09</td>
</tr>
<tr>
<td>Jstor Life Science Collection</td>
<td>$2,106</td>
<td>9/08 - 8/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Left Index</td>
<td>$420</td>
<td>4/09 - 3/10</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>MagillOnLiterature Plus</td>
<td>$1,530</td>
<td>9/08 - 8/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>MathSciNet</td>
<td>$5,194</td>
<td>2009</td>
<td>Maria Fund</td>
</tr>
<tr>
<td>Media Review Digest</td>
<td>$766</td>
<td>8/08-7/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Mental Measurements Yearbook</td>
<td>$3,408</td>
<td>2009</td>
<td>Compact 08/09</td>
</tr>
<tr>
<td>Music Index Online</td>
<td>$600</td>
<td>2009</td>
<td>Compact 08/09</td>
</tr>
<tr>
<td>Nation Archive Online</td>
<td>$1,400</td>
<td>8/08-7/09</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>NAXOS Music Library</td>
<td>$935</td>
<td>8/08 - 7/09</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>New York Review of Books</td>
<td>$5,193</td>
<td>8/08 - 7/09</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>New York Times Historical</td>
<td>$10,000</td>
<td>1950-1996</td>
<td>Friends of Lib</td>
</tr>
<tr>
<td>Nature Journals</td>
<td>$19,325</td>
<td>2009</td>
<td>Compact 08/09</td>
</tr>
<tr>
<td>Resource</td>
<td>Cost</td>
<td>Payment Period</td>
<td>Budget Year</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>New Palgrave Dictionary of Economics</td>
<td>$638</td>
<td>4/09 - 4/10</td>
<td>07/08 Budget</td>
</tr>
<tr>
<td>NewspaperArchive.com</td>
<td>$1100</td>
<td>2009</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>North American Immigrant Letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North American Women's Letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OpticsInfoBase</td>
<td>$3,194</td>
<td>2009</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Oxford English Dictionary (OED)</td>
<td>$3,240</td>
<td>7/09-6/10</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Oxford Journal Package</td>
<td>$23,795</td>
<td>2009</td>
<td>Compact 08/09</td>
</tr>
<tr>
<td>PAIS &amp; Archive (Public Affairs Information Service – a critical resource for Political Science, Ecology, Media courses, International Business, and much more).</td>
<td>$5,000</td>
<td>8/08 - 7/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Philosopher's Index</td>
<td>$1,500</td>
<td>7/08-6/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Psychiatry Online</td>
<td>$2,604</td>
<td>2009</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>RILM: Abstracts of Music Literature</td>
<td>$2,298</td>
<td>2009</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>RIPM - Retrospective Index to Music</td>
<td>$2,178</td>
<td>9/08 - 8/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>ScienceDirect</td>
<td>$211,618</td>
<td>2009</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>SciFinder Scholar</td>
<td>$14,228</td>
<td>2/09 - 1/10</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>Scopus</td>
<td>$33,548</td>
<td>2009</td>
<td>07/08 Budget</td>
</tr>
<tr>
<td>Scottish Women Poets of Romantic Period</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scribners Writers Series</td>
<td>$799</td>
<td>9/08-8/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>SerialsSolutions (journal management package)</td>
<td>$3,987</td>
<td>8/08 -7/09</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>Shakespeare Collection (Backfile/Access)</td>
<td>$1,516</td>
<td>12/08 - 11/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Service</td>
<td>Cost</td>
<td>Year</td>
<td>Details</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Sport Discus Full Text</td>
<td>$5,775</td>
<td>2009</td>
<td>Compact 08/09</td>
</tr>
<tr>
<td>SpringerLink</td>
<td>$50,326</td>
<td>2009</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>The Street</td>
<td>$7,560</td>
<td>9/08 - 8/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Theatre in Video</td>
<td>$1,166</td>
<td>2/09 - 1/10</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Thieme Package</td>
<td>$2,350</td>
<td>2009</td>
<td>Compact 08/09</td>
</tr>
<tr>
<td>Times of London. Digital Archive</td>
<td>$2,625</td>
<td>1785 - 1985</td>
<td>Compact 08/09</td>
</tr>
<tr>
<td>Ulrichsweb</td>
<td>$1,850</td>
<td>2009</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>WDI Online (Development Data)</td>
<td>$2,756</td>
<td>2009</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Wall Street Journal</td>
<td>$5,845</td>
<td>9/08 - 8/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td>Wiley InterScience</td>
<td>$53,614</td>
<td>2009</td>
<td>08/09 Budget</td>
</tr>
<tr>
<td>Worldwide Political Science Abstracts</td>
<td>$4,034</td>
<td>8/08-7/09</td>
<td>Tech 08/09</td>
</tr>
<tr>
<td></td>
<td>$ 712,205</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Electronic vs. Print

The argument about online versus print has basically become irrelevant. There is no question that faculty and student prefer electronic. It is both the convenience and ability to use resources wherever there is access to a computer. In the focus groups every faculty member mentioned that they want electronic versions. However, it changes our collections tremendously. We no longer own many of our resources.

We spend a lot on electronic resources. However, there is a great difference in the amounts that schools spend throughout CUNY. The two largest spenders are City College (with their specialized science resources) and Baruch College (with expensive business resources). As you can see from the table below, which illustrates spending by campus on electronic resources, the costs of access are growing. It should be noted that a lesser amount spent does not always mean fewer resources; colleges are charged vastly different amounts for the same resources! There is a real disparity in pricing, depending on factors such as the number of users on a campus or whether individual vendors have made separate deals with particular campuses. This pricing disparity is a frequent source of frustration to Heads of Collections across CUNY Libraries.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BARUCH COLLEGE</td>
<td>$946,847</td>
<td>$1,164,528</td>
<td>$763,510</td>
<td>$605,255</td>
<td>$529,943</td>
</tr>
<tr>
<td>BROOKLYN COLLEGE</td>
<td>$760,378</td>
<td>$737,021</td>
<td>$581,348</td>
<td>$465,756</td>
<td>$410,736</td>
</tr>
<tr>
<td>CITY COLLEGE</td>
<td>$952,024</td>
<td>$897,477</td>
<td>$815,492</td>
<td>$750,462</td>
<td>$445,416</td>
</tr>
<tr>
<td>HUNTER COLLEGE</td>
<td>$714,965</td>
<td>$779,605</td>
<td>$576,226</td>
<td>$565,973</td>
<td>$504,676</td>
</tr>
<tr>
<td>JOHN JAY COLLEGE</td>
<td>$381,552</td>
<td>$275,937</td>
<td>$208,850</td>
<td>$176,049</td>
<td>$176,997</td>
</tr>
<tr>
<td>LEHMAN COLLEGE</td>
<td>$245,495</td>
<td>$235,570</td>
<td>$213,417</td>
<td>$209,151</td>
<td>$180,598</td>
</tr>
<tr>
<td>MEDGAR EVERS COLLEGE</td>
<td>$55,414</td>
<td>$77,971</td>
<td>$61,058</td>
<td>$67,561</td>
<td>$24,022</td>
</tr>
<tr>
<td>NEW YORK COLLEGE OF TECHNOLOGY</td>
<td>$35,484</td>
<td>$38,334</td>
<td>$21,399</td>
<td>$5,431</td>
<td>$9,310</td>
</tr>
<tr>
<td>QUEENS COLLEGE</td>
<td>$674,317</td>
<td>$718,463</td>
<td>$548,950</td>
<td>$488,835</td>
<td>$441,707</td>
</tr>
<tr>
<td>Institution</td>
<td>2008</td>
<td>2009</td>
<td>2008</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>COLLEGE OF STATEN ISLAND</td>
<td>$288,965</td>
<td>$272,954</td>
<td>$225,327</td>
<td>$199,776</td>
<td>$199,503</td>
</tr>
<tr>
<td>YORK COLLEGE</td>
<td>$116,624</td>
<td>$95,586</td>
<td>$66,045</td>
<td>$46,456</td>
<td>$46,103</td>
</tr>
<tr>
<td>GRADUATE SCHOOL</td>
<td>$348,421</td>
<td>$318,960</td>
<td>$336,353</td>
<td>$189,142</td>
<td>$199,517</td>
</tr>
<tr>
<td>LAW SCHOOL</td>
<td>$193,283</td>
<td>$101,031</td>
<td>$93,379</td>
<td>$82,375</td>
<td>$82,878</td>
</tr>
<tr>
<td>GRADUATE SCHOOL OF JOURNALISM</td>
<td>$130,669</td>
<td>$83,592</td>
<td>$73,556</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOROUGH OF MANHATTAN CC</td>
<td>$69,731</td>
<td>$74,681</td>
<td>$63,935</td>
<td>$54,570</td>
<td>$76,693</td>
</tr>
<tr>
<td>BRONX COMMUNITY COLLEGE</td>
<td>$49,830</td>
<td>$55,472</td>
<td>$68,946</td>
<td>$59,305</td>
<td>$30,328</td>
</tr>
<tr>
<td>HOSTOS COMMUNITY COLLEGE</td>
<td>$47,055</td>
<td>$37,848</td>
<td>$23,699</td>
<td>$15,200</td>
<td>$25,593</td>
</tr>
<tr>
<td>KINGSBORO COMMUNITY COLLEGE</td>
<td>$41,406</td>
<td>$38,662</td>
<td>$31,911</td>
<td>$45,258</td>
<td>$46,587</td>
</tr>
<tr>
<td>LAGUARDIA COMMUNITY COLLEGE</td>
<td>$60,482</td>
<td>$73,515</td>
<td>$74,467</td>
<td>$61,893</td>
<td>$64,604</td>
</tr>
<tr>
<td>QUEENSBORO COMMUNITY COLLEGE</td>
<td>$20,359</td>
<td>$16,742</td>
<td>$15,270</td>
<td>$13,881</td>
<td>$6,039</td>
</tr>
<tr>
<td>CUNY CENTRAL</td>
<td>$2,510,848</td>
<td>$2,629,312</td>
<td>$2,409,151</td>
<td>$2,183,113</td>
<td>$2,097,769</td>
</tr>
<tr>
<td>TOTAL ELECTRONIC SPENDING</td>
<td>$8,644,149</td>
<td>$8,723,261</td>
<td>$7,272,289</td>
<td>$6,285,442</td>
<td>$5,599,019</td>
</tr>
</tbody>
</table>
We are extremely lucky that CUNY Central buys many resources that we could not do without. This allows us to spend our budget on resources specifically useful to our particular curriculum. However, it was necessary for CUNY Central to reduce its commitment to the colleges this year. Two sources were cancelled: AP Images, and Learning Express (a package of test resources useful for tests such as the TOEFL, GRE, GMAT, etc.) Fortunately, neither was heavily used at Brooklyn College. (We had even heavily promoted Learning Express, thinking it a wonderful tool; however, extensive marketing produced only a tiny increase in usage. In anticipation of possible a possible difficult budget year or two, the Head of Collections has worked closely with subject specialists (who liaise regularly with their assigned departments) to identify resources that could be eliminated should CUNY’s budget be reduced.

We have about 6.9% of the total enrollment of CUNY. If we were just to take 6.9% of the amount that CUNY Central pays for electronic resources, then you might add $173,249 to our budget. This gives you an idea of how valuable our close collaboration with CUNY Central and other schools is to us. We have a very impressive array of resources for a library of our size.
Publisher Packages

We have had three “publisher packages” for many years. These “packages” are essentially large portfolios of electronic journals from a single publisher, purchased in bulk, in a manner rather similar to purchasing cable packages: you get a lot for your money, but you have little control over what offerings are included in the package. (For example, personally, I would love to have the Tennis Channel, but it is not included in our Sports Package. We would have to find a way to purchase it separately. In journal packages, there are often many titles that aren’t of great use to us, but it is still much cheaper to buy the whole package than it would be to buy the titles we do need one by one.) These three packages were ScienceDirect (Elsevier), Wiley Interscience (Wiley), and Springer-Link (Springer). Over the past year, due to some changes in packages and the strong negotiation skills of our Head of Collections, we have been able to add Blackwell Synergy, the Cambridge University Press Journals and the Oxford University Press journals. We had previously purchased several titles, but nothing like this quantity. Presently, usage is not where we would like, but they are new packages, and we have yet to market them extensively. Usage is already growing, and we anticipate launching a full-scale marketing campaign in September, when faculty and students are back on campus in greater numbers. As with the Elsevier, Wiley, and Springer packages, in each case, it would cost us more to order individual articles or subscriptions to just a few titles from a commercial supplier than it costs us to subscribe to the package.

It is also worthwhile noting that the number of scientific journal publishers continues to decrease with mergers. This coming year, Blackwell and Wiley are merging. For us, this means that a new contract must be negotiated. However, more significantly, this means another serious reduction in options for libraries. No library will just be able to subscribe to Wiley journals. They must take the whole package, and everything will be on the same platform. These are also two of the largest remaining scientific publishers. In Britain, Parliament is examining mergers of scientific publishers under anti-trust and monopoly laws, and similar discussions have begun in the US, though no concrete action has been taken, and publishers are very powerful. Recently, a faculty member asked Prof. Walker whether publishers had a monopoly on journal titles, i.e. could we buy “Journal of X” from more than one supplier? The answer is that in many cases, there are secondary vendors, but there is only one publisher for each journal, and a high-priced journal often does not become substantially cheaper just because it is included in a package from a second or third party vendor. Essentially, academic publishers do have monopolies over titles, and this has a variety of implications – too many and too far-ranging, for this report.

Prof. Vaughn has been working closely with Curtis Kendrick (CUNY University Librarian) to encourage representatives from Elsevier to reduce their prices, given the huge cost and the state of
the economy. Brooklyn College and other senior colleges purchase ScienceDirect, and we get a discount for this bulk-purchasing; however, our share of the cost is still close to an eye-popping $250,000 annually for this one product! Yet we absolutely cannot do without it and support science programs. *(Note: Some consortia have opted out of such “big deal” packages – but there are other large costs. Staff had to research each title needed, negotiate a price with the publisher, and deal with each one of the hundreds of publishers involved for such things as claims for missing coverage or access problems. Some institutions find this worthwhile, but others simply cannot manage it. For a discussion of one major library system for which opting out of the “big deal” worked well, please see Walker, Stephanie R. "Purchase of Journal Portfolios Is Not Cost-Effective and May Lead to Normalization of Collections." *Evidence-Based Library & Information Practice, Volume 4, Issue 1 (2009), [http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/4553/5079](http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/4553/5079).* However, neither Brooklyn College alone nor CUNY as a whole has staff to support this, and we have in the past done an evaluation proving that the cost of requested material paid for via single subscriptions would in our circumstances far exceed the cost we pay for the “big deal” packages.)
Usage Statistics

Rather than do statistics for each product, Prof. Vaughn has been keeping summary files. The following table shows the number of full text downloads for 2007 and 2008. This is a work in progress and represents only a very limited number of our resources.

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Search Premier</td>
<td>64,434</td>
<td>53,153</td>
<td></td>
</tr>
<tr>
<td>Alternate Health</td>
<td>1,263</td>
<td>1,306</td>
<td></td>
</tr>
<tr>
<td>Business Source Premier</td>
<td>9,607</td>
<td>4,641</td>
<td></td>
</tr>
<tr>
<td>Cambridge Journal Collections</td>
<td>1,051</td>
<td>1,906</td>
<td></td>
</tr>
<tr>
<td>CINAHL</td>
<td>2,070</td>
<td>3,120</td>
<td></td>
</tr>
<tr>
<td>Cochrane Library</td>
<td>239</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication &amp; Mass Media</td>
<td>5,174</td>
<td>5,512</td>
<td></td>
</tr>
<tr>
<td>Duke Scholarly Collection</td>
<td>245</td>
<td>493</td>
<td></td>
</tr>
<tr>
<td>E-brary</td>
<td>22,051</td>
<td>17,460</td>
<td></td>
</tr>
<tr>
<td>EthnicNewsWatch</td>
<td>3,224</td>
<td>1,315</td>
<td></td>
</tr>
<tr>
<td>International Bibliography of Theater &amp; Dance</td>
<td></td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Jstor</td>
<td>169,181</td>
<td>179,615</td>
<td></td>
</tr>
<tr>
<td>LexisNexis</td>
<td>48,831</td>
<td>29,625</td>
<td></td>
</tr>
<tr>
<td>McGill On literature</td>
<td>94</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>MAS Ultra</td>
<td>204</td>
<td>247</td>
<td></td>
</tr>
<tr>
<td>Medline</td>
<td>868</td>
<td>214</td>
<td></td>
</tr>
</tbody>
</table>
Prof. Vaughn has stated that she cannot explain why there are slightly fewer downloads in 2008 and in 2007; however, the Library as a whole does not believe this to be a major issue (especially as this does not include all electronic resources in our collection). The numbers are really very close, with a difference of only about 1.5%. Published research by our faculty has increased, and there could be any number of reasons for such a tiny downturn. For example, perhaps the faculty were able to search more effectively and locate the articles they actually needed, rather than

<table>
<thead>
<tr>
<th>Database</th>
<th>2008</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nation Archive</td>
<td>16</td>
<td>144</td>
</tr>
<tr>
<td>Nature</td>
<td>1,121</td>
<td></td>
</tr>
<tr>
<td>Nature Archive (1950-1996)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Nature Journals (9)</td>
<td>830</td>
<td></td>
</tr>
<tr>
<td>New York Times Historical</td>
<td>9,348</td>
<td>8,631</td>
</tr>
<tr>
<td>Project MUSE</td>
<td>11,087</td>
<td>18,037</td>
</tr>
<tr>
<td>PsycArticles</td>
<td>18,325</td>
<td>18,560</td>
</tr>
<tr>
<td>PsycInfo</td>
<td>1,777</td>
<td>724</td>
</tr>
<tr>
<td>Scitation (Am Physical Soc &amp; Am Inst of Phy)</td>
<td>4,455</td>
<td>5,185</td>
</tr>
<tr>
<td>Science</td>
<td>1,387</td>
<td>3,494</td>
</tr>
<tr>
<td>ScienceDirect</td>
<td>62,121</td>
<td>56,549</td>
</tr>
<tr>
<td>SocIndex</td>
<td>2,887</td>
<td>5,455</td>
</tr>
<tr>
<td>SportDiscus</td>
<td>2,762</td>
<td>4,779</td>
</tr>
<tr>
<td>Teachers Reference Center</td>
<td>20</td>
<td>31</td>
</tr>
<tr>
<td>Wiley InterScience</td>
<td>6,060</td>
<td>6,076</td>
</tr>
<tr>
<td>Wilson Data Bases</td>
<td>7,522</td>
<td>21,016</td>
</tr>
</tbody>
</table>

456,303  449,442
downloading large batches of articles and reviewing them later, only to find they had actually
gotten several that weren’t as on-point as they had thought. Since these figures include total
downloads, not just downloads by faculty, it is also possible that students turned marginally more
to non-Library resources this year: certainly, though faculty quite gratifyingly steer their students
toward scholarly resources, many students remain tempted to go for “easy” over truly “scholarly”.
Additionally, we had a slight decrease in library instruction this year, due to staff shortages in
Information Services: slightly fewer students thus had contact with a librarian, or received
detailed instruction in research skills. This could have had an effect. There are also always
changes to curricular offerings. All of this is speculation, though. Presently, we are unconcerned
over such a tiny downturn. If it persists, we will begin to worry.
E-Books

CUNY has invested heavily in e-books, and we have access to all titles they have purchased or to which they have subscribed. Brooklyn College Library has done the same to a lesser extent, for areas not well covered by CUNY-purchased packages, or specifically requested by faculty. Currently we have access to about 91,200 unique titles. This is a combination of books we were able to purchase permanently, and thus now own (vendors who offer “for purchase” e-books include NetLibrary, Gale Virtual Reference Books, Oxford Reference, and some smaller individual publishers) and those on subscription, where the contents change regularly (vendors who offer this model include E-brary and the Humanities E-Book Project). Most students do not need entire books. They may just print a chapter or certain pages. People generally express preferences for print books, but contrary to this expressed preference, usage for e-books is quite good, and people do always admit that e-books are highly suitable in many instances. E-books are great for computer/technological books, for example, since no one generally wants to sit and read the whole book – they want to look up the chapter that deals with their problem, and print or read that. They are great for reference books as well – encyclopedias, dictionaries, etc. But even outside of these areas, usage of e-books is steady. We are attempting to get reliable numbers from the vendors, as they seem to have varying methods of calculating what is a “usage” (clicking on the book, downloading or printing or spending long amounts of time on sections, etc.) When we are fully confident in the statistics, and in the consistency of what is being measured across vendors, we will provide numbers.
New York Higher Education Initiative (NYSHEI)

NYSHEI was formed several years ago; one of its major roles is as an advocacy, negotiating, and support organization for New York’s academic libraries. One major proposal, ARIA (Academic Research Infrastructure Access) is currently before the NY State Senate, and is gaining considerable steam. It is a bill to support statewide database licensing, modeled on similar programs such as OhioLink and the Canadian National Site Licensing Project (now known as the Canadian Research Knowledge Network). It suffered a minor blow when its sponsor, Governor Eliot Spitzer, resigned from government; however, it has gained a new sponsor (Senator Bill Stachowski of Buffalo), and many senators have signed on indicating their support. Governor David Paterson has also indicated his support for the bill. It has passed unanimously through several committees, and on June 15 passed in the crucial Ways and Means Committee. Thus far, no funding has been identified, but even if the bill passes without funding, it will be easier to raise funds for an established, legal program with some standing than for a program that has not even received support in principle. The Executive Director, Jason Kramer, is a strong activist with good ties and contacts, and the organization is delighted with his service thus far. Prof. Walker arranged for Mr. Kramer to come to visit CUNY several months ago to discuss ARIA, and the event was a great success; the room was filled to overflowing, and many people were forced to stand along the sides and back of the room. Prof. Walker has invited Mr. Kramer to return in September, this time to Brooklyn College, and we hope to market the event broadly, perhaps in conjunction with a session or speaker on Open Access (OA) publishing. (We have created a brochure and some web-based information on OA, and plan to broaden this in the future. Expanding this information would be an excellent project for a summer intern, and if we are able to squeeze it in this summer, we will do so.)

NYSHEI also served as negotiator for an agreement with the American Chemical Society and a broad spectrum of New York academic libraries. This was a statewide initiative, which can be used to illustrate how ARIA can save libraries (and their parent institutions) a good deal of money. It always helps to have a tangible example! This single licensing initiative saved CUNY alone approximately $10,000, which we redirected toward other purchases.

Prof. Walker has been elected as the CUNY senior college representative to NYSHEI, replacing Prof. Louise Sherby of Hunter College when her term ends in June 2009. Prof. Sherby was one of the founders of NYSHEI. Prof. Jeanne Galvin of Queensborough Community College is the CUNY community college representative. NYSHEI’s annual meeting was held June 9 in Albany; Prof. Walker attended.
NOVEL

NOVEL is a statewide program largely geared toward providing resources for public libraries. However, some of their resources are useful to academic libraries as well, and some resources aimed at public libraries are useful in the programs we have supporting high school students (BC Academy, STAR, etc.). Unfortunately, they changed many of their resources this year. Several databases from the vendor EBSCO (a major vendor used extensively by Brooklyn College) and several Gale Virtual Reference Book products were cut. Prof. Vaughn negotiated with Gale, and since we are a valued customer of theirs, we were able to purchase, at reasonable prices, permanent access to the Gale Virtual Reference Books and a one-year subscription to *Health Reference Center Academic*. Next year we will have to incorporate payment for the latter into our regular purchasing; Prof. Vaughn will continue to negotiate to attempt to get advantageous pricing. Our statistics show this is a very heavily used data base, and it is especially vital for Public Health, an area in which we are growing.
Electronic Access Issues

Though we have made massive strides improving communications between ITS, AIT, and other areas of the Library involved in providing and maintaining access to our electronic resources, there are still some outstanding issues. We have been extremely happy that via our monthly meetings, ITS has been notifying us whenever they add an IP address to the network. Now when we get a new IP address, we are told months in advance that it is coming, and as soon as ITS knows the exact address, they tell us. Then the Library springs into action. Unfortunately, many vendors are not particularly good about allowing notification for access changes via email: most want to actually speak to the “administrator.” This means that Prof. Sally Bowdoin (our head Serials Librarian), Alex Rudshteyn, and a number of other staff members are pressed into service, making phone calls, emailing or faxing when the vendor will allow it, and generally working very hard to add the IP to the list of IP addresses which are valid BC IPs. The IP address is used in journal licensing; remote access to BC resources is permissible only from a valid Brooklyn College IP address. Since we have, at any given time, up to 800 vendors, this is a major undertaking. But we have had few instances of people being locked out of resources because we hadn’t notified the vendor. Occasionally, a vendor fails to make a change, or we overlook one, but this is now a rare occurrence.

Another difficult issue is keeping coverage ranges up to date. For example, we may have a listing that says we have access to Journal Y from 2000-present. Often, when database vendors change this access – add a year or two, or delete a year or two, depending on changes to their agreements with the publisher – they neglect to notify their customers. Such changes are very common indeed; Prof. Bowdoin may hear of changes to one or more titles each week, generally via a user complaint. Keeping the coverage list on the website up to date is a large task. Everyone once thought that the switch to e-journals would make serials librarianship a thing of the past; instead, it has increased the amount and complexity of the work involved.
Electronic Resource Management Systems (ERMS)

The purchase of an ERMS has been delayed. You may remember from last year that a committee had been created and charged with selecting a system. The report from that committee recommended purchasing a product from Ex Libris (which is also the vendor of Aleph, our Integrated Library System). However, this was in fact not the view of the committee as a whole; apparently, it was the view of the writer of the report, and while it included items that had been discussed, the conclusions did not reflect the views of the entire committee, or even a majority of the committee.

Logically, one would think that consistency and implementation issues would be minimized if the ERMS module was from the same vendor as our library system. However, this has not been the case with the Aleph Reporting System (ARC). The ARC was recently purchased, and is still not running. There are major problems getting it to work with our system configuration, despite the fact that everything is an Ex Libris product. Prof. Walker is familiar with ARC, having used it extensively at Harvard. It should be possible, with assistance from Ex Libris, to get the product working at CUNY. However, Ex Libris has been unhelpful and unaccommodating.

This is, in a nutshell, why the other committee members originally charged with selecting an ERMS were upset that the proposal recommended choosing Ex Libris: they had not wanted Ex Libris on the grounds of the widespread CUNY feeling that this vendor’s service ethic has been unacceptable for many years. The committee members and the Council of Chief Librarians all demanded that the issue be revisited. So the recommendation report was scrapped. A request for proposal was drafted, and sent for approval; it does not appear to have been released yet.

However, now there are two new E-Resource Management Systems from other vendors. EBSCO (one of our major vendors) has developed a system called EBSCO Essentials. NYLink (a New York Library Association of which CUNY is a member, which provides extensive licensing and training assistance, and which negotiates with many vendors on our behalf) has also developed a system; their system has been demonstrated once at CUNY, and there are webinars available for people who were not able to attend the session.

As well, some time ago, Alex Rudshteyn and Slava Gurgov of AIT began working on creating a licensing module for the WIMS (the software they designed to manage our database-driven Library and AIT websites, and the display and access to our e-resources). It is functional now, but we need to populate the system with more data: right now information from only two vendors is in the system. We have, however, done some testing, and demonstrated the module to several librarians, and there is considerable interest. The SRMS, an early precursor of the WIMS, is in use at six CUNY libraries, and is running without a glitch; Slava never gets calls for help once the
library in question has installed the service. It works perfectly. Curtis Kendrick and Dean Bryan (the systems manager for CUNY Central’s Office of Library Services) had expressed strong interest in the WIMS for other purposes, and Prof. Walker has suggested to Mr. Bryan that we set up a demonstration of the licensing module along with the rest of the WIMS. No such demonstration has yet been arranged, but we expect to do so over the summer, and perhaps again in Fall 2009.

If CUNY chose to go with the BC Library/AIT-developed module, it has the advantage of a zero installation cost and the fact that other portions of the system have already been extensively tested and are functioning in daily usage. The system is quite intuitive, and works well. It would require some ongoing work by technical staff, likely both centrally and at each campus. The greatest hurdle would be data entry of our vast collections. Programming would need to be done to create routines to upload data from various sources in our existing systems or from publishers (who would presumably co-operate, if perhaps at a cost – Prof. Walker has dealt with similar situations on major implementations of new Integrated Library Systems). Then data would need to be verified, and any “loose” or remaining data from individual publishers added. Data verification and entry could be done by well-trained CAs under the supervision of a library faculty member, who would serve as the local co-ordinator for his/her campus. Ongoing technical support would be an issue, but should be minimal. The big issue would be keeping data from publishers and vendors up to date, and this is an issue presently as well. No academic library, to Prof. Walker’s knowledge, has been able to escape the issue of having to designate a staff member to work on keeping publisher and vendor data “clean” and up to date; publishers and vendors simply do not do this reliably, nor do they apparently care whether library catalogs and e-journal lists reflect holdings with perfect accuracy.
Federated Search System

Only Baruch has a federated search system currently up and running. They purchased the Serials Solutions 360 product. Their implementation is entitled “BearCat.” There were serious initial difficulties but many were resolved, after considerable time and effort. John Jay is considering purchasing the Serials Solutions product as well.

In the meantime, EBSCO has developed a product called Integrated Search. The main advantage to the EBSCO system is that they would not charge to enter and arrange the data from EBSCO databases, and we buy a number of large databases from EBSCO. The CUNY Central Office of Library Services is considering purchasing this system, and giving each school an instance of the data for centrally-purchased databases. So campuses would receive, without charge, their EBSCO information and the information for Central databases. They would have to purchase data for other electronic products to which they have subscribed, or which they have purchased. The cost for Brooklyn, under this model, would be about $9,000 annually.

Class Gifts

Thinking that Alan Dershowitz might be the 2009 commencement speaker, Prof. Vaughn recommended resources which would coincide with his specialties, in hopes that the Class of 1959 would be motivated by this to designate that the Library would receive their class gift. Prof. Dershowitz did not end up being the speaker, and we do not know what the class gift was. The Class of 1958 designated that their gift would go to upgrades to the Lily Pond Reading Room. They Class of 1957 purchased an online Shakespeare Collection (available from Gale Publishing – and we were able to acknowledge the source of the gift right in the listing on the Library’s database list). The Class of 1956 purchased two collections from JSTOR, a major non-profit vendor of historical e-resources in the humanities, social sciences, and business. The Library is a frequent beneficiary of class gifts, and we are grateful for the kindness of alumni.
Donated Collections & Gifts-in-Kind

Prof. Vaughn maintains lists of all accepted gifts to the Library. Two donors deserve special mention.

- Prof. Leonard Ashley (retired – English) has for many years donated to the library books that he receives for review – and he is a prolific reviewer! The 2008 collection alone was worth about $21,000. In all he has given us about $200,000 worth of new books. His specialty is English Renaissance Literature so this greatly enhances our collection.
- Mrs. Cheryl Spivak, wife of Dr. Howard Spivak (Director of Academic IT), annually donates the books she reviews. She retired from a high-level position with the Board of Education; her specialty was Special Education, but she reviews curriculum books from a wide range of specialties. Her donations have greatly enhanced our resources for the Department of Education. Frequently, she has also donated materials in formats the Library is otherwise unable to collect. For example, most academic libraries do not purchase workbooks or textbook companions that are intended to be “consumable.” Libraries tend to find that there are always a few students who tear out the pages, write answers to exercises, etc. So this has not been seen as a good usage of scarce resources. Brooklyn College does purchase some of these types of materials, because of strong need or at faculty request: we tend to place these materials on Reserve, to try to watch over them at least somewhat more closely, and minimize the vandalism and damage. Mrs. Spivak has also donated some sets of audiotapes. We no longer purchase audiocassettes, but in these particular cases, the items were deemed very useful by the faculty member we asked, so we kept them. Libraries have limited resources, and cannot purchase everything, so we find ourselves having to make difficult decisions among various items that would be useful. Mrs. Spivak’s donations have allowed us to “round out” our collecting in certain areas of Education.

Most donated general (i.e. non-archival) collections that we get are really not of interest to us. It takes a lot of time to receive them, search the catalog to see if we already own them, check which copy is in best condition if we do own the item, and eventually sell items we don’t wish to retain. Yet people are frequently loath to discard books; in these cases, we become a means for people to do away with books they feel guilty about discarding. It is a delicate problem, and one with which bibliographers (and Prof. Vaughn) struggle on a regular basis.

Note: For information on donations of archival collections, please see the unit report for Archives & Distinctive Collections.
Electronic Resources Advisory Committee (ERAC)

Prof. Vaughn chairs this committee; Prof. Beth Evans, in her role as E-resources Coordinator for the Library, also attends. Below is a partial list of initiatives for 2008-2009:

**ERAC Survey**

This survey has been completed for 2009. The survey shows spending on e-resources by campus. Frequently, if the number of libraries purchasing a resource increases, Prof. Vaughn is able to negotiate a reduction in price.

**Ranking of Resources**

This is done annually, and takes into account factors such as cost, usage, rankings obtained from various sources, and importance within a discipline (library faculty discuss with disciplinary faculty). Given that budgetary strictures are likely for the next few years, Prof. Vaughn (as chair) did the ranking this year. It is already being used for possible cancellations for the 2009/10 year.

**Palgrave New Dictionary of Economics**

We were offered a CUNY site license which was much less expensive than purchasing the resource for individual campuses. The problem, of course, was the age old one of the few campuses paying for the many. Seven schools stepped up in 2007/08, but one had to pull out in 2008/09. Palgrave wished to have one additional library to subscribe in order to make the tool available across CUNY. It was determined that Central would pay for two shares (for one year only) and the other six libraries would pay the same amount as last year. The use statistics will be collected on a campus-by-campus basis so that we can determine who is using this resource and charge accordingly next year.

**Demonstrations**

Vendor demonstrations were done for Lexis Nexis, NY Times Historical, Portico (a digital archiving service), EBSCO’s Integrated Search, and WALDO Update.

**Wiley InterScience**

Prof. Vaughn succeeded (after many years of difficult negotiations and gathering of statistics to prove usage and utility), in getting all campuses to agree to participate in purchasing this resource. Since it is frequently difficult to convince all campuses that any resource is useful to all of them, this was a major accomplishment. But before we knew it, Wiley purchased Blackwell, and their
license will change dramatically in 2010. Prof. Vaughn has expressed concern that many schools will not be able to afford the combined resource.

New York Times Historical

This is a popular resource that will be paid for over three years by the campuses. Central will continue to pay the access fee.

Gale Collections

Curtis Kendrick made the decision to purchase three collections from Gale:

1) Eighteenth Century Collections Online (ECCO)
2) The Economist 1865

After many delays in Albany, they finally became available in the Fall Semester. Prof. David Troyansky, Chair of the History Department, had planned a whole course around the Eighteenth Century Collections Online, and was quite concerned with the delays, and discussed the matter with Prof. Walker, who explained the source of the problem. We continued to press Albany, and finally, the payment was processed, and the resources became available. Statistics show that these resources are already heavily used across CUNY, and they are popular at Brooklyn College. In addition to Prof. Troyansky’s course in History, there is a course in the Philosophy Department that was also planned around these digital collections. Unfortunately, though MARC records were purchased for the collections (so that individual titles could be searched and located through the CUNY+ catalog), these have yet to be loaded; early tests with loading have revealed a large number of deficiencies and problems with the records, and the Office of Library Services is discussing these issues with Gale.

Statistics Committee

Prof. Vaughn was asked to join the CUNY Libraries Statistics Committee. The Committee conducted workshops on both the Academic Library Statistics (collected annually for the Department of Education) and the ACRL Statistics (collected annually for the Association of College and Research Libraries). Both sets of statistics are useful, but they count many things quite differently, and there are changes each year, making it difficult to draw comparisons at times. For example, one survey may request that libraries include in their journal counts all e-journal titles to which they have access, including titles within aggregated databases such as
EBSCO’s Academic Search Premier. Another survey may ask libraries not to include titles from database aggregators, presumably because these titles may be dropped at any time by the aggregator. This can result in wildly different numbers. Another time, the same survey asked libraries to include in their count of CDs available in the library all music CDs; the next year, they were asked to exclude music CDs. This made it seem as though many libraries had done massive weeding!

**Cost-Sharing Formula for Shared Resources**

Using a number of factors, ERAC developed a formula for determining how to apportion a fair share of the cost of shared resources to each participating campus. Each school was given a weight (number of shares) based on a number of factors, including: Enrollment (Undergraduate and Graduate); Budget per FTE; Carnegie Classification; Spending on Electronic Resources; and Statistics for the Usage of Three Major (Agreed-upon) Databases - Academic Search Premier, JSTOR, and Project MUSE. The breakout of shares, updated for 2007/08, is as follows:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Shares</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baruch College</td>
<td>22.5</td>
</tr>
<tr>
<td>Graduate Center</td>
<td>22</td>
</tr>
<tr>
<td>Brooklyn College</td>
<td>23</td>
</tr>
<tr>
<td>Law School</td>
<td>115</td>
</tr>
<tr>
<td>City College</td>
<td>23</td>
</tr>
<tr>
<td>Graduate School of Journalism</td>
<td>9</td>
</tr>
<tr>
<td>Hunter College</td>
<td>28</td>
</tr>
<tr>
<td>BMCC</td>
<td>10.5</td>
</tr>
<tr>
<td>John Jay College</td>
<td>19.5</td>
</tr>
<tr>
<td>Bronx CC</td>
<td>8.5</td>
</tr>
<tr>
<td>Lehman College</td>
<td>17</td>
</tr>
<tr>
<td>Hostos CC</td>
<td>7</td>
</tr>
<tr>
<td>Medgar Evers College</td>
<td>10.5</td>
</tr>
<tr>
<td>Kingsborough CC</td>
<td>9</td>
</tr>
<tr>
<td>NY City Tech</td>
<td>9</td>
</tr>
<tr>
<td>LaGuardia CC</td>
<td>16.5</td>
</tr>
<tr>
<td>Queens College</td>
<td>22</td>
</tr>
<tr>
<td>Queensborough CC</td>
<td>7</td>
</tr>
<tr>
<td>College of Staten Island</td>
<td>17</td>
</tr>
<tr>
<td>York College</td>
<td>10.5</td>
</tr>
</tbody>
</table>
This formula was used to apportion costs for the Historical New York Times. Usage of this formula has eliminated arguments over determination of each college’s fair share of the cost of shared resources.
Focus Groups

One of our ongoing challenges is the marketing and promotion of these resources to faculty and to students. We have a strong marketing plan and have run focus groups for students and faculty (a practice which we plan to continue). Yet some resources remain under-utilized. However, many new faculty are rejuvenating research; we will continue to monitor usage closely. Usage alone, however, does not indicate value of a resource: some resources are critical to small, but valuable, fields. We take all factors into account in making collections decisions. We also held faculty focus groups: two (Education & Social Sciences Faculty and Arts & Humanities Faculty) had been held in time for last year’s annual report; this year, we also held a Science Faculty Focus Group and a Graduate Student Focus Group. Turnout at faculty focus groups averaged 10-12 faculty; we were relatively pleased with this, given the busy teaching schedules of many faculty. Some additional faculty filled out online questionnaires to provide their input if they could not attend. They provided much useful information on favored resources, favored modes of communication, and other matters relating to how the Library could best serve existing needs and help identify emerging needs. However, the Graduate Student Focus Group was more disappointing. Despite the assistance of Dean Louise Hainline in recruitment, and the fact that we held the event at mealtime and offered food, only 9 of 25 students who had signed up actually attended. Still, we did gain some useful feedback, especially regarding user-friendliness and navigability of our website, and communication needs. We will strategize as to how attendance could be improved at all focus groups, and run another series of them; we do believe we gained sufficient useful information to make them worth repeating. As well, both students and faculty seemed to realize that for a Library of our size, we did offer very solid collections, with some exceptions; when those exceptions were pointed out to us, we immediately spoke to the faculty involved. In many cases, these were new faculty who had specialties in areas not previously covered by the College, and we are working with those faculty to increase resources in their areas. For example, new purchases include the Encyclopedia of Islam in electronic format, specialized music materials, and resources in South Asian history. Faculty and students alike generally expressed strong appreciation for the services offered. Some services that we found were not well known were E-Reserves (despite extensive publicity) and CLICS (students were more likely to know about this than faculty). We will run more publicity campaigns and broaden modes of communication.
Subject Specialists

The areas of collecting basically follow the academic departments. Virtually all library faculty members are assigned other academic departments to which they serve as liaisons: they buy collections for the department, provide customized information literacy instruction for courses by request of individual faculty members, and provide additional services as negotiated, e.g. Prof. Jill Cirasella is working closely with a student volunteer who is President of the Math Club to provide a Mathematics Help Guide. Some departments that were “dormant” have come to life with some pampering. A full list of subject specialists is located online at [http://dewey.brooklyn.cuny.edu/resources/specialists.jsp](http://dewey.brooklyn.cuny.edu/resources/specialists.jsp). Each subject specialist also fills in “Resources by Subject” templates on the Library website. The list of these pages is available at [http://dewey.brooklyn.cuny.edu/resources/subjects.jsp](http://dewey.brooklyn.cuny.edu/resources/subjects.jsp). The structure for this and many other aspects of our website was collaboratively designed by AIT and Information Services; lead persons on the project were Prof. Mariana Regalado and Vyasheslav (Slava) Gurgov, our senior programmer. The database-driven structure is now in its third iteration. Formerly called the Subject Resource Management System (SRMS), it is now the WIMS (Web Information Management System). Further details are available in the Information Services and Academic Information Technology sections of this report, but in terms of Collections, suffice it to say that the Resources by Subject templates are an extremely effective way of showcasing librarian-selected reliable and outstanding resources for information in each subject area. This is an important part of our information literacy strategy; we anticipate promoting these pages much more extensively than had been done in the past, while we were still focused on creating the actual structure and testing the sites.

In our faculty focus groups (mentioned above), the Library recommended these pages; faculty had not been widely aware of them, despite some early promotion. Many faculty commented on the trouble students have with finding authoritative web sites in their areas; our Resources by Subject pages include not only Library-purchased resources, but also librarian-selected authoritative and reliable websites and other tools.

We do expect to re-arrange bibliographic assignments somewhat in the 2009-2010 academic year. Profs. Paraskeva Dimova-Angelov and Jocelyn Berger-Barrera will be departing on August 31, 2009. We have received permission to fill these vacancies, and recruitment is in progress. We anticipate filling the openings by September 1, 2009. Additionally, though paperwork has yet to be submitted, Prof. Irwin Weintraub plans to retire at the end of 2009.
Monographs

This year, we allocated approximately $82,000 for monographs (books, reports, etc.) This is much less than last year’s allocation; more resources were allocated to electronic journals and databases. We benefit from an agreement with Strand bookstore which offers discounted pricing and partial book-processing to the Brooklyn College Library, by longstanding agreement. Subject specialist library faculty must make the trek to the store itself and do the selection on-site, but the discount is substantial – up to 20%. The holdings of Strand do not suit every department, but are exceptionally good for some: the departments that benefited most from Strand were English, Art, Music, Juvenile Collections, Philosophy, Economics/Business, and Philosophy.

Music Library

Profs. Judy Wild and Susan Vaughn went to visit the Music Library, where Prof. Honora Raphael graciously provided a tour of the facilities and an outline of workflows. There had been some concerns regarding processing backlogs in cataloged and gift collections, and given that there were some deviations between what had originally been planned for the space and how it was actually constructed, there was some thought that perhaps the design of the space was not optimal, and was hampering smooth completion of work. Profs. Wild and Vaughn provided a report with several recommendations, which has just been provided to the Library Cabinet. We are at an early stage in this matter, but a few highlight recommendations include providing additional shelving and a work area better adapted to processing materials for the bindery; increased accessibility to “look-up” terminals near the Music desk; suggestions for delegation to allow us to take better advantage of Prof. Raphael’s outstanding expertise in her field; and the restoration (as soon as possible) of CA hours which had been cut due to budget strictures. The Cabinet anticipates meeting to discuss the report on June 10, and shortly thereafter representatives will meet with Prof. Raphael. Thanks are due to Profs. Wild and Vaughn for undertaking this task, and to Prof. Raphael for her graciousness. This is a stellar example of faculty collaboration across disciplinary lines within the Library.
Everett Project Proposals & Reference Collection

Please see Major Section 1 and Appendix A of the report for details of the Everett projects. However, at this point, a few additional comments are worthwhile. The Reference Renovation project (one of the Everett projects) will be a massive weeding and renovation project: the largest since this Library opened. The subject specialists, Prof. Vaughn (Head of Collections), Prof. Deutch (Head of Access Services, and point person for all Everett projects), and Dr. Spivak and his staff in AIT are all involved in one way or another, and the time commitment is extensive. A massive amount of material has to be either discarded or moved; the CUNY+ catalog and OCLC’s WorldCat must be edited to reflect changes in holdings and/or locations; furnishings must be moved and installed; and network capacity must be added (and a channel of concrete temporarily removed to lay cable in an area that was not well-adapted in early plans – no one anticipated the wild pace of growth of computing and the lack of usage of print reference resources). We are also working closely with Mark Gold and his staff in ITS to ensure the data closets (which they are upgrading over the summer) can handle additional computing in this area. (This is yet another example of the utility of our monthly meetings: we might never have known of the data closet upgrades, and never have alerted ITS in time of our plans, had we not met regularly throughout the year.) The entire reference area will be transformed. This is arguably the most valuable and highly used real estate in the building, and currently, a large portion is filled with material that is no longer heavily used. This is an opportunity to redo some of the mistakes made when Library faculty and staff moved back into this building from the Field Library. This is a lot of work, but it is already extremely exciting and gratifying.

Associate Librarian for Information Services

Upon the retirement of Former Chief Librarian and Executive Director of Academic Information Technologies Dr. Barbra Higginbotham on January 31, 2008, Prof. Stephanie Walker assumed responsibilities as Acting Chief Librarian. After a month (during which time Professor Walker attempted to do both jobs), Professor Mariana Regalado agreed to assume responsibilities of the Acting Associate Librarian for Information Services. Requests for a substitute for Professor Regalado were denied at first because Dr. Higginbotham remained on Travia, and then (for Fall 2008) without elaboration. Fortunately, adjunct funding (as noted above) was provided; however, nothing is guaranteed after June 30. Should we enter the fall semester (traditionally our busiest) still short librarians in Information Services, we expect to have a recurrence of the crisis in staffing the Reference Desk.
Major Section 3: Unit Report, Information Technologies

Brief Unit Outline

Prof. Mariana Regalado is the unit head and Acting Associate Librarian for Information Services (replacing Prof. Stephanie Walker, who took over as Acting Chief Librarian upon the retirement of the College’s long-serving Chief Librarian & Executive Director of Academic IT, Dr. Barbra Higginbotham). Prof. Regalado continues to function in her previous role as well – a role which included so many official titles that they no longer fit on her business card, and she replaced them all with the simple designation “Librarian” – thinking that being a librarian was certainly something of which anyone could be proud (much to Prof. Walker’s amusement and delight.) The unit also includes 8 additional library faculty members: Profs. William (Bill) Gargan, Emma Lee Yu, Irwin Weintraub, Jill Cirasella, Martha Corpus, Paraskeva (Eva) Dimova-Angelov, Jocelyn Berger-Barrera, Beth Evans. Ms. Donaree Brown is the sole Gittleson in the unit; she functions as the Office Manager and the Supervisor for numerous CAs and student staff. We also frequently have interns working in the unit; the interns report to Prof. Evans, who coordinates this program. When possible, we have occasional adjuncts in the unit. The Library does not have an adjunct budget, nor regular adjuncts. Money for occasional adjuncts is either supplied via CUNY when a junior faculty member takes research leave, or via other occasional payments, e.g. for STAR high school program services and other collaborations. Later in this section, you will find additional information regarding internships, the STAR program, collaboration among units to alleviate short-staffing in IS, strategic cuts we have made to avoid affecting high priority services while coping with staffing ‘crunches’, and details of the multiple roles of Prof. Regalado and others.

Overall, this unit is responsible for:

- Reference service (in person, or via telephone, email, or chat);
- Research assistance (all subject specialists offer, by appointment, extensive one-on-one research consultations for faculty, staff, or students – it’s like having your own personal librarian for a half-hour or more at a time!);
- Instruction (English 1, English 2, and customized instruction for any graduate or undergraduate class, at the request of the professor);
- Subject liaison work with assigned departments;
- Collection development and management, again in assigned departments;
- Library outreach and marketing (with the assistance of our Marketing Assistant and others);
- A wide variety of special projects, in collaboration with AIT and other units in the Library, with other CUNY Libraries, and with other members of the BC or CUNY communities – e.g. see projects such as the WIMS or the LOOP;
- And much, much more
Online Library

Proxy Service

The EZ Proxy service continues to work smoothly. Occasional problems are dealt with rapidly as they emerge. Special thanks are due to Alex Rudshteyn (Assistant Director of Academic IT) and David Best, Network Manager of ITS for their quick, collaborative attention to these matters. Our sole ongoing access issue appears to be continuing glitches with products from IEEE Digital Library; most features work, but not all, and the problems are erratic and unpredictable. This had not been the case in past years, but a new version of IEEE Digital Library was released. Profs. Evans and Vaughn and Mr. Rudshteyn are working with this vendor. IS faculty have continued to note incidents of students getting “locked out” of the proxy, but these seem to be isolated incidents of students using incorrect credentials.

We are currently working on two EZ Proxy related projects:

1. Profs. Evans and Regalado are checking databases to determine which one can send Alerts or RSS feeds already “proxied”, which can detect proxy authentication, and which can do neither; and
2. Profs. Evans and Vaughn are working with the major e-book vendor E-brary to resolve authentication issues for E-brary books in the catalog. It may be possible to work with the vendor to create a “single sign on” process, whereby users would be automatically logged in to E-brary books when they log on to the Library system via E-Z Proxy. This has not been possible in the past, but E-brary has developed additional features; we hope to invite the vendor to come to meet with Alex Rudshteyn and other representatives of AIT to determine whether this would be viable at Brooklyn College.

Despite the success and relative simplicity of EZ Proxy, it should be noted that many, many reference queries (in all formats) are related to access problems or confusion with how access works. Students have many passwords – for personal email, courses, etc. It’s easy enough, despite the clear and bold instructions on how to access resources remotely (on the website, on handouts, on the FAQ page, and elsewhere), for a tired student to become confused and enter the wrong password three times, which triggers a lockout. In these cases, the student need only call the ITS help line and answer identifying questions to have his/her password reset.
E-Reference

The Question Point 24/7 chat reference continues to see 2-10 questions (each requiring about 10-15 minutes to answer) per 2 hour shift. Prof. Dimova-Angelov has been monitoring chat reference during a 10-Noon shift on Saturdays and Sundays from her office, as it continues to be too busy to do while on the Reference Desk (Note: If a librarian tries to monitor the chat service while also being at the Reference Desk, in-person patrons become aggravated because they don’t see the librarian answering the chat patron as legitimately being “with” another patron. Nor is it possible to leave a chat briefly to help an in-person patron – the chat patron will feel abandoned, and possibly be cut off by the system. It just doesn’t work – chat and in-person reference must remain separate, as indeed they are at most libraries.) The service has continued to function well; episodes of freezing and/or crashing are now rare.

This year Prof. Jocelyn Berger-Barrera has been the e-reference librarian, monitoring and following up on chat transcripts as well as the refdesk@brooklyn.cuny.edu email address that receives all our email reference queries. This arrangement has worked very well; it allowed for provision of consistent service. This had not been the case in the past, when responsibility for answering chat and email reference changed each week, and library faculty periodically forgot when it was “their week.” In return for taking over all chat and email reference duties, Prof. Berger-Barrera was relieved of a portion of her normal instructional duties (e.g. she took fewer sections of English 2, and these sections were redistributed to other colleagues.)

It remains an open question how we will handle chat and email reference after August 2009, as neither Prof. Dimova-Angelov nor Prof. Berger-Barrera will be with us after that time. However, due to increased in-person activity in the Library on the weekends, it is not clear that weekends are an optimal time to have the weekend supervisor locked into chat reference. We had originally chosen this time as we receive “double credit” for weekend hours, i.e. for every hour of service we provide to the Question Point consortium on Saturday or Sunday we are credited two hours toward our weekly quota of ten hours. Coverage options are being discussed.

There are also now some consortia that offer 24/7 coverage for text-message-based reference service for academic libraries. One particular consortium requires a commitment of only 2-5 hours per week of service from each library in order to guarantee 24/7 service. We are extremely interested: it seems that virtually all of our students use text messaging, from the surveys we have conducted. Granted, we realize that it is not possible to provide a full reference experience within the limits of text messaging. But text messaging would be highly suitable for answering quick-reference questions, and even more importantly, it would allow us to provide enough of an answer that a student could be made to understand that his/her question is more complex than it initially
seemed, and he/she would do better to call or come to the Library in person, or even make a
research appointment. We see text messaging as more of an outreach tool than a way to answer
complex research questions. But three things have prevented us from jumping directly into these
waters: 1) the consortium is very new, and we are as yet not entirely certain it will be successful
in the long term; 2) we are short-staffed, and have already cut staffing at the desk – we cannot
take on even the additional 2-5 hour commitment until our staffing stabilizes; and 3) we would
either have to purchase a dedicated cell phone with text messaging capability or have staff use
their own. The former, of course, makes more sense, but we would need to set up the service,
including billing. If we do determine that this would be a good service to begin, we will discuss it
with the appropriate offices, and move forward from there. We do not expect to revisit this issue
until the openings in Information Services are filled, and perhaps not until after Prof. Walker has
had discussions with the Provost and other members of the Administration regarding the
permanent position of Associate Librarian for Information Services, and other staffing issues in
Information Services. However, text message reference service is a growing phenomenon, and
we are very interested; it is something to keep in mind for the future.
Website

The Web Information Management System (WIMS) is now in perfect working order. Most of the Library’s pages for Subject Resources, Services, or Frequently Asked Questions are being delivered via the WIMS. However, this does not mean we are finished with the Library website! It has been noted that there is something of a disconnect between the library and AIT pages, which are separately maintained. This results in oddities like having some services which are available in the Library (though managed by AIT) are covered in much greater detail on the AIT pages, and sometimes information differs between the two sets of pages, depending on whether anyone remembered that the information was available in multiple places, not all of which are yet in the database-driven WIMS.

The Library/AIT would like to discuss whether an integrated, single website would offer advantages, and if so, how we might move forward with remodeling pages and integrating them. There has also long been interest in redesigning the Library website; we have had many users compliment us on the design and accessibility of information via the site, but we have had just as many say they find it difficult to find information there. So we would like to consider remodeling both sets of sites – but we want to do this the right way, with considerable research, testing, possibly focus groups, etc. Something so important as the design and structure of the websites that present “our face” to the world, and that serve up all the information for which we pay so dearly, should not be undertaken in a haphazard or rushed manner.

However, staffing in both AIT and the Library has been at a real premium, with shortages in Information Services, higher demands for AIT services such as Faculty Development Lab assistance and Faculty website assistance, and huge support needs for Blackboard-based course sites (due to the numerous and disastrous problems CUNY has had with Blackboard this year.)

Still, we continue to experience growth in usage of the Library’s website: last year, we reported over 500,000 visits to our site; this year, usage exploded to 1,656,430 visits. Please see Appendix D for the full statistics the Brooklyn College Library reported to the Association of College & Research Libraries this year.
Web Information Management Service (WIMS) & Beyond

The WIMS continues to be highly successful with Subject, Services, and FAQ pages, all sharing entries, so that a change to information in one area will be reflected elsewhere as well. Based on conversations and perceived needs we have also asked our senior programmer in AIT, Slava Gurgov, to develop a simple way to create alphabetical lists of resources (including the ABC list of databases). This may become especially important as we expect that the “E-journals Listing” product from EBSCO, which had always provided us with our alphabetical list of journals, may soon be discontinued by the vendor, and we are unsure what, if anything, will replace it. CA Alevtina (Allie) Verbovetskaya has been instrumental in moving this project forward. (Allie is a Brooklyn College CIS graduate who is presently completing a Master of Library and Information Science degree at Rutgers University; her talents have been invaluable.) WIMS entries are now also being used in the LOOP (see below).

Intranet: Wiki & Blog

The IS Wiki has been updated this year, but has not yet become the go-to resource we had hoped it would be in the past. Last year, several members of the IS unit met to discuss concerns about where to put materials in the hierarchical structure of the wiki, and other issues. The group agreed that D-Space or some other tool meant for document storage (the major use of the Wiki) would likely serve our needs better. It would help us eliminate problems with version control, and provide simpler uploading procedures and easier access. Secondarily, the need for an intranet collection development policy was discussed. However, given lack of staffing, no actions have been taken on either item at present.
Tutorials

The Library has been working on tutorials. Progress has been hampered somewhat by short staffing, but to date, publicly available tutorials include:

- An audio tour of the Library’s substantial art collection  
  http://library.brooklyn.cuny.edu/art/;

- Four videos explaining the use of the Library’s Subject Resource Management system  
  http://dewey.brooklyn.cuny.edu/resources/help.jsp;

- Three instructional videos which appear on YouTube:
  - CUNY+  http://www.youtube.com/watch?v=zLq1BzASsGU
  - CLICS  http://www.youtube.com/watch?v=6VpwBv6ehZQ
  - Finding Articles Using Journal Indexes  
    http://www.youtube.com/watch?v=CM5j5FeW_QE

- The Music Library  
  http://animoto.com/play/0S1368ACS2p9KCWNGeq6kA?autostart=true;

- Taking Out a Book  
  http://animoto.com/play/Wf1FbYuY5vCcYG5j0Kymdw?autostart=true;

- CLICS (using Animoto software)  
  http://animoto.com/play/h5G4zOX5LU10t1b1vVLBQ?autostart=true (starring a BC theater student who responded to call for talent on MySpace);

- Special Collections  
  http://animoto.com/play/FhOtWdQVE2xUSjYPbXVIQ?autostart=true

- Here for the cars?  http://animoto.com/play/oscGH0xZ1qtgmezCe4OKw?autostart=true
  (Set to a tune offered by a Brooklyn-based band called Wounded Buffalo Theory.)
The Social Library

MySpace & Beyond

The library’s MySpace site continues to be an active means of interacting with students. Under Prof. Evans’ leadership we also have an active Facebook site, and have been utilizing Twitter.

Student Lounge

The Library Student Lounge project, delayed for some time due to staffing issues, is moving forward this year with Professor Evans now working with AIT designer Maja Szychowska. (In the past, our two Library employees with talent in design were Carlos Cruz – our sole instructional designer/Blackboard support person – and Prof. Jane Cramer, our sole expert in Government Documents and Statistics, who also gave generously of her time to serve at the Reference Desk, provide library instruction, and design posters and invitations for events. Both employees, while generous with their time, were utterly swamped, and could not be spared for an interesting, creative, but non-mission critical task. This year, we have been fortunate enough to learn that one of our newly hired CA staff, Ms. Maja Szychowska, is a brilliant graphic designer. She has done a great deal of work for us in this area, helping with the Faculty Bulletin, creating numerous handouts and posters and other materials for events and exhibits, and working on portions of the website. She will now begin spending a portion of her time on this project as well.
Instructions & Outreach

Library Instruction

Library instruction statistics for the most recent academic year are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Total Classes</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>39</td>
<td>47*</td>
<td>86*</td>
<td>1237*</td>
</tr>
<tr>
<td>English 2</td>
<td>19</td>
<td>35</td>
<td>54</td>
<td>1208</td>
</tr>
<tr>
<td>Specialized</td>
<td>101</td>
<td>78</td>
<td>179</td>
<td>3298</td>
</tr>
<tr>
<td>TOTAL</td>
<td>159</td>
<td>160*</td>
<td>319*</td>
<td>5743*</td>
</tr>
</tbody>
</table>

This is a decline from last year, when we had 322 sessions and 8050 students. Instruction continues to be in great demand; we believe that the decline can be solely attributed to the effect of staffing shortages in the unit. We have not marketed instruction as heavily as we have in past years, as there are fewer library faculty available to provide this instruction. We have scheduled fewer sessions of English 1 and English 2, and held the sessions in larger rooms, such as the WTA. This isn’t optimal: students dislike having no hands-on component to the sessions. But it was the best we could do under current circumstances. We also had to turn down a couple of requests for instruction. These are rare, but when they happen, it is because the instructor asks for a library session with inadequate notice (we have had requests to do a session at 6 pm that day!), or insists on a specific date when we do not happen to have a librarian available to teach. We generally turn down no more than 2 requests per term; usually, there is a way to make arrangements. We have also not marketed library instruction heavily this past year, and this is solely due to staff shortages. In the past, Prof. J. Castiglione was assigned to handle most English 1 sessions. Prof. Regalado served as Coordinator of Instruction, and taught many sessions herself. Prof. Walker also handled about 6-10 instructional sessions per term, including English 1, English 2, graduate sessions for Education and Psychology, and RefWorks. This past academic year, Prof. Walker did not teach at all, and Prof. Regalado’s ability to handle sessions was limited by the fact that she was doing two jobs at once. Prof. Castiglione has been gone since August 2007, as he failed to earn tenure; his case is currently in arbitration.

The IS faculty have all taught more sessions this past year, and we owe a special debt of gratitude to the hardy library faculty in other departments who have chipped in as well. Prof. Jane Cramer
(of Distinctive Collections) contributed numerous instructional hours, as well as extra desk hours. Profs. Sally Bowdoin and Marguerite Iskenderian of Technical Services both contributed extra desk hours, which freed IS faculty to take extra instruction. Thanks go as well to their supervisors, Profs. Tony Cucchiara and Judy Wild, for their flexibility and team spirit.

We also utilized all the adjunct hours we could get for instruction and reference desk service. Prof. Jill Cirasella took some contractually mandated New Faculty Release Time, for which we were partially reimbursed, and we received some reimbursement for library services from the STAR program, which was used to hire adjuncts. Without the adjuncts, we would never have made it through this term: desk hours would have had to be reduced (rather than simply staffed at a lower level) and we would have been forced to turn down more instructional requests outright, rather than simply creating larger classes. We recognize that the situation this past year was far from optimal – it was something of a scramble, but we are proud that we have turned down very few requests, and been able to provide service to virtually all who needed it.

We also believe that we have now created some tools that will both improve basic information literacy instruction and free precious library faculty instructional hours, allowing them to concentrate on information literacy strategies we wish to implement. See below for discussions of the LOOP, English 2, iSkills, and other assessment tools.
**English 1**

English 1 workshops and a very limited number of whole class sessions were covered primarily by adjuncts in Fall 2008. In Spring 2009, only a limited number of Learning Community English 1 sections were offered the opportunity to come in as a class. We ran all other English 1 library orientation with our beta version of the Library Online Orientation Program (LOOP, see below for more information).

**Library Online Orientation Project (LOOP)**

The LOOP has been up and running in beta during Spring 2009. This STF-funded project provides an online orientation to library services and research basics. We have shown it to all English 1 students who have come for their Library sessions, and it has been met with interest and positive reaction by students, all of whom answer questions about the LOOP and library services at the end of every section. Short-term objectives include making minor content fixes and including more multi-media. The LOOP is available on the Library website at [http://dewey.brooklyn.cuny.edu/library/help/loop/](http://dewey.brooklyn.cuny.edu/library/help/loop/). It will be marketed extensively in Fall 2009. We have received further STF funding to expand the research portion of the LOOP, and to make a graduate student orientation available, at least in beta, by the fall.

**RefWorks**

RefWorks workshops continue to be well attended. An increasing number of faculty have requested RefWorks instruction for their classes. Statistics are as follows:

- Total # of active accounts: 1028
- # of new users since June 08: 562
- Total sessions since June 08: 4330
- Total references imported since June 08: 21,665

Of the 1028 total active accounts:
- 654 have accessed it in the last year
- 374 haven't accessed it in the last year
- 114 haven't accessed it in the last two years
Prof. Cirasella took over as RefWorks administrator this year (from Prof. Walker).
Orientation

Under the leadership of Prof. Dimova-Angelov the library has continued its important role in student orientation. New employee orientations are shared among the library faculty, and CAs have assisted with numerous tours. We are considering asking well-trained CA staff to take a larger role in providing basic Library tours.
High School Liaison

Under the leadership of Prof. Martha Corpus, our high school outreach and instruction program continues to grow. Prof. Walker has been pursuing the question of payments to the Library for Brooklyn College Academy students. There is an agreement between the CUNY Libraries and the Board of Education regarding payment for Library services, as well as for facilities and utilities. This agreement was brought to a Council of Chief Librarians meeting by Curtis Kendrick, CUNY University Librarian, after it became apparent that most Chief Librarians had no idea they were supposed to be receiving funds, and that only a few were. Prof. Walker has had email exchanges with VP Little. He had not seen a copy of the agreement, and was unaware that there were supposed to be payments to the Library. BC has been receiving the payments for utilities and facilities, but we have never seen a penny of reimbursement for library services. Yet there is a set of columns on the agreement specifically designating funds for utilities, facilities, and library services. Prof. Walker provided a copy of the agreement to VP Little. Nick Massarella, Principal of the BCA, assured VP Little that BCA students didn’t use the Library; Information Services is well aware that this is not the case. Prof. Corpus provides extensive instruction and tours, and Profs. Weintraub and Berger-Barrera occasionally assist. As well, the BCA students come to the Reference Desk and receive assistance. They also have library cards which allow them not only building access but privileges to check out books, videos, DVDs, and all other circulating material. They cannot access resources remotely, due to publisher restrictions on our licenses, but they can and do use our e-resources on-site. Prof. Walker received a High Schools Report from Prof. Corpus, as well as a copy of a library card for a sample BCA student from Prof. Deutch. She sent this information to VP Little. Prof. Walker plans to revisit the issue shortly, to inquire as to when the Library might expect the designated funds. The amount is not trivial: had we received the full funding ever since the inception of the agreement, it would now amount to over $30,000. We do not anticipate recovering past years’ funds, necessarily; this is not likely in such dismal economic times, when public education is stretched, and we do not wish to do anything to make the budget situation even more difficult for the BCA. However, the high school students do require substantial time and care; they are more difficult to serve than college students who have already had some exposure to our databases, via English 1 and other classes early in their career. The Library would be satisfied with beginning to receive the funds from now onward.

For further information, please see Appendix E (a digitized copy of the original agreement between the Board of Education and CUNY), Appendix F (a copy of the Report from the CUNY Libraries Task Force on Services to High Schools) and Appendix G (a copy of a report from Prof. Martha Corpus detailing services the Brooklyn College Library provides to high schools).
Classrooms

The Library continues to book Room 122 on a continuous basis for CUNY First. It is booked from 9-5 every day, whether it is actually used or not, since unfortunately, CUNY First itself has not been able to tell Prof. David Arnow (our campus coordinator) when they will and will not need the room. They are unable to provide even a few days’ notice. Room 122 was one of the two classrooms designated exclusively for bibliographic instruction, under the control of the Information Services unit. However, it was not only given away – it was given away twice! Not by the Library, of course – but unwittingly, by another office, which was not thinking of Registration when they gave the room to CUNY First. When Registration is in process, there is always some shuffling required. But overall, we have managed to accommodate everyone; only once have we had to move CUNY First to make room for Registration. In this instance, Alex Rudshteyn dropped all other work and assisted both groups, and Prof. Arnow was most understanding. Thanks are due to both of them.

The Library is glad and proud to be able to ‘pitch in’ and be a good campus citizen by providing space for both of these critical programs. However, Information Services does find it difficult to schedule library instruction classes as requested by other classroom faculty. We have had to scramble frequently. But we have managed, again – special thanks go to Nick Irons, the manager of the Faculty Development and Training Lab, who has used his relationships with other lab managers across campus to get us space in the Health & Nutrition Lab, a Math Lab, and other spaces, and to VP Mark Gold, who has allowed us to make regular use of the WEB Labs. Thanks are also due to the classroom faculty, who have put up with being squeezed into the Workshop Center on occasion. The WC only holds 14 people comfortably, but we can and have squeezed upwards of 20 people into the room. It gets warm, and people have to share computers and sit touching each other – but not one person has complained. We are grateful to be in such a collaborative, collegial environment.

Of course, Registration will eventually move into other space, and CUNY First will someday be fully implemented. But we do anticipate continued training needs and other space needs of varying types. In fact, usage of every room in the Library has risen tremendously – see the AIT section for further details. The Tanger Auditorium bookings alone have increased 30% this past year. We are building an additional classroom on the Lower Level of the Library, and we anticipate it will be heavily used, even after the completion of CUNY First and the relocation of Registration. It is perhaps a good thing that we are having this experience of increasing multiple demands – we are becoming very well schooled in juggling space and class times.
Library Access & Services in Online Instruction/Blackboard

Tabs for the Library and for access to the Ask-a-Librarian 24/7 chat reference service continue to be available to all students, faculty, and staff who log into Blackboard. We are working with AIT on a means of providing faculty with easy access to our resource descriptions and E-ZProxy URLs, so they can more easily include them in their online course sites (while observing copyright!) This should be ready to market to faculty by Fall 2009.

Professional Development for Faculty

All subject bibliographers have continued to do outreach and professional development work with faculty members in their liaison departments. Prof. Cirasella offered a workshop on Google & Research for the Center for Teaching (CfT) in Fall 2008. Profs Cirasella and Regalado served as liaisons for the CfT Faculty Fellows program this year. For considerable additional information on professional development for faculty, please see the AIT section.
Outcomes Assessment & Information Literacy Initiatives

Library Experience Survey

In May 2009, we ran our third annual Library Experience Survey. Data analysis is pending.

English 2 Information Literacy Assessment Quiz

The English 2 assessment project was not run this semester due to two factors: 1) lack of personnel, and 2) major problems with Blackboard this semester. Both the development of the pre- and post-test quizzes and the pilot “run” of the testing with three sections of English 2 had been grant-funded (CUE funding). However, this year, we did manage to review the early data and make a number of changes to the structure of certain questions. We plan to run the English 2 assessment in 2009-10.

iSkills

The testing portion of the iSkills project (a 90 minute test of student Information, Technology, and Communication – ITC – skills, created by Educational Testing Services – ETS – and well-utilized in North America) is complete, and we have received both aggregate data and access to our own BC-specific data. Initial results indicate that our students are just under the national average; overall, this result was unsurprising, if unsatisfying. We have extensive plans to make changes to our information literacy programming. Further analysis of both CUNY and Brooklyn College results will be conducted.
Other Services

Reference Collection Weeding Project

This is one of the “Everett Projects” (renovations and other projects funded by donated money from the Everett family). It is included under “Other Services” as the project will improve computing services and research workspace. To make room in the reference area (on the main floor, in front of the reference desk) for expanded computer capability, subject specialists are examining and weeding their areas. Some materials are being moved to the circulation collection; items that truly no longer serve any useful purpose are being discarded. All records must be either changed (location and type must no longer say Reference if they are changed to circulating materials) or deleted. These changes must be made in both CUNY+ and OCLC’s WorldCat, the huge multi-library database which is heavily used by libraries for interlibrary loans, among other things. (We do not want people requesting materials from us which we no longer own, or conversely thinking that some item cannot be requested because it is a reference item, if that item has moved to the circulating collection.) This is a massive project, as mentioned briefly in the Collections section. For more details on other Everett projects, please see Major Section 1, under Fundraising, and Appendix A.

Internship Program

Under the thoughtful leadership of Prof. Evans, the IS internship program continues to be a great success; it benefits the Library and the interns alike. See below under Staffing for a summary of projects undertaken by this year’s IS interns. In IS, interns come from a cross-section of sources: we have high school students participating in the City-as-School program or completing required volunteer service for their school curriculum; we have BC students who have an interest in volunteering or in Library & Information Science; and we have graduate students completing Master of Library & Information Science degree programs. In the latter category, we have students from not only Queens College and Rutgers University, but from farther away as well: one of our current interns, Barnaby Nicolas, is at SUNY Albany. (Note: There are also always several interns in the Archives; they are generally either students at the Pratt Institute who are interested in Archives or Preservation, or BC students in the Archives & Community Documentation Minor. Prof. Cramer also has interns working on Government Documents projects. As well, we have interns in AIT. Were it not for the use we make of interns in this Library, we would not complete nearly the number of projects we accomplish.)
Personnel & Staffing

Reference Desk Staffing

Reference desk staffing has been tight this year. As noted earlier, Prof. Walker spent the year as Acting Chair, and while she filled in for a shift or two, as she enjoys the contact with the students and reference service, she could provide only limited assistance. Prof. Regalado served as Acting Associate Librarian for Information Services. She combined administrative service with her usual roles of reference librarian, bibliographer for American Studies and Anthropology, Coordinator of Instruction and instructor, board member of the Center for Teaching, and member of the Distance Learning Committee, among many other roles. (We were also down one faculty member from the previous year, Prof. James Castiglione – but that discussion does not belong in this portion of the report. I only mention it because our external reviewers recommended increasing staff by 2 AIT staff and 1 faculty member, at a time when Prof. Castiglione was still on staff, so they were going by those numbers.) As well, unfortunately, two faculty members (Profs. Dimova–Angelov and Corpus) were unexpectedly and unavoidably absent from the library for a number of weeks each in the fall. This produced a true staffing crisis. Thankfully, every single member of the IS faculty stepped up to cover weekends and other reference desk shifts and instruction as needed. The Acting Chief Librarian authorized emergency funding for additional hours for three of our already well-trained adjuncts, Brendan Curley, Jennifer Santomauro, and Courtney Walsh (who had been with us at other times). As well, Profs. Cramer, Bowdoin, and Iskenderian (of Distinctive Collections and Technical Services) once again joined the fray.

However, given existing shortages and then the further crises we experienced, reference desk staffing had to be cut. We used to have two librarians on duty at most hours (except for the quietest times of day). Now, we have only a single librarian on duty at the desk for all but the busiest few hours of the day. If a reference librarian is swamped at the desk, there is a designated library faculty member to call. We are doing everything in our power to avoid reducing hours; it would not provide a welcoming atmosphere if the desk was “closed” for a few hours while the remainder of the Library was open. It is possible, and is done in some libraries, but it fosters a less-than-friendly atmosphere if there is a sign saying “Closed” on the desk. It gives the impression that student needs are not being considered. So we will continue to do our best to avoid such actions. Should the situation become urgent once again, the Chief Librarian will attempt to work out viable solutions with the IS unit, and will consult as well with the Cabinet and the Provost.
**Research Leaves**

Prof. Jill Cirasella took partial research leaves in Fall 2008 and Spring 2009 (1 day per week); this is part of her contractually mandated new faculty research leave. We secured partial funding for replacement adjuncts.

**Reassigned Time**

Profs. Evans, Corpus and Regalado were awarded 20, 20, and 10 days respectively of reassignment leave (as approved by the department’s Appointments Committee), which they try to take without upsetting the delicate balance of the reference desk.

**Reappointment, Tenure, & Promotion**

Prof. Cirasella was reappointed. Prof. Walker was not up for reappointment this year, as she was temporarily not on the tenure track (as Acting Chair, in the Executive Compensation Plan). She did, however, continue to report professional activities, appointments and elections to positions within associations, and publications to the Appointments Committee. Profs. Berger-Barrera and Dimova-Angelov were not awarded tenure, and will cease employment on August 31, 2009. No library faculty applied for promotion during this academic year.

**Faculty Searches**

We were granted permission to fill the two lines left vacant by the non-reappointments of two faculty members in IS. Those searches are currently under way, and we expect to have new faculty in place for September 1. The IS unit, and the entire Library, would like to express their deepest gratitude to the Provost and the President for their support and for permission to begin conducting searches at once, in recognition of the staffing crisis that would otherwise result. (At our peak, we had 11 faculty in IS; had we not been granted permission to begin searches to fill these lines immediately, we would be down to only 7 faculty, and as of December, with the retirement of Prof. Weintraub, we would be down to 6 faculty. There is simply no way we could cover the desk or instruction, and this would be disastrous for our students and for our nascent efforts to make a major Information Literacy push.)
Retirements

Dr. Irwin Weintraub has expressed his intent to retire at the end of December 2009. Not all paperwork has been submitted, but when he does retire, he will be sorely missed by his colleagues within and outside the Library. He is an outstanding science librarian.
Adjuncts, CAs, & Interns

The IS unit of the Library continues to benefit from the services of a strong complement of adjunct library faculty, college assistants, and interns, listed below.

Adjuncts:

Jennifer Santomauro, Courtney Walsh and Brendan Curley continued to be our adjuncts.

CAs:

We are lucky to have a strong complement of CAs: Josephine Argano, Karen Lewitz, Alevtina Verbovetskaya (Rutgers SCILS MLS student), LuAnn Lupia (QC GSLIS MLS student), and Aloowadare (Dare) Ayoola (BC undergraduate).

Information Services Interns:

BC Undergraduates: Jade Zirino, Gabrielle Baptiste, Ethan Ianniello, Jay Jankelewicz and Bushra Amin.

Library School Students:

Anne Deutsch – QC GSLIS; Jaroslav Eliah Sykora – QC GSLIS; Kate Angell – St. John’s Library School; Wendy Chu – QC GSLIS; Barnaby Nicolas – SUNY Albany Library School.

Internship projects have included Library website analysis and partial redesign; creation of the Library’s various social networking site presences (MySpace, Facebook, etc.); student outreach via MySpace and Facebook; creation of handouts and brochures on subjects such as Open Access, Copyright Information for Faculty (an early version); updating subject resource pages in the SRMS/WIMS; making additions to the online FAQ list; liaison work with academic departments, and much more.

One particularly interesting project a library intern has been working on is work on the Philosophy Department’s Reading Room collection. The Philosophy Department has a small, pleasant reading room in their department offices. One day, Prof. Matthew Moore of Philosophy
and Prof. Walker were returning to the Library together, after having had a meeting in the
Philosophy Reading Room. Prof. Walker complimented the Philosophy Department on the room,
and Prof. Moore mentioned that they had long been planning to weed the collection, but no one
had time – yet they truly valued having the space and the small, pleasant collection. Prof. Walker
mentioned our internship program, and asked if the Philosophy Department might be interested in
having an intern compile an electronic inventory of the Reading Room resources, along with
suggestions for weeding and/or purchase of new materials to supplement the collection. This
would only work if we had an intern with an appropriate subject background, of course. But Prof.
Moore was extremely interested. So Prof. Walker went to Prof. Evans’ office and relayed the
conversation. Astonishingly, Prof. Evans had a candidate with a doctorate in Theology from a
university in the Czech Republic, who was presently a student in the Master of Library &
Information Science program at CUNY’s Queen’s College, and who was starting his internship at
Brooklyn College the next day! Prof. Walker spoke to Prof. Moore and to Prof. Emily Michael,
the Chair of Philosophy, and passed along the candidate’s resume. They were very excited, and
arranged to meet him the next day. The project thus began. It was over halfway complete when
the intern had to leave for personal reasons (the arrival of a baby left him with little time!) but he
left on excellent terms, and with the agreement of Profs. Moore, Michael, and Evans, passed on
information to his successor. One of this summer’s interns will complete the project. This type of
outreach is appreciated by other academic departments, and does give interns valuable career
experience. It is perhaps not as current, trendy, or exciting as some of the technology projects we
offer, but for the right person, it is excellent experience.

This summer, as well, we will have an intern expand the Library’s Faculty & Staff Housing
Information Website (see Major Section 1 of this report).
Associate Librarian for Information Services (ALIS)

Prof. Regalado has continued as acting ALIS, in addition to her regular duties. The search for the Chief Librarian & Executive Director of Academic IT was completed at the time that Prof. Regalado submitted her portion of the Annual Report, but no announcement had yet been made. That situation has since changed, and as noted earlier, Prof. Stephanie Walker has accepted the position, effective July 1. One of Prof. Walker’s earliest priorities will be to discuss the position of Associate Librarian for Information Services with Dr. William Tramontano, Provost of Brooklyn College, and other members of the College Administration and staff as required.
Major Section 4: Unit Report, Academic Information Technology

Note: Dr. Howard Spivak is the unit head and Director of Academic IT. The unit overview is provided in the Staffing Section (see B below).

Brief Discussion of Mission Statement for AIT

The Academic IT unit of the Library has created its own mission statement, which complements that of the Library. It is as follows:

*Academic IT does not exist to provide technology; it exists to provide service. Service is a human concept; people and technology both play an important role. The role of Academic IT is to be a provider of services that enable the College community to achieve desired outcomes in their teaching, learning, and research.*

Our primary customers are the faculty, students, staff, and administration of Brooklyn College. To a lesser extent, we provide some services and assistance to other CUNY colleagues and users, or even, under some specialized circumstances, to the Brooklyn community at large. Demonstrably, they care little about what technology is used; they care more that their needs are met. AIT strives to continuously provide high quality service. However, we do to some extent become victims of our own success: we regularly raise the expectations of our clientele. Considering the fact that we have limited resources (human and financial), it becomes a real challenge to continue to meet and even exceed the high expectations of our users. Thus far, with the exception of the serious problems experienced with the Blackboard system across CUNY, we believe that we have generally had a high level of success; user surveys, feedback on courses, and this year the Middle States evaluators have all expressed high opinions of the services and resources offered via AIT.
Staffing

Overview

AIT is structured into three primary subdivisions or groups, under the overall leadership of Dr. Howard Spivak. Nick Irons heads the Faculty/Instructional Support group. James Liu heads the Student Support group. The third, encompassing Library Systems, Programming, & Network Support Services, reports to Alex Rudshteyn, who also serves as Assistant Director of AIT. Within these broad groupings there are specialized areas of responsibilities, as detailed below.

1. Nicholas Irons (Faculty/Instructional Support Group)

   a) **Faculty & Facilities Support Group** (staffed by N. Irons & part-time CA staff)
      
      i) Faculty Training and Development Lab
      
      ii) Multimedia Classrooms

   b) **Instructional Support Group** (staffed by a single HEA, Carlos Cruz)
      
      i) Course creation and support for Blackboard and instructional web development
      
      ii) Technology workshops

2. James Liu (Student Support Group)

   a) **NMC division** (staffed by J. Liu, 1 CLT [Harold Wilson], & part-time CA staff)
      
      i) Supports a 124 seat student computing area
      
      ii) Supports 7 large and small group viewing and listening rooms
      
      iii) Supports the WTA
      
      iv) Oversees the College’s video & digital media collections
      
      v) Provides AV support

   b) **L^4 Subdivision** (staffed by part-time CA staff, under oversight of J. Liu)
      
      i) Supports a 111 seat student computing area
c) **Reference Subdivision** (staffed by CA under oversight of J. Liu)
   
i) Supports 70 PCs in Reference area
   
ii) Supports 20 PCs in Reserve Reading Room

d) **Library Cafe Division** (staffed by 1 HEa [Danielle Lahmeyer], 1 ISa [Larry Albrecht], part-time SA & CA staff, & College Work Study students)
   
i) Supports 24/7 student computing facility (max. capacity 142 people)

3. **Alex Rudshteyn (Library Systems, Programming, & Network Support Services)**

   a) **Library Systems & Network Support** (staffed by 1 HEa, Vitaliy Faida)

   b) **Programming Development Group** (staffed by 1 HEa, Vyacheslav (Slava) Gurgov)

   c) **Web Support Group** (staffed by CAs & Interns, supervised by V. Gurgov)

   d) **Administrative Support Group** (staffed by CAs & Interns, supervised by V. Gurgov)

The Systems, Programming, & Network Support Services unit is a tiny but critical group within AIT. Work done by this small group of talented and dedicated workers affects everyone in the Library and Library Café, and even the entire Campus in one way or another. Everyone who uses the Library’s website, accesses an electronic resource, books a room, checks to see where their event is located, prints a single page, or completes any one of hundreds of other tasks has used the services of this group.
Staffing Challenges – Full-time Staff

Perhaps our most serious staffing problem in the entire Library/AIT is the problem identified by our external reviewers: we desperately need additional staff members even to accommodate current needs. At the time of the review (nearly 2 years ago), 2 additional staff members were recommended; since then, our needs have grown.

As will be justified in subsequent parts of this report, AIT needs 3 full-time professional positions:

- An additional full time Multimedia Designer
- An additional Instructional Technologist
- An additional programmer/Web developer

In justifying this request, it is important to stress that if these 3 positions were granted tomorrow, no one’s workload would decrease. In fact, the amount of work being done would increase, as we would be able to meet requests we currently cannot meet in a timely fashion. We help every faculty member and department that comes to us: but often, we must tell them that they have to wait several weeks to a few months, as others are in line ahead of them. Sometimes people give up, or decide to seek alternate support, perhaps asking a student to help them design a website, etc. These 3 positions are necessary to meet the current demand and the additional work/responsibilities that have come our way.

As the college seeks to expand the use of technology for teaching, the major workload for this has fallen to Carlos Cruz. Carlos is our sole Multimedia Designer and Instructional Technologist in one. Most colleges offering such services have teams of three or more instructional designers to assist faculty: we only have Carlos, supporting over 1000 Blackboard courses. He needs help, and is on the verge of burnout (though his cheerful demeanor belies this, and he is too dedicated and devoted to admit it). Just some of his functions are:

- Sole administrator of the Blackboard system
- Blackboard 8.0 migration officer and problem solver
- Instructional course designer
- iTunes University coordinator
- Blackboard faculty trainer

Carlos’ primary responsibility is to the teaching faculty, using online technologies and resources, in and out of the classroom. It is rare to walk by his office and not find him working with Faculty on a Blackboard course site or helping faculty with other problems, or sometimes helping a student with a Portal problem; though students are not supposed to be part of his portfolio, he
simply cannot turn people down when they come for help. When you don’t find him in his office, it is generally because he has actually gone to the faculty member’s office to provide assistance. This term, since Blackboard was so atrocious, he also pitched in to attempt to help students. A separate Annual Report, written by Carlos and detailing his tasks alone, has been submitted. It is not included in the main text, except for a few highlights, but given that this year was particularly challenging it has been included as Appendix H.

We also desperately need an additional programmer/Web developer, and appropriate classification for our senior programmer, Slava Gurgov. As will be evident throughout this report, Slava Gurgov has played a key role in our success; the Acting Chief Librarian, the Director of AIT, the Assistant Director of AIT, and the Acting Associate Librarian for Information Services have all agreed many times that without Slava, we would not be where we are, and that unless his position is reclassified we are certain to lose him and all who might follow is his path. This is not said lightly; none of us is given to doomsday prophecy. An explanation follows. Slava is our senior programmer, in a job classified as a aHE. Before the personnel freeze, we had requested a reclassification to HEa, a justifiable upgrade both for him personally and for the position itself. This was initially rejected, but we believe that the situation was perhaps inadequately explained, and as well, the complexity and amount of Slava’s work has increased tremendously since that initial rejection. We strongly wish to readdress this issue when the personnel freeze lifts; indeed, despite many other pressing needs, attempting to rectify this situation is Prof. Walker’s number one personnel priority. The spectrum of skills and knowledge required to support the needs of faculty, staff, and the Library has broadened immensely, and we now require people with higher-level skills than had ever been the case in the past, when academe was less dependent on technology for teaching, learning, research, and library support. This is especially true for programmers and Web-developers such as Slava. It causes great difficulties with recruitment and retention. Anyone who has this set of skills has no problem finding a much better paid job outside the campus. For many years, Slava has watched while he trained students who worked part-time in AIT, and upon graduation, they would obtain positions at salaries that exceeded his by up to $30,000. It is frustrating. The only reason we have been able to retain Slava is that he enjoys the creativity and flexibility of his current position, and he loves working with his current supervisor. But this situation will not continue much longer. We are in serious danger of losing a critical staff member. Even on campus, other areas have attempted to recruit him; only loyalty and the pleasure he takes in his position have stopped him from moving on. One could say that about most of us who choose to work in academe: we could make more money elsewhere. But in some cases, the situation becomes truly unfair and untenable: this is one of those cases. We understand that the current budget situation and personnel freeze preclude
action at present: we ask only for consideration in the future, as soon as the budget situation permits.
Staffing Challenges – Part-time Staff

Due to the desperate short-staffing in AIT, we make extensive use of interns, work study students, and SA and CA staff. The following three quotes are, respectively, from Slava Gurgov (programmer and Web-developer), Danielle Lahmeyer (Library Café manager), and Nick Irons (Faculty Development & Training Lab manager):

From Slava:

*Our unit is highly dependent on part-time staff. They have been the backbone of most projects. Many full-time staff in our department started as part-time staff and through their excellent work efforts and dedication earned full-time positions. There have been times when we were short on part-time staff and it quickly became noticeable that new developments in our unit almost came to a halt. Although our part-timers are mostly students whose stay with us is fairly temporary, they end up staying with us for at least two semesters, and that gives them enough time to get to know our past and current projects. Working at Academic IT gives them the experience they will carry throughout their careers, not only from the projects they work on but also from the pleasant working atmosphere where sharing knowledge and ideas is highly encouraged.*

From Danielle:

*The Library Café is staffed by 2 full time managers and approximately 25 staff members consisting of Federal Work Study Students, College Assistants, and Student Aides. Over the past few semesters, I have noticed a downward trend in hours on the FWS student contracts. This in turn causes a loss of hours and coverage for the Library Café. The end result is a negative impact on the Library Café’s budget because students, who work well at the Café, must then be escalated to SA positions more quickly than anticipated. (Note: A full report of regular tasks undertaken by Library Café management and staff is available on request. It was submitted as part of Ms. Lahmeyer’s regular responsibilities, but has not been included in the Annual Report; only highlights have been interspersed within the text.)

From Nick:

*I believe that the true value of the Faculty Lab resides not in the hardware and software available, but rather in the talented and dedicated part-time support staff. Although the members of the Faculty Lab support team are well-rounded, each CA has demonstrated a preferred specialty. Therefore, we have been able to assist faculty – in the Faculty Lab, in their offices, on the phone, and (occasionally) at their homes -- with a wide variety of projects in an effective manner. These projects include e-reserve processing; processing poster print jobs; digitizing*
audio for Blackboard course sites; preparing manuscripts, tables, and appendices for publishing; editing and compressing digital video for PowerPoint; compressing audio files suitable for podcasts; teaching faculty how to use Vista and Office 2007 on their portable computers; updating operating systems and anti-virus software; etc.
Staffing Challenges – Interns & CIS 60.1 Students

We also make extensive use of interns and CIS 60.1 students, who sometimes complete projects for which they receive course credit by working at AIT. There are positives and negatives to this situation. We get “free” staffing - but at a great cost. It takes considerable time and effort to bring these students to a point where they become truly useful. When they reach this point, the term is over and they leave. For the students, interning is a valuable experience. It is often the only real life project or relevant work experience in their field that appears on their resume. However, we have found a way to utilize their talents without cutting too deeply into Slava Gurgov’s vital time. "Although these CIS students require attention and guidance on my part,” Slava states, “over the last few semesters we have been getting very bright students who contribute a lot to our current projects. We primarily assign them to do research on new technologies, or to work on pilot projects; these are aspects of AIT work which are important, but which we often lack time to complete. As well, while the part-time staff are working on projects, the students are assigned to do research using various sources, seeking solutions to problems staff are having.”
Technological Environment

Increasing Computers

Over the past academic year, the number of computers in the Library and the Library Café increased by 6% to 808 PCs. The number of “publicly available computers” (i.e. not including those in classrooms or the Faculty Development & Training Lab, staff computers, systems testing computers, “look-up” terminals, servers, computers running the plasma display screens, print stations or quick-print stations, service desk computers, etc.) increased 8% from 375 to 405. These additional computers were funded through STF. If we consider classroom computers and computers in the Faculty Development & Training Lab to be “publicly available” this number jumps to 565. Every public and classroom computer provides high-speed access to the Internet, the CUNY+ online catalog, and electronic resources.

Table 1. Computers in the Library and Library Café as of 5/1/2009

<table>
<thead>
<tr>
<th>Computers</th>
<th>LL</th>
<th>1st Fl</th>
<th>2nd Fl</th>
<th>3rd Fl</th>
<th>4th Fl</th>
<th>CAFE</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>111</td>
<td>90</td>
<td>124</td>
<td>80</td>
<td>405</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>4</td>
<td>36</td>
<td>8</td>
<td>47</td>
<td>15</td>
<td>3</td>
<td>113</td>
</tr>
<tr>
<td>Service Desk</td>
<td>4</td>
<td>10</td>
<td>4</td>
<td>3</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look-up Terminals</td>
<td>5</td>
<td>18</td>
<td>6</td>
<td>6</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom &amp; Workshops</td>
<td>78</td>
<td>63</td>
<td></td>
<td></td>
<td>141</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Training &amp; Development Lab</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation Room</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viewing Rooms &amp; Plasma Screens</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td></td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print System Computers</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This year, 16 computers were added to the Information Services corridor, and 8 computers were installed in the Music Listening Area; Music students wishing to listen to Music databases have priority on the latter 8 computers, but any student may use them if they are unoccupied. All new computers and the computers in the Reserve Reading Room were added to the tracking system.

Computer usage continues to rise. Each year, approximately 75% of BC students sign up to use computers in the Library. This does not include students who use lookup terminals to search the catalogue or quick print stations to print documents, those who bring their own laptops, or students who are enrolled in fully online courses and do not come to campus.

Table 2. Library and Library Café Usage by Semester – Unique Users & Unique Sessions

<table>
<thead>
<tr>
<th>Semester</th>
<th>Library Unique Users</th>
<th>Library User Sessions</th>
<th>Library Café Unique Users</th>
<th>Library Café User Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009 (1/26/09 – 5/28/09)</td>
<td>14,775</td>
<td>139,612</td>
<td>7,983</td>
<td>58,088</td>
</tr>
<tr>
<td>Fall 2008 (5/27/08 – 1/25/09)</td>
<td>13,936</td>
<td>128,539</td>
<td>9,234</td>
<td>66,565</td>
</tr>
<tr>
<td>Summer 2008 (5/21/08 – 8/26/08)</td>
<td>6,255</td>
<td>23,529</td>
<td>5,696</td>
<td>27,246</td>
</tr>
</tbody>
</table>
Table 3. Library Computer User Sessions (Excluding Café) by Area


<table>
<thead>
<tr>
<th>Area</th>
<th>User Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Level (L4)</td>
<td>74,726</td>
</tr>
<tr>
<td>Music</td>
<td>481</td>
</tr>
<tr>
<td>New Media Center</td>
<td>124,753</td>
</tr>
<tr>
<td>Reference</td>
<td>74,902</td>
</tr>
<tr>
<td>Reserves</td>
<td>16,850</td>
</tr>
<tr>
<td>Library Café</td>
<td>127,938</td>
</tr>
</tbody>
</table>

Total user sessions: **419,650**
Printing

According to the OCS system, from May 2008 - May 2009, 1,709,010 black-and-white pages and 6,960 color pages were printed in the Library and Library Café.

Table 4. Printing by Area

Public Printers in the Library and Library Café as of 05/05/2009

<table>
<thead>
<tr>
<th>Area</th>
<th>Self Service B/W</th>
<th>Over the Counter B/W</th>
<th>Over the Counter Color</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower Level</strong></td>
<td><strong>HP LJ 4350</strong></td>
<td>HP LJ 9040</td>
<td>HP CJ 3700</td>
<td></td>
</tr>
<tr>
<td></td>
<td>47,000 pages (5/12/08)</td>
<td>55,000 pages (5/12/08)</td>
<td>550 pages (5/12/08)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>201,567 pages (5/05/09)</td>
<td>364,741 pages (5/05/09)</td>
<td>2,262 pages (5/05/09)</td>
<td>3</td>
</tr>
<tr>
<td><strong>First Floor: Circulation</strong></td>
<td><strong>HP LJ 4350</strong></td>
<td>HP LJ 41900 pages (5/12/08)</td>
<td>HP LJ 447,500 pages LJ8150 (5/12/08)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>234,460 pages (5/05/09)</td>
<td>370,450 pages LJ9040 (5/05/09)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First Floor: Reserves</strong></td>
<td><strong>HP LJ 4250</strong></td>
<td>HP LJ 289,486 pages (5/05/09)</td>
<td>HP LJ 370,450 pages (5/05/09)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Second Floor</strong></td>
<td><strong>HP LJ 4350</strong></td>
<td>HP LJ 9050</td>
<td>HP CJ 4700</td>
<td></td>
</tr>
<tr>
<td></td>
<td>43,000 pages (5/12/08)</td>
<td>379,600 pages (5/12/08)</td>
<td>1,600 pages (5/12/08)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>263,818 pages (5/05/09)</td>
<td>1,114,388 pages (5/05/09)</td>
<td>14,656 pages (5/05/09)</td>
<td>3</td>
</tr>
</tbody>
</table>
We continue to have some problems with the OCS Print System. On the positive side there seem to be fewer problems and a very positive student reaction. As well, the College has recognized the need to fund the effort. Supplies for public printing came to $49,000; the Library could not have absorbed the cost. The Library had never offered free printing in the past, and was obliged to join in implementing the OCS Print System, despite providing a vast amount of evidence and testimony from other libraries that the system would not (as indeed it did not) scale to our needs, and was exceptionally “ buggy.” According to the print counters located in the printer, between May 2008 and May 2009 the self-service printer in Café printed 415,348 pages and the NMC behind the service desk printer produced 734,788 pages. But problems still remain. For some time, the printers would erratically begin printing gibberish – at a rate of one character per page! We used up several feet of paper; the problem appears to have been resolved after the waste of many dozens of boxes of paper, but we are unsure if it will recur – we have not truly found a solution, and it just seems to have stopped happening, so we are not confident that we have seen the last of this. Lately, client machines have been dropping their connections to the server, and when the student prints, it simply won’t prompt for a user id and password. This is occurring multiple times during the day and is random. It applies to the Macs as well. Another problem is that occasionally accounts are not being credited with money after a patron adds more money on to the account. This is also cause by a connection problem – and it makes patrons none too happy! On a daily basis, there are 5-7 incidents of such problems. As well, OCS's lack of support for UNIX/ LINUX prevents us from deploying LINUX based public PC’s in the Library and Library Café.

We have not been very pleased with OCS as a vendor. Granted, there are problems with most print vendors, but OCS has been particularly poor in scaling to our needs, and in their inadequate service ethic and indifferent responsiveness. Alex Rudshteyn reports that frequently, it feels as if Brooklyn College serves as a testing facility for OCS. Quite often OCS will send us an upgrade that will result in a server failure and we would have to restore the system back from a backup. Their technical support and response time are poor as well. To minimize the impact of bad updates, we first test them on our test server before allowing them to be installed on production
servers. It is a long and time consuming process but it is the only way to ensure the stability of our print system. There have been dozens of other incidents of odd errors – many quite time consuming – but this should suffice to illustrate the problem.
Library Servers & Server Room

The Library’s server room was initially designed to be a proper server room, with appropriate ventilation and air conditioning. However, at the last minute, and without consulting anyone in the Library/AIT or ITS, the contractors decided they must have made a mistake – who needed two server rooms? They assumed that only ITS was supposed to have a server room. So they turned the Library’s server room into nothing more than a closet, essentially. Of course, once it was built and the error discovered, the Library/AIT were deeply distressed! We knew this would be disastrous – and would get worse. We have our own servers: ITS requires separate servers for security, and we absolutely require our own servers or work would come to a halt. We work on the servers all day long, fixing glitches with electronic resources, implementing changes to the website, working on the Web Information Management System, and much more. However, servers generate heat, and heat is fatal. Now that the Library’s development work has expanded, and our resources have grown exponentially, the heat in the server room has become a serious problem. On a warm day, temperatures can surpass 120 degrees. Over the past year, we have had numerous AC system shutdowns in the Library – if it’s way too hot, everything just shuts down automatically. These shutdowns seriously affect our server hardware and have caused the failure – more or less melting – of several server components. At one point, even the backup tape library was partially damaged, and we worried we would have to restore from very old tapes and loses months of work. When the temperature exceeds 120F, we are forced to keep the door open to increase airflow. This significantly decreases the physical security of all the server room hardware. Facilities did install two small floor-based AC units in the area, but these are inadequate, and there has been reluctance to spend sufficient funds to ensure the safety of the system. Facilities did install two small floor-based AC units in the area, but our problems persisted; they had little effect. It is obvious that two external AC units that were installed in the room are inadequate to handle the amount of heat produced by the server hardware when central AC shuts down. The only solution is to install a dedicated AC system to the server room; this will cost approximately $40,000. We continue to discuss the issue with VP Little.

Despite our problems with the heat in the server room, we have spent considerable time working on the servers to improve them in other ways. In the past year we have made a significant investment in upgrading our infrastructure and making it fault tolerant and more reliable. Over the last year more servers have been purchased to accommodate our constantly increasing need to build reliable and highly available infrastructure. We are currently testing an SQL 2005 cluster; once in production it will consolidate all database instances into a single one that utilizes clustering technology and bit-by-bit backup for disaster recovery. We are also working to provide an easier means of updating software and monitoring the health of all servers and workstations so that any failures or attacks can be caught more rapidly. We are also making changes to
accommodate a growing need for storage, and we are making changes that provide faster access to the storage, and that increase storage reliability. As well, all servers now have a gigabit connection to the switch in the wiring closet on the 3rd floor; this allows us to be connected directly to a BC backbone network using fiber. This change has allowed us to decrease the time required for cloning and update pushes. We are grateful to ITS for their collaboration and cooperation in many instances. We have in many ways truly become a “tag team” operation – ITS helps us, we help them, regardless of whose “job” it is to perform a specific function. We have our own major areas of responsibility, but we collaborate frequently – and if either area has an emergency with which the other can assist, all hands are on deck.
Software Updates

To minimize the possibility of service interruptions due to problems with software or hardware updates, we must thoroughly evaluate and determine two things – the urgency of the updates, and the impact on other services and systems in case of failure. This is true not only for updates but also for the introduction of new software to existing clones in our classrooms and public areas. Otherwise, problems can arise. One recent example was the introduction of Google Earth to the Multimedia classroom. A faculty member insisted on having the package added immediately. In fact, he assumed it was there (though it was not included on the website listing all software available on campus). He thought to call only a day before he was to teach a class for which it would be required. AIT decided to install the software, due to the urgency of the request and their strong desire not to impede teaching and learning – but it promptly caused all newly re-clone PCs to crash. We managed to troubleshoot and fix the problems before the faculty member’s class, though we had to pull staff from other projects. This is, unfortunately, a frequent problem.

It is easy to say “No,” and we do when we must, but we try to say “Yes” whenever possible; we do not wish to disrupt teaching or learning. True, faculty should ask in a timely manner – but they have enough trials with other situations (such as Blackboard’s dismal performance this term), so when we can, we try to accommodate. But frequently, the results are problematic.

So what can be done? Often, not much – we say yes or no, depending on what we think we can support. But an AIT staff member, Alex Rudhshteyn, has made a suggestion that I believe may help considerably. He has suggested creation of a Change Advisory Sub-Committee (CAS) that would assess all high impact changes from both technical and business perspectives. This committee would work across the College, to assure the integrity of all computer facilities on campus. We do not wish to create a separate committee – we have plenty of technological committees. But we plan to discuss this with VP Gold and perhaps CUET and others. Requests for major changes would go through this group for analysis. This may not solve every issue – but we believe it is worth considering.
Blackboard

CUNY has invested heavily in Blackboard as its Content Management System and provider of the means to deliver online courses. At Brooklyn College alone, there are over 1000 courses with a Blackboard presence. The Library knows not whether the course is fully or partially online; that information is contained in systems elsewhere on campus. We do know that each term, the number of courses using Blackboard increases, and Carlos is approached by additional professors (aside from his usual customers) to help them get their course materials online. The table below provides this year’s numbers for Blackboard courses.

Table 5. Number of Blackboard Courses, 2008-2009 Academic Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 09</td>
<td>689</td>
</tr>
<tr>
<td>Fall 08</td>
<td>730</td>
</tr>
<tr>
<td>Summer 08</td>
<td>131</td>
</tr>
</tbody>
</table>

The problems with Blackboard are both well known and well documented. I will not repeat them here. *(Note: Colette Wagner and Stephanie Walker are the Brooklyn representatives to the CUNY Committee on Academic Technology. There are three subcommittees, each concentrating on a specific area of technological interest: Standards, Academic Commons, and Blackboard. This year, the latter overtook the bulk of our discussions – even though the Academic Commons is nearly ready to be launched.)* However, there are several implications for the Library/AIT resulting from this year’s Blackboard fiasco. First, instructors for the hundreds of online courses will hesitant to trust our distance-learning environment in the future. Secondly, others will be discouraged from learning how to use Blackboard or launching additional courses. Third, unfortunately, Brooklyn College and AIT rather than CUNY will be associated with this fiasco. We have had numerous very angrily expressed (and very understandable) complaints. Students have accused the College of incompetence. Users have gone to the Reference Desk (which has nothing to do with Blackboard) and cursed at the library faculty on duty. Professors have sworn never to use Blackboard again; some have lost all desire to teach online. Some who have committed to teaching online have moved course content to web pages on domains they have purchased themselves, off campus (which leads to additional concerns – it is strange to have a BC course taught using a commercial online space). However, these faculty often no longer trust BC servers, though in fact, BC servers had nothing to do with the issues. But if you attempt to
explain such things, you seem to be trying to point fingers elsewhere. It helped somewhat when we began receiving updates from Brian Cohen, and we are grateful to VP Little for forwarding these; we passed all information along to the campus community. People are still angry when they get these, but it’s better than having no information whatsoever.

As a result of the huge problems with Blackboard, and despite the fact that we could do nothing to affect the technological service (access is between CUNY Central and Blackboard itself), we had to dedicate much of Carlos’s time to helping students as well as faculty – which placed a much higher burden on the most overworked member of our staff. Carlos was hired to deal with faculty alone; students normally get Blackboard assistance from the help desk at ITS. This year, however, things were so complicated that student assistance was beyond the normal desk and help desk support groups. As a result Carlos was forced to devote considerable time to student support. Carlos estimates that he provided support in person, by phone, and via email to approximately 200 students in Summer 2008, 600 in Fall 2008, 100 in Intersession, and a further 700 in Spring 2009. On the plus side, however, this is another example of “all hands on deck” – AIT and ITS cooperating to provide as much service as possible.

VP Gold has informed us that he has been able to negotiate an advantageous price, and we have come to an agreement with SAKAI, an alternative to Blackboard. Several faculty have agreed to try it. But we are concerned about the additional work this will bring to Carlos. We fervently hope that Blackboard stabilizes – and that eventually, we are able to hire help for Carlos.
New Media Center (NMC)

Overall, the NMC has been functioning well. We hired more work study students this year, in order to be able to afford increased staffing, since we now have to provide a staff member at the Reference Desk at all times, ever since the computers in Reference were placed on the lab tracking system, and now must be assigned to users. (This had been done last year, when we noticed that many students would monopolize computers in the Reference area for hours, even simply to play games or surf the Internet. Meanwhile, students who had work to do were unable to get a seat. So we added these computers to the tracking system, and they now have a time limit, as do the other public access computers in the Library.) The 9 Campus Work-Study (CWS) students worked a total of 2048 hrs. We currently have 30+ part time students staffing 3 separate areas of operation.

With the increase in computing stations on the first floor, it would be preferable to have 2 students, rather than 1, working at Reference. We do not officially offer computer support here – but nonetheless, we get constant requests for assistance. It would also be advisable to have a support person at Reserves, when the planned Extended Hours Study Area opens. However, this would require an increase in Temp Services budgets, and this might be difficult given the expected fiscal constraints. If the area is unsupported, however, student complaints are likely. Perhaps the best course of action would be to monitor the situation when the computing capacity and late night study space expand, and then discuss options.
Library Café

Those VIPs who visit the Café are “wowed”. This is what the Information Commons ideal is all about. Yet it is far from a scholarly atmosphere; the Library Café attracts its own clientele. It attracts those who prefer to work in a casual atmosphere, those who can tolerate controlled chaos, and to some extent, those who require more technological assistance. The Library Café contains 80 public computers. Approximately 1 out of every 2 students enrolled each semester has visited the Café and signed up to use one of the computers; we are able to verify this, as student ID must be used to sign in. Often, the Café is filled to 100% capacity. It is busy pretty much all day, every day.

The Library Café is open 24/7. It closes on only a few days a year; even when the remainder of the campus is closed, students can enter via the Whitehead campus entrance. Security officers check ID and allow students through to the Café. The Café is not staffed during all hours, though. It is staffed Monday – Thursday from 8 am – 11:45 pm, Friday from 9 am – 4:45 pm, and Saturdays & Sundays from 10 am – 5:45 pm. During finals, however, the Café is staffed 24/7. In finals, it has not been uncommon for there to be a waiting list to use computers in the Café. Fire marshals will not allow more than approximately 140 people in the Café at once.

For two years, we collaborated with ITS to run a shuttle between the WEB lab (or SUBO, during one term, but that proved expensive) and the Café, so that students who couldn’t get a computer could wait in a supervised, safe area until a computer was free. Security Guards with walkie-talkies informed students when the next person on the list could go to the Café. The shuttle was run for safety reasons. Then two years ago, we received funding to extend hours in the Reserve Reading Room (RRR) somewhat; this has alleviated the crowding, at least until midnight when the RRR closes. Now, though the Café is often full to capacity, students can just go a few feet away to find a free computer. The RRR is busy as well, but between the two spaces, there is usually a place or two available. With the anticipated expansion of the Extended Hours Study Area (see Everett Projects), we anticipate being able to accommodate all students who need computing/study space; we will also continue to collaborate with ITS to ensure students have a safe place to wait. Surprisingly, it is not uncommon during finals time to do a head count in the Café at 3 or 4 a.m., and find anywhere from 50-80 students in the space.

Staff and students have suggested that we upgrade security cameras and that we replace many damaged barstools; as we cannot afford to do both, these suggestions will be implemented one at a time. If alternate funding is found, we will complete both projects this fiscal year.
Woody Tanger Auditorium (WTA)

The popularity of the WTA continues to grow. This year we experienced an 18% increase in reservations.

Table 6. WTA Reservations by Time Period

<table>
<thead>
<tr>
<th>Year</th>
<th>Reservations</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 20 2008 to April 30th 2009</td>
<td>399</td>
</tr>
<tr>
<td>July 1th 2007 to May 19th 2008</td>
<td>337</td>
</tr>
<tr>
<td>June 16th 2006 to May 10th 2007</td>
<td>208</td>
</tr>
<tr>
<td>July 1st 2005 to June 5th 2006</td>
<td>129</td>
</tr>
<tr>
<td>July 1st 2004 to June 30th 2005</td>
<td>110</td>
</tr>
<tr>
<td>July 1st 2003 to June 30th 2004</td>
<td>84</td>
</tr>
</tbody>
</table>

However, videoconferencing in the WTA still is not functional, after 6 years. Repeatedly, AIT has requested that Ad-tech, the company involved, take another look at the WTA to see if it could be adapted to become the videoconferencing facility it was designed to be. VP Gold has also requested that they do so, and has pursued the issue with CUNY in the past. However, nothing has happened; VP Gold stated via email last year that he had practically given up, and that CUNY had refused to move forward.
Circulating Videos

The policy of circulating major portions of the video collection was successfully implemented. 239 videos are now on reserve as of May 7, 2009.

Group Viewing Room 242

The large viewing room (242) continues to be in very high demand. There were 344 bookings during the 2008-2009 year. There are 2 small viewing rooms adjacent to each other that are barely used; we have checked with Facilities, and the wall between them is not a supporting wall. We have received permission to knock this wall down and create a second large viewing room, and to upgrade both large rooms to accommodate HD and Blu-Ray formats, as part of the Everett projects.
Faculty Development & Training Lab (FDTL)

The number of faculty utilizing computer-based educational technologies to enhance teaching and learning continues to increase. Accordingly, we have observed an increase in the number of requests for assistance with creating and maintaining Blackboard course sites and standard Web sites (most hosted locally within the Brooklyn College domain; a very small number are hosted on external servers). Thus, faculty members need access to computer classrooms where they can conduct hands-on sessions with online educational materials: Blackboard course sites, streaming media, live news feeds, online E-Reserves, online reference resources, etc. for their students. We continue to receive (and process as fairly and equitably as possible) requests from faculty to reserve computer classrooms. However, there are constant requests to reserve rooms for a full semester, as a teaching classroom. This is impossible, as the spaces we have are in such high demand for one or two session usage. If we allowed people to have rooms for a full semester, there would be no facility available for usage for all the hundreds of classes that need a fully computer-equipped classroom just a few times a year. There are only two exceptions to this rule: 1) there is a course cross-listed between CIS and Art that requires a Mac classroom, and we have the only Mac classroom on campus, and 2) there is an accounting class which requires that every student work at a computer for every single class in the term. Even with these restrictions, though, the spaces are heavily booked: people need only take a look at the Room Calendar on the Library home page to see bookings for any given day. Especially during the academic year, it is not uncommon to see every room in the Library booked morning, noon, and night.

The FDTL also provides extensive technical assistance to faculty on a drop-in, call-in, or e-mail basis. Faculty can contact staff to help with just about any non-hardware technological need. Faculty come for help with software (Publisher, Word, Excel, Access, PowerPoint, Adobe, statistical software, Peachtree, or any other package we have on campus), printing, problems with their websites, or just about anything else. If the faculty member needs help with something with which staff are not familiar, Nick Irons attempts to identify someone who can help, or tries to figure the problem out himself, one way or another. The FDTL has also become something of a home for adjunct faculty, who frequently have no offices on campus. They come in to check email and make printouts for their classes (at no charge), as well as to obtain technological help. The number of Faculty Development & Training Lab patrons continues to grow, and is up 30% from last year. A breakdown is available below:
Table 7. Faculty Development & Training Lab Patrons

<table>
<thead>
<tr>
<th>Period</th>
<th>Patrons</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>2123</td>
</tr>
<tr>
<td>2007-2008</td>
<td>1632</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>791</td>
</tr>
<tr>
<td>January 2009</td>
<td>54</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>947</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>331</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>599</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>658</td>
</tr>
</tbody>
</table>

Telephone Inquiries: - 449 inquiries:

<table>
<thead>
<tr>
<th>Period</th>
<th>Inquiries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>131</td>
</tr>
<tr>
<td>January 2009</td>
<td>31</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>228</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>59</td>
</tr>
</tbody>
</table>

The FDTL also provides extensive assistance to faculty with the creation of websites for their departments, themselves, their classes, or specific projects. The table below provides details.
Table 8. Web Sites -- Technical Assistance Provided June 2008 – April 2009

B.A.- M.D. Program: http://bamd.brooklyn.edu/

Black Faculty and Staff Association: http://dephome.brooklyn.cuny.edu/bfsa/

Center for Diversity & Multicultural Studies: http://dephome.brooklyn.cuny.edu/diversity/

Center for Teaching: http://centerforteaching.brooklyn.cuny.edu/

Green Chemistry - Professor Maria Contel: http://userhome.brooklyn.cuny.edu/mariacontel/

Faculty Day Planning Committee: http://www.facultyday.org/

Prof. Renee Fabus: http://userhome.brooklyn.cuny.edu/rfabus/

Graduate Center for Worker Education: http://dephome.brooklyn.cuny.edu/workered/

HABETAC-Haitian Bilingual/ESL Technical Assistance Center: http://dephome.brooklyn.cuny.edu/habetac/

Institute for Retirees in Pursuit of Education: http://irpe.brooklyn.cuny.edu/

Prof. Peter Lipke: http://userhome.brooklyn.cuny.edu/plipke/

Prof. Margaret King: http://academic.brooklyn.cuny.edu/history/king/

Shirley Chisholm Project: http://womens.brooklyn.cuny.edu/chisholm-project/

Study Abroad Argentina: http://studyabroad.brooklyn.cuny.edu/argentina/

Study Abroad India: http://studyabroad.brooklyn.cuny.edu/india/

Theatre in the Age of Globalization:

http://academic.brooklyn.cuny.edu/theater/helenr/global-theatre/

AIT also worked closely with the Department of Biology to create their new, upgraded departmental website. The first version was completed in late May 2008; final touches were made until July 2008. The URL is http://www.brooklyn.cuny.edu/pub/departments/biology/.

Both AIT and ITS tend to assist departments with their websites. Neither unit is territorial; what is important to us all is that the needs of the Brooklyn College community are met, not who performs the work involved. We are happy to collaborate at any time, and whenever one area is
swamped, the other will pitch in. We each have our major responsibilities and specialties, but we help lighten each other’s loads as needed. We believe that this spirit of collaboration, cooperation, innovation, and dedication was instrumental in the Middle States team’s congratulations to Brooklyn College on being CUNY-wide leaders in academic technology.

It is also worth noting that despite a high workload, many people who work in the Library/AIT exhibit a great deal of loyalty and dedication. We have staffing issues, as mentioned earlier, but despite everything, we have attracted, built, and fostered a very strong team, in AIT and across all other units as well. I know we are not the only area to do so, but the Library is extremely proud of its staff and faculty, and this report seems like an ideal place to mention that fact.

To return to other issues - the Faculty Development & Training Lab also provides assistance with poster creation. As in previous semesters, support for these requests continues to consume a large amount of support staff time and energy; however, as we have invested more time in processing posters, we have discovered new procedures to ensure successful print jobs in a reliable manner. For example, we had previously recommended that Faculty submit their posters as PDF files; however, the PDF files we received often did not have fonts and images embedded properly. We now advise (and provide instructions to) our poster patrons to convert their poster documents to a high-resolution JPG image format that (usually) produces a print-ready document. Thus, we spend much less time editing PowerPoint files or fine-tuning PDF documents, and have increased our capacity to print and deliver finished posters. During the Fall 2008 semester, we received and process an average of about 10 poster jobs every week; in the Spring 2009 semester, we processed an average of about 14 poster requests each week. Over the past year, the number of posters produced at the Faculty Lab increased by 51%. In 2007-8 we produced 251 posters; in 2008-9 we produced 379 posters.

We have also proudly produced the Library’s READ Posters (based on the American Library Association READ posters to promote reading), featuring notable Brooklyn College figures along with their favorite reading materials; thus far, we have produced posters featuring President Christoph Kimmich and Provost William Tramontano. Perhaps our next President will be willing to pose for Poster #3 in the series?

Other general assignments undertaken by support staff include processing Multimedia Classroom reservation requests; managing room access; troubleshooting equipment; setting up dual boots; scanning documents for E-Reserves; scanning 35mm slides; digitizing analog audio cassettes, analog VHS video cassettes, and mini-DV cassettes; producing audio CDs and video DVDs; processing large format posters; and providing assistance with desktop productivity tools such as Microsoft Office, Adobe Creative, Suite, Internet Explorer, etc.
SRMS/WIMS

The Subject Resource Management System (SRMS) has been one of our most successful projects. It began as a collaborative venture between AIT and Information Services. Using custom-designed database-driven software, we are able to create templates to serve up information on a variety of topics. First we used it to manage our “Resources by Subject” pages on the Library website, at http://dewey.brooklyn.cuny.edu/resources/subjects.jsp. Then we began expanding it in numerous ways. We now manage all Library pages, including Directories, Department/Unit information, FAQ pages, and much more. Now we are not stuck trying to find every instance of a piece of information when changes need to be made. In the past, for example, the name of a library faculty member might be in 7 or 8 places on the site, for various reasons – as a subject specialist, as a contact for instruction in certain areas or a RefWorks expert, etc. When people left, a great deal of ‘combing through’ the site had to be done, and still, we would periodically find outdated information. The same thing happened with resources. With the SRMS, all these problems were fixed. We demonstrated versions 1, 2, and 3 at various conferences, and offered to share the software with other CUNY schools. Later, we made even more changes, and since we moved beyond subject data, we renamed the software; it is now called the Web Information Management System (WIMS). We are now up to SRMS v4 or WIMS v2 (people still seem to wish to use both names). The latest update includes code translated into PHP, which will allow us to merge this product with our MyLibrary product (see below), and which will also ease future developments. We have also added a “Resource Licensing Module.” The Resource Licensing Module includes facilities for the management of all types of information associated with the licensing and management of electronic resources, e.g. vendor information, information on “bundles” or packages of resources (such as the EBSCO Academic Search Elite package, or Elsevier’s ScienceDirect), information on single journals, searchable copies of the actual licenses, information about interlibrary loan clauses and other restrictions, etc. This is the equivalent of a commercial E-Resource Management System (ERMS), and we plan to demonstrate it and attempt to generate interest in this product as an alternative to pricey commercial systems (see the Unit Report on Collections earlier in this report).

We are planning to offer this version of WIMS, with its licensing module, free to all CUNY schools, as we did with SRMS v1. At present, six CUNY schools have adapted and are using the SRMS system. Early adopters were the College of Staten Island (http://srms.library.csi.cuny.edu), City College (http://134.74.20.33/resources/admin/ - note the footer on the page), and the CUNY Graduate Center (http://library.gc.cuny.edu/subsplus/subjects/subjects.php). The system is popular for its ease of use and the powerful customization options it puts into librarians’ hands. Slava Gurgov, the primary developer, states “Having this great tool has removed a lot of the
website technological support burden from my shoulders. Now librarians can manage their subject pages without having to contact me, know HTML, or worry about the details of managing the thousands of resources we have. This great tool will also help our Collection Development staff manage licenses for these resources, and it may perhaps be appropriated by CUNY as its ERMS.”
MyLibrary, Room Scheduler, & Associated Tutorials

While developing applications and databases for internal use, we noticed a need for a Central authentication infrastructure, integrated with the Library Directory (a database of staff members). So we designed and created one. We call it MyLibrary (http://dewey.brooklyn.cuny.edu/mylibrary/) or the Library Portal. MyLibrary allows an administrator to grant detailed sets of privileges to any database-driven application developed in-house. The first release was on May 23, 2008 and included the Library Art Collection, the Library Directory, Donations, Library Hours, and the Library News Scroller applications. User accounts have been sent to Library staff members who wished to use these applications. The WIMS has yet to be included, as it does not share the same platform (it uses Java, rather than PHP), but it will be soon. In September 2008, Library News & Events (the new Room Scheduler) was added to MyLibrary. To assist users in using the MyLibrary applications we have created a number of tutorials (http://library.brooklyn.cuny.edu/help/podcasts/). These tutorials were created using Camtasia Studio 2. We also redesigned our existing Library Room Scheduler from scratch, to utilize a new, efficient database structure, and to allow integration with MyLibrary.
Library Inventory Management System

In September 2008 we began work on a Library Inventory Management System. This new web application will allow for complete management of computer hardware in the Library and Library Café, including computers, monitors, scanners, printers, projectors, supplies (e.g. printer cartridges, bulbs, keyboards, mice, etc.), and software (with licenses). We are also including information on vendors, contacts, equipment transfers, etc. Also in the works is a software agent that will reside on all computers and that will gather changes made to hardware and software and periodically update the inventory database. The application also allows cataloging of media (CDs/DVDs) that come packaged with books being acquired by the Library. Keeping track of supplies in this manner will allow us to manage inventory more efficiently. We plan to have this system in production in Fall 2009.
Lab Tracking Software

ITS developed Lab Tracking software that tracks usage of student computers. AIT then developed an add-on module which allows staff to Block/Unblock student computer screens, send messages, and restart student computers. It has been further customized to allow varying amounts of time to be allotted to students: we allow 2 hours in Reference, as 1 hour isn’t usually enough time for research, and 1 hour in most other areas. Limiting the amount of time is necessary; we are frequently at 100% capacity, and we need to be able to be fair. Together, our units have collaborated to create a product used in all public computer labs on campus. We have also developed a version that works on the MAC OS X. Both the MAC Multimedia classroom and the WEB have adopted both PC and MAC versions. Currently we are rewriting it to work over TCP (Internet Transmission Control Protocol), rather than UDP (User Datagram Protocol). This will be more reliable, and allow us to avoid packet loss on busy network. We have one minor security issue remaining (nothing serious or sensitive), which ITS and AIT have solved and expect to implement shortly. As soon as this is complete, we are considering approaching the Technology Commercialization Office. (See section on Technology Commercialization, later in this unit report segment; Prof. Walker hopes to discuss approaching the CUNY Technology Commercialization Office with VP Gold and Dr. Spivak. We have several potential revenue generating products developed by the Library/AIT – some in collaboration with ITS.)
Library Website

The Library website is now nearly 100% database driven, and thus the information on this site is current in a way never before possible. Our Library statistics show that more and more users are utilizing the Library’s website; though we cannot prove it, we hope that they are using it as the entry point for their research. Availability and stability of the site are a top priority. To avoid service interruptions, Slava Gurgov and his colleagues have developed their own web crawler (script). This crawler traverses all our in-house, database-driven web applications and saves their content into static HTML files. These files are uploaded via FTP (manually, for now) to another web server, for backup purposes. Upon every visit, the Library Homepage checks to see if the web server that hosts the Library’s dynamic content is up-and-running. If it is not, the script redirects the visitor to the location of the backup static HTML files, at http://library.brooklyn.cuny.edu/static/. In the near future, we will create an automated process for handing FTP transfers. Meanwhile, down time for the Library website has been virtually eliminated. (Note: In a bit of library humor, we have named our server “Dewey”, after Melvil Dewey, creator of the Dewey Decimal System.)
Library Online Orientation Project (LOOP) & Quiz Management System (QMS)

We have completed the first version of the STF-funded Library Online Orientation Project (LOOP). It is available at [http://dewey.brooklyn.cuny.edu/library/help/loop/](http://dewey.brooklyn.cuny.edu/library/help/loop/). This project is a combination of Library orientation and basic information literacy/research skills instruction. Please see the Unit Report for Information Services for additional information. We are currently working on the second STF-funded module for LOOP, incorporating training in more advanced research skills, online testing, and information directed at graduate students. The Library/AIT would like to express their gratitude to the STF Committee for their support of this important venture.
Mobile Computing – Creation of a Firefox Extension for “Find a Book in the Library”, LibX Toolbar

We long ago noticed that patrons found the design of the book stack areas confusing, and the Library signage slightly difficult to follow (or see, at times!) So about three years ago, we developed a small but very handy application called “Find a Book in the Library.” It allows users to download to their PDA, cell phone, or other mobile device a tiny map showing exactly the exact physical location for any book they have found using in the CUNY+ catalog. Users simply click to generate the map. It is very heavily used – thousands of times a year. However, we had only developed the application for use with Internet Explorer. This year, we created a Firefox extension that allowed us to move most of the processing (page content, image generation) to a Web server. It is available on all public computers in the Library and Library Café. We presented the application to other New York libraries at METRO, as part of a presentation on handy Firefox extensions and other applications developed by libraries to support the increasing popularity among our users of mobile computing. Prof. Cirasella had organized the entire session, and she and Slava Gurgov presented this application and also the LibX toolbar developed at Brooklyn College by Ann Matsuuchi. The LibX toolbar allows any user to download a toolbar with links to the CUNY+ Catalog, E-resources, and whatever else they choose; then this toolbar rests on top of their own preferred homepage. Thus users need not bother going to http://library.brooklyn.cuny.edu just to look up a book or e-journal. We tested the application with BC faculty, and promoted it, and a number did adopt the toolbar and found it to be a handy little tool. However, our entrance into mobile computing remains somewhat limited: we hope to add to the portfolio of applications and services we provide in the future, staff time permitting.
Technology Commercialization Possibilities

The Library/AIT had been unaware of the existence of the CUNY Technology Commercialization Office. In Spring 2009, Prof. Walker went to Hunter College to attend a seminar on grant-writing and research funding support at CUNY, where she learned of the existence of this office, as well as the CUNY Mentoring Program and a number of additional opportunities and support structures. After some consideration and discussion with Dr. Spivak and other colleagues, Prof. Walker believes that the Library/AIT has at least two products that might have commercial possibilities: 1) the SRMS/WIMS, including the licensing and e-resource management module (these are extremely expensive commercially, and many of the available products fail to live up to the desires and expectations of customers); and 2) the Lab Tracking software, with its suite of add-ons. It might also be worthwhile to examine the LOOP, to see if it could be made flexible and adaptable enough, perhaps with the provision of templates, to allow any educational institution to customize the tool easily; if this is possible, the LOOP might be a third possibility. There are a lot of institutions seeking easy tools to enhance information literacy.
Major Section 5: Unit Report, Research & Access Services

Prof. Miriam Deutch is Associate Librarian for Research & Access Services and head of this unit. See below for a brief overview of the unit, its subdivisions, and its responsibilities.

Outline of Unit & Staffing

Access & Research Services consists of three major sub-units: Circulation (including recalls, holds, and shelving), Reserves (including E-Reserves), and CLICS (CUNY Library Inter-campus Services – an elaborate name for the inter-campus book delivery service). Prof. Miriam Deutch provides overall management for these units.

In addition to managing these services, Prof. Miriam Deutch serves in numerous other capacities. She is the Art Subject Specialist. She handles issues related to the College’s art collections (including, but not limited to, those works displayed in the Library), such as insurance, and transport and occasional loan of pieces from the collection. She is also the Building/Facilities Manager for the Library, and liaises with campus offices for issues related to the building, safety, and security. She coordinates some events, such as the Library’s Art Contest, exhibits in the Library’s Gallery Corridor, and the Annual Spring Seminar (which this year became Library Camp NYC, an “unconference”). She has also graciously agreed to serve as point-person and general coordinator for all Everett projects (though of course, Prof. Deutch works closely on this with all other managers and with the faculty involved in various portions of the projects).

In order to conserve funds, Access Services continued to utilize workers from funding sources other than the Library. Betty Marcolin (senior manager), Mary Pope, and Bridget Nowicki are the three full-time Gittleson staff in Access Services. From July 1, 2007 until June 30, 2008, this division hired 18 Campus Work-Study (CWS) students; these students work 3113 hours, reflecting a total of $29,637.00 in CWS awards. This is in addition to CWS students who work in the New Media Center and the Library Café. We are fortunate to continue to attract CWS students to the Library environment. However, the number of hours these students are awarded has diminished. (This is not within the control of the Library; we believe it is at the control of the government agency authorizing the funding, and for this program, as for many others, available government funding has decreased.) After the CWS students exhaust the hours available to them via this program, if they have been satisfactory employees and wish to continue, we appoint them as Student Assistants (SAs). After a year as an SA, a student is eligible for appointment as a CA, or College Assistant. Each upgrade results in a pay increase.
Interesting Statistics

Circulation & Shelving

From July 1, 2007 - June 30, 2008, the Library circulated 117,633 items. This is an increase of nearly 3,634 items since last year. Recalls and holds also increased: last year, there were 8,262, and this year, there were 12,019 – an increase of 3,757 requests. Recalls and holds are another good indicator of demand for materials in a collection – people put holds on materials and recall materials that other people have checked out when they truly want and need the items. The shelvers also re-shelved 26,184 non-circulating items last year (reference materials and many government documents do not circulate). This was an increase from 19,090 items last year.

Building Use

The use of the building continues to be high with 563,457 users in 2007-08. The average number of users per service day was 1,884. This is based upon 299 service days.

Reserves – On-site Reserve Requests

Reserve circulation was 22,166 (approximately stable for the past few years). We processed 347 lists of materials to be placed on reserve – an increase of 28 lists over last year’s 319 lists. Each list is a compilation by a faculty member of the materials he/she wishes to place on reserve for his/her course, so professors placed items on reserve for 28 additional courses. In this academic year, 200 books were specifically requested as items the Library should purchase for Reserves, and we did so; this was at a cost of $16,176. Books continue to be the most heavily requested items placed on reserve: in 06/07 there were 762 books placed on reserve, and in 07/08 that number increased to 811 books—an increase of 49 books. There are at least 100 fewer articles being placed in On-Site Reserves now that we offer E-Reserves.
**Reserves – E-Reserves**

We launched electronic reserves using the Blackboard course sites in late August 2007. The service is a close collaboration between the Reserves staff, staff in the Faculty Development & Training Lab, and Carlos Cruz. I am very pleased to report that this relatively new service is still working very well with no glitches to report (aside from the difficulties with Blackboard itself this past year, which had nothing to do with the E-Reserves). There were 30 faculty members who made requests for E-Reserves in 2007-08. These 30 faculty members made 40 requests for E-Reserves. There were 145 book chapters requested and 53 articles. Other items included one exam and class notes. When we first launched E-Reserves, it began slowly, despite extensive advertising; we had about 7 or 8 participants and fewer than a dozen items on E-Reserve after several months. But they are slowly catching on and growing, and have increased this year – despite the problems with Blackboard. We expect E-Reserves to continue to grow as we advertise and as word of mouth spreads about the efficient service. We advertise the service every academic year, using a variety of modes of communication – signage, plasma screen announcements, general email announcements, emails from subject specialists to their departments, visits to department meetings, handouts, notices on the website and on Library News, articles in the Faculty Bulletin, etc. Access Services staff, AIT staff, Information Services Staff, and our Marketing Assistant all collaborate to market this service (and many others).

Note: More information about copyright law, as it pertains to on-site and E-Reserves, has been added to E-Reserves forms and to the Reserves website (on the Library website).

Note 2: For additional statistics, please see Appendix D – the Brooklyn College Library’s Annual Statistics as submitted to the Association of College & Research Libraries.
CUNY Libraries Inter-Campus Services (CLICS)

CLICS is an elaborate name (and a catchy acronym) for the inter-campus book delivery service operated by CUNY Libraries. During 2007/2008 the Brooklyn College Library was the highest net lender of CLICS books. We sent 6,357 books and received 3,693 books. Baruch was the second highest net lender followed by Hunter College. BC students and faculty are making excellent use of the service. In 2008/2009 we sent 5,510 books and received 4,270. I believe that the Aleph load leveling software accounts for the decrease in number of requests received from other CUNY libraries. Nevertheless, the number of requests we received from our faculty and students increased since 2007/2008. The circulation staff (especially Bridget Nowicki, our main point-person for this service) continues to do an excellent job of coordinating this increasingly popular service.
Reserve Reading Room (RRR) Hours, Extended Hours, & Services

The RRR continues to be one of the most heavily used rooms in the Library. This year we kept the room open until 11pm Monday-Thursday and until 6 pm on Friday when classes were in session. We also offered a new service - paging. Paging means retrieval of books upon request, when the remainder of the Library is closed. So for example, if a student in the RRR searches CUNY+ and finds a book they really would like to have that night, rather than waiting for morning, they can make a request to the staff member on duty at the RRR desk. The staff member will send one of the Library’s student assistants (or “pages” as they are called in some libraries – hence the name of the service) to the stacks to retrieve the item, and the student can either use the book in the RRR or check it out for the full loan period. The “pages” are known to Security, and the supervisor instructs the Security Guard to allow them into the stacks though the Library is closed. Some limited types of materials cannot be paged, including music books, scores, videos, DVDs, CDs, Government Documents (many of which do not circulate), and materials from Archives & Special Collections (which must be used in the Archives Reading Room, under the supervision of an Archives employee, and while taking appropriate physical precautions such as the wearing of gloves). We have had no complaints about such restrictions. The service has not been heavily used, but despite advertising, it appears that people do not know about it. Perhaps this is because it was advertised at a too-busy time of term; we will try again. It took a few terms for E-Reserves to catch on as well, and the chat reference service grew much more after its first year too; some things just take a while to catch on. We will re-advertise in Fall 2009.

Additional computers were added to the RRR this year as well, and we placed the RRR onto the print management system and added a printer, so students using this room can, for the first time, print materials. Previously, they had only been able to email or save documents. As well, we have added a computer to the employee desk, and trained Reserves employees in Circulation functions. Now, whenever the RRR is open and the rest of the Library is closed, circulating books may be checked out or returned. CUNY books from other libraries may be returned at the RRR desk as well (just as they are accepted at the Circulation Desk during regular library hours). Non-circulating material such as reference books or periodicals can be paged and used in the RRR. Interlibrary loan materials and CLICS books can be returned or picked up. Reserve materials, of course, may be used in the room. Photocopying is also available now.

The RRR statistics for 2007-08 show that on average, just between 9 p.m. and 11 p.m. (Monday – Thursday, since of course we close earlier on Friday), 40 students are in the room at any given time. In 2008-09, this average rose to 45. Given that the Café is generally close to full at this
time, during much of the year, this gives us a decent estimate of 120-125 students on campus and in a Library facility at any given moment from 9 p.m. – 11 p.m.

For the first time ever, we also opened the Reserve Reading Room from 6 p.m. – 9 p.m. during the January 2009 intersession. For this time period, on average, at any given moment, 21 students were in the RRR.

We also extended the hours of the RRR for the week prior to and the week of final exams. This is the second year we have done so, in response to numerous requests. For these two weeks, the room closes at midnight instead of 11 p.m. This is done both for the fall semester and the spring semester; there are no extensions during intersession, and we have had no requests to do so.
Access Issues

Many of the other CUNY schools have stopped validating their ID cards. In place of stickers, they use a swipe system. We have a swipe system at the front of the Library, beside the Security Desk. It could be activated, and apparently our ID cards would work. There is strong interest among the CUNY Council of Chief Librarians in a CUNY-wide access card, but little interest from departments other than the libraries, we have been told. Brooklyn College is not the only CUNY College not presently using a swipe system; some don’t even have security guards in the Library. At all colleges without a swipe system, students and faculty from other CUNY schools may have problems getting into and using the Library if cards are no longer validated. A number of suggestions have been made – one campus office insisted to a Chief Librarian that all libraries needed to do was demand that students carry a receipt from the bursar; faculty would have to bring their letter of employment (including such confidential information as their salary, home address, etc.) Prof. Walker and many of her colleagues have a very hard time seeing this as a viable solution; we have visions of students and faculty being very upset, insulted, and angry. Other suggested solutions have included having an Aleph terminal set up at Security desks, teaching every Security officer to use the terminal or stationing a Library employee at the desk, and having them check records to see if the person is a current student or faculty member. This seems unwieldy, expensive, and unreasonable. The entire access issue is a topic of considerable debate at present, and as of yet, there is no solution in sight. Most access managers and chief librarians hope that a universal swipe system will someday be implemented.
Outreach to the College Community

The Library... A Popular Venue on Campus

The Library continues to be the most popular venue for college events. In addition to the rise in use of the Woody Tanger Auditorium and the Multipurpose Room by campus groups, there has been a significant rise in requests to use the Lily Pond Reading Room and the 4th floor.

The following events were held in the LPRR during 2008-09:

1. Orientation, August.
2. Transfer Day, August
3. Center for Teaching
4. Presidential HEO reception, November.
5. Honor’s College, April
6. Admissions, April
7. Admissions, May
8. President’s Commencement Lunch, May
9. Core conference, June

As well, Group Study Rooms and/or the shared Library/ITS Telecommunications Group Staff Lounge were used by Admissions for Transfer Day in July, an Open House in November, and a Graduate Information Day in December. These rooms were also used for BA/MD interviews in March. This was not because these were optimal spaces; however, virtually all other spaces were booked! The Multipurpose Room continues to be booked, on average, by at least one campus group daily, and often by several in a single day. It has been used for just about every imaginable purpose. It is used for interviews and for presentations by candidates. It was used by HR for a lengthy series of Leadership Training sessions. It is used for Faculty Day events and receptions. It has been used for evening receptions and even for memorial services for faculty who have passed away. It was been used for the Art Award Reception, and by the PSC and other groups for meetings. It was used for practice exams for students signed up to write the GMAT, LSAT, GRE, and other such exams. We are very pleased that the College community enjoys our facilities, and we’re glad to welcome such diverse groups to the space.
Registration also takes place in the Library for approximately 9 weeks each year. We are pleased that the first on-campus experience (aside from campus visits or open houses) that students have is in the Library. We are also grateful to Jesus Perez, who is very conscientious. However, the issues discussed last year remain – students complaining that the entire first floor cannot be used for studying; conflicts over rooms with other groups who wish to use the space; issues of wear and tear, food, etc. There is no need to repeat everything, since of course Registration (and many other services) will soon have dedicated space. I am sure Registration will also be pleased; it is not easy for them to set up and take down all their equipment.
Filming in the Library

There is also increasing use of the Library as a venue for filming. This academic year, the Hallmark Film Company utilized the Library’s administrative offices (including the Chief Librarian’s office) to film a movie-of-the-week. (The Chief Librarian regrets that she missed the movie!) The film “Choose” was filmed in the Library. A-Frame Films also utilized the Library for a film shoot (we are unsure of the title of that movie). As well, New York magazine did a photo shoot in the Library.

We also receive approximately one request a month from students who wish to shoot their film in the library. There have been some problems with students filming in the Library, so we have created stricter rules, such as requiring a faculty advisor to supervise the student production if it is to take place during evenings and weekends. (Note: Some problems we have encountered include students disrupting other students’ work, students taping or gluing materials to the walls so that paint is torn off when the materials are removed, furniture being removed and not returned to its original place, art removed from walls and not re-hung, doors being propped open so that Library security is compromised, etc.)
LibCampNYC 2009

For the past 8 years, Prof. Deutch and various colleagues organized a major event aimed at individuals involved in or interested in the library and information science profession, or events and issues that affected the people or the profession. Last year, several Brooklyn College library faculty attended an “unconference” called Library Camp at Baruch College. Library Camps and unconferences have become popular in the last 2-3 years, and there was considerable enthusiasm for trying something a little different. Ergo, Profs. Deutch and Cirasella joined forces with Jason Kucsma, Emerging Technologies Manager for METRO (an association of librarians and libraries across New York). A description follows:

LibCampNYC is for librarians, library staff, and students interested in sharing with and learning from a vibrant community of their professional peers. As with most “unconferences,” participants at LibCampNYC will be expected to share their work, skills, or knowledge as active participants. LibCampNYC is a participatory user-generated “unconference” focusing on libraries and library technology. It inherits a rich tradition from other unconferences and BarCamps, in which the content of the sessions is determined and managed by attendees. Sessions may include (but are not limited to): software demonstrations, how-to workshops, spirited debates, paper presentations, or problem-solving sessions. Participants will determine the day’s offerings in the opening session, and all sessions will be summarized in the closing session. This collaborative environment presents unique opportunities for learning, sharing, and relationship-building that can be elusive at more formal conferences.

LibCampNYC is organized by METRO and the Brooklyn College Library and follows on the success of Library Camp NYC, which convened in August 2007 at Baruch College.

Date: Wednesday, June 3, 2009

Time: 9:00 am to 4:00 pm

Location: Brooklyn College Library

The event was extremely popular – we had to stop taking registrations over a week before the event, as we were “sold out.” It was free to Brooklyn College attendees; there was a nominal charge to cover lunch and snacks for other attendees. We figured we could accommodate 120 people; we took 135 registrations, figuring a few would not attend. Only 9 people didn’t show. We attracted people from New Jersey, Westchester, Staten Island, Manhattan, Long Island, and
even Connecticut; we had people from academic, public, government, hospital, legal, and other special libraries. Feedback from the event was very positive.
High Schools

Requests for access to the Library from area high schools continue to be high.

The College’s involvement in the College Now, BC City as Lab, and STAR programs has contributed to an increase in the Library’s usage by high school students, and an increase in the demands for reference and instruction services. The Library was compensated $2,500 this year from the STAR program, but did not receive any funding from other high school initiatives.

As well, Prof. Deutch worked on the CUNY taskforce to revise the Report on CUNY Libraries and New York City’s Affiliated Schools. The report, which was presented to Council of Chief Librarians in February 2009, issued recommendations for delivery of library services to students. See Appendix F for the full report. Please see the Information Services unit report for further information regarding services provided by Profs. Corpus, Weintraub, Berger-Barrera, and others, and for information on discussions between Prof. Walker and VP Little regarding compensation for such services.
Results of Library Popularity

We gain a huge amount of good press, and thankfully also good will, over our accommodation of events for the College community, filming, etc. However, this popularity is not without its cost. We are no longer a brand new building, and we are showing wear and tear more than another building, not used for events or conferences or films, would. The sheer volume of events that take place within the building causes a huge amount of wear and tear on the facility. We are not a staffed conference center like SUBO. Equipment and furniture are moved, and other equipment is brought in. The furniture is banged into walls, and there are dings and scrapes. Paint peels. Carpet becomes very messy and stained. Food and beverage rules are ignored, and staff members have been verbally abused when they request that students (and even some College staff) stop eating dripping ice cream over books, ordering pizza delivered to the Library, etc.

The scale and number of events in the library requires additional resources. We are in desperate need of 1) additional custodial staff hours, and 2) additional maintenance. Right now, if an event takes place in the MP room and garbage and food are not cleaned up, we can ask the custodial staff to clean the room, but we do not get additional hours. Residual food and additional cleaning preparing for these events as well as movement of furniture takes a way from the regular cleaning tasks in the library. Moving furniture, banging it into walls and scraping/dragging chairs against paint, taping up signs, etc. – all of it causes scrapes and holes and tears. Carpets have stains and rips as well. We understand that at present, custodial service hours have been reduced, but when the personnel freeze thaws somewhat, we urgently need additional hours. The Library is a beautiful building – arguably the loveliest on campus. But it is already showing signs of considerable damage, between wear and tear, abuse, and the damage from the years of having a leaky roof (see below).
The Building

Renovations

Thanks to the great generosity of Mrs. Edith Everett and the Everett family, we will be making a number of improvements and conducting renovations in various portions of the Library. Please see Major Section 1 and Appendix A of this report for details.

The Roof

Construction of the new roof (for the majority of the flat roof) was completed in April 2009. This new roof includes all but a portion of the North section of the flat roof; this section was inexplicably omitted from the contract. The Library had been unaware of the contract terms until after construction was well underway; all negotiations had been conducted and contracts arranged through CUNY. The Library’s sole participation was to show the contractors the roof. However, happily, the North section has had only very small leaks, and Jose Santamaria has stated that he will attempt to negotiate to get these repaired. The new roof has passed the test of heavy rainstorms. On the down side, now that the new roof is installed, there are many ceilings and walls that need to be repaired. There are additional repair needs as well: many carpet tiles need to be replaced (the College has attic stock of carpet tile); several light fixtures damaged by water need to be repaired or replaced; water has damaged wood molding and plaster; water-damaged areas must be tested for any possible hidden mold; painting is needed in many areas; etc. Jose is supportive, and we will work with other College offices and colleagues as required (with, of course, appropriate discussions with VP Little). We will work our way through repairs as expeditiously as possible, so that damage does not worsen.
Food- An Intractable Problem

Despite the numerous signs and admonishment by Security and Library staff, people continue to eat in the library. We realize that unless there is strict enforcement by Security, there is no way to stop people from eating. Security has never had the staff to constantly patrol the building, and now they have less staff because of budget cuts.

Profs. Deutch, Wild, and Walker have each done brief research on various aspects of this problem – signage, policies at other libraries, and ways of dealing with the outcomes of eating in the Library (such as increases in vermin). Most academic and public libraries have reached a similar conclusion - library staff simply cannot stop people from eating in the library. Prof. Wild located some signs with large pictures of cockroaches happily dining on library collections; other options have included a display of damaged materials and a publicity campaign. Some libraries have reported at least a reduction in eating in the library. But invariably the problems recur.

Many libraries approach the problem with the reminder to be tidy by placing signs with some variation of the message: “Enjoy snacks but leave no trace.” But they are still struggling with banning messy, drippy, gooey, smelly foods like pizza, fried chicken, and Chinese food. Some libraries designate an eating area. This is not completely effective, but it can lessen eating in other areas. It also sometimes lessens the virulence with which users argue; it is easier to ask someone to eat in a specific area than it is to tell hungry students not to eat in the Library.

It should be noted as well that many library faculty and staff dislike telling people they can’t eat in the Library. We are trained to be information professionals and research experts, and between requesting that people be quiet and not disturb others, or take their muddy boots off the furniture, or stop eating in the Library, we begin to feel like we slip into the stereotype of a librarian as a stuffy old woman, hair pulled into a tight bun and lips pursed in a permanent “Shush”, who gets her pleasure in life by enforcing rules which may seem antiquated to some users, however practical they may be. We also sympathize with busy students – many of us worked our way through school with multiple jobs and responsibilities, and librarianship is a second career for many women, who come to it with families and other responsibilities. So we sympathize with students who have little time, and must squeeze multiple activities into one time slot. But we also value the collections, the technology, the furniture, the building, the art, the space, and everything else in the Library that is valuable, fragile, and easily damaged by crumbs or liquids or sauces. We also recognize that in Brooklyn College alone, we have seen mice, ants, cockroaches, silverfish, spiders, and squirrels – all of which damage books. Mouse dung has been found on paperwork left on a desk overnight. Squirrels ate holes in a cardigan Prof. Cramer kept in her office. Squirrels and mice have also eaten portions of several government documents on the
Lower Level of the Library. So we have spoken to users, and we have asked Security to deal with those who become abusive or refuse to put the food away. (We won’t complain if people return their lunches to their backpacks, of course!)

But essentially, all actions have been ineffective. We continue to revisit – and perhaps rethink – our policies, and perhaps even the style and means of enforcement. One idea is to purchase larger trashcans. Another is to put plastic mats in areas where food and drink are served – such as along portions of the floor in the MP room. But we still need to deal with food/drink spills on tables, carpet, and other floor surfaces, and we still need to deal with insects and rodents. We don’t have the custodial staff to clean the way a restaurant cleans their surfaces. We have yet to devise a solution to this problem.
Signage

We have formed a committee to improve signage in various areas of the building. Users often complain that it is difficult to find areas of the Library, and the library faculty and staff agree. Signage for the new building was very expensive, and has been a nightmare from the beginning; it was not what was ordered, but the matter became too complicated to pursue. But who puts clear, almost transparent signage on pale walls? Who puts signs for the washrooms at the eye level of a giraffe? We have designed some directional signage and maps that we believe will help, including posters that will be movable and initially located right where patrons exit the elevators. We hope to inexpensively supplement the existing, too-expensive-to-replace signage, so that we can help our users without breaking the bank.

Leaks on L4

There is still a mystery leak that occasionally soaks the carpet in the Current Periodicals Room. Facilities has not been able to resolve this issue.

Conservation Laboratory

This was completed and a grand opening was held in May. We are now proud to be the only Library within CUNY with a conservation laboratory and a full-time conservator.

Exploring the Use/Preparation of Sub-Basement Space for Archival Storage

This remains in progress. Tony Cucchiara and Howard Spivak examined various alternatives and discussed renovations that would be required in order to make the space suitable. However, there had been no funding for this project. We may have resolved this issue with some remaining CCAP grant funding; the conservation lab came in under budget and we have been informed centrally that the Archives may use the remaining funding to undertake these renovations. Fortunately, this is not a project which would disrupt students. However, we are likely to undertake the Everett projects first, as the donor is eager to see her funds used quickly and appropriately, and then begin work on these renovations. We may be able to do them concurrently; timing will be determined by staff availability and planning needs.
Art in the Library & New Resources

The Library’s Art Collection & Contest

The second annual Library Art Award contest was announced in late October 2008. Once again Archie and Maria Rand generously supported the award with $1,000.00. The prizes were $500 for the best undergraduate response and $500 for the best graduate response. The competition invited all Brooklyn College students to respond to any work of art in the Library. The student could respond in writing, music, film, in the form of a painting or a photograph or a work of graphic art, or in any other artistic form. The closing date for entries was January 31, 2009.

There were 91 submissions and many excellent responses to works of art in the Library. The responses were varied and included poems, essays, digital art, paintings, photographs, sculptures, and musical compositions. This year’s judges were Prof. David Grubbs from Music, Prof. Jennifer McCoy from Art, Prof. Joseph Entin from English, and Prof. Miriam Deutch, the Library’s Art Subject Specialist.

Winners were announced winners at a very well-attended reception in the Multipurpose Room on March 24. All submissions were on display to celebrate everyone who participated.

Provost Tramontano and Prof. Deutch gave remarks; Prof. Archie Rand announced the winners.

In addition, the entire campus received an email announcing the winners and those who received honorable mention, and they were enshrined in the Art portion of the Library’s website, at http://dewey.brooklyn.cuny.edu/library/art/?view=award_winners. Please note the display is within the Library’s online art catalog. For the undergraduate submissions, there was a split decision. The award went to Theresa Dietrich and Dan Asselin, both of whom wrote poems that interpreted paintings. Dietrich’s *Expressions and Phrases* was written in response to Lennart Anderson’s *President Vernon Latten*, and Asselin’s poem, entitled *Two Windows*, was an interpretation of Harold Baumbach’s painting *Aspen*. The graduate winner was Roderic Williams, who wrote a musical response to Shahzia Sikander’s *Embark-Disembark I-VI*. 
Traveling Art

The Charles Hines painting *Walt Whitman, 1860* has been crated and is ready for shipment to the Dixon Gallery and the Katonah Museum of Art. The library is loaning this unique portrait of Walt Whitman as a young man for the exhibition *Bold, Cautious, True: Walt Whitman and American Art of the Civil War Era*. The Dixon Gallery and the Katonah Gallery are paying for the insurance, crating and shipment of the painting. The painting will be on loan from June 2009 until February 2010. Credit will be given to Brooklyn College as the owner of the painting, and the location where the painting is normally on display. The College and the Library have generally agreed that this is good publicity, with relatively low risk; all matters were cleared with the College’s Art Committee and with Pam Pollack, the Brooklyn College Legal Counsel.
The Library Gallery – Exhibits, Publicity, & New Safeguards

With the assistance of the college attorney Pam Pollack, Prof. Deutch created an agreement to which artists must consent, by signing a form, when exhibiting in our gallery space. This was necessary to remove any Library or College liability if the artwork is damaged or stolen while on display in the library.

Table 9. Art Exhibits in 2008/09

**Instant Messages and Visions: New Works by John Arruda, Slava Polishchuk, & Asya Dodina.** November 18, 2008 – March 1, 2009. *This exhibit celebrated Library employees who are artists.*

**Art of Palestinian Children.** March 17-March 27. This exhibit was potentially controversial. No one initially realized that there were 2 organizations running an online auction of the children’s art to support their causes, and these causes had political roots. As a public institution, Brooklyn College (and CUNY as a whole) cannot legally be seen to endorse any political or commercial organizations or events. There are applicable guidelines provided by the Office of General Counsel, and we are also subject to the Administrative Advisory Memoranda on the Use of College Facilities. Exhibits in the gallery area of the Library fall under these policies. In order to remove any semblance of an endorsement or support for fundraising, the WESPAC Foundation, Adalah-NY, and Al Jana were removed from any information used to advertise the exhibit, shown with the exhibit, or made available in conjunction with the exhibit. We also required that Brooklyn College and the Brooklyn College Library be removed from the WESPAC Foundation, Adalah-NY, and Al Jana websites. Once the organizations agreed to our requests, the artwork was exhibited without incident.

**Pintando Postales by Katie Yamaski.** April 1 – June 15, 2009. *Pintando Postales* is an exhibition of paintings inspired by a postcard exchange between Katie Yamasaki’s New York City public school students and their counterparts in Santiago de Cuba. Yamasaki asked her students in New York to create postcards for their peers in Cuba, describing themselves and the world they inhabit. The exhibition *Tarjetas Postales de Nueva York* opened in Santiago de Cuba in the spring of 2007. Over 250 Cuban youth participated in the project. Many came to the gallery to choose the New York City kid with whom they most closely identified. The Cuban students created a response postcard describing themselves and what their lives are like in Cuba. Yamasaki, in turn, created corresponding paintings of the Cuban children, describing them and the world they inhabit. The show is a visual dialogue in words and paintings. This exhibit was a huge success. New York 1 covered the show; please see [http://www.ny1.com/content/ny1_living/96860/art-project-helps-city-kids-connect-with-cuban-pen-pals/Default.aspx](http://www.ny1.com/content/ny1_living/96860/art-project-helps-city-kids-connect-with-cuban-pen-pals/Default.aspx) for coverage. The reception
was attended by over 100 people. Two graduate Education classes met in the gallery space to
discuss the artist and her works. Several elementary, middle and high school classes visited the
show. In June, a teacher from a Harlem Middle school brought 2 of her classes to see the show.
Overall, the exhibitions and receptions held in the Library’s gallery corridor have been very well
attended. In addition, the art transforms the area, providing a visually interesting interlude for
those attending an event in the WTA or perhaps just taking a break from research or studying.
Art Gifts

The library received a gift of six paintings by the artist Elizabeth Delson.

ARTstor & the CUNY Image Sharing Cooperative

Prof. Deutch continues to work with faculty and students in all disciplines to promote the usage of ARTstor, including the original platform and contents, and the upgraded content being added because of the work of Prof. Deutch, Curtis Kendrick (CUNY University Librarian), and colleagues among participating CUNY Libraries. Prof. Deutch was the catalyst for this initiative. In December 2007, she began advocating that all CUNY ARTstor subscribers share their digital images via the ARTstor hosting service. ARTstor was willing to cooperate, and it would provide a wonderful, collaborative resource – tangible evidence of the major benefits we can all receive by cooperating more extensively, as a large group. CUNY has not always taken full advantage of such opportunities. We have done so in many license negotiations, thanks to the vision, dedication, and determination of Prof. Susan Vaughn, the ERAC committee, and others. We have for the first time written and executed a collaborative grant for iSkills – apparently this is an unprecedented achievement. And now, Prof. Deutch and Curtis Kendrick have succeeded in getting cooperation and interest from numerous colleges for the ARTstor initiative. Through this initiative, colleges add their own images and slide collections, and have them mounted on the ARTstor platform. We get the use of the platform and the ability to share each other’s resources; ARTstor is granted the use of our images in return. Currently, Hunter College and City College have images available, and the Graduate Center’s CUNYDID (CUNY Digital Images Database) is being added, slowly but surely. Brooklyn College will add images shortly, and City is in the process of adding still more images to their collection. Notably, CUNYDID has many 19th and 20th century images, an area where ARTstor is weak. When it is complete, this shared resource will be enormously useful to all CUNY students and faculty. Moreover, it will eliminate duplication (several institutions copy or have slides of the same image) and the waste of precious human and technological resources. The ARTstor hosting service for images may become a very useful resource for CUNY to share archival images as well. Prof. Deutch anticipates that the first version of the resource will be available in Fall 2009.
Access Services & Model Citizenship in the Borough of Brooklyn

In addition to the numerous events and exhibits open to the public, our openness to sharing art and to allowing/assisting filming, and to the general supportive atmosphere for collegiality and collaboration, it should also be noted that Prof. Deutch was appointed for another term as the coordinator of the College’s Sexual Harassment Advisory Panel. As coordinator, Prof. Deutch is responsible for reviewing and investigating all sexual harassment complaints made on the Brooklyn College campus.
Major Section 6: Unit Report, Technical Services

Brief Outline of Unit Structure & Functionality

The Technical Services unit of the Library includes four divisions: Cataloging, Acquisitions, Interlibrary Loans & Document Delivery, and Serials. Prof. Judith Wild is the Associate Librarian for Technical Services, and the overall head of all 4 units.
Cataloging Division

Outline & General Description of Work

This unit includes one faculty member (Prof. Marguerite Iskenderian, Music Cataloger), 2 Gittlesons (Maxine Badchan, Deborah Gelfand), and 2 CA staff (Channie Tolchinsky, Bob Chipok). Like most academic libraries, we do not do a great deal of original cataloging for materials in English. Most of the work for English-language items is copy cataloging: records are located and downloaded from a large record-sharing cooperative such as OCLC, and then edited and adapted to reflect local conventions or needs, e.g. notes may be added, location codes will be changed, etc. For specialized materials such as music scores, considerable editing (or even original cataloging in some cases) may be required. This unit also processes materials that come in as gifts, handles rush cataloging of new books (e.g. for the Book Party), and catalogs new scores and sound recordings. Prof. Sally Bowdoin (who works primarily in the Serials Unit of Technical Services) also catalogs media (videos, DVDs, etc.) We are one of the few libraries in CUNY to classify our videos and provide full subject access. We find it necessary for our clientele.

We also do a fair bit of original cataloging for unique materials, non-book items, and materials in languages other than English (when no copy catalog record is available). We have catalogers who are able to work in Hebrew, Yiddish, Amharic, and Russian; one cataloger (Bob) is also taking a course in Arabic. It is especially difficult to find catalogers who can work with materials written in non-Roman alphabets. The CUNY Central Processing Center is not capable of handling such materials. This unit also processes older materials (including materials donated to the Archives) that have come in as gifts. They also catalog new rush books, new scores, and new sound recordings.

This unit also completes end-processing required before books and other items can be shelved, such as affixing labels and label covers, adding security tattletapes (the strips that set off the security gate alarms if users exit without checking out materials), etc. Some years ago, we also had a large batch of labels that turned out to be of poor quality, and we had not yet adopted the process of using label covers. After a few months or more, the call numbers would wear off and become unreadable. Whenever shelvers find these items, they bring them to the Technical Services office, and new labels are generated. This is not a trivial number of materials: last year, over 9000 books were relabeled, and this year, we located and relabeled another 3198.
Cataloging of Archival Gifts & Collections

The Cataloging Unit also catalogs major archival gifts; many of these require original cataloging, or, if copy cataloging records are available, they require considerable editing. This year, we have nearly completed the cataloging of two major archival gift collections. 2,108 titles have been cataloged for the Schaar Collection on North Africa and the Middle East; most are in French and Arabic. As well, 917 items have been cataloged for the Hank Kaplan Boxing Archive; many of these books have either been autographed by the author or by the book’s subject. Also, 193 items have been cataloged for the Zimet boxing collection.

The Archives holds at least 1,500 titles in their rare collection that are still classified according to the Dewey Decimal Classification scheme and have never been added to our online catalog. The Cataloging Unit is beginning work on reclassifying these items using Library of Congress Cataloging, and adding them to our online catalog.

The Robert L. Hess Collection on Ethiopia and the Horn of Africa was cataloged several years ago. That collection, together with the Robert L. Hess Collection on the Continent of Africa, has 3120 cataloged titles. It has been a tremendous resource for scholars around the world. We mention it in this year’s Annual Report because it has encouraged the daughter of the late Tsegaye Gabre-Medhin, Poet Laureate of Ethiopia, to consider donating her father’s library. The items are primarily in Amharic. Luckily, Bob Chipok catalogs in Amharic. See the Archives Unit report for more details on archival gift collections.
Aleph Issues

We get a monthly list of records to delete each time a batch of E-brary e-books is loaded. We just received 1,000 records from CUNY Central to delete. The CUNY Technical Processing Center has the ability to globally delete the records for the institutions that have subscriptions to E-brary; it would be a tremendous help if they would agree to do this, and Prof. Wild, as our representative on the Aleph Cataloging Committee and our Primary Contact for Aleph, is attempting to encourage the Center to assume this responsibility.

The implementation of ARC (Aleph Reporting Center, a software product that allows administrators to generate both canned and customized usage reports from Aleph) was supposed to happen a year ago. However, it has not yet been possible to accomplish this. The structure of the CUNY+ database is apparently excessively complex and has been set up in a peculiar fashion. Ex Libris, parent company of Aleph, has been most unwilling to help with this, and the work has fallen virtually entirely on CUNY Central’s Office of Library Services staff. Many CUNY Libraries (not to mention the OLS technical staff) are extremely displeased with Ex Libris’ customer service, in this area and many others.

CUNY also upgraded to Aleph 18.01 this year. There were minor issues, but overall the upgrade went relatively smoothly. There was Aleph downtime, but not always related to the upgrade. However, when there was Aleph downtime, it affected overall productivity – no one could catalog, fill ILL requests received via the system, etc.
Catalog Accuracy & Productivity

The OCLC Reclamation Project was performed several years ago when OCLC offered the service for free. The intent was to reconcile CUNY monograph holdings in WorldCat (our international bibliographic utility) with CUNY holdings in CUNY+ (the library catalog representing the records of all CUNY institutions). Unfortunately, OCLC, the vendor, found the job far too extensive for them to complete. Subsequently, any further attempts will come with a fairly steep cost. This development hardly affects the accuracy of the Brooklyn College’s holdings on account of the fact that our procedures include deleting the WorldCat holding whenever a title is withdrawn from our local catalog. Nevertheless it will have great bearing on some of the other CUNY holdings (at libraries which do not adhere to similar procedures), which in turn affects our users.

Another concern is that while Serials Solutions keeps track of the e-serials titles that come in our aggregator packages, and removes from the catalog any that we no longer own, Serials Solutions does not remove them from WorldCat. Thus, the records for these now phantom titles are still in WorldCat – and for users who look holdings up on WorldCat, it looks like we still own the titles. Inaccurate holdings in WorldCat greatly erode the efficiency of interlibrary loan and significantly add to the delivery time; staff end up receiving requests for titles we no longer own, and having to reply to the requestor that we cannot fill the request. The requestor then goes to the next library – and perhaps encounters this problem multiple times before finally finding a library that can actually supply the article. Central Office is exploring a means to transfer the Serials Solutions information to WorldCat.

This past year the catalog and our local network experienced an unusually high amount of down time and slow response time, which negatively affected the number of books cataloged. The problems affecting the catalog response time have been solved and David Best of ITS has given generously of his time to work with us to correct the problems. While there are still occasional problems (especially in the early mornings), the situation has greatly improved.
Weeding

The Reference Area Redesign Project (funded by the Everett family) has considerable workload implications for Technical Services, especially the Cataloging Unit. The subject specialists are reviewing the reference collection with the aim of shrinking it by 50%. Many volumes in the reference collection will be either discarded or relocated. Thus all of these items must either be withdrawn from both CUNY+ and WorldCat (if they are being discarded), or the records must be edited to reflect that the items may now circulate. Various procedures have been developed to speed up the process, but it will still take some months to complete.
Acquisitions Division

Outline & General Description of Work

Ann Matsuuchi, Head of Acquisitions, left on February 6th. In addition to her work as head of Acquisitions, Ann had managed all our Aleph version updates and our macros; thus, with her departure, both Technical Services Staff and staff in AIT/Systems (who had to step into the breach) were impacted. The only other staff we have in the Acquisitions Unit is a COA (Grace Canada) who is shared 50/50 with Collections. Grace began in this position as a result of a redesign in Administrative Office staffing, in Summer 2008. At the time of Ann’s departure, she had trained Grace in some acquisitions responsibilities but certainly not all. This is a critical position, so Prof. Walker appealed to the Provost. Dr. Tramontano in turn appealed to the President, and we were granted permission to fill the position. We are very grateful to both Provost Tramontano and President Kimmich for their support. We have made temporary adjustments, and are in the midst of a search for a permanent Acquisitions Specialist.
**Book Party**

The Book Party is always a high point of the year for the Library. A great deal of work goes into the preparations, and this year, with the loss of two key staff members who had always borne much of the load (Sandra Stumbo and Ann Matsuuchi), the preparations were more arduous and complex than usual. Grace Canada, Prof. Judy Wild, Janet Finello, and all members of the Library’s Social Committee, along with numerous other staff, jumped into the breach. It is fair to say that the Book Party consumed a large portion of their time for several months. Fifty books were honored – this tied our record! And everything worked out in the end. The library received many positive comments on the event. It was clear that people had a wonderful time. There was pride in the honorees, pride in the departments from whence they came, pride in the College for nurturing such talented and productive educators, gratitude to the Library for creating the opportunity to showcase these achievements and delight in the lovely setting that the Lily Pond Reading Room affords. However, even excellent activities can be improved upon; we learned a few lessons and in a debriefing session, thought of a number of tactics we could use to try to improve the party next year. We also plan to discuss criteria. Every year, we are asked to honor things other than books, and we realize that in many fields, the book is not the primary or even most important mode of publication. But we are in a bit of a bind – if we honor every article, surely every faculty member on campus would be honored, and that would both decrease the “specialness” of being an honoree for many, and leave the Library without the budget to feed everyone! This year, at the request of a few faculty, we did honor a music CD and a score; we asked the Chair of Music, Prof. Bruce MacIntyre, whether the items were equivalent achievements to a book, and he declared that they were. But normally, we have simply kept honored materials to books. Certainly, we will never be able to honor things like sculptures, though they may be major achievements: we have at least adhered to the idea that the honored materials must be things we would normally (and will) add to the Library collection. Someone will always be left out. If it becomes too contentious, the Library will be forced to cease having the event; it is meant to be an enjoyable event, not the cause of hard feelings. If it turns into the latter, we will try something else.
Serials Division

Outline & General Description of Work

The Serials Unit consists of 1 library faculty member (Prof. Sally Bowdoin), 2 Gittlesons (Rosalind Kreger and Rosemary Morgan), and 2 CAs, John Arruda and Leslie-Ann Williams. We also had 2 Campus Work-Study (CWS) students in the Fall (Ching Ha Wu and Quing Zhang) and 1 (Ching) in the Spring.

This unit handles all tasks related to ordering, receiving, processing, claiming (missing or damaged issues), paying for, and occasionally cancelling and withdrawing print serials, and for all tasks related to ordering, paying for, managing, and sometimes cancelling/withdrawing e-serials. E-serials work is further complicated by the fact that we deal both directly with some publishers and also with vendors who handle bulk packages of journals and databases. E-serials work includes extensive liaison work with publishers and vendors to ensure that we get access to all the materials for which we have paid and which we should be receiving; that access is unfettered and working properly; that the publisher/vendor has included all our IP ranges and addresses as official Brooklyn College IP addresses which are valid for on-site and remote access; that the publisher/vendor can function properly with EZ Proxy; that the license terms are not unduly restrictive and that they allow us to perform functions which are critical to us such as interlibrary loans; etc. Frequently, publishers and vendors have to be notified multiple times of changes to IP addresses, or they refuse to deal with anyone but the “campus administrator.” The latter can be particularly problematic: it generally means that only one person (usually Prof. Bowdoin) is forced to call hundreds of vendors. Fortunately, not all vendors are such sticklers. This year, we had additional IP addresses added to our range: we were fortunate in that ITS gave us advance notice, and also made it easy for us to push use of library resources through old IP addresses until we finished notifying the bulk of our vendors. We still regularly find minor access problems, though – usually because the vendor has somehow ‘lost’ notification of our new IP address. Even if a resource has worked for months, it can suddenly stop working, triggering a call by Prof. Bowdoin, Alex Rudhteyn of AIT, Prof. Evans (of IS, who is our E-Resources Librarian, among many other roles), Prof. Vaughn (head of Collections), or someone else authorized to make changes. Overall, Prof. Bowdoin spends approximately 5 hours weekly dealing with publishers and vendors on access issues.

Prof. Bowdoin also works directly with our Serials Solutions serials management product and with the EBSCO A-Z list of e-journals to ensure that the displays on our Library website and in the catalog actually reflect what we really own – not just the titles, but the correct years of coverage as well. We are pleased to report that the monthly Library/AIT/ITS meetings have made...
a major difference in our ability to provide virtually uninterrupted service and access to e-resources to our users. Communications have improved greatly, and everyone understands each other’s work and needs and specialties much better.

As noted earlier, Prof. Bowdoin also handles rush cataloging and cataloging of media. This unit also handles mail distribution; physical processing of serials, periodicals, and monographic series; and numerous special projects as assigned (for example, they will be involved in many aspects of the Everett projects).
**Bound Periodicals Inventory**

There is a very real space problem in the post-1980 bound periodicals. (See Distinctive Collections – Government Documents report for details.) Jennifer O’Neill-Rosenberg is inventorying the collection, utilizing a shelf list produced by CUNY Central’s Office of Library Services. Decisions will be made as to what will need to go to storage or what can be discarded (if we own a reliable electronic version). We also believe the inventory will reveal inaccuracies in our holdings as listed in CUNY+. As Jennifer inventories the collection, Prof. Bowdoin will be updating the holdings in Aleph.

**EBSCO E-Journals Service (EJS)**

In last year’s annual report, it was reported that we had concluded determining the accuracy of the dates of the e-journal holdings as listed in the EJS. However, this only includes titles purchased through EBSCO. This year, there were major additions. In January 2009 we transferred our Oxford, Cambridge, and Blackwell accounts to EBSCO; now all titles we receive from those publishers must be checked for access. CA staff are undertaking this task, and Prof. Bowdoin will make the updates.

**Information to be Added to the WIMS**

All of the “administrator” information that Prof. Bowdoin has gathered dealing with the IP issue (passwords, account numbers, contacts, etc.) needs to be added to our e-resources database (in the WIMS created by Slava Gurgov). This task will be undertaken as soon as the EJS updates in Serials Solutions are completed. This will at last give us a list of permanent technical contacts and other relevant information needed whenever we add IP addresses or make other technological changes. This did not exist in August 2006 when Prof. Walker started at Brooklyn College – and on her first day, learned that because new IP addresses had been added, and the Library had not been aware of this, none of our e-resources worked! We had virtually no contact information for vendors, except for a few sales contacts. We have since been building a database of contact information, but much has changed. Still, we are in much better shape these days when technological changes are required!
Interlibrary Loans (ILL) Division

Outline & General Description of Work

Sherry Warman, a long-time Gittleson staff member, leads this unit; she is generally assisted by 2-3 CA staff and 2 or more CWS students (staffing varies depending on the number of hours staff are able to work). We receive requests for books and articles, and generally have no problem filling requests for materials in print, as our catalog is fairly up to date (given that we did a major inventory a few years ago, when dealing with moving and the new building) and we are careful to make sure that changes we make in CUNY+ are reflected in WorldCat, so people don’t ask for things we don’t have. However, we have a major problem with requests for e-journal articles. WorldCat does not include holdings information! That means that we may own a subscription to only a few years of an e-journal title, but WorldCat says simply that we have the title, and users assume we have the complete run. This also negatively affects our statistics: we show that we are “unable to fill” many requests when it is not, in fact, due to any error on our end.
Technology

The installation of Adobe Professional on Sherry’s computer has solved the problem we used to have of receiving articles in inappropriate formats. We get many articles sent to us in TIFF format, and our users frequently cannot handle this format. Adobe Professional allows Sherry to convert these files to PDF format. We have also received a new computer with Microsoft fax software (rather than a connection to an actual fax machine); this allows faxed articles to be received on the computer and forwarded via email.

We have also experienced numerous problems over the past year with CLIO, the system we use for Interlibrary Loans. Details are not particularly relevant, but in general, there was a lot of time spent creating “workarounds” so that we could continue to provide service to our patrons, without them actually noticing. For example, the CLIO automatic email feature stopped working for some time; it is now back for emails within BC, but does not work for emails outside the college. Staff must separately contact all patrons with non-BC emails. We have recently learned that the CUNY Central Office of Library Services is going to pay for ILLiad implementation across all campuses wishing to participate in an expanded ILL network (ILLiad is a competing ILL product). This expanded network includes many SUNY campuses. The Graduate Center already participates. It is known as the IDS Network. Brooklyn College has decided to participate. We expect a very significant increase in lending but we think that the benefit to our users will be well worth the effort.
A Few Interesting Statistics

Cataloging 2007-08

New Titles

Monographs 7,923
Serials 20
Sound Recordings 199
Scores 125
Micro Formats 0
Video Formats 344
Multi-Media/Software 8

TOTAL NEW TITLES CATALOGED 8,611

Retrospectively Converted Records 0
Recataloged 196
### Collection Growth 2007-08

**Volumes**
- Monograph Volumes Added: 9,981
- Serial and Bound Periodical Volumes Added: 1,297
- **subtotal**: 11,278
- volumes withdrawn: 1,193
- **TOTAL CATALOGED VOLUMES**: 10,085

**Non-Book materials**
- Sound Recordings: 19,434
- Videocassettes and DVDs: 3,394
- Multimedia, CDs, DVDs: 1,725
- Microform pieces: 1,689,311
- Print and Serials Subscriptions: 3,635
**InterLibrary Loans 2007-08**

BORROWING

- Requests received (incl. found in BCL, unfilled, and offline) 2,829
- Requests cancelled or unfilled 215
- Requests satisfied (incl. offline) 2,375
- Photocopies (incl. offline) 628
- Bound items (incl. offline) 1,486
- Document delivery 261
- Found at BCL 239
- Total items supplied to BC readers 2,375
- % of requests satisfied 84%

**SOURCES OF BORROWING**

- WorldCat/CUNY libraries 133
- WorldCat/Non-CUNY 1969
- Mail/Fax requests 8
- Document Delivery Service 265
- Found in BCL 239
- TOTAL 2,375

LENDING (Requests from other libraries)

- Requests received (incl. offline) 7,502
Requests satisfied (incl. offline)

Photocopies (articles etc. incl. offline)  1,887
Bound items (monographs etc. incl. offline)  2,272

Total Items Lent to Other Libraries     4,159
% of requests satisfied 55%

SOURCES OF REQUESTS SATISFIED

WorldCat/CUNY libraries  438
WorldCat/non-CUNY  3,683
Offline  38

TOTAL 4,159
Miscellaneous

Third Annual Brooklyn Book Festival

On Sunday, 9/14/08, 10 a.m. – 6 p.m., the Third Annual Brooklyn Book Festival was held. This was the second year that the Festival had a higher education section, and thus the second year that BC participated and had its own booth. The festival attracts more than 10,000 visitors. Sixteen people from the College participated, under the leadership of Prof. Judy Wild. It was a time-consuming but very successful event. Many people stopped by to talk with the faculty authors, to buy some books, to ask questions and pick up enrollment materials from the Admissions staff member. Additional information about this annual event can be found at http://www.brooklynbookfestival.org/

Brooklyn College Library Copyright Committee

URL: http://library.brooklyn.cuny.edu/copyright/

E-mail address: askcopyright@brooklyn.cuny.edu

Copyright committee members included Beth Evans (Chair), Mariana Regalado, Stephanie Walker, Miriam Deutch, and Judith Wild

The committee had a few foci this year:

1. We redesigned and clarified the E-Reserves pages so that the faculty could clearly understand what their responsibilities are when using this service. We also wanted to make sure that what we were asking of them was in compliance. To that end we asked Jane Davis, the CUNY Copyright lawyer, to review this section. We made revisions based on her recommendations.

2. The Committee created a tri-folded brochure: “Doing Right By Copyright: A Guide to Fair Use of Copyrighted Works in the Classroom.” After we received the approval of the Provost, we distributed this brochure at the Stated Meeting of the Faculty in February. Our aims were to raise the committee’s profile with the classroom faculty, to disseminate some information on an important topic, and to introduce the concept of the Library Copyright Committee to the Administration. The CUNY Copyright Task Force, of which Judy is a member, was very impressed with the brochure. Many thanks to Maja Szychowska for the design of the brochure.

3. The committee again had a Faculty Day poster session to remind the faculty of our presence and to provide assistance with copyright queries. We received three queries about copyright from faculty in the week after the display, so we believe this was a successful venture!
Major Section 7: Unit Report, Archives & Distinctive Collections

Brief Outline of Unit Structure & Functionality

The Archives & Distinctive Collections consists of 3 divisions: Archives & Special Collections; Government Publications, Periodicals, & Microforms; and Music. These units are led by Prof. Anthony Cucchiara, College Archivist and Associate Librarian for Distinctive Collections.

Archives & Special Collections

Staffing

In addition to Prof. Cucchiara, the Archives & Special Collections unit includes Assistant Archivist Marianne LaBatto, Archival Associates Barbara Allier and Edythe Rosenblatt, Archival Assistant Izabella Nudellis, and Conservator Vyacheslav (Slava) Polishchuk.
Interns & Projects

The Brooklyn College Archives benefits tremendously from the work of numerous interns, who come to us via various means, including the Brooklyn College Community Partnership, the Brooklyn College Minor in Archival Studies & Community Documentation, Project Sesame (a major grant-funded digitization initiative, with participants – including CUNY – across North America), various library schools, etc. Some were simply students with a strong interest in a particular collection! This year, the interns and their projects were as follows:

Fall 2008

Intern: Shamar Brown, Brooklyn College Community Partnership
Project: Stuart Schaar Books

Intern: Naomi Dobrowoiski, Archival Studies and Community Documentation
Project: The Papers of Emmett Rocco

Intern: Mark Sgambettera, Preminger Intern
Project: Alan Dershowitz Papers

Intern: Arnold Teschler, Archival Studies and Community Documentation
Project: BA/MD Program Files

Intern: Bahati Williams, Archival Studies and Community Documentation
Project: The Papers of Jack Barrett

Spring 2008

Intern: Jennifer Chisnell, Project Sesame
Project: 1959 Broeklundian
Intern: Bahati Williams, Archival Studies and Community Documentation
Project: The Papers of Freddie Brown

Intern: Alegria Barclay, Library School Student
Project: NYS Women’s Political Caucus

Intern: Jane Codding, Project Sesame
Project: Brooklyn College Historic Documents

Intern: Cancun Qui, CIS student
Project: Brooklyn College Archives Web page

Intern: Jill Goldstein, Pratt Library School Student
Project: Hank Kaplan Archive Inventory

Intern: Aris Pina, Boxing Aficionado
Project: Hank Kaplan Archive Inventory

Intern: Jason Latchick, Brooklyn Native
Project: Ray Arcel Papers, Howard Golden
Major Gifts

a) Jack Newfield: 16 boxes - Newfield (1938-2004), a journalist, author and reporter, was born in the Bedford-Stuyvesant section of Brooklyn, New York. As a youngster he went to Boys High School and Hunter College from where he graduated in 1961. In college he became involved in college sit-ins, the Student Non-Violent Coordinating Committee (SNCC), and anti-war demonstrations. By 1964, Newfield was writing in the Village Voice. He became a speechwriter for Robert F. Kennedy. A dramatic moment in his life was June 5, 1968. While standing near Robert F. Kennedy in the Ambassador Hotel in Los Angeles, Newfield witnessed Kennedy’s assassination.

Jack Newfield loved the sport of boxing and was friendly with many prizefighters. Although he truly enjoyed the art of boxing, he hated the corrupt promoters and the underbelly of the world of boxing. “… I view fighters as exploited workers, uneducated, like the farm workers in the 1960s and miners of the 1930s … they are victimized and I view my writing about boxing as another way to defend the working class against the rich plutocrat.” He was committed to standing up for the underdog and wrote about people like Don King, who he believed exploited boxers. Newfield’s book Only in America: The Life & Crimes of Don King became so popular that it was turned into a television movie by HBO. Newfield tried to “combine activism with writing.” “The best thing that ever happened to me was discovering Jimmy Cannon and Murray Kempton from the New York Post. They made me want to become a journalist … the wit, the irony, the subtlety ….” Newfield wrote ten books including The Full Rudy: The Man, the Mayor, the Myth; American Rebels; Robert Kennedy: A Memoir; City for Sale: Ed Koch & the Betrayal of New York; Somebody’s Gotta Tell It: A Journalist’s Life on the Lines; American Monsters: 44 Rats, Blackhats and Plutocrats. Jack Newfield died on December 20, 2004. His wife Janie, son Joey and daughter Rebecca survive him.
b) Emmet Rocco: 2 boxes - Emmett Rocco, heavyweight boxer, was born in Ellwood City, Pennsylvania on December 18, 1906. Street fighting may have introduced him to the realm of boxing, but this sport became a means of subsistence—more potentially lucrative than football or baseball—not just recreation. Undoubtedly, his burly appearance and intimidating size, even at a young age, accounted for some of his success.

He supported his family with the prize money he won from various amateur matches. Rocco began professionally boxing in February 1927. Rocco distinguished himself as a heavyweight fighter, coming in second for the World Heavyweight Championship. Over the course of his career he participated in over seventy bouts, winning, approximately, forty-seven, and losing, approximately, twenty-five. Joe Cumo, Jim Dunn, Al Zill, Joe Alexander, and his brother, Ben Rocco, served as his managers. In 1932 he was involved in a truck accident, which severely hurt his back, and handicapped his ability to box. He retired that same year. He died in 1961.
c) Ray Arcel: The illustrious life of Ray Arcel began in Terre Haute, Indiana, on August 30, 1899, where he was born to Russian-Jewish immigrants David and Rosa. His mother passed away when he was only four years old, prompting his father to move the family to New York City, first to the Lower East Side before settling in East Harlem. As a student at Stuyvesant High School, located in lower Manhattan, young Ray rode his bicycle every day the five miles each way, establishing early on the strict regiment of physical activity he would follow unflinchingly throughout his long life. It was at Stuyvesant where Ray’s interests in becoming a physician shifted towards boxing after a few weekend amateur bouts.

As the self-proclaimed “only Jew in Harlem,” Ray found himself getting into a lot of fights during his youth, which undoubtedly helped steer him in the direction of the squared circle. It was at Grupp’s Gymnasium on 116th Street and 8th Avenue where Ray Arcel first trained to be a boxer and found himself under the tutelage of trainers Dai Dolling, an ex-bare-knuckle boxer, and Frank “Doc” Bagley. From Dolling, Arcel learned that each fighter was an individual who must be trained accordingly, while “Doc” schooled him on the fine art of being a cutman.

Ray Arcel began training boxers at Stillman’s Gym, also known as “The University of Eighth Avenue,” an establishment often referred to as both “The Center of the Boxing Universe” and “a dump just spitting distance from The Garden.” It was here that he trained the first of his nineteen (19) world champions, flyweight Frankie Genaro, in 1923. Two years later, in 1925, Ray Arcel joined forces with fellow trainer Whitey Bernstein, forming one of the most successful training pairs in boxing history.

During the illustrious reign of Joe Louis, Ray Arcel was dubbed “The Meat Wagon” by cartoonist Willard Mullins because of his role in serving up and hauling away most of the almost monthly challengers to Louis’ throne as Heavyweight Champion between December 16, 1940 (Al McCoy) and March 27, 1942 (Abe Simon). Despite their worthiness as challengers to Louis’ crown, they were simply and glaringly overmatched in the ring (“As soon as the bell rang,” Arcel once said, “they folded like tulips”), which led to their unfair dubbing as “The Bum of The Month” Club.

However, on September 27, 1950, Arcel had the last laugh when his pupil Ezzard Charles defeated Louis by decision after a 15-round bout for the World Heavyweight Championship. Perhaps the victory was not as sweet as it would have been ten years earlier, since Louis came out of retirement to attempt a comeback in light of the debts to the IRS that had plagued the Brown Bomber at the time, despite the obvious fact that he was no longer the same fighter that was world champion for eleven (11) years and ten (10) months, a record which still stands, exquisite and unrivaled. Incidentally, as well as poetically, Ray Arcel was in James J. Braddock (“The Cinderella Man”)’s corner when Joe Louis first won the Heavyweight Title on June 22, 1937.
During the early 1950’s, Ray Arcel’s attentions became more focused on his newest role as matchmaker/promoter for Saturday Night Fights on the ABC Network. Unfortunately for Arcel, SNF was in direct competition with the newly-formed IBC (International Boxing Club) Fight Night, which was run by long-time promoter James Norris and Frankie Carbo, a New York mobster and soldier for the Lucchese crime family, as well as a gunman for the infamous Murder, Inc. Ray Arcel became a marked man as soon as SNF’s existence started taking money out of their pockets. On September 19, 1953, while standing outside of his hotel in Boston, where most of his Saturday Night Fights took place, Ray Arcel was violently assaulted from behind with a lead pipe. The severe slugging resulted in a fractured cranium and several lacerations of the scalp. When questioned about why anyone would want to bring him harm, Ray maintained stoically that the attack on him was random and that he was without enemies. Not only was SNF off the air within a couple of months of the attack, despite its success, but Arcel paid $13,000 for advertising in the IBC’s magazine, despite being on bad terms with them.

In light of such filthy and despicable occurrences, Ray Arcel officially retired from boxing in 1954. For the next sixteen (16) years, he made his living as a successful purchasing agent for Meehanite Metal Corporation in New York City. However, his love of the sport to which he returned in 1970 never wavered during his absence. Having been asked to help Panamanian light welterweight Alfonso “Peppermint” Frazier train for the world title fight, Ray Arcel accepted and picked up right where he left off, as Frazier became his seventeenth world champion.

In 1972, while still in Panama, Arcel began to train Roberto Duran as a favor to longtime friend Carlos Erata; a favor because Duran’s Panamanian trainers were unable to handle his volatile personality. In time, Arcel, along with friend Freddie Brown, gently molded Duran into one of the best and most cunning fighters in the history of boxing. Arcel was in Duran’s corner when he beat Sugar Ray Leonard for the WBC Welterweight Championship, as well as during the infamous “No Mas!” rematch five months later. Despite the shock and hurt that Arcel felt in light of Duran’s unexplained surrender, he was the only one to stand up for him when the purse from that match was called into question and threatened to be withheld. When asked why, Arcel simply responded, “Because he’s my fighter.”

Ray remained ringside for another couple of years in WBC Heavyweight Champion Larry Holmes’ corner, alongside old friend and fellow trainer, Eddie Futch. His final match was the much-anticipated and hyped affair versus Gerry Cooney on June 11, 1982, in which Holmes defended his throne successfully with a 13th-round KO.
In the years following his second, and final, retirement, Ray Arcel had remained in the peripherals of the sport, lending it some of that class and professionalism that he had been known and admired for throughout the sixty-five (65) years of his life that he had graciously given to it.

Regarded and often called “The World’s Greatest Trainer,” as well as a “true trainer’s trainer,” Ray Arcel had handled over two-thousand (2,000) fighters and trained nineteen (19) world champions, from flyweight Frankie Genaro (1923) to heavyweight Larry Holmes in 1982. Furthermore, he has trained and seconded world champions in every weight division except featherweight. The complete list, in no particular order is: Ezzard Charles, Jim Braddock, Bob Olin, Tony Zale, Barney Ross, Billy Soose, Ceferino Garcia, Lou Brouillard, Teddy Yarosz, Freddie Steele, Jackie (Kid) Berg, Alfonso (Peppermint) Frazer, Abe Goldstein, Frankie Genaro, Sixto Escobar, Charley Phil Rosenberg, Roberto Duran, Larry Holmes and Benny Leonard.

Despite having life-long ties to an industry known for its double-dealings, dishonesty and disrespect towards its fighters, Ray Arcel maintained an air of truth, class and care throughout. As the late WC Heinz summed it up many years ago, “Ray Arcel worked with nineteen world champions, and as one of the most gentle, kind, and refined of men, was concerned more about the fighter as a person more than anyone else I ever knew. To him, I would have entrusted a son.” Ray Arcel away passed on March 7, 1994, and with him a wealth of compassion and knowledge lost to boxing and to the world.
d) Robert (Bob) Olin: 1 box - Olin was born on July 4, 1908 in Brooklyn, New York. Prior to starting a professional boxing career at the end of 1928, he worked as a Wall Street bond salesman. He began boxing, first as an amateur, in 1928—making a swift transition into professional boxing in the same year. A successful amateur boxer, he won all the thirty-five bouts in which he participated, as well as earning the New York Metropolitan A.A.U., and the Golden Gloves titles in 1928.

He was successful as a professional light-heavyweight boxer, winning fifty-five matches, with twenty-seven losses, twenty-five kayos, and four draws. His success was partly fueled by his highly-publicized bouts with middleweight champion, Lou Brouillard in 1934. His manager was Harold Scadron; and his trainers were Frankie Doyle and Ray Arcel.

Olin became heavyweight champion in 1934—and sustained the title in 1935—after a fifteen-round fight with Maxie Rosenbloom. In 1936 he lost the title to Henry Lewis, after which he was unable to regain his momentum, losing more fights than he won. He retired in 1939. He served in the United States Coast Guard during the Second World War. In his later years he became a restaurateur. Olin died on December 24, 1956, at the age of forty-eight, of a heart attack.
e) Jack Barrett (Gerstenhaber): 6 boxes - Barrett, born July 9, 1903, was the sixth child of nine in an Austrian Jewish family. Jack quit school at fifteen to provide for his family. His early jobs included helping the milkman deliver milk to selling newspapers at his father’s newsstand. Out of curiosity, Jack became a street fighter and wanted to learn how to box. When Jack saw fighters practicing in the gym, he wanted to use such skills to defend himself from thugs. Jack’s older brother Sam encouraged him to become a fighter.

Jack believed honesty was an important virtue probably due to his Judaic beliefs. He used other boxer’s names so that his father would not find out about his secret passion. Willy Gibbs, Jack’s old fighter manager gave Jack his first name, “a moniker that stuck”. He changed his last name from Gerstenhaber to Barrett. In Jack’s professional career, there were twenty-four wins and two losses. In the first of the losses, Jack was severally injured and had to hide scars from his father. The second loss was a devastating blow to Jack’s early career. When Jack’s father discovered his secret and the bruises from the second loss (the cauliflower ear was obvious), his dad forced him to quit fighting for good.

With the money saved from his earnings, Jack opened a gym on 116th Street and Third Avenue after his fighting retirement. He was the first to introduce a paper contract to insure fighters’ rights and their returns of investment. By 1928, Jack had six boxers in training in star bouts. Chester Rico and Humberto Zavala were Jack’s fighters during his entire career.

By the late 1950’s the International Boxing Council was under fire for allegations of mob affiliation in gambling in the sport. Underground gangsters like Frankie Carbo (a private owner of the IBC) was the star suspect in FBI’s investigation. Barrett was accused of using illegal funds in his wife’s bank account; he was interrogated and cooperated with the authorities. Jack was cleared of charges and was promoted to Matchmaker at Madison Square Garden because of his honesty. He was qualified for the job to “clean up” boxing. However, after Jack was hired, that qualification was short lived when Jack challenged the commissioners at the Garden to clean up their act. After many controversial but entertaining matches and too much conflict with the Garden to get his programs approved, Jack was fired in 1959. Jack became a matchmaker in Buffalo. Jack’s official retirement from boxing is unknown. He moved to Florida and died on November 26, 2001. He left three children and seven grandchildren.
f) Vic Zimet (1919-2003): 10 boxes plus oversized material and books - Zimet was an amateur and professional boxing trainer. “Boxing was his life,” said his son Lloyd. Zimet boxed competitively in the New York Golden Gloves in 1936 and won a silver medal at the 1939 intercollegiate championships representing City College. He graduated with a degree in education and was an elementary school teacher in Brooklyn for 18 years. Boxing and teaching were his passions which made him a perfect candidate to be a trainer.

Growing up in a tough East New York neighborhood (in Brooklyn), Zimet became a trainer at Beecher’s Gym; his pupils included Al “Bummy” Davis and Bernie “Schoolboy” Friedkin; he was the main trainer of Curley Nichols, Paul Klang, Izzy Redmond and Herbie Katz.

After serving in World War II, Zimet devoted his time to training amateur fighters and he trained 17 Golden Gloves champions. From 1978-1983, he served as President of New York’s Metropolitan Amateur Boxing Federation; was co-manager of the 1984 Olympic Boxing Team; was one of three trainers nominated to coach the 1988 USA Olympic Boxing Team; and was named Coach of the Year by U.S. Amateur Boxing in 1986.

Zimet’s contributions to boxing were a) implementing and improving the safety of amateur boxing with the use of headgear, b) reclassification of weight divisions, c) and updating guidelines on how fighters taped their hands. Zimet was as concerned with building character among his fighters as he was with teaching the basics of self defense. Zimet touched the lives of hundreds of young boxers in a very positive way. Zimet was from the “old school” of trainers – one who had ethics and integrity and tried to impart this to the young boxers. Vic Zimet died of complications from surgery in 2003. He is survived by his sons Lloyd and Richard, his daughter Elissa and one grandchild.
g) Freddie Brown: 10 boxes of materials still to be processed - Includes photographs, newspaper clippings, ephemera and suitcases. Brown was born on Manhattan's Lower East Side in 1907. He fought as an amateur before becoming a cornerman. This most distinguished of cut men worked the corners of heavyweights Abe Simon, Bob Pastor and Larry Holmes; Nigerian middle and light-heavyweight champion Dick Tiger; and middleweight titlists Rocky Graziano and Vito Antuofermo. Brown was co-trainer with Ray Arcel of the legendary Roberto Duran. Freddie was cut man to that champ's champ and one of the game's great bleeders: Rocky Marciano. Freddie Brown's star turn was the repair job he did on Rocky's nose - which was "ripped lengthwise" by an Ezzard Charles punch - in 1954. After Duran's shocking "No mas!" against Sugar Ray Leonard in 1980, a heartbroken, disbelieving Freddie Brown retired from the sport of boxing.

h) Astroland Collection: 14 boxes yet to be processed - These materials were donated by Carol Albert the former owner and operator of Astroland Park. The collection consists of photographs, ledgers, plaques, newspaper clippings, letters, blueprints and other documents related to the history and founding of this historic Coney Island Park. Astroland was first built as a 'space-age' theme park when it opened in 1962, although in later years a visit was more like stepping into the past than the future." Some of the later rides were similar to regular carnival rides, but others offer a kitsch experience that was lacking in modern amusement parks.

On November 28, 2006 Astroland was sold by the Albert Family for US $30 million to Thor Equities. Under the agreement, the Alberts would continue to operate the Cyclone, the famous wooden roller coaster. After the sale, opposition to the relocation plan emerged. It was announced October 24, 2007 that Carol Albert and Thor had reached a deal, and that Astroland would re-open March 16, 2008. However, after several months when no agreement between the two parties could be reached, Astroland closed on September 7, 2008.
Exhibits/Events

a) Shirley Chisholm: A Catalyst for Change - This exhibit included photographs, documents, buttons, video, posters, flyers and other memorabilia documenting Shirley Chisholm’s career as the first African-American woman in Congress (1968) and the first African-American to run for President of the United States (1972). High schools and elementary schools went on tours of the exhibit as well. On November 25th, we had an exhibit opening event in which Gloria Steinem was the keynote speaker. Media covered the event and proclamations from Senator Clinton, Gov. Patterson, Borough President Marty Markowitz, Assemblyman Nick Perry and others were read. Over 150 people attended the event.
b) The Rev. Dr. William Augustus Jones, Jr., - A Man of Words and Actions - The exhibit opening, program and reception took place on September 23, 2008. We estimated that upwards of 200 of Dr. Jones’ friends, family, and former congregants attended. The Reverend Dr. William Augustus Jones (1934-2006), Baptist preacher, activist, author, professor, and pastor of Brooklyn’s Bethany Baptist Church for forty-three years, was the son and grandson of Baptist ministers. In 1962, Reverend Jones arrived at Brooklyn’s Bethany Baptist Church. By 1973, 2,000 new members had joined the congregation, a new building was built (at $1,250,000.), and 90% of Bethany’s graduates were completing college. Reverend Jones sermonized at St. Patrick’s Cathedral (New York), the First All-Asian Baptist Church Congress (India), the International Congress on Preaching (Edinburgh), and on the radio and television. He taught pastoral courses at Colgate Rochester, Union Seminary in New York, Princeton Theological Seminary, United Theological Seminary formerly of Dayton, Ohio, now in Trotwood, Ohio, and Wesley Seminary in Washington, D.C.

Reverend Jones also became involved and served as national president of Operation Breadbasket, the economic arm of the Southern Christian Leadership Conference founded by Martin Luther King, Jr. He was chair of the New York Chapter of SCLC in the late 1960’s and actively took part in numerous protests, including a boycott against the Atlantic & Pacific stores for their discrimination against blacks. He was a member of the Progressive National Baptist Convention served as its president from 1978-80. Jones founded the National Black Pastors’ Conference, an interdenominational gathering of black clergy and was a member of the General Council of the Baptist World Alliance.

Reverend Jones wrote several books and received numerous awards and honors -- Ebony Magazine which named Jones one of the top fifteen black preachers in America (1984); honorary doctorates that included a Doctor of Humanities Degree from the University of Kentucky; and the New York Urban League’s Frederick Douglass Award (1972). In addition, Jones was awarded a number of citations and proclamations. Reverend William Augustus Jones, Jr., was referred to as “the trumpet.” His inspirational sermons were heard not only in Brooklyn but around the country and the world since Jones preached on every continent. Although preaching the gospel was his forte, he believed that improving economic conditions for the black community was equally important and he was always actively involved in many civil and human rights movements. Reverend Dr. William Augustus Jones, Jr., died in Brooklyn, New York, on February 4, 2006. His survivors included wife Natalie of Brooklyn; four children; three brothers; two sisters; and eight grandchildren.
c) Roots of Modern Brooklyn - The Roots of Modern Brooklyn traveling exhibit was on display at New York City Tech this spring. This exhibit chronicles the modern transformation the borough from the bleak days when the Dodgers left and the Navy Yard closed to the brownstoning movement and community revitalization.
d) Exhibit/Event Accompanying the Opening of the Conservation Lab - On May 13th, 2009, the Conservation/Digitization Lab officially opened. More than 50 people attended the opening ceremonies including the Honorable Adele Cohen, retired Assemblywoman from the 46th district in Brooklyn who was instrumental in securing the funding for the lab. The funding came from a $300,000 CCAP (Community Capital Assistance Program) Grant. Edythe Rosenblatt demonstrated the new book scanner while Slava Polishchuk gave a tour of the new lab. The exhibit included examples from rare book collections which Slava had restored.

The collection of fine and rare materials at Brooklyn College Library has accumulated over time through the donation of interesting items to the library’s holdings. One of the first major donors of rare books was philanthropist Max Abelman, a Brooklynite and philanthropist who served as a Library Associate here in the 1920s and ’30s. Since then, the collection has swelled, thanks to the donation of several large and substantive individual collections, notably The Robert L. Hess Collection on the Continent of Africa and Ethiopia and the Horn of Africa, The Stuart Schaar Collection on the Middle East and Africa, and The Hank Kaplan Archive on Boxing. Many of the Special Collections holdings are associated as well with Archival acquisitions.

Books come to Brooklyn College library in various states of health and disrepair. Many, through inevitable exposure to variations in temperature and humidity or to irritants such as mold, water, and bookworms, are very much in need of a conservator’s touch. Even those that have been stored in the most pristine of conditions can still show traces of age, thanks to acid imbedded in the materials from which they were originally constructed, factory-produced wood-based papers, metallic inks, and chemical glues that slowly break down to emit damaging gases. These symptoms are known collectively as “inherent vice,” and without the interference of a skilled conservator there is risk that the information they contain will be lost forever.

Fortunately, Brooklyn College Library has Slava Polishchuk on staff. Slava has been working diligently for several years to house, restore, and protect the fine and rare books possessed by Brooklyn College Library so that future generations might continue to enjoy these unique and fascinating materials. He utilizes conservation-quality fabrics, glues, tissues, and boards, all acid-free and pH-neutral, to both rebind books whose covers are beyond repair and to create custom-fitted encasements for the volumes. Each book receives individual attention and a unique solution for its particular problems. Thanks to the skill and craft of conservator Slava Polishchuk, the rare and fine books at Brooklyn College Library will be safe for years to come and the collection can continue to develop and thrive.
Grant Applications Submitted or In Development

a) Environmental Monitoring for the Archives and Special Collection Division of the Brooklyn College Library: (NEH Grant). This grant would support the acquisition of 8 new IPI PEM2 Preservation Environment Monitors for the Archives and Special Collections Division of Brooklyn College Library. The current devices, HOBO U30 Remote Monitors, were comparatively inexpensive and have been in use for three years; they currently do not function with the level of accuracy that an efficacious preservation plan requires. The Archives and Special Collections Division recently completed a Community Capital Assistance Program (CCAP) funded project to build a new conservation lab, but this achievement is rendered somewhat ineffectual without proper measures in place to monitor climatic variation in storage areas. The HVAC system is adequate, but controlling conditions is difficult without first assaying accurate measurements. The new monitors, which feature online tracking software, would complete the much-needed final piece of a comprehensive preservation program of conservation, environmental monitoring, and climate control.

b) Grant in Development: Hank Kaplan Boxing Archive – In process. This is a grant to process the Hank Kaplan Boxing Archive and make it available to the public. This will be submitted by July 15, 2009. The Hank Kaplan Boxing Archives are a spectacular recent addition to the Archives and Special Collections at Brooklyn College Library. Assembled by Hank Kaplan, longtime boxing aficionado and close friend to many of the great twentieth century boxers, this collection has been described by a former Chief of Rare Books and Special Collections at the Library of Congress as one of the most complete collections in any discipline that he has ever seen. The over 2,600 books, 300,000 rare prints and negatives, 790 boxes of newspaper clippings from 1890-2007, 300 audio- and videotapes, 1200 posters, dozens of scrapbooks, reams of correspondence, and 775 cubic feet of memorabilia that constitute the collection comprise a vast and variegated portrait of the history of the sport and its influence on the surrounding culture.
Collection Work Completed or In Progress

a) The Papers of Alan Morton Dershowitz - We have completed processing the Dershowitz papers and we are now working on the guide which should be upwards of 1000 pages when finished. We hope to have it ready by the end of May 2009.

b) NY Methodist Hospital Collection - The processing is complete and the guide ready for the web. We have already received requests to use this material from researchers across the country. The collection is comprised of photographs, documents, medical equipment, nurses uniforms and paintings chronically the history of this great Brooklyn Hospital. The Methodist Episcopal Hospital became the first Methodist Hospital in the world after receiving generous donations from Brooklyn philanthropist, George Ingraham Seney and a charter from the State of New York. Contributions were solicited from all over the nation and construction was begun. Building a hospital was an expensive proposition. Buckley recruited individuals from affluent Brooklyn families in surrounding neighborhoods, like the Hoyts, Havemeyers and Pratts, to serve as board members. Finally, in December 1887, the Methodist Episcopal Hospital opened its doors. (Later, a total of 78 Methodist Hospitals were established throughout the United States; the one in Brooklyn became known as the “Mother Hospital of Methodism.”)

Today, the Hospital has grown from a 70-bed facility to one with over 600 beds. Its original faculty of 16 has become a staff of over 3,000 fulltime employees and more than 1,000 attending physicians. From six patients in 1887, New York Methodist now treats more than 35,000 inpatients and over 150,000 outpatients annually. New York Methodist Hospital is still, as it has been for over 125 years, dedicated to its original mission of providing the best health care for those who live in and around its community in Brooklyn.

c) Describing Archives: A Content Standard (DACS) - We have begun to write DACS compliant finding aids. DACS is a set of rules for describing archives, personal papers, and manuscript collections, and can be applied to all material types. As a replacement for Archives, Personal Papers, and Manuscripts (APPM), DACS guides archivists and catalogers in creating robust descriptive systems and descriptive records. DACS extends the skeletal rules for archival materials that comprise chapter 4 of AACR2. It provides both specific rules for describing archives and illustrates how these rules might be implemented in MARC and EAD format. We are also placing our guides online with the help of CIS students.
Government Publications, Periodicals, & Microforms

Staffing & General Work of the Unit

The Government Publications staff consisted of one full-time Library faculty member (Prof. Jane Cramer), two Gittlesons (Veronica Graden and Jennifer O’Neill-Rosenberg), and eight College Assistants (Galina Polonskaya, Margaret Smith, Catherine Lazzara, Frances Bailey, Frances Julia Keiser, Tania Fayda, Kareem Appleton, and Andy Xiao). The unit provided 72 hours of service per week, and also worked closely with New Media staff members to cover L4 computer “lab area” service. Staffing was stable this year, but the unit experienced cuts of 746 CA hours, due to budget constraints.

General work of this unit includes managing binding budgets and processing of materials being shipped to and from the bindery; handling requests for periodicals in all formats; assisting users with locating and using materials; assisting students with printing and print management; assisting users with operation of microform reader/printers, and library related software; processing and shelving documents in various formats (amounting to 3-4 boxes of paper and CD-ROM materials, as well as several shipments of microfiche per week – government documents are still commonly produced on microfiche, and we are a depository); maintenance of the Current Periodical Room (CPR) collection; shelving and maintenance of the Bound Periodicals; maintenance of shelflists for the documents and periodical collections (shelflists are legally required for government document depository collections; maintenance of documents stacks including weeding and repairs; and updating of printed legal materials. The addition of many computers to the existing L4 computer lab area, and signage in the Library directing users to L4 for additional computers, has also resulted in an increase in requests for computer assistance and reference/research help.

Last year we handled more than 1465 requests for the materials held behind the desk. This includes documents, journals, and newspapers. The staff also deals with printouts and tending the printer, microform requests and basic trouble shooting of the copiers.
Print Periodicals

Maintaining the Current Periodical Room requires constant vigilance and a lot of staff time. Even though our online holdings are growing, we still receive more than 1000 titles in print that have to be dealt with in that section. It is a constant struggle financially to bind materials at a pace that gives us enough space to shelve the most recent 12-18 months accumulation of materials. The CPR collection is used on a daily basis by users wishing to browse the most recent issues and by users needing articles that fall in the gap of titles that are embargoed for 12 or more months. The staff is doing a use study of CPR titles so we can provide more information to the bibliographers about the actual use of titles held there.

Under the supervision of Jennifer O’Neill-Rosenberg, between November 2008 and April 2009, 565 periodicals and 80 circulating books were bound. We had a contract issue in the beginning of the year and budget issues so there was no binding for the first four months of the fiscal year.

The Library’s space plan allowed for ten years of growth space for bound periodicals. This has not turned out to be the case. One factor was the decision of several of the bibliographers to begin binding print journals when we cancelled microform subscriptions because we had print, online and microform for many titles. I believe that the space planners anticipated that the online versions would serve as the periodical backfile rather than adding many new bound volumes to the collection. Yet not all bibliographers were prepared to trust the online versions – especially if they were part of a “bulk package” where we truly did not own any individual title, but only subscribed to the batch. Publishers generally reserve the right to substitute in these packages, and libraries who trusted too deeply have found themselves, after a cancellation, not owning materials they believed they had purchased. If you buy print, you still own the volumes you purchased even if you cancel a journal. This is now often the case with the electronic version – you receive ongoing access to issues you have purchased even after a cancellation. But this was not always the case, and still is not in all instances. Maintenance of access requires vigilance.

Further complicating these decisions are publishers’ packages that give optimal pricing if we continue to subscribe to print titles in conjunction with online access. Unfortunately, we have hit the five year mark and we are in a critical position in that this space is almost full. At this moment we have less than 90 shelves available at this time.

The staff compiled a list of pre-1980 holdings that are included in J-Stor with an eye toward weeding as one option for recouping some much needed space. We will also be putting forth some titles indentified by Profs. Vaughn and Bowdoin in the post 1980 areas that are in permanent online collections for the bibliographers to consider for weeding to cope with the dwindling shelf
space. The staff also shifted 33,600 Microfilm boxes to create growth space where needed, which necessitated relabeling all the cabinet drawers.
Documents Collection Management

Federal Depository Items Added:

2,640 paper documents
1413 depository fiche
63 CD-ROMs

One of our ongoing projects is the Government Documents Shelflist (required by GPO) which the staff has been updating and creating new cards. This project has generated over 100,000 updated, corrected and consolidated cards making it easier for us to verify holdings. In addition to our new depository items we were able to secure a long run of bound Congressional Record volumes from Hunter College, which is not a depository, which fills all the material before the Civil War and periodic gaps after that. I have already used these volumes with a student who was working on a paper covering the presidential election of 1876. We have added several hundred volumes to the collection. Accommodating it has required shifting the entire collection of hearing, about 1900 shelves. We are one of 1239 Depositories nation wide and currently select 49% of the materials available. These materials are selected to support the programs and research of the Brooklyn College community and the US Congressional District in which we are located. As part of our responsibilities we serve the public need for government information as well as the college. In addition to our print collection, tape loads to CUNY+ by CUNY Central and our webpages provide accession to hundreds of thousands of online documents.

We saw an increase in borrowing of tangible items this year as we circulated 342 items.

In addition, Prof. Cramer was able to offer full text materials electronically to email and phone requests for information as well as to on site users who were very pleased to find out that they could access materials from home. While Congressional materials are still the most requested materials there has also been an increase of requests for statistical and legal information which for the most part I have been able to meet generally through online government sources. The size of many standard statistical sources can produce dauntingly large PDF files even with a broadband connection and the difficulty of seeing an entire page of data without “pan and scan” can make using some of these files unwieldy if one is not familiar with them. Statistical Abstracts is a good example. Having a print copy with an easily accessible index can really shortcut the search process and I can then easily direct patrons to the online version.

Prof. Cramer was very pleased to be able to respond to Prof. Vaughn’s request for “government information that would help the new Public Health program by pointing out my page on this
subject at [http://library.brooklyn.cuny.edu/research/govdocs/healthwelfare.html](http://library.brooklyn.cuny.edu/research/govdocs/healthwelfare.html); Prof. Weintraub has now linked directly to this page from his Health and Nutrition Sciences page.

The GPO electronic collection includes “Core legislative and regulatory publications hosted by GPO and material provided directly from the responsible agency, but hosted by GPO both of which are available through [GPO Access](http://www.gpoaccess.gov/).” In addition there are “publications identified, described, and linked to through GPO services, but which remain under the control of originating agencies, with access through GPO's [locator tools and services](http://www.gpoaccess.gov/).” The amount of material available from GPO is enormous and provides a great resource for students and faculty alike.

<table>
<thead>
<tr>
<th>GPO Annual Cumulative Performance Metrics Metric:</th>
<th>Fiscal Year 2005</th>
<th>Fiscal Year 2006</th>
<th>Fiscal Year 2007</th>
<th>Fiscal Year 2008</th>
<th>Fiscal Year 2009 (thru April 2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acquisitions:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Titles Acquired</td>
<td>14,845</td>
<td>14,065</td>
<td>16,999</td>
<td>20,449</td>
<td>12,695</td>
</tr>
<tr>
<td>Online and Tangible New Titles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cataloging:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Titles Cataloged</td>
<td>13,858</td>
<td>15,188</td>
<td>18,812</td>
<td>19,900</td>
<td>12,511</td>
</tr>
<tr>
<td>Total PURLs Created</td>
<td>9,562</td>
<td>11,474</td>
<td>11,888</td>
<td>17,410</td>
<td>8,719</td>
</tr>
<tr>
<td><strong>Dissemination/Distribution:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Titles Distributed</td>
<td>12,888</td>
<td>10,748</td>
<td>8,837</td>
<td>7,084</td>
<td>5,513</td>
</tr>
<tr>
<td>GPO Access Retrievals</td>
<td>431,053,394</td>
<td>447,571,356</td>
<td>444,381,792</td>
<td>336,624,747</td>
<td>189,221,397</td>
</tr>
<tr>
<td>Titles Linked to from GPO Access</td>
<td>117,506</td>
<td>47,954</td>
<td>55,034</td>
<td>65,294</td>
<td>70,529</td>
</tr>
<tr>
<td>Titles Available on GPO Access</td>
<td>184,127</td>
<td>209,651</td>
<td>224,856</td>
<td>239,669</td>
<td>246,984</td>
</tr>
</tbody>
</table>

The difficulties of keeping track of this online bonanz of information is complicated by the ease of simply disappearing websites which is a concern that reaches far beyond the documents’ community as seen in this Slate.com article [The Age of Missing Information](http://www.slate.com/id/2158718/) (Mar. 17, 2005, 7:23).
New York State Documents

The NY State Library is aggressively digitizing new materials and making them available through their catalog. As well, the Project Sunlight initiative from Andrew Cuomo’s office (in fulfillment of a campaign promise) is located at http://www.sunlightny.org/snl1/app/index.jsp. It “promotes your right to know and to monitor governmental decision-making. Sunlight was the first of its kind in New York—it allows you to easily access statewide government information that until now has been scattered and difficult to retrieve.” It does this by allowing users to browse bills, bill jackets (legislative histories), State elected officials, member items (earmarks), campaign finance, State contracts, State corporations, charities, local elected officials, and local government by county. It pulls together and standardizes material from five NY State agencies.

Bibliographic Instruction & Outreach

Last year Prof. Cramer’s bibliographic instruction activities included sessions with classes from Health and Nutrition, Political Science, Journalism, a Moot Court seminar, the Lay Advocate Program, the Study of Religion Program “Religions of Brooklyn” class, marketing students, Teaching Fellows, Brooklyn Opportunities in Science and Careers (BOSC) students, and a variety of English 2 classes. Prof. Cirasella and I did sessions for both introductory and advance econometrics. Prof. Cramer participated in over 25 bibliographic instruction sessions, including 2 sessions for MLS students from the Palmer School of Library & Information Science. Requests for sessions incorporating resources for demographics and statistics are increasingly frequent as more disciplines have classes that require students to do a community survey and use local, national and international data from both our licensed resources and governmental, non-governmental organizations (NGOs), and foundations, professional organizations and other entities.

Special Projects

Prof. Cramer is working with GPO to identify material originally issued on CD-ROM that is now available online so that retention guidelines can be updated for depositories, and so that the greater access afforded by the online versions can be publicized.

Prof. Cramer also creates posters for various units of the Library, as well as for various Library Cultural Events programs and the Brooklyn College Faculty Day “Authors Corner” poster. Profs. Bowdoin and Cramer represent the Library at that event each year. Prof. Cramer also maintains a website for the federally mandated observance of Constitution Day This year Mrs. Graden oversaw the lobby display which also including materials about voting.
We’re looking forward and back at the same time…. We are never going to have the funding to buy those big retrospective commercial packages that would allow us to replace the print Documents collection and there are many titles where paper serves us well—the large statistical volumes come to mind, but I do love being able to also offer the student the option to download the PDF or the Excel file for later use. Students and faculty request older materials on a regular basis. We have users working on Congressional history, McCarthy era projects, presidential papers, and Native Americans. We are fortunate to have a full set of Indian Affairs: Laws and Treaties, compiled and edited by Charles J. Kappler, which is a historically significant, seven volume compilation of U.S. treaties, laws and executive orders pertaining to Native American Indian tribes as well as the Handbook of North American Indians.

Finding statistical and demographic information has become an increasingly important part of the division’s work, as has working with legal information coupled with policy research. In 2006 the Depository Library Council published Knowledge Will Forever Govern, a volume exploring how in the current digital age they might continue “to provide… for nationwide community facilities for the perpetual, free and ready public access to the printed and electronic documents, and other government information products, of the Federal government.” They identified several goals:

GPO, in partnership with federal depository libraries (FDLs), meets the needs of the public for no-fee access to official government information.

GPO and FDLs should retain the best aspects of the existing system while incorporating new technologies and services to provide a higher degree of dispersion of government information to the public.

A more flexible Federal Depository Library Program (FDLP) must be developed.

GPO should become an aggregator for federal information.

Partner libraries should become facilitators in the federal information dissemination process rather than repositories of printed government publications.

(Brooklyn College Library is proud to be a Depository Library and to participate in all manner of efforts to inform citizens.)

(Links to full text of Knowledge Will Forever Govern)

Brooklyn College Library is proud to be a Depository Library and to participate in all manner of efforts to inform citizens.
A Few Interesting Statistics

Federal Depository Items Added to the Collection:
2640 new paper items (includes books, periodicals, pamphlets and posters)
1413 depository fiche
63 CD-ROMs
69,753 Titles Linked directly from GPO Access
245,967 Titles available on GPO Access
Circulation statistics - 342 government publications loaned to the BC community

Unit's web pages

Government Documents http://library.brooklyn.cuny.edu/research/govdocs/
Law web page http://dewey.brooklyn.cuny.edu/resources/subject.jsp?sub_id=19
Demographics and Statistics http://dewey.brooklyn.cuny.edu/resources/subject.jsp?sub_id=36
Music Library

Staffing & General Work of the Unit

The Music Library staffing consists of one faculty member (Prof. Honora Raphael), one Gittleson (Jane Graham), and CAs Ruth Weinstein, Nathan Rodriguez, and Lindsey Eckenroth.

Backlog Processing

Prof. Raphael has spent considerable hours working on a backlog of materials. This has resulted in significant reduction of items to be sent to General Bookbinding, as well as the evaluation and processing of gift collections (sound-recordings, books and music scores) donated in the last two years. There continues to be material in the backlog, but a report by Profs. Vaughn and Wild recommends some structural and workspace changes; the report requires discussion, but we are hopeful that changes may be made that will improve workflow. Several inventories of parts of the music collection were also completed this year, as well as major shifting of the juvenile circulating book stacks by Music staff, enabling the Main Library shelvers to do their work more easily.

Space

As noted in the AIT unit report, 8 Music “listening carrels” have been equipped with PCs. The stations are frequently occupied by non-Music students, but Music students do have priority in that area. It is intended to be a quiet space where students may listen to the Music database materials and use other resources as needed; there is certainly a decreased need for CD players, LP turntables, and VHS cassette decks. There will always be some need for these, but we did not need 16+ spaces filled with this equipment – and largely unutilized.
Conclusion

Generally, the Brooklyn College Library continues to defy the somewhat dismal statistical trends that have been bemoaned by many other academic libraries – lower numbers for book circulation, reference, traffic in the Library, etc. At the Brooklyn College Library, most of our statistics continue to rise or hold steady; those that have dropped have done so by relatively small amounts. Reference statistics are strong, circulation is rising, computer usage is through the roof, bookings for rooms and space are growing by up to 15-30% a year, requests for assistance from the Faculty Development & Training Lab are up, and so on. We have periodic small drops: this year, we experienced a very slight decrease in e-resource usage. Since this has gone up every other year, we believe, for the present, that this is merely a small glitch. Perhaps other circumstances affected faculty and student research. One could speculate indefinitely. For example, for the last two years, we have broken records for the number of books honored at our Book Party; perhaps the authors spent earlier years doing all of their research, and now this past year, had less work to do on research and more editing. Perhaps because of the decrease in the number of adjuncts we had this year, some faculty had larger classes or more of a teaching load. Who knows? We pay a great deal for our electronic resources, and want faculty and students to utilize them to the maximum extent possible, but we won’t worry about this particular number unless it becomes a trend. We will continue to market resources and services, and to seek to consult regularly with faculty and students to ensure that we continue to meet their needs. In fact, we wish to discuss further ways to consult both regularly (in meetings and committees and other situations) and periodically (via town halls, perhaps?) with our users.

However, one number that does concern us is the fact that we score slightly below the national average on the single round of iSkills testing (measuring Information, Communication, and Technology skills) we have done. We are making plans to tackle this strong, if not always well-recognized, need. Students may not understand that they need help with things like finding reliable resources and evaluating information they find on the Web. Faculty understand this much better, and fortunately, we have strong faculty support for Information Literacy thus far at BC, and plans for a variety of modes of attack to deal with this problem.

Overall, however, the BC Library is very strong. Why, you might ask? Why do people come to visit us and use our resources? We have an excellent collection, and generally, we score well on measures of service and student satisfaction – but so do some other libraries. We believe that part of our success is that we have so much “one-stop shopping” and that students are brought to the Library from the beginning of their careers. And throughout their careers, they have many reasons to come to the Library. They may come in to check email or print a document using their
free print allocation (a very good reason to come in – free is a great price!) – but then they think to pick up a book that they need. They see someone at the Reference Desk, and remember a question they wanted to ask. They come to see a film in the Tanger Auditorium – and they notice that we have group study rooms, so they make plans later on to study with their friends. There is much to do in the BC Library – and the environment is generally friendly and comfortable. We are not without flaws (yes, sometimes it gets very cold in the Lily Pond Reading Room, and yes, we hate the photocopiers too!) but we continue to strive to improve, we listen – carefully – to feedback from our users and do our best to address issues, we try to communicate regularly and via many modes, and we truly care. We were all students ourselves and we remember. We also consider ourselves students to this day, learning in our own profession and learning what our community needs – and we very much want to make our users’ experiences as pleasant and productive as possible.
Appendix A: Everett Projects

Everett Fund Project Proposals

The Brooklyn College Library would like to propose that the generous donation of the Everett family be utilized to undertake a number of important, highly useful projects. These projects would allow us to enhance the ‘degree of excellence’ of the Brooklyn College Library, by improving technology, facilities, equipment, furnishings, and other facets which enhance and facilitate an environment conducive to research, study, and learning. Recommended projects include:

Upgrading of New Media Listening and Viewing Rooms to Support Recent Technological Innovations

The Library provides several group viewing and listening rooms in the New Media wing. However, since Library construction was completed in 2002, technological innovations have been made to the preferred formats for viewing. The Library would like to upgrade these rooms to support HDTV and Blu-Ray formats. A growing proportion of our media collections are in these formats, and many students and faculty members prefer them. However, at present, students must borrow the materials and take them home if they are in these formats; we have no equipment or viewing room that can handle them. This is inconvenient for students who wish to view the materials on campus, either alone or in groups.

Estimated cost: $50,000

Extended Hours Study Area

The BC Library is a very busy place, and students favor both the Library Café and the extended hours study space we offer by opening the Reserve Reading Room until 11 p.m. or 12 midnight (depending on the time of year). Both are frequently filled. The BC Library would like to increase the space we are able to offer to students for ‘extended hours’ studying. This could be done via the installation of walls at the end of the Special Collections and Information Services corridors on the first floor. There is a large study area currently in this space, but it is open and cannot be shut off from the rest of the Library. If carefully designed walls, which would match the existing décor, were constructed, we could close the doors to the remainder of the Library at
normal closing times, and keep this study area open. This would effectively double our current ‘extended hours’ study space in the Library.

As well, this area would link to the Reserve Reading Room via the corridor behind the Security and Circulation desks, which runs past Rooms L-120 and L-122, the Library classrooms. This means that the classrooms could also be used in the late evenings, if necessary.

We also feel that these renovations would be helpful in another way: they would allow us to seal other functions, such as Registration, Open Houses, and Transfer Evaluation, which have been conducted in these areas, from the rest of the Library study space. Currently, when intensive student service activities are conducted in this study area, it can become quite noisy and disruptive to students who are nearby and wish to study quietly. Traffic is also difficult to control and this can cause problems. Walls could serve as sound barriers and aids to traffic control.

Thus, the benefits of this project would be threefold – expanded after hours study space, the possibility of late night instructional space, and improved sound and traffic barriers for those occasions when the space is used for Registration or other student service activities.

Estimated Cost: $90,000

**Expansion and Improvement of Reference Area Computing Facilities to Support Student Learning & Research**

Plans for the Brooklyn College Library began to take shape in 1997 – nearly 12 years ago. At that time, the incredible speed of the change from print reference materials and journals to electronic reference materials and journals was not foreseen. We knew there was a change underway, but its pace exceeded all expectations. Our students and faculty have indicated to us that they love the Library, but there is more we could do to support their learning and to accommodate their changing needs. The first floor computing area, near the Reference Desk, is the most popular computing facility in the Library. Here, users have access to a cadre of professional librarians to assist them with their research. There are some other spaces where users can obtain professional librarian assistance, but this is the main port of call. Often, every seat is full. However, there are 2 huge bays of print reference works on either side of the main computing area. While many of these remain useful, a number have been superceded by electronic materials, and are less frequently used. The bibliographers estimate that half of the materials held in this area could be moved to storage or to the circulating collection, or in some cases weeded from the collection. This would free a large amount of space; we could fit 4 pods of computer/study carrels in this
space, each seating up to 6 students, and accommodating a mixture of desktop computing and wireless access to resources.

Estimated cost: $60,000

**Creation of Additional Group Study Rooms and Information Literacy/Library Instruction Rooms**

There is space on the Lower Level of the Library that could be reconfigured to create two group study rooms and two Library instruction rooms. All of these are much needed. We currently have 18 group study rooms, but often, all of them are full and there is a waiting list of students wishing to use the space. Students can go elsewhere in the Library, but they prefer to study in a room where they can talk and work together on projects, and our group study rooms are in very high demand. As well, we have expanded our Information Literacy programs, and work closely with faculty to devise special instruction sessions to introduce students to our resources and research support services. But due to the demand for instructional space, and the needs of other training programs, we are chronically running into difficulty scheduling classroom space, and at times have had to turn down requests to help groups of students or entire classes, as no space could be found at the time requested. We need additional space to teach and to expand our information literacy programs. There is suitable space on the Lower Level, but two rooms would need to be constructed. Both the classrooms and the group study rooms would require electrical work and furnishings. Each classroom would hold 25-30 students, and each group study room would accommodate 6-8 students. These would be open and available every hour that the Library is open.

Estimated cost:

- Group study rooms: $25,000 each ($50,000)
- Classrooms: $110,000 each ($220,000)
- Total: $270,000

**Improved Electrical Access for PDAs, Laptops, and Other Personal Computing**

Increasingly, students are bringing their own laptops, PDAs, and other computing devices to the Library, and taking advantage of the excellent campus wireless network. This means more and more students are seeking places to charge their devices, lest the batteries run out of power at an exceedingly inconvenient moment. The Library has some facilities for this, but again, our
anticipated need for this (in 1997, when we began planning the Library) has long been outstripped by the huge growth in demand for such services. We would like to use the remainder of the Everett family’s generous donation to create a number of charging areas, similar to those found in airports and some other facilities. There is a great demand for such a service; students have articulated this in many surveys.

Estimated cost: $70,000

The Library would also be delighted to name one or more of the spaces after the Everett family, in recognition of their generous donation. There has been recognition in the New Media wing, but we would be most willing to name an additional facility, such as an Information Literacy classroom, a group study room, or the extended hours study hall, if any of these would appeal to our benefactor. The Library would also again like to express its gratitude for the generosity of the Everett family; students for generations to come will benefit.

Sincerely,

Stephanie Walker
Acting Chief Librarian
Appendix B: Proposal to Support Recruitment of Library Faculty from Under-Represented Groups

Problem Statement

A recent report by the Council of Graduate Schools calls for “strengthening diversity and inclusiveness efforts in the graduate education enterprise as a key component of a national talent development strategy, which will ultimately strengthen our economy and maintain our quality of life.”i Within librarianship there is also a paucity of candidates from under-represented groups for positions within academic libraries. CUNY libraries make efforts to recruit diverse faculty by advertising in venues specifically targeted to under-represented groups, and by posting at both Instructor and Assistant Professor levels (in order to attract good applicants who may not yet have a second masters degree in a subject concentration). In spite of these efforts, the applicant pools of qualified persons applying for library faculty positions are remarkably homogenous overall.

Proposed Solution

We are suggesting the creation of a program whereby people with a strong interest in the field who lack the formal qualifications are recruited, and paid to work while pursuing their education in the field, and then required to commit to a period of three years of work within a CUNY library.

CUNY could identify promising persons from under-represented groups, who have an interest in library science and in becoming academic library faculty, and who hold undergraduate degrees. CUNY could appoint these people to positions in the HEO series within the libraries. Simultaneously, the candidates would apply to and enroll in the Master of Library Science Program, at CUNY’s Queens College. The candidates would be paid for the period of time that they are working in HEO series positions while enrolled in a Master of Library and Information Science program. Tuition in the MLIS would also be partially subsidized by CUNY. In return, the home campus would receive the candidates’ labor and also a commitment to work in faculty positions for 3 years post-graduation. These positions would be at the Instructor level for candidates not holding a second graduate degree, and at the Assistant Professor level for candidates holding a second graduate degree or more; positions could be contractually limited or permanent, depending on need and availability of funds. The home campus would be responsible for paying the salary for the faculty positions. Thus we would establish a cost-sharing model between CUNY and the home campus.
This program would be publicized broadly. We would target career centers, Offices of Student Affairs, Registrars, specialty programs such as CUNY’s Black Male Initiative, and Offices of Undergraduate Studies and Graduate Studies. We would also attempt to receive outside publicity in the general media, as well as external funding for this program.
Appendix C: Proposal to Support Recruitment of Library Faculty – Subject Specialists in Science, Mathematics, And Business

Problem Statement

CUNY has made a strong commitment to enhancing and growing existing programs in the sciences, especially graduate programs. “In 2005, the University began its Decade of Science initiative to address the urgent need for a healthy pipeline to the STEM fields (Science, Technology, Engineering, and Mathematics) through advanced research, teacher education, and increased student participation.”1 As well, CUNY is directing energies toward strengthening its professional programs. These key strategic directions have strong implications for CUNY libraries and CUNY library faculty. Within librarianship there is a chronic paucity of candidates with appropriate subject Masters or Doctoral degrees, i.e. in sciences, public health, mathematics, and business. Yet such subject specialization is critical if the libraries are to be able to meet increased demands for research support, for graduate-level collection development, and for instruction in graduate-level library research skills. Some CUNY libraries have mounted campaigns aimed at attracting CUNY students with appropriate undergraduate backgrounds into the field of librarianship. CUNY libraries also frequently post openings at both the Instructor and Assistant Professor level for positions in these subject specialties, in hopes of attracting a wider pool of candidates. Despite these efforts, there are very few applicants for these positions.

Proposed Solution

We are suggesting the creation of a program whereby people with a strong interest in the field who lack the formal qualifications are recruited, and paid to work while pursuing their education in the field, and then required to commit to a period of three years of work in a CUNY library.

CUNY could identify promising persons who are close to completing undergraduate degrees in sciences, mathematics, or business, and who have an interest in library science and in becoming academic library faculty. CUNY could appoint these people to positions in the HEO series within the libraries. Simultaneously, the candidates would apply to and enroll in the Master of Library Science Program, at CUNY’s Queens College. The candidates would be paid for the period of time that they are working in HEO series positions while enrolled in a Master of Library and Information Science program. Tuition in the MLIS would also be partially subsidized by CUNY. In return, the home campus would receive the candidates’ labor and also a commitment to work in faculty positions for 3 years post-graduation. These positions would be at the Instructor level.
Candidates would be expected to complete a second graduate degree in an appropriate subject specialty as well, during their time as Instructors, before advancing to the Assistant Professor level; this is current practice as well. Faculty positions could be contractually limited or permanent, depending on need and availability of funds. The home campus would be responsible for paying the salary for the faculty positions. Thus we would establish a cost-sharing model between CUNY and the home campus.

This program would be publicized broadly. We would target career centers, Offices of Student Affairs, Registrars, student clubs, and Offices of Undergraduate Studies and Graduate Studies. We would also attempt to receive outside publicity in the general media, as well as external funding for this program.
http://web.cuny.edu/administration/chancellor/materplan_08_12.pdf
Appendix D: Annual Statistics – Brooklyn College Library – As Submitted to The Association of College & Research Libraries

ACRL 2008 Trends and Statistics Survey

Part 1 - Library Information

Reporting Institution       City University of New York Brooklyn College

Report Prepared By (Name)  Stephanie Walker

Title                    Acting Chief Librarian

Email Address             swalker@brooklyn.cuny.edu

Phone Number              7189515611

Library Director          Stephanie Walker

Title                    Acting Chief Librarian
Part 2: Volumes

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a.</td>
<td>Volumes held June 30, 2007</td>
<td>1449388</td>
</tr>
<tr>
<td></td>
<td>Did not include e-books in last year's count, so we have corrected the error. If we correct this error, last year's number should have been 1,436,360.</td>
<td></td>
</tr>
<tr>
<td>1.b.</td>
<td>Volumes added during the year</td>
<td></td>
</tr>
<tr>
<td>1.b.(i)</td>
<td>Volumes added gross</td>
<td>14118</td>
</tr>
<tr>
<td>1.b.(ii)</td>
<td>Volumes withdrawn during year</td>
<td>1090</td>
</tr>
<tr>
<td>1.b.</td>
<td>Volumes added (b = b.i. - b.ii.)</td>
<td>13028</td>
</tr>
<tr>
<td>1.</td>
<td>Volumes held June 30, 2008: (a + b)</td>
<td>1449388</td>
</tr>
<tr>
<td></td>
<td>Number of monographic volumes purchased</td>
<td>6369</td>
</tr>
</tbody>
</table>
Able to purchase more this year.

Basis of volume count is: P

---

Part 3: Serials

Total number of current serials received, including periodicals, annuals, newspapers, and monograph series. (Count individual titles in aggregate packages. A title with both physical and electronic access counts as two. Please count duplicates.)

<table>
<thead>
<tr>
<th>4.a. Number of current serials purchased (4.a.i. + 4.a.ii.)</th>
<th>44470</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.a.i. Electronic (deduplicated)</td>
<td>42682</td>
</tr>
<tr>
<td>4.a.ii. Print (and other non-electronic format) serials purchased</td>
<td>1788</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.b. Number of current serials received but not purchased</th>
<th>-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.b.i. Consortial</td>
<td>-1</td>
</tr>
<tr>
<td>4.b.ii. Freely accessible</td>
<td>-1</td>
</tr>
<tr>
<td>4.b.i. Exchanges, gifts, etc.</td>
<td>-1</td>
</tr>
<tr>
<td>4.b.ii. Government documents</td>
<td>-1</td>
</tr>
</tbody>
</table>

4. Total serials received: (a + b) 44470
5. Government documents are included in count of Current Serials? Y

Part 3: Other Library Materials (total pieces held June 30, 2007)

6. Microform units 1689117

7. Government documents not counted elsewhere 224000

8. Computer files 2443

Manuscripts and Archives (linear ft) 11281

Part 3: Audiovisual Materials

Cartographic 0
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Graphic</td>
<td>0</td>
</tr>
<tr>
<td>12. Audio</td>
<td>14013</td>
</tr>
<tr>
<td>Music CDs included</td>
<td></td>
</tr>
<tr>
<td>13. Film</td>
<td>3127</td>
</tr>
</tbody>
</table>

Part 4: Expenditures

14. Are the below figures reported in Canadian dollars? N

Total Library Materials Expenditures

15.a. Monographs | 306886 |
15.b. Current serials, including periodicals | 1064165 |
15.c. Other Library Materials | 16742 |
<table>
<thead>
<tr>
<th>15.d. Miscellaneous</th>
<th>60410</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Total library materials: ((a + b + c + d))</td>
<td>1448203</td>
</tr>
<tr>
<td>16. Contract Binding</td>
<td>8421</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Salary and Wages</td>
<td></td>
</tr>
<tr>
<td>17.a. Professional staff</td>
<td>1815729</td>
</tr>
<tr>
<td>17.b. Support staff</td>
<td>882095</td>
</tr>
<tr>
<td>17.c. Student assistants</td>
<td>13942</td>
</tr>
<tr>
<td>More student assistants to compensate for other staff losses</td>
<td></td>
</tr>
<tr>
<td>17. Total salary and wages ((a + b + c))</td>
<td>2785859</td>
</tr>
<tr>
<td>18. Fringe benefits are included in expenditures for salaries and wages?</td>
<td>N</td>
</tr>
<tr>
<td>19. Other operating expenditures</td>
<td>59658</td>
</tr>
</tbody>
</table>
### Part 4: Electronic Materials Expenditures

20. Total Library Expenditures = (15 + 16 + 17 + 19)  
\[ 4302141 \]

21. One-time electronic resource purchases  
\[ 103375 \]

22. Ongoing electronic resource purchases (e.g., subscriptions, annual license fees)  
\[ 873566 \]

23. Bibliographic Utilities, Networks, and Consortia

23.a. From internal library sources  
\[ 39222 \]

23.b. From external sources  
\[ 191134 \]

24. Computer hardware and software  
\[ 11112 \]

25. Document Delivery/Interlibrary Loan  
\[ 21188 \]
**Part 5: Personnel (Round figures to nearest whole number)**

<table>
<thead>
<tr>
<th>Description</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional staff (FTE)</td>
<td>23.1</td>
</tr>
<tr>
<td>Support staff (FTE)</td>
<td>35</td>
</tr>
<tr>
<td>Student assistants (FTE)</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>Total staff FTE (a + b + c)</strong></td>
<td>59</td>
</tr>
</tbody>
</table>

We are in a budget crunch and personnel freeze.

**Part 5: Staffed Service Points and Hours**

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of staffed library service points</td>
<td>9</td>
</tr>
</tbody>
</table>
28. Number of weekly public service hours | 88

We received funding from the College to open the Reserves area of the Library, which can be sectioned off from the main area, for extended hours. We instituted a paging system to allow collections to be retrieved when only Reserves is open. Thus, we are

|   |   |

Part 5: Instruction

29. Number of library presentations to groups | 350

29.a. Figure based on sampling? | N

30. Number of total participants in group presentations reported in previous question | 7000

30.a. Figure based on sampling? | N

Part 5: Reference

31. Number of reference transactions | 37550

Error in last year's figures - appear to have included quick reference and directional questions,
though we have no way of checking. But last year was out of line.

<table>
<thead>
<tr>
<th>31.a. Figure based on sampling?</th>
<th>Y</th>
</tr>
</thead>
</table>

### Part 6: Circulation

<table>
<thead>
<tr>
<th>32. Number of initial circulations (excluding reserves)</th>
<th>85400</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Total circulations (initial and renewals, excluding reserves)</td>
<td>127738</td>
</tr>
</tbody>
</table>

### Part 6: Interlibrary Loans

<table>
<thead>
<tr>
<th>34. Total number of filled requests provided to other libraries</th>
<th>4159</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. Total number of filled requests received from other libraries or providers</td>
<td>2375</td>
</tr>
</tbody>
</table>
### Part 6: Ph.D. Degrees and Faculty

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>36. Number of Ph.D.s awarded in FY2006-07</td>
<td>0</td>
</tr>
<tr>
<td>37. Number of fields in which Ph.D.s can be awarded</td>
<td>0</td>
</tr>
<tr>
<td>38. Number of full-time instructional faculty in FY2006-07</td>
<td>510</td>
</tr>
</tbody>
</table>

### Enrollment Fall 2007 (Line numbers refer to IPEDS survey form.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>39. Full-time students, undergraduate and graduate (Add line 8, columns 15 &amp; 16, and line 14, columns 15 &amp; 16.)</td>
<td>9417</td>
</tr>
<tr>
<td>40. Part-time students, undergraduate and graduate (Add line 22, columns 15 &amp; 16, and line 28, columns 15 &amp; 16.)</td>
<td>6670</td>
</tr>
<tr>
<td>41. Full-time graduate students (Add line 14, columns 15 &amp; 16.)</td>
<td>437</td>
</tr>
<tr>
<td>42. Part-time graduate students</td>
<td>3155</td>
</tr>
</tbody>
</table>
### Part 7: Networked Resources

#### Electronic Books

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>43. Number of electronic books</td>
<td>91218</td>
</tr>
<tr>
<td>44. Expenditures for electronic books</td>
<td>103375</td>
</tr>
<tr>
<td>45. Are the above expenditures reported in Canadian dollars?</td>
<td>N</td>
</tr>
</tbody>
</table>

#### Use of Networked Electronic Resources and Services

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>46. Number of virtual reference transactions</td>
<td>2200</td>
</tr>
<tr>
<td>47. Does your library offer federated searching across networked electronic</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Value</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>48. Number of sessions (logins) to databases or services</td>
<td>135957</td>
</tr>
<tr>
<td>48.a. Number of resources for which you are reporting</td>
<td>28</td>
</tr>
<tr>
<td>49. Number of searches (queries) in databases or services</td>
<td>540638</td>
</tr>
<tr>
<td>49.a. Number of resources for which you are reporting</td>
<td>32</td>
</tr>
<tr>
<td>50. Number of successful full-text article requests</td>
<td>421543</td>
</tr>
<tr>
<td>50.a. Number of resources for which you are reporting</td>
<td>25</td>
</tr>
<tr>
<td>51. Number of virtual visits</td>
<td></td>
</tr>
<tr>
<td>51.a. Number of virtual visits to library's Website</td>
<td>1656430</td>
</tr>
<tr>
<td>51.b. Number of virtual visits to library's catalog</td>
<td>-1</td>
</tr>
<tr>
<td>51.c. Excludes virtual visits from inside the library?</td>
<td>N</td>
</tr>
<tr>
<td>Library Digitization Activities</td>
<td></td>
</tr>
<tr>
<td>52. Number and size of library digital collections</td>
<td></td>
</tr>
<tr>
<td>52.a. Number of collections</td>
<td>4</td>
</tr>
<tr>
<td>52.b. Size (in MegaBytes)</td>
<td>2000</td>
</tr>
<tr>
<td>52.c. Items</td>
<td>1500</td>
</tr>
</tbody>
</table>
53. Use of library digital collections

<table>
<thead>
<tr>
<th>53.a. Number of times items accessed</th>
<th>11825</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.b. Number of queries conducted</td>
<td>0</td>
</tr>
</tbody>
</table>

12. Direct cost of digital collections construction and management

<table>
<thead>
<tr>
<th>54.a. Direct cost of personnel</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>54.b. Direct cost of equipment, software or contracted services</td>
<td>500</td>
</tr>
</tbody>
</table>

Used interns at no cost

55. Volumes held collectively

| 55. Volumes held collectively | 0     |

Footnotes

Final Footnotes:

Faculty rank, status, and tenure for librarians

1. Librarians are assigned professional responsibilities only, are able to exercise independent
judgment in performing those duties, and are reviewed by a committee of peers.

- Fully | Partially | Not at all

2. Librarians have a governance structure similar to other faculties on campus, i.e. the determination of policies and procedures for hiring, review, retention, and continuing appointment processes for their peers.

- Fully | Partially | Not at all

3. Librarians are eligible for membership in the faculty governing body on the same basis as other faculty and have the same degree of representation as other academic units in institutional governing bodies.

- Fully | Partially | Not at all

4. Salary, scale, benefits, and the appointment period for librarians are equivalent to that for other academic faculty of equivalent rank.

- Fully | Partially | Not at all

5. Librarians are covered by the same tenure policies as other faculty and during the probationary period appointment is by annual written contract or letter of agreement.

- Fully | Partially | Not at all

6. Librarians are promoted through ranks on the basis of their professional proficiency and effectiveness through a peer review system with standards consistent with other faculty.

- Fully | Partially | Not at all

7. Librarians are eligible for leaves of absence or sabbaticals on the same basis as other faculty.

- Fully | Partially | Not at all
8. Librarians have access to funding for research projects and professional development on the same basis as other faculty.

[ ] Fully | [ ] Partially | [ ] Not at all

9. Librarians have the same protections of academic freedom as other faculty.

[ ] Fully | [ ] Partially | [ ] Not at all

Supplemental Section Footnotes:
Appendix E: Agreement between CUNY Libraries & NY Board Of Education Regarding Provision of Services to High Schools

AGREEMENT made and entered into as of the first day of September, 2005 by and among the Board of Education of the City School District of the City of New York (hereinafter expressed as "Board," "BOE" or "NYCDOE"), with principal offices located at The Tweed Courthouse, 52 Chambers Street, New York, New York 10007-1222, the City University of New York (hereinafter expressed as "CUNY"), with principal offices located at 535 East 80th Street, New York, New York 10021, and the New York City School Construction Authority (hereinafter expressed as "SCA" or "Authority") (hereinafter, each of the foregoing may be expressed as a "Party," and collectively all are expressed as the "Parties").

WHEREAS, the BOE and CUNY mutually desire to establish an agreement governing the compensation to CUNY for the operation of BOE high schools located on CUNY campuses and the expected levels of service that CUNY should provide to such schools.

NOW, THEREFORE, the Parties to this Agreement do hereby mutually stipulate and agree as above and as follows:

1. **HIGH SCHOOLS INCLUDED IN THIS AGREEMENT.** The high schools covered by this agreement are limited to the following eleven (11):
   
   A. Lincoln Academy atHostos College;
   
   B. Leon Goldman High School at Kingsborough Community College;
   
   C. High School for American Studies at Lehman College;
   
   D. Queen High School for Sciences at York College;
   
   E. High School for Math, Science, and Engineering at City College of New York (CUNY);
   
   F. Baruch College High School;
   
   G. University Heights High School at Bronx Community College;
   
   H. Brooklyn College Academy;
   
   I. International High School at La Guardia College;
   
   J. Middle College High School at LaGuardia College; and
   
   K. Middle College High School at Medgar Evers College.

1 "New York City Department of Education," "NYCDOE" and "DOE" are "doing-business-as" or "dba" names for the Board of Education of the City School District of the City of New York.
Appendix F: CUNY Libraries & New York City’s Affiliated Schools Statement on Delivery of Library Services to New York City’s Department of Education Affiliated Students (Approved at February 2009 CUNY Council of Chief Librarians meeting)

CUNY Libraries and New York City’s Affiliated Schools
Statement on Delivery of Library Services to New York City’s Department of Education
Affiliated Students

Introduction

The New York City Department of Education (DOE) and City University of New York (CUNY) have a signed Agreement in place from September 2005 relating to provision of library services to 11 high schools. (See Appendix A for list of those 11 schools.) The Agreement provides for the option of increasing that list of schools on an annual basis. Based on the original 2005 Agreement, CUNY receives funds for the provision of services to the 11 affiliated schools: $60 per student enrolled at an affiliated DOE school is provided for delivery of library services.¹ The colleges’ Chief Librarians and the CUNY University Librarian have undertaken a review of the status of library services for these affiliated schools to make recommendations to ensure the partnership is meeting expectations effectively to the mutual benefit of the DOE and CUNY, and to the students depending on the services.

Service Principles

The expectations for services for students in K-12 public schools are defined by laws and regulations under Title 8 of New York Education Commissioner’s Rules and Regulations, articles 91.1 and 91.2 (Appendix B). These rules and regulations specify expectations for the number of volumes required for students enrolled in various size public schools, required staffing levels and

¹ This amount was based on the New York City Department of Education's K-12 School Based Expenditure Reports for 2002-2003 (an amount which may vary), not the actual cost of providing library services to CUNY students. Website consulted February 10, 2008, https://www.nycenet.edu/offices/d_chanc_oper/budget/exp01/default.asp. Furthermore, the 2005 Agreement states “with respect to any CUNY college at which BOE [sic] high school students do not have full borrowing privileges, the fee shall be lowered to 83.3 per cent of the fee otherwise payable.”
qualifications of school media specialists (librarians for K-12 populations). Qualifications for providing library services in higher education settings are different from those required for school media centers, collections are targeted to different levels of preparedness, and different service principles apply to younger audiences. The New York City Public School System also utilizes filtering software on its Internet computers to block access to content deemed inappropriate, while CUNY does not use filtering software (and opposes filtering based on content).

The CUNY Council of Chief Librarians and the CUNY University Librarian affirm the importance of library services for preparing students to succeed. As noted in the New York City Department of Education report *Information Fluency Continuum*: “[a] substantial body of research has emerged in the last 15 years that demonstrates an important and positive relationship between the presence of a good school library and increased student achievement.” The vision of delivering library services to affiliated schools through contracting with CUNY colleges fits well with the CUNY Master Plan 2008-2012, in terms of partnership with the DOE to enhance student participation in, and preparation for, higher education.

The primary mission of the libraries of The City University of New York is to support the higher education objectives of the University. The libraries of the City University of New York are campus departments of the colleges that constitute CUNY, and their primary constituency consists of students, faculty and staff of the colleges. In fulfilling the mission of CUNY, college libraries do not collect materials supporting primary or secondary school curricula. CUNY librarians and staff rarely have the training and certification for meeting needs of primary and secondary school students. CUNY students also must pay a Technology Fee in addition to their tuition, and many campuses pay for computers [and electronic resources] through this Tech Fee, creating an expectation by students that they should not have to compete with non-CUNY students for access to computers.

While the concept of partnership between CUNY and the Department of Education makes sense in abstract, in reality there are challenges in part because the funds supporting the delivery of services are not consistently being made available to the libraries. The 2005 Agreement states that, “CUNY shall receive all such payments centrally and shall in its discretion determine centrally the amount to be given to each College.” If/when funds are given to the Colleges, the $60 per DOE student has not always been given to the libraries – some libraries have received nothing, while other libraries have received over $24,000.

---

There are other aspects of the program that are problematic, such as limited seating and limited space for collections. When CUNY libraries are renovated or built, as with the Bronx Community College’s North Instructional Building, calculations of populations served, and therefore the space needed for collections, seating, equipment, instruction, and staffing, do not “count” these younger students. Electronic full text licenses, whose subscription fees are based on FTEs, also do not include DOE students. Many of the libraries deny access to circulating collections for accountability reasons, as there are no methods for ensuring return or replacement of materials, since no “hold” can be placed on registration or transcripts of the high school student. This point seems to be heard clearly when an analogy is made in terms of delivering information technology services to these populations: there are complex issues in extending costly services to a wider, and younger population.

Analysis and Recommendation
A survey was conducted in 2006 of the status of affiliated schools at that time, as well as a survey of other college and school library affiliations nationally. The extent of services to the affiliated schools varies widely. Not all CUNY college libraries are in a position to meet required levels of service:

- facilities at some colleges are inadequate to serve primary college constituencies,
- shelving capacity at some colleges is insufficient, and
- staffing, equipment and collection concerns present obstacles.

The University Librarian and CUNY colleges’ Chief Librarians are united in recommending that CUNY mandate that college libraries delivering services to affiliated schools receive the funds designated to support said services. We are also unanimous in stating that the 2005 Agreement, which is scheduled to expire on June 30, 2011, should not automatically become the pattern for any future Agreement(s) between CUNY and the Department of Education; rather, any and all future Agreement(s) affecting CUNY libraries should be brought to the University Librarian and the Council of Chief Librarians for input beforehand.

Respectfully submitted,

CUNY University Librarian and the Council of Chief Librarians

Appendices
A. List of Affiliated High Schools covered by the 2005 Agreement between CUNY and the NYC Department of Education
B. Title 8 of New York Commissioner’s Rules and Regulations, articles 91.1 and 91.2
Appendix A: List of Affiliated High Schools Covered by the 2005 Agreement

1. Lincoln Academy at Hostos Community College
2. Leon Goldstein High School at Kingsborough Community College
3. High School for American Studies at Lehman College
4. Queens High School for the Sciences at York College
5. High School for Math, Science and Engineering at City College
6. Baruch College High School
7. University Heights High School at Bronx Community College
8. Brooklyn College Academy
9. International High School at LaGuardia Community College
10. Middle College High School at LaGuardia Community College
11. Middle College High School at Medgar Evers College
Appendix B: Title 8 of New York Commissioner’s Rules and Regulations, articles 91.1 and 91.2

**NYCRR TITLE 8 - EDUCATION**

§91.1 School libraries

A school library shall be established and maintained in each school. The library in each elementary and secondary school shall meet the needs of the pupils, and shall provide an adequate complement to the instructional program in the various areas of the curriculum.

(a) For secondary schools in which the average daily attendance is fewer than 200 pupils:

(1) the library of a junior high school shall contain at least 1,000 titles;

(2) the library of a high school shall contain at least 1,000 titles; and

(3) the library of a junior-senior high school shall contain at least 2,000 titles.

(b) The library of a secondary school in which the average daily attendance is more than 200 but fewer than 500 pupils shall contain at least 3,000 titles.

(c) The library of a secondary school in which the average daily attendance is more than 500 but fewer than 1,000 shall contain at least 5,000 titles.

(d) The library of a secondary school in which the average daily attendance is more than 1,000 pupils shall contain at least 8,000 titles.

Statutory authority: Education Law, § 207

§91.2 Employment of school library media specialist

Each school district shall employ a certified school library media specialist, unless equivalent service is provided by an alternative arrangement approved by the commissioner, in accordance with the following standards:
(a) In a secondary school with an enrollment of not more than 100 pupils, a certified school library media specialist should devote at least one school period each day to school library work.

(b) In a secondary school with an enrollment of more than 100 but not more than 300 pupils, a certified school library media specialist shall devote at least two school periods each day to school library work.

(c) In a secondary school with an enrollment of more than 300 but not more than 500 pupils, a certified school library media specialist shall devote at least one half of each school day to school library work.

(d) In a secondary school with an enrollment of more than 500 but not more than 700 pupils, a certified school library media specialist shall devote at least five school periods each day to school library work.

(e) In a secondary school with an enrollment of more than 700 but less than 1,000 pupils, a certified school library media specialist shall devote the entire school day to school library work.

(f) One additional full-time assistant certified school library media specialist shall be employed in each secondary school for each additional 1,000 pupils enrolled in such school.

Statutory authority: Education Law, § 207
Appendix G: Report on Brooklyn College Library Services to High Schools submitted by Prof. Martha Corpus (2006-7), Updated (2008-9)

The Library provides services to students in CUNY’s College Now program, those working on Intel Honors projects in the sciences and social sciences from Midwood and Edward R. Murrow high schools, and classes from the on-campus Brooklyn College Academy. A more recent addition to the roster is the Science, Technology and Research Early College High School (STAR), housed at Erasmus High School. Furthermore, the College’s middle and high school summer programs bring dozens of students into the Library for introductory sessions on research resources and on how to use the catalog. In total, the Library has hosted some 600 high school students in tours and workshops over the past academic year.

The Library’s service to these various high school groups entails many activities: Library orientations for first-year STAR students and their parents, workshops on how to do research, tutorials on how to use and search the Library’s resources, and tours of the building. Many workshops target specific research assignments—for example, eleventh graders from the Brooklyn College Academy came for two sessions on how to find critical works on Gothic literature and Gothic authors—Bram Stoker, Mary Shelley, etc. Some sixty Brooklyn College Academy students attended these workshops, with special instruction on the use of literary reference materials.

Library faculty designed a series of workshops to meet the research needs of students in these local and on-campus high school programs. Among the first groups hosted in the Library this past winter were several workshops and tours for some 80 tenth and eleventh graders from East New York Family Academy and Tilden High School. After a tour of the building, these students settle in a Library classroom for a session on basic research resources: general and subject encyclopedias, bound periodicals, newspapers, and “grey literature.” Students were shown how to use the catalog, the purpose of microfilm, and how to access Federal documents.

Perhaps the most formal and expansive outreach to the local high school community is the STAR program. During the fall and spring semesters, the Library hosted sessions for some 400 STAR students: they learned how to use CUNY + to find books on their research, how to use Reference books, the distinction between a Reference book and a circulating book, and the meaning of call numbers. They also learned how to obtain journal articles from bound periodicals and how to use general databases to gather information. Library faculty emphasized MAS-Ultra (a student
database), Lexis (newspapers), and Academic Search Premier (to illustrate the difference between peer-reviewed journals and popular magazines). Research assignments covered the history of Brooklyn, historical aspects of Manhattan, and a social studies assignment on the Indus Valley civilization. Subsequent assignments ranged from the sciences to the social sciences to the humanities, among them: papers on the world’s great scientists, famous non-American women, book reports on the House on Mango Street, short biographical sketches of noted Erasmus Hall graduates, and papers on birth defects. Eleventh and twelfth grade STAR students who are taking courses for credit in the early college program have Library privileges identical to those of Brooklyn College students.

Other high school projects included four research workshops for 75-80 Intel Honors students from Midwood and Murrow high schools. Our workshops are geared to help these students determine the resources they will need to complete sometimes highly complex research projects in the sciences and social sciences. And the Library is host to the annual Chemistry Day, an initiative sponsored by the College's Chemistry Department. Some 200 local high school science students descend on the Library for a day of six hour-long sessions to introduce students to science database and print resources. Workshops are interspersed with tours of the Library, guided by Library College Assistants and student workers as escorts.

And, throughout the year, high school students come to the Library to use the catalog, subject encyclopedias, and online databases. Library faculty is all on hand to answer queries and help these youngsters’ students with their research. Carlos Cruz has done a number of Blackboard sessions with juniors and seniors from STAR over the past two terms.

Spring 2006: July 28 tour & 2 Workshops for 150 parents of STAR students

Fall 2006-Spring 200707: Workshops and Library tours for some 300 STAR students
Research sessions for some 80 Intel scholars from Murrow and Midwood
English lit. Workshops for some 60 Brooklyn College Academy students

$2,500 was received for STAR this year
Note: Similar levels of workshops, orientations, service usage, etc. have continued each year. We also provide circulation of materials and on-site usage of e-resources.
Appendix H: Instructional/Multimedia Specialist  
Annual Report 2008-2009

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
<th>Status</th>
<th>Date</th>
<th>Collaboration</th>
</tr>
</thead>
</table>
| Administer the Blackboard course management system | - Provide assistance on Blackboard to faculty and students on & off campus (phone, e-mail, & in person).  
- Interact closely with AIT, ITS, Registrar’s Office, Human Resource Services and Academic Departments.  
- Assist instructors and students in solving user problems in an efficient and timely manner. As a result of success in this area, the number of Blackboard users has increased exponentially since Fall 2005.  
- Solve problems that involve inter-campus communications.  
- Search for new educational tools and encourage faculty to use innovative media elements and electronic Library resources in their online courses.  
- Contact and encourage adjuncts to join our online resources and use them in their courses. | Daily   |       | Nick Irons  
AIT Lab / Library Café / Media Center Staff |
| Blackboard Group meetings      | As Blackboard representative and part of the AIT team, \  
- Serve as a mediator between the CUNY’s Blackboard Group and the faculty, to allow everyone to better understand current technological tools at their disposal.  
- Address technical issues related to | Monthly |       |                               |
| Blackboard v.8.0 Migration | Attend meetings with Blackboard representatives, CUNY CIS and Project manager to discuss the Blackboard configuration decisions.  
Test Blackboard v.8.0 functionalities in Stage / Production.  
Test content migration.  
Provide list of courses to migrate to CIS.  
Communicate with faculty and students regarding the cutover to 8.0.  
Develop and institute communication plan to send additional information to faculty, students and College institutions.  
Design and deliver to faculty members intensive training (two sessions of two hours every day) in new areas of Blackboard: Discussion Boards / Grade Center / Scholar / Course Merge.  
Staff / Support training on CUNY Portal access/ Blackboard basic functions from the student perspective.  
Have Campus Help Desk documentation updated and Blackboard v.8.0 instructions in place: Logging handout / FAQ.  
Test Tabs / Modules in STAGE before recreating and testing in PRODUCTION.  
Work to define school-specific System Roles  
Test Organization membership files in STAGE and in Production. | Complete | Summer 2008 / Fall 2009 |
| Chair Departments meetings and Departments | Visit and consult with the College Departments.  
Meet with the Department chairs.  
Assist department meetings by | Daily | Nick Irons |
<table>
<thead>
<tr>
<th>meeting</th>
<th>providing information about the available online courses and workshops.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Give support and assist when required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading material digitalization (E-Reserves)</td>
<td>• Help faculty with the digitization of chapters from out of print books and other reading materials for students use on Blackboard (494 items).</td>
<td>Daily</td>
<td>Olga Kirsanova Usman Lodhi Ann Cherian Darshani P. Kahanda</td>
</tr>
<tr>
<td></td>
<td>• Supervise college assistants in the digitization process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Check the process for uploading material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Help professors store electronic material on Blackboard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound material transference</td>
<td>• Help faculty with the transference of sound materials to the flash format for students use on Blackboard.</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Work with professors on storing electronic material on Blackboard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movie material transference</td>
<td>• Help faculty with the transference of movie materials to the flash format for students use on Blackboard.</td>
<td>Daily</td>
<td>Ann Cherian</td>
</tr>
<tr>
<td></td>
<td>• Supervise college assistants in the movie’s digitalization process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Work with professors on storing electronic material on Blackboard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual material digitalization (slide)</td>
<td>• Help faculty with the transference of visual materials to digital format for use on smart rooms and Blackboard.</td>
<td>Daily</td>
<td>Olga Kirsanova Ann Cherian Darshani P. Kahanda Samreen Jafri Usman Lodhi</td>
</tr>
<tr>
<td></td>
<td>• Supervise college assistants in the slide digitalization process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Work with professors on storing electronic material on Blackboard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College’s Blackboard Database</td>
<td>Collect and verify information on Blackboard (courses, professors, departments, and semesters)</td>
<td>In Progress</td>
<td>Summer / Fall / Spring 2008</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>Provide Slava Gurgov with Blackboard’s information for our Blackboard’s searchable database.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One-on-one training and Faculty Support</th>
<th>Personally assist more than 130 instructors on both the technology and pedagogical aspect of Blackboard.</th>
<th>Daily</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Guide instructors by phone and e-mail.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer 2008- <strong>98 instructors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall 2008- <strong>327 instructors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intersession 2008- <strong>25 instructors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2009- <strong>390 instructors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Support</th>
<th>Support students in person, by phone, and e-mail.</th>
<th>Daily</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer 2008(100-200 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall 2008 (400-600 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intersection 2008 (80-100 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2008 (600-700 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College’s Middle States Organization</th>
<th>Create and update Blackboard “shell” for the Middle States Self-Studies Working Groups.</th>
<th>Complete</th>
<th>Septemb er 2007 / April 2009</th>
<th>Nick Irons Colette Wagner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Training for the co-chairs and members of the organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshops and Training</td>
<td>BLACKBOARD FACULTY WORKSHOP SERIES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Blackboard v.6: Summer I and II / Fall 2008</td>
<td>Complete S/F 2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Blackboard v. 8.0 Intersection Special Training. Two sessions of two hours every day for a week.</td>
<td>Complete Jan12-15/2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Blackboard v. 8.0: Spring 2009</td>
<td>In Progress Spring 2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>BLACKBOARD DEPARTMENT WORKSHOPS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Blackboard Training for the Childhood Education Program at the School of Education.</td>
<td>Complete 04/07/2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Blackboard Expo LX Training. Seek Department.</td>
<td>Complete 04/17/2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Blackboard Collaboration Tool training. Health and Nutrition Science Department.</td>
<td>Complete 02/19/2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>BLACKBOARD STUDENT WORKSHOPS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <strong>A Tour of Blackboard:</strong> Created and delivered hands-on seminars, teaching users to create and manage a personal CUNY Portal ID and account, as well as how to use the most important action tools on Blackboard.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Early High School STAR Program (4 sections of 20 students each)</td>
<td>Complete 10/27/2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Blackboard Workshop for</td>
<td>10/30/2008</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BLACKBOARD MIDDLE STATES GROUPS WORKSHOPS:

Blackboard tour from the organization member’s view.
- Steering Committee
- Group Working Group 4: Students

OTHER BLACKBOARD TRAINING:
- Student Development Organization (SUBO) two sessions training with Hamish Hamilton, Aimee Sidavi, and Heshla Ash.
- The Leadership Project (one-on-one training for Staff).
<table>
<thead>
<tr>
<th>Online Certificate Program</th>
<th>Complete</th>
<th>Complete</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In</td>
<td></td>
<td>09/22/08</td>
</tr>
<tr>
<td></td>
<td>Progress</td>
<td></td>
<td>10/08/08</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feb/ May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2008</td>
</tr>
</tbody>
</table>

**Online Certificate Program**

- Find out what the project is about.
- Make a general plan of the project.
- Define the tools or technology to use.
- Guide faculty on how to use the tools.
- Show some other projects to illustrate the options that a professor has to develop his own course.
- Work with faculty on the final design.

**ADVANCED CERTIFICATE: EDUCATIONAL LEADERSHIP PROGRAM, SCHOOL OF EDUCATION**
Part Three:

Prof: John Mancini
David Bloomfield

Courses:
- School-Community Relations.
- Education Law & Ethics

COMMUNITY HEALTH EDUCATION - THANATOLOGY, M.A. PROGRAM, DEPARTMENT OF HEALTH AND NUTRITION SCIENCES

Part one:

Prof: David E. Balk
Madeline Jacobs

Courses:
- H&NTR 7445 2NET1: Bereavement [1874]
- H&NTR 773 NET1: Hlth & Med Dilemmas [5839]
- H&NTR 754 NET1: Children &

Complete

October 2007-
September, 2008

Professors David E. Balk, Madeline Jacobs, and Nick Irons

Complete

November 2007-
March, 2008
<table>
<thead>
<tr>
<th>Blackboard’s online tutorial</th>
<th>To bring a better understanding of online courses to faculty and students,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• We completed two user-friendly tutorial package with the 25 FA&amp;Q on Blackboard, one for faculty and another for student. These instructions are available in the Blackboard v. 8 Forum sites / at the Brooklyn College tab in Blackboard, at the Library / AIT Website and at the WebCentral Portal.</td>
</tr>
<tr>
<td></td>
<td>• We are working in a new e-tutorial package for Blackboard v.8.</td>
</tr>
<tr>
<td></td>
<td>• We planning to create e-tutorial for Captivate, Contribute, Flash and other useful programs that instructors can use to develop their online courses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CUNY Portal/Blackboard Contingencies</th>
<th>• Explore possible alternatives when Bb goes offline, discuss pros and contras, and list them by categories and level of complexity.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Start tutorials and trainings</td>
</tr>
</tbody>
</table>

| Sloan Foundation Online Project | • Work on sections with Professor Herve Queneau from Economics Department. |

<table>
<thead>
<tr>
<th></th>
<th>Complete</th>
<th>In Progress</th>
<th>In Progress</th>
<th>Complete</th>
<th>In Progress</th>
<th>03/26/09</th>
<th>Complete</th>
<th>03/12/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mariana Regalado</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janet Finello</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jill Cirasella</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nick Irons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUNY iTunes U Pilot Project</td>
<td>Set up the Brooklyn College iTunesU pilot site as well as provide training and tutorials to faculty and staff.</td>
<td>Complete</td>
<td>Nick Irons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>----------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• iTunes U Presentation (meeting)</td>
<td>02/07/20 08</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• iTunes U Pilot Project Lunch meeting</td>
<td>03/11/20 08</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Create the Brooklyn College iTunes U site</td>
<td>Spring 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Grant faculty access to the Brooklyn College iTunes U</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Faculty personal trainings and technical support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>e-Portfolio Project</th>
<th>Provide information, training, assistance and resources (templates) for professor to begin building e-Portfolio using the Expo LX application from Campus Pack.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Campus Pack/ Expo LX workshops</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A Campus Pack Tour</td>
<td>04/30/20 08</td>
</tr>
<tr>
<td></td>
<td>• e-Portfolio at Brooklyn College</td>
<td>05/01/20 08</td>
</tr>
<tr>
<td></td>
<td>• Blackboard Workshop</td>
<td>Fall 2008</td>
</tr>
<tr>
<td></td>
<td>Seek department e-portfolio</td>
<td>Complete</td>
</tr>
<tr>
<td></td>
<td>• Meetings with Prof. Martha Bell (Seek department chair) as well as Sharona Levy (faculty) and Anatoliy Grinberg (Computer Tech)</td>
<td>Summer 2008</td>
</tr>
<tr>
<td></td>
<td>• Creation of two Template for the Benchmarks for Success e-portfolio project (more than 100 students)</td>
<td>Fall 2008</td>
</tr>
<tr>
<td></td>
<td>• Training and meetings with Prof. Levy and Mr. Grinberg.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Trainings on Expo LX, Seek Department.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |
|                      |                                                                                                              |          |
|                      | Chris VanDenBosc h (Learning Objects)                                                                       |          |
|                      | Martha Bell Sharona Levy Anatoliy Grinberg                                                                  |          |</p>
<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Library tour for new faculty (Blackboard Presentation &amp; Handout)</th>
<th>Complete</th>
<th>Complete</th>
<th>Complete</th>
<th>Complete</th>
<th>In Progress</th>
<th>Complete</th>
<th>08/22/08</th>
<th>Nick Irons, Eva, and Jill Janet Finello Nick Irons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Barbra Higginbotham’s retirement Flyer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>02/19/08</td>
<td>Janet Finello</td>
</tr>
<tr>
<td></td>
<td>Book Party Program and Flyer 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>05/08/08</td>
<td>Nick Irons</td>
</tr>
<tr>
<td></td>
<td>Book Party Program and Flyer 2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>05/07/09</td>
<td>Nick Irons</td>
</tr>
<tr>
<td></td>
<td>Collaboration with the Faculty Bulletin Fall 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>06/10/08</td>
<td>Nick Irons</td>
</tr>
<tr>
<td>Department of Puerto Rican &amp; Latino Studies Website</td>
<td>Update and restructuring of the PR&amp;LS Department website</td>
<td>In Progress</td>
<td>End by Fall 2009</td>
<td>Prof. Miranda Martinez</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAKAI Pilot project</td>
<td>SAKAI Pilot Project group</td>
<td>Complete</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>03/06/2008</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two SAKAI meeting/presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>03/12/2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create a pilot project schedule:</td>
<td>In Progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>End by Fall 2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select the possible candidates.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>End by Fall 2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide them with the basic info on how to set up and login to a free SAKAI site.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>End by Fall 2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow up the BC installations process, possible schedule, as well as work with ITS/AIT and faculty in the set up and customization of the BC SAKAI version.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>End by Fall 2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find out which SAKAI and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>End by Fall 2009</td>
<td></td>
</tr>
</tbody>
</table>
Blackboard functions are the same and design a package of instructions with these basic functions.

- Schedule a combination of online presentation, school workshops and personal training.

<table>
<thead>
<tr>
<th>Training/ Conferences</th>
<th>Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard 8 Seminars</td>
<td>Three sessions of Blackboard 8 training</td>
<td>March 25, 2008</td>
</tr>
<tr>
<td>Hunter College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Connections</td>
<td>e-Portfolio, Integrative Learning and Assessment</td>
<td>April 10-12, 2008</td>
</tr>
<tr>
<td>La Guardia Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blackboard Implementation &amp; Multi-Institution Strategy</td>
<td>Training on Blackboard 8 and Domain Management</td>
<td>May 5 –16, 2008</td>
</tr>
<tr>
<td>Agenda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Object Training</td>
<td>By Chris VanDenBosch/ Learning Objects, Inc.</td>
<td>October 23, 2008</td>
</tr>
<tr>
<td>The Leadership Program</td>
<td>Leadership &amp; Managerial Skills Customized Program.</td>
<td>November 14 – May 1,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2008-2009</td>
</tr>
<tr>
<td>Sakai Pilot Project/ Learning management system</td>
<td>Sakai: More than a learning management system at half the cost</td>
<td>March 26, 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sakai Pilot Project /mySakai 101</td>
<td>Introduction to Sakai</td>
<td>March 31, 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sakai Pilot Project/ ePortfolios</td>
<td>ePortfolios-The impact they are making on learning and assessment</td>
<td>April 21, 2009</td>
</tr>
<tr>
<td>Event</td>
<td>Details</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Sakai Pilot Project/ Migrate your content</td>
<td>Migrate your content from your legacy system to rSmart Sakai CLE!</td>
<td>April 30, 2009</td>
</tr>
<tr>
<td>Wimba Training</td>
<td>By John M. DeFonzo/ Wimba Regional Sales Manager</td>
<td>April 23, 2009</td>
</tr>
<tr>
<td>CUNY IT Conference, December 2008 (Speaker)</td>
<td>Latinas in History CD Rom and Website: An Innovate Approach to Teaching History</td>
<td>December 5, 2008</td>
</tr>
<tr>
<td>Latinas in History (Speaker)</td>
<td>Women’s Month Heritage, Brooklyn College.</td>
<td>March 17, 2009</td>
</tr>
</tbody>
</table>