From The Director’s Desk

Dear Colleagues and Friends:

To be effective, librarians must be conversant in the language and resources of their institutions as well as participate in the organization they are serving. There are many strategies for discovering the assets, structure, symbols, values of an organization, and indeed, of a community.

Leaders are in families. Leaders are in neighborhoods, and in local and global communities. Why not be leaders in community colleges? It makes sense that librarians could and should be leaders given the ubiquitous information and digital age.

Bolman & Deal (2013) describe their ‘four-frame’ metaphor for how people see and understand what’s going on around them. Through Bolman & Deal’s metaphor: Librarians see and understand that prices of academic and scholarly information have been increasing at a rate faster than the inflation rate for several decades. Another layer is that the information-seeking behavior and habits of people have been changing from analog/print to electronic/digital content. In the process of transformation, we all change or cease to be relevant.

Educators and librarians will inspire the next generation of critical thinkers, problem solvers, readers, and writers. We’re going to demonstrate that librarians have a right to be at the table whenever there is discussion about the library and digitalization. Librarians and staff from college and university libraries around the world.


During the 2014-15, I participated in: BHCC/ Boston Digital Public Library (September 2014), the Lamont Library, Harvard, and Boston Society of Architects/AIA, BSA/SCUP College and University Roundtable (September 2014), the Education Spaces Conference and Expo (October 2014, Tampa, Florida), and Harvard’s Graduate School of Education Leadership Institute for Librarians (March 2015).

As leaders, we are duty bound to transfer lessons learned. One important and noteworthy lesson is to respect diversity and inclusion through not just words, but in our actions. Compassion, hope, light, love, joy, and understanding. Iron sharpens iron. If we say to them, time management is critical to success; we should lead by being exceptional managers of time — timeliness and trustworthiness, good stewardship. And if transformation is a flicker and flame that shapes leaders; the fire inside of us should inspire someone else to be better regardless of past experiences. We should inspire others to focus on life’s journey — not just on a pothole in the street.

In this newsletter you will read about some amazing librarians and staff.

Theme 1: Professional/Staff Development:

In March 2015, Anicia (Nici) Kuchesky and Andrew McLaughlin participated in the Association of College and Research Libraries (ACRL), a division of the American Library Association (ALA) and the ARL (Association of Research Libraries), conference in Portland, Oregon. The conference focused on increasing demands of technology, and the role academic libraries play in addressing those demands. The ACRL conference draws more than 3,000 librarians and staff from college and university libraries around the world.

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From The Director’s Desk (continued from front)

To the readers of the Newsletter, BHCC students, and the library’s friends and supporters, I am made better because of all of you. The Library is improved and modernized because of all of us. Leaders who understand what’s going on around them see what they need to do to achieve the results they want. Around us, we see, from my perspective, the messy world of information, and that libraries exist inside of a large and complex digital system. People in the digital system include: marketplace players (buyers/sellers; generators, innovators, producers, and consumers), educators, students, and learners diverse in their capabilities as well as in their likes, dislikes, attitudes, preferences, and values.

Lippincott (January 2015) posits that “Net Gen students clearly perceive the open space of the Internet and Web as their information universe. This is in opposition to the worldview of librarians and many faculty, who perceive the library as the locus of information relevant to academic work.” It is true that to gain access to the library’s article databases, for example, students need to be enrolled BHCC students, with an institutional user name and password. Yet, access gets students into both physical and virtual collections of high quality information.

Theme 2: Read a book that will help you use library metrics to connect with your learners in a digital age:

During 2012, BHCC librarians provided the library’s strategic plan. Review it at http://www.bhcc.mass.edu/library/about/librarystrategicplan/. Borrowing from Dugan, Hernon, and Nitecki’s Viewing Library Metrics From Different Perspectives, we started collection and analysis of library’s data. The purpose is to help the college’s goals and objectives, help the stakeholders that libraries serve and deal with, and working in collaborative roles and consortia endeavors to provide evidence of the value of libraries, and make improvement. It is our sincere hope that use of library metrics will help us design, plan, and deliver a truly connected and modern library.

Origins of Information Literacy by Andrew McLaughlin

Promoting information literacy in the school-wide community is an essential priority among the staff of the BHCC Library & Learning Commons. Information literacy as a concept is more than just helping students and faculty do their research, but is more about nurturing a general competency in managing and navigating the endless variety of information sources and knowing how to get what you need out of them most effectively. More concisely, information literacy’s focus is not making sure somebody knows the answer to a question, but making sure that they know how and where and when to look for answers and empowering them to do so.

The term “information literacy” was first introduced as a concept by Paul G. Zurkowski in a paper published while he was President of the Information Industry Association (which subsequently became Software & Information Industry Association) in 1974. In this paper, Zurkowski noted that, even back in 1974, people were facing an increasing overabundance of published and available information that over­loaded their ability to evaluate and use it. Those people in possession of the techniques and skills necessary to manage and apply the ever-widening range of information resources he terms the “information literate.” He draws a distinction between the information literate and those that “can read and write, [but] do not have a measure for the value of information, do not have an ability to mold information to their needs…” (6). In his paper, Zurkowski estimates that only one-sixth of the U.S. population could be characterized as truly information literate and that trends in the nature of information access, driven largely by developments in the private sector information industry, makes total information literacy a top priority for the National Commission on Libraries and Information Science (merged into Institute of Museum and Library Services).

Forty years on, Zurkowski’s observations and concerns seem even more prescient than even he himself may have imagined. In the era of digital information and electronic access, the divide between the information literate and illiterate has never been so immense, and the importance of equipping the students and faculty with those skills is absolutely necessary for their success.


Paul Zurkowski
http://infolit.org/paul-g-zurkowski/
**LibGuides**

**A.D. New Orleans after the Deluge**  
*LibGuide*  
Nici Kuchesky

The BHCC Library incorporated *LibGuides* into the library program in an effort to improve the quality of library instruction and service. *LibGuides* allow librarians to integrate a diverse range of information sources and instructional support materials that are made accessible online. Basically, it’s a one stop shop for research that organizes information by subject, topic, or course and is available to faculty, staff, and students anywhere at any time. One of the most exciting *LibGuides* I have created is the 2014-2015 BHCC One Book selection *LibGuide*,  
*A.D. New Orleans after the Deluge*.  

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**Highlights of this LibGuide**  
*Book Location Guide* shares with readers a map of New Orleans neighborhoods where the novel’s characters live and where action within the novel takes place.  
*Katrina Evacuation Routes* In the novel some of the characters flee New Orleans before and during the storm.  
*Researching Katrina* provides suggested topics, databases, and websites for researching and studying Hurricane Katrina.  
*Faculty Resources* provides discussion questions, lesson plans, and ideas on implementing the novel into the curriculum.  
Many links on this page were compiled collaboratively between BHCC faculty and myself.

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**LibGuide for PSY235**  
(Introduction to Behavioral Research)  
Andy McCarthy

This *LibGuide* is highlighted because its focus is on the literature review assignment for this class.  
The literature review is the initial assignment that will eventually lead to students completing the research paper due later in the semester. This *LibGuide* focuses on the resources students use to get the required four articles and a review article.  
The tab Library Databases lists Psychology databases from which students can find their articles and also directions for finding a review article.

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**Nursing Libguide**  
Lana Ordian

*LibGuides* are constantly evolving and changing due to developments in resources and education — the *Nursing LibGuide* is a good example. This *LibGuide* compliments information literacy workshops for nursing courses. During workshops, I seek to better engage the Nursing faculty and motivate nursing students to learn and find ever expanding tools that effectively and comprehensively search for electronic and print resources. A *LibGuide* then summarizes the workshop and reinforces skills for using the library’s databases and the library catalog. *LibGuides* combined with information literacy workshops provide students with what they need to be literate in the information age.
Library Liaisons

Andrew Rosen
“Liaison Services in ARL Libraries” (SPEC Kit 189, December 1992), by Gail F. Latta, explains that academic departments once controlled library acquisition budgets. To acquire more say over collection development, libraries introduced subject specialists to interchange with academic departments. These specialists are today’s liaisons seeking faculty cooperation in library acquisitions and services. The Library’s liaisons are an engaged and dedicated team of liaisons Vivica Pierre (Cultural Anthropology, Early Childhood Education, Sociology, Psychology), Andy McCarthy (Business, Distance Learning), Lana Ordian (Allied Health, Culinary Arts & Hospitality, Engineering, Math, Medical Imaging, Pharmacy) Nici Kuchesky (Creative Arts, English, English as a Second Language — ESL, Foreign Languages), Andrew McLaughlin (Creative Arts, Eng., English as a Second Language — ESL, Foreign Languages).

Lana Ordian
Liaison activities for the academic year commence with BHCC’s Convocation day. Serving as a liaison for Health, Nursing, and STEM, I communicate with faculty members and chairs of select departments and attend departmental and program meetings to make announcements, distribute handouts, and invite the faculty to participate in collection development, information literacy, Reserves, and other library activities relevant to their respective programs. We regularly encourage faculty to give us feedback for the subject guides “LibGuides” which librarians create for information literacy workshops. Donna Misrati, Chair of the Medical Imaging program, has played an active part in various liaison endeavors, and consequently the Library has been able to better shape its services and collections for Medical Imaging.

March 2015 Statistics

- Gate Count :
  - Raw – 8358
  - Adjusted - 66867

- New books (acquisitions) added - 153

- Public services reference questions – 118

- Information Literacy instruction:
  - Workshops—30
  - Students in IL workshops – 471

- Website total page views -19,513

- Subject Guides/LibGuides views—2,065
Collection Development

Collection development is a crucial library activity in which the library selects and adds print and digital resources to the collections. Another part of collection development is the removal of obsolete and non-current materials from the collection and web catalog. Collection development adheres to the college curriculum and accreditation standards. By adding books and electronic databases, collection development assures students have resources to pursue their research and studies. Over the last two years, the focus of collection development at the BHCC Library & Learning Commons has been on STEM — Science, Technology, Engineering and Math. STEM impacts many BHCC programs and is reflected in recent academic department reviews.

An aim of Fiscal Year 2015 (FY15) is to support programs scheduled for accreditation. These include Cardiac Sonography, Surgical-Medical, Nursing, and Legal Studies. Substantial funds have been spent to update the Nursing collection. Both print and e-books are being selected, ordered and processed.

Since September 2014, approximately 600 books on various subjects have been purchased as a result of Phase I covering the first part of FY15. During Phase I, the Library allocated and spent funds to purchase both print books and e-books. Phase II started in December 2014 with a new round of orders and payments. The focus of Phase II is the Nursing collection that must be published within the last five years to meet accreditation requirements.

Searching specialized vendor databases like GOBI of YBP (Yankee Book Peddler), the National Library of Medicine catalog, and academic publishers’ catalogues provides a broad and rich source for selecting and ordering appropriate resources. Liaison activities with the faculty are also valuable venues for selecting and enriching collection. Collection development welcomes and appreciates faculty input and suggestions.

New acquisitions are posted monthly and organized by subject on the Library’s web page under NEW BOOKS. The physical display for New Books is updated on a regular basis. The new books display is very popular and very often books are checked out before the end of the display.

Electronic Journals

American Literature

The Library currently offers 21 ejournals (electronic journals, also called online journals) that can be searched like a database. Ejournals are easier to search than in journals in physical form. In addition, these titles are not offered through our databases, so having them in this manner allows for access to these unique titles. These ejournals fill a missing information need in terms of content and subjects. Each ejournal links from an A-Z list on the databases webpage.

New England Journal of Medicine

Ejournals are different from databases in that you search only the journal at hand and not a variety of journals as in a database. An advantage of each is that you have the content from the entire issue of the journal at your fingertips; you can see and access every article from an issue of the journal. A disadvantage is not seeing other articles from other journals on your subject as when you search a database. But the advantages of journals in electronic form far outweigh the disadvantages.

Andy McCarthy

Lana Ordian
Surviving Katrina: How One Course Instructor Integrates Films and Videos to Teach Students in Events Planning Course

Lauren Maguire, Professor, Hospitality Department, challenged her students to critically think about events planning and disaster preparedness.

Films on Demand database: Search Results for:

- Hurricane Katrina
- The Mississippi River: Triumphant and Tragic. Lessons Learned?

Let us know your favorite film or video on the topic!!!

How Course Instructor and Librarian Collaborate on One Book Program Poetry and Drawing Contest

Jennifer Cohn, Lindsay Naggie, and Nici Kuchesky collaborated on the One Book Program Poetry and Drawing Contest: The contest flyer is attached in PDF format. Link to OneBook Program info., http://www.bhcc.mass.edu/onebook/. Link to LibGuide http://libguides.bhcc.mass.edu/OneBookAD.

RESILIENCE:

One Book Program Poetry and Drawing Contest

Sponsored by the Bunker Hill Community College One Book Program
Inspired by the graphic narrative
A.D.: New Orleans After the Deluge, by Josh Neufeld

CONTEST GUIDELINES
• All current BHCC students are eligible to submit entries.
• All entries must be original and created by a BHCC student.
• Each student may submit up to two submissions in one category.
• The one-page graphic novel entry must measure 11x14 inches.
• The title must be typed and double-spaced.
• Submissions should be sent as attachments to onebook@bhcc.mass.edu by Wednesday April 8, 2015 at 3 p.m. Include your name, email address, and phone number in the body of the email. Include “Poetry and Drawing Contest” in the subject line of the email.

SUBMISSION CATEGORIES
1. Haiku
An unrhymed, three-line poem based on the theme of resilience, in which the first and third lines have five syllables while the second line has seven syllables.
2. One-page Graphic Novel
A one-page comic scene in one or several frames based on the theme of resilience.

JUDGING
A faculty/staff panel will judge the submissions based on creativity, technique and the integration of the theme resilience.

AWARDS
Top two winners in each category will be invited to lunch with author Josh Neufeld on Thursday, April 23, 2015. The winners and honorable mentions will be featured in the One Book Creative Arts display. Winners will be notified by April 16.

For more information contact
Lindsay Naggie at lnaggie@bhcc.mass.edu
~ or ~
Anicia Kuchesky at akuchesky@bhcc.mass.edu

One Book Program

Our Talented Library Assistants

Nici Kuchesky

Domingo De La Cruz has been with the Library for 5 years. He graduated from the BHCC in December with a major in criminal justice. He successfully completed an internship at the Suffolk County Superior Court.

Patricia King, our resident writer, recently published a poem in In-Flight Magazine. She graduated from BHCC last December and has successfully completed her 1st semester at Wheelock College. Her major is social work.

Shu Ping Mei graduated from BHCC in Fall 2013 & now attends Northeastern University, majoring in Accounting and Finance in Management. She earned a 4.0 GPA recently.

Mohammed Mohammedseman joined the library in September. He also works in the Writing Place as a writing tutor. He was inducted into the Alpha Kappa Mu Honor Society in November.

Ringchen Yangzom is very active in the Boston Tibetan Community. She is a member of the Students for Free Tibet, Boston Chapter and participated in organizing the Dalai Lama’s visit that took place on November 1st at the TD Garden. In addition, Ringchen has been on the Dean’s list.

Letissia Scott has been with the Library for two years but left to take a job at Castle Square allowing her to explore her Computer Networking & Administration major.

This past semester Maria Aldalati was a recipient of the Rukmini Rao Memorial scholarship awarded to students with a GPA of 3.50 or higher. She was inducted into the Alpha Kappa Mu Honor Society this November.

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Nici Kuchesky