

Media Services Coordinator Terry Parker Retires

By **Linda Barber**, *Media Services*



Terry Parker and his staff at Media Services

After 40 years of dedicated service to the LaGuardia community, Terry Parker has retired from his position as the Coordinator of Media Services. On March 19, 2018, his friends, family and colleagues celebrated his contributions to the Library and the College.

Terry arrived at LaGuardia as a student and worked in the Student Affairs department. With increased responsibility, he rose through the College Laboratory Technician ranks and was promoted to Chief College Laboratory Technician at the Library. During this time, he earned a Bachelor of Arts Degree in Communication & Media Studies and a Masters Degree in Library & Information Science from Queens College, supplementing his Associates Degree from LaGuardia.

During his tenure, Terry served as the College's videographer, co-founded the Thomson Avenue Film Festival with Professor Joyce Rheuban, contributed oral histories to the LaGuardia and Wagner Archives, taught several Business courses, and served on the PSC-CUNY Welfare Fund's Advisory Council and Board of Trustees.



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LaGuardia Library Headlines Inaugural Assessment Fair

Faculty members of the LaGuardia Library headlined the Office of Library Services' Assessment Committee's inaugural Assessment Fair, held on April 20, 2018 at John Jay College. Professors Steve Ovadia, Louise Fluk, and Chris McHale (Professor Francine Egger-Sider could not attend due to illness) reported on various assessment activities performed as part of an extensive weeding project in preparation for the Library's reconstruction. ■



Professors Louise Fluk, Chris McHale, and Steve Ovadia

Library Notes
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Editors
Thomas Cleary
Derek Stadler

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Comments may be sent by email to:
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LaGuardia OER Initiatives

By **Ian McDermott**, *Instruction Librarian*

According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), Open Educational Resources (OER) are defined as “any type of educational materials that are in the public domain or introduced with an open license.” For advocates, OER have enormous potential to reduce the cost of higher education and increase access to educational materials. The potential impact at CUNY is clear considering that the average CUNY student spends over \$1,300 each year on textbooks. To put this number into context, the cost of textbooks has outpaced the rate of inflation by 800% since 1980.



With the hope of alleviating the financial burden of higher education, the State of New York awarded CUNY and SUNY \$8 million (\$4 million each) to implement OER across each system during the 2018 academic year. CUNY schools were invited to submit proposals to receive funding for OER initiatives. A primary objective for CUNY schools was to identify high enrollment courses using commercial textbooks and exchange the textbooks for free or low-cost OER. Three projects at LaGuardia that received funding address this issue in varied ways.

The math program embarked on a project to convert their gateway courses to OER. In Fall 2018, they piloted several online OER math teaching platforms. They settled on MyOpenMath, which was used in five gateway courses this Spring. Use of MyOpenMath will expand to approximately 20 courses in the Fall 2019 semester, saving students hundreds of thousands of dollars.

The Library at LaGuardia played an active role in advocating OER adoption and evaluation via two initiatives. First, the Library offered a series of introductory workshops for classroom faculty to learn more about OER and how they can positively impact learning. The workshops were based on the University of Minnesota’s Open Textbook Network model that encourages faculty to write reviews of relevant textbooks. By writing reviews, faculty can closely examine an OER textbook and, ideally, find one appropriate for their own classes. Nearly 50 faculty members attended two introductory workshops and nearly half of all attendees adopted or plan to adopt an OER textbook for their courses! In addition to saving



**Open Textbook
Network**

thousands of dollars for students, OER can allow for greater pedagogical flexibility and creativity. Since OER are openly licensed, faculty can typically use, edit, and remix them in any way they see fit.

One group commonly excluded from OER debates is students. Professors Chris McHale and Steven Ovadia received funding to run a semester-long seminar, where students worked with Library faculty as paid interns to evaluate OER and commercial textbooks by completing a series of qualitative and quantitative surveys to generate feedback for OER improvements. The project had three goals. The first was to create a toolkit for engaging students in critical thinking around education and open access. The second goal is to make all the project’s learning materials and processes available as an OER resource for use by other institutions and OER initiatives; these will be added to CUNY Academic Works. The final goal is to increase student awareness and empower them to advocate for OER options in higher education. Together, these efforts utilized OER as a means to re-examine existing pedagogies in ways that carry significant benefits for students’ learning and finances. ■

Do We Really Need This Book?

By **Chris McHale**, *Access Services*

“Do we really need this book?” This is a question that arises often in the midst of a library weeding project, and one that is difficult to answer. Access, diversity and preservation rank high in the core values of this profession; so it is understandable for a librarian to suffer some degree of existential angst when deciding the fate of a book. The faculty at the Library have spent a lot of time discussing, researching and experimenting with best practices for weeding an academic library collection. Although the project was initially driven by a need for shelf space, our professional responsibility to the LaGuardia community remained at the forefront of every decision. So what we were really asking ourselves was, “Do the students, faculty and staff of LaGuardia Community College need this book?” Still, not an easy question to answer.

As we continued to deconstruct this question, our uncertainty increased. Low usage statistics over a 20-year period might indicate that a certain title is not needed, but there is no way to know if it might be useful to a LaGuardia student next year. Despite all the benefits that data affords, it is still not enough to predict the future. With this caveat in mind, we made a decision to follow professional judgement and turn to the mission and core values of librarianship for guidance.

One primary goal of a library is to ensure that users have fair and easy access to information in formats that suit their needs. In an ideal scenario, a library would collect a large and diverse set of resources that could meet any potential interest for current and future users. Again, data can be used to track usage trends and to make informed selections. But there is no guarantee that the resources collected will satisfy every current and future user need. Given a library’s limited resources (both space and finances), there is simply no way to meet this ideal goal. Fortunately, libraries have developed an infrastructure of cooperation to maximize access for our patrons, and at LaGuardia, there are two main services that give users broader access to an enormous and diverse collection of books and resources.

As a member of the CUNY Library System, LaGuardia students, faculty and staff have access to 6.2 million print monographs¹ across 31 CUNY libraries. If a user is interested in a book, it can be requested and sent to LaGuardia in just a few days, using the CUNY Library Intra-Campus Services (CLICS) program. Requests can be made online by using the CUNY catalog or OneSearch. Broader networks of resource sharing are also available through the Interlibrary Loan (ILL) service. Over 2.5 billion holdings² are listed in WorldCat, a collaboration of over 72,000 libraries worldwide that participate in the Online Computer Library Center (OCLC) cooperative. LaGuardia faculty and staff can request print books through this network using the ILLiad service from the Library’s homepage, and, in most cases, a partner institution will ship the book to LaGuardia. By sharing resources across networks like these, participating libraries can provide users with access to a vast and diverse collection of books without filling their own shelves.

As a result of resource sharing, libraries are able to preserve access to obscure resources while maintaining an appropriately-sized collection. Access across cooperative networks is an important consideration when weeding a book collection. Before withdrawing a title from the LaGuardia Library, faculty check the CUNY Library System and OCLC to make sure LaGuardia patrons have reasonable access to these materials if they are needed in the future. But access through these partnerships can be assured only when participating libraries share in the responsibility to preserve the rarest titles in the network. “Will anyone ever need this book?” This is the question a librarian should ask before removing one of the last copies of a book from the collection.

To ensure that the CUNY Library System preserves a diverse collection of books for future researchers, Professors **Francine Egger-Sider**, **Louise Fluk**, **Steven Ovadia** and I have developed a simple set of guidelines to follow before withdrawing a book. Once a book has been identified as a candidate for discard, we check the CUNY shared catalog to confirm that there are at least three copies of the book available at other CUNY Library locations. If there are fewer than three copies, we check WorldCat to confirm that there are at least 50 libraries in the world that own a copy. If the book is rare, we will reconsider discarding the book and offer to transfer it to a partner library for preservation or keep it on LaGuardia’s shelves. By following these simple guidelines, we are guaranteeing that

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A New Web Site for the Library

By Derek Stadler, Web Services Librarian

The Library is moving to a cloud-based solution to host its web site, with Amazon Web Services as the provider. As part of this service, I created a prototype for a new web site using the content management system WordPress. I am in the final stages of work on the prototype and, fingers crossed, it will go live in Fall I of 2018. Among some of the advantages to WordPress is better functionality, with an accessibility tool allowing for text magnification and an add-on that allows the site to be read in multiple languages. Additional components permit better promotion and advertising of resources and services. A usability study of the prototype will be conducted with students over the summer to determine if any changes need to be made.

Work on the prototype began with a usability study of the existing web site in March 2017. Questions focused on inquiries at the Library's reference desk or topics introduced in library instruction classes. Four questions related to library services unique to LaGuardia; two questions each related to subscription databases and research help, and one question each to books and reserves. After completing the study, I used

the United States Department of Energy's (DOE) Root Cause Analysis (RCA) Guidance Document to uncover problems with the existing web site. Typically used by administrators in technology and business firms to parse problems, RCA searches for the root cause of a problem so that organizations can prevent it from happening again.



The first two stages of RCA are data collection and assessment. I implemented RCA on the Library's web site, with results of the usability study serving as a data source. As a tool for assessment outlined in the DOE's Root Cause Analysis Guidance Document, I used a brief form of Events and Causal Factor Analysis. Although the tool is typically used for multi-faceted problems, I modified it to develop a visual display of the analysis process in a cause and effects diagram. It identified the conditions or contributing causes that lead to potential problems on our existing web site: specifically, where deviations occurred in web site design. The event, or occurrence of the condition given in the chart as evidence, describes a causal factor chain, illustrating the root cause. If the root cause is corrected, it can prevent recurrence of the problem. In addition to the chart, I used a Design Problem causal worksheet. For every event or occurrence in the causal factor chain diagram, the worksheet identified the direct cause, contributing cause, and root cause in design subcategories as either inadequate or defective software, inadequate or defective design, error in text or description, or poor text or description.

When completed, the worksheet listed the subcategory cause for each occurrence, a written description of the cause, and recommendations for corrective actions intended to correct each cause to prevent recurrence. Not only can the worksheet serve as a guide for corrective actions, it can also be used to inform other units of the Library about web site issues and plans to upgrade. In the next two RCA stages, corrective actions and discussion of best future practice, I made changes to the existing web site and then selected a new content management system to replace it. In the final stage, follow-up, I will assess the functionality of the new web site in the coming year. ■

Knowledge Management Update

By **Liz Jardine**, *Metadata Librarian*

This past May, the *Ask LaGuardia* knowledge base celebrated its fourth anniversary. This online service, always available to answer common questions about LaGuardia, has answered nearly a half-million questions. Usage varies with the time of year, usually peaking around March when it may handle over 13,000 queries alone. *Ask LaGuardia* is managed by the Library and a cross-College team of administrators and staff. It has grown from 288 answers to over 500 answers. Content added over the years reflects not only more offices and departments included in the knowledge base, but new programs and other changes at the College.

Here is a sample of responses added or updated in *Ask LaGuardia* over the past year:

- What are LaGuardia's Ambassador programs?
- How do I access my free digital subscriptions to *The New York Times* and *The Wall Street Journal*?
- Are there lactation rooms on campus?
- What is digital badging?
- Am I eligible for any discounts for being a LaGuardia student/staff/faculty?

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Database Debrief

By **M. Anne O'Reilly**, *Electronic Resources Librarian*

We are always on the look out for new databases and products for our students. Here are the Library's most recent additions:

We began subscribing to *LibCal* last summer to help manage our group study room scheduling. This online booking system has made life considerably easier for our Media Services unit.

The *ICE Video Library* was added last Fall in response to the Occupational and Physical Therapy programs' request for more video module learning for their students. The database is full of instructional videos which are searchable by keyword, patient ID's (for case studies), and video titles. The database also includes a faculty section to assist professors with instruction.

After a long trial period, we now subscribe to *HeinOnline Government, Politics, and Law for Academics*. This collection contains comprehensive coverage of both U.S. statutory materials and U.S. Congressional documents, more than 2,400 scholarly journals, all of the world's constitutions, all U.S. treaties, collections of classic treatises and presidential documents, and full-text state and federal case law powered by Fastcase.

As part of a licensing agreement negotiated by the Office of Library Services (OLS), we now have a free subscription to *The Wall Street Journal*. This subscription is available to all students, faculty and staff. Please use your LaGuardia email address to subscribe.

We negotiated a new payment model with *Kanopy* – which is available only to community colleges. Previously, we paid \$120 for each new license through a patron-driven acquisition (PDA) model, triggered after the 4th viewing of a film. Now we have a pay-per-use (PPU) model that charges us \$2.00 for every play of a film. This new payment plan has already shown us considerable cost savings.

Previously, *Grove Art Online* and *Grove Music Online* were searchable only within *Oxford Art Online* and *Oxford Music Online*, respectively. Last December, Oxford University Press made them available to us through their own unique URLs.

Compiled by the John Jay College of Criminal Justice, the *New York Slavery Records Index* is a publicly searchable compilation of records that identify enslaved persons and their owners, beginning as early as 1525 through the Civil War. ■

Fake News Poetry as Radical Digital Media Literacy

By Ann Matsuuchi, Instructional Technology/Systems Librarian

As part of a *Poets & Writers* magazine grant-funded project, LaGuardia Community College was proud to be invited to serve as a host location for an innovative poetry writing workshop series in April 2018. This project was started by Alexandra Juhasz, a renowned filmmaker and video activist and chair of the Film Studies department at Brooklyn College. Alex Juhasz introduced the online project, #100hardtruths-#fakenews (<http://bit.ly/100hardtruths>) to our College last year as part of a Library and English department event on fake news in Spring 2017. This collaborative workshop series also took place in a number of other colleges and community centers in New London (Connecticut), Toronto, Brighton (England), Philadelphia, and online. The goal was to involve poets, artists and students in the creation of poems and conversations as a productive response to the political damage faced daily online and in real life. Read more about the project here: <http://bit.ly/10tries100poems>.

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Archives Update

By Thomas Cleary, Archivist

The Institutional Archives is very excited to announce that we are taking in exhibits from the College's Commercial Photography Program. Covering eight years of exhibitions, this collection showcases primarily student work centered on thematic trips or local investigations into different topics. Some of the exhibits include: *The Faces of Islam* (2015), featuring the diversity of the Islamic population in the College community, *68° North: A Visual Journey through the Alaskan Wilderness* (2016), showcasing the effects of climate change on indigenous communities, and *LIC Works* (2011), which looks at the working people of the small businesses in Long Island City. Physical prints are available for viewing in the Archives on request and digital originals of these images will be shown on the Archives web site in the upcoming academic year. This collection greatly expands the representation of student work in the Archives, which currently feature the student newspapers, *Fiorello's Flute* and *The Bridge*, literary magazines, and academic journals such as *The Gadfly* and *Honors Journals*.

In addition, the *John W. Williams Collection* has been processed and is now open for research. This collection consists mostly of vinyl records and playbills collected by Dr. John Williams, former head of the Performing Arts Program, for use in classes. The collection highlights jazz, early electronic, disco, funk and classical music as well as AV kits used for classes. To promote the collection, we are featuring videos on the Library's Instagram, Twitter and Tumblr pages, giving viewers a look and listen into what we have in the collection.



Institutional Archives' new collection

To view a finding aid or for more information, please contact us or visit: <http://bit.ly/FindingAids>. ■



Terry Parker and Library faculty and staff at the Holiday Party, 2017

Terry, a staunch advocate for LaGuardia students, organized several diversity-based events including the Martin Luther King, Jr. bus trip to Washington DC. He also supervised and mentored many students from the CUNY Fatherhood Academy, Young Adult Internship Program, Pathways to Graduation, and LaGuardia's Video Production internship programs.

The Media Services and Library staff wish our mentor and friend, Terry Parker, all the best in his retirement. ■

Do We Really Need this Book?
(Continued from page 4)

a copy of every book will remain available for CUNY students, faculty and staff in the future. Making a commitment to preserve a diverse collection of resources is a common mission for librarians. With the amount of printed materials available today, it is impossible for any single library to fulfill this call alone. By working together to preserve access to rare materials, librarians follow the core values of the profession, promote education and lifelong learning, and the maintain of a public good. We encourage our colleagues at other CUNY libraries to consider adopting and adapting our weeding and retention guidelines, and to further conversation about how we can all contribute to creating a first-class research collection for our users.

Guidelines for the project can be found starting on page 13

1. <http://www2.cuny.edu/libraries/about/>
2. <https://www.oclc.org/en/worldcat/inside-worldcat.html>

■

Librarians Support the Learning Matters Assignment Library

By **Silvia Lin Hanick**, *Reference & First Year Experience Librarian*

Launched in October 2017, LaGuardia's Learning Matters Assignment Library responds to faculty requests for examples of assignments that address the Core Competencies (Inquiry and Problem Solving, Integrative Learning and Global Learning) and Communication Abilities (Digital, Oral and Written). This resource is a part of a College-wide effort to build the higher-order thinking capacities students need for 21st-century success. Housed within CUNY Academic Works, the Learning Matters Assignment Library was created through a collaboration between Professor Ece Aykol from the English Department, Cristina Di Meo from Academic Affairs and Professor **Liz Jardine** from the Library. Out of 19 initial assignments included in the Learning Matters Assignment Library, eight were written by Library faculty. They include :

- Concept Mapping Citation, by Ian McDermott
- Cultural Competency in Health Sciences, by Silvia Lin Hanick
- Evaluating Reliability in Resources, by Chris McHale
- Exploring Careers and Industry Problems, by Galina Letnikova
- Library Science Strategies for Natural Sciences, by Chris McHale
- Library Science Strategies for Liberal Arts: Math and Science, by Chris McHale
- Profiling the Global Impact of a Company, by Steven Ovadia
- The Value of Libraries and Identifying Information Needs, by Silvia Lin Hanick

The Learning Matters Assignment Library can be accessed via shortlib.org/s/assignmentlibrary. Up-to-date versions of the above lesson plans can be found at <http://guides.laguardia.edu/fys>. ■

Eileen Goldberg Receives Thank You From ECLC

By **Chris McHale**, *Access Services*

In fall 2005, the Library began a partnership with the Early Childhood Learning Center (ECLC) to foster early literacy by scheduling regular readings at the Library.¹ While the Library was closed for renovation, Eileen Goldberg of the Circulation Department, continued the reading program by taking the books to the children. She was often accompanied by Jamie Vitale from Technical Services. This year, ECLC thanked Eileen for her years of volunteer work with a special invitation to Commencement and a certificate of appreciation. ■



Eileen Goldberg receives thank you

1. *Library Notes*, Spring 2005, <https://library.laguardia.edu/files/pdf/libnotes/spring2005.pdf>

For LaGuardia Community College's workshops, Alex Juhasz invited poet and Wesleyan University professor Lisa Cohen (<http://bit.ly/LisaCohenAllWeknow>) to lead each session. Three professors in the English department, Lucy McNair, Christopher Schmidt and Tuli Chatterji, as well as the Library's **Ian McDermott**, worked with Alex and Lisa conducting sessions with their students in their respective classes or at student events. During these sessions with Professor McNair's student literary journal club, *The Lit*, and Professors Schmidt's and Chatterji's poetry writing and ENG101 classes, students took part in active discussions about their relationships with technology, their writing and how they discovered truths in their work. Lisa Cohen provided instruction on the poetry writing process and conducted interactive group exercises where participants created group poems together. This exciting poetry work may culminate in a print and online presentation. Keep an eye on the Library's social media channels for more information. ■



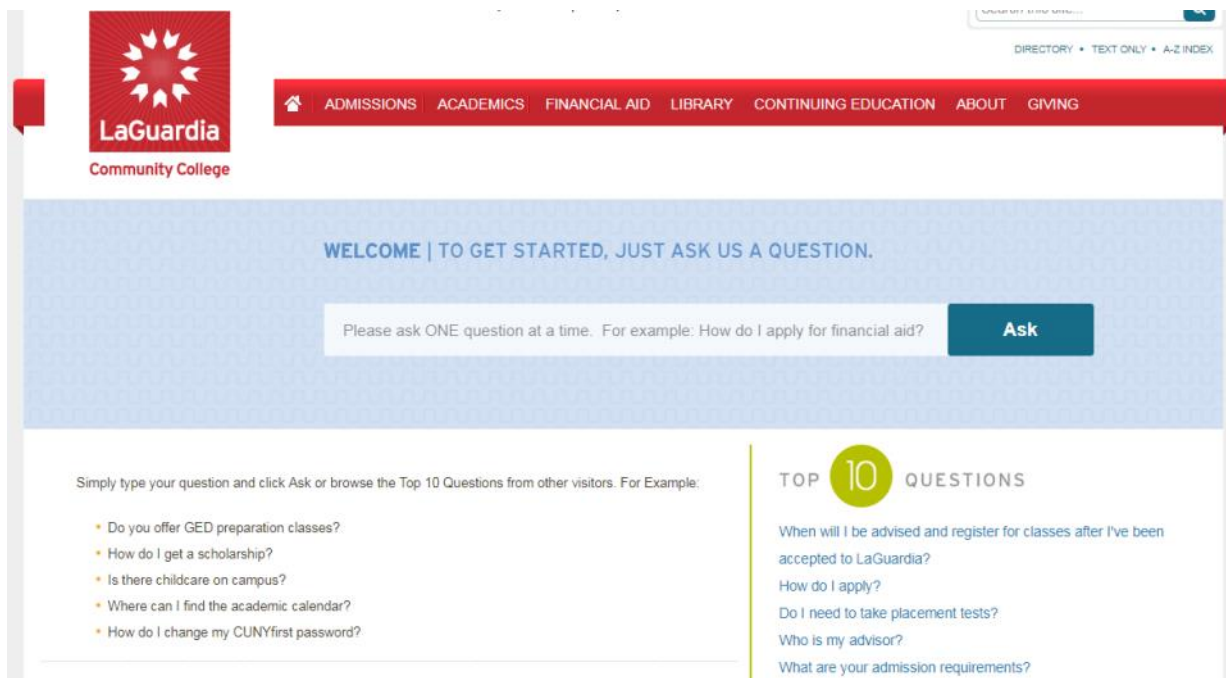
Fake News Poetry Workshop

Wikipedia Translatathon

By **Thomas Cleary**, *Archivist*

LaGuardia Community College held its first Wikipedia Translatathon on April 26th and 27th. What's a "translatathon"? It is an open and collaborative event that aims to get Wikipedia articles translated from English to other languages. Organized by Professors Ximena Gallardo (English), Tara Coleman (English), Tomonori Nagano (ELA), **Ann Matsuuchi** (Library) and myself, our aim was to empower the College community and familiarize people with the ability to edit Wikipedia and expand the pool of public knowledge. Also, since LaGuardia has a large multilingual student body, the event offered students a chance to express themselves in the language of their choice.

The event had 84 face-to-face attendees from LaGuardia (students, faculty, staff and the broader NYC community) and six remote participants from France. Altogether, 46 new articles were created and 197 articles were edited, and many images were uploaded to the Wikimedia Commons, helping diversify content of the online encyclopedia. The pool of editors self-reported working in 22 different languages, translating articles from English into, among others, Arabic, Bangla, Burmese, Chinese, French, German, Italian, Mandarin, Nepali, Patois, Portuguese, Russian, Spanish, Tagalog, and Ukrainian. ■



Ask LaGuardia homepage

To try it out, visit us at laguardia.edu/ask or click the *Ask LaGuardia* link at the top of the College's home page and type in a question. *Ask LaGuardia* is programmed to answer different versions of the same query. "How much does a year cost?" and "What is tuition?" will both match to the same response. You can reach *Ask LaGuardia* staff at asklaguardia@lagcc.cuny.edu.

Go ahead, ask your question in *Ask LaGuardia*! ■

The LaGuardia and Wagner Archives Wikipedia Project: Student Researchers and New York City Public History

By **Ann Matsuuchi**, *Instructional Technology/Systems Librarian*

Over the years, Wikipedia has been productively used by archives, museums and other cultural institutions to provide greater access and visibility to their specialized collections. The National Archives and Records Administration in Washington DC has even formally established a Wikipedia center within its walls [<https://www.archives.gov/innovation-hub/wikipedia-space.html>]. The LaGuardia and Wagner Archives Wikipedia Project began in 2015 when the director of the LaGuardia and Wagner Archives, Dr. Richard Lieberman, and his Archives staff, met with Professor Ximena Gallardo C. (English) and myself to start a new student research project [https://en.wikipedia.org/wiki/Wikipedia:La_Guardia_and_Wagner_Archives/Timeline]. This project became part of the Mayor Ed Koch Scholars program, one of the Archives's many innovative student engagement programs.

When I met with the archivists to talk about the potential of Wikipedia, we considered how a localized historical narrative would be useful for students and scholars. A Wikipedia entry ideally serves as a portal to key archival documents, oral histories, media and reports. Much of this information can be difficult to find out about, particularly for researchers in other parts of the world without direct access to local archives. This project sought to bring greater visibility and access to the Archives's (Continued on page 12)

Faculty and Staff Highlights

- **Shinan Liu** received his A.S. in Computer Science from LaGuardia Community College. Shinan along with his team members won the Best Hack NYC Open with IBM Tech at CUNY Hackathon 2018. .
- **Vonetta Williams** received her B.A. in Psychology with a minor in Sociology from Brooklyn College.
- **Professor Derek Stadler's** article, "New York City's Silver Jubilee: A Political History" was published in *The New York History Journal*.
- Congratulations to **Professor Ann Matsuuchi** on becoming a Full Professor.
- **Professor Derek Stadler's** article, "Winning with WordPress: How We Simplified Research Database Access" was published in *Computers in Libraries*.
- "Advancing Information Literacy in a Semester-Long Library Instruction Course: A Case Study," co-authored by **Professors Derek Stadler** and **Professor Ian McDermott**, was published in *The Journal of Interactive Technology & Pedagogy*. ■

Archives Wikipedia Project (Continued from page 11)

unique mayoral and historical collections via references in Wikipedia. The students also learned how to conduct the kind of archival research and writing not often seen at the community college level.

In 2015-2017, this project allowed two small teams of student researchers to create and build up a needed historical narrative that had not yet been written, resulting in a more inclusive public history of AIDS activism in New York City. The student team (Akampreet Kaur, Renne Barry and Michael Martinez) worked collaboratively, adding to the Wikipedia entry on HIV/AIDS in New York City [<http://bit.ly/AIDSinNYC>] and creating new related entries based upon unique archival sources that included the interviews done by past student Koch Scholars, the papers of Mayor Ed Koch, and 1980s city government documents [such as: <http://bit.ly/NYCMemorial>; <http://bit.ly/TomKalin>]. This project is described more fully in a 2017 article ("Connecting Wikipedia and the Archive: Building a Public History of HIV/AIDS in New York City." *WikiStudies* 1.1 (2017): 40-64.). Akampreet, Renne and Michael presented on their work at the 2018 WikiConference North America in Montreal.

In the current academic year (ending in summer 2018), a new student team (Ashley Singleton and Terence Chan) has been working on building entries on NYPD history and police brutality in the 1980s. The Wikipedia entries so far contributed include one on the death of artist Michael Stewart and another on the medical examiner who conducted the autopsy, Elliot M. Gross [<http://bit.ly/michaelstewart>; <http://bit.ly/ElliottGross>]. The project will conclude with work posted on the history of the NYPD's Civilian Complaint Review Board and police-community relations. ■



The screenshot shows a Wikipedia article page. On the left is the Wikipedia logo and a sidebar with navigation links: Main page, Contents, Featured content, Current events, Random article, Donate to Wikipedia, Wikipedia store, Interaction, Help, and About Wikipedia. The main content area has tabs for 'Article' and 'Talk'. The article title is 'History of the New York City Police Department'. Below the title is the text 'From Wikipedia, the free encyclopedia'. The main text begins with 'The **New York City Police Department** (NYPD) had its origins in the city government of New York trii'. It continues: 'This crime rate had been brought on by the massive population growth, caused primarily by poor Irish policing model of a full-time professional police force in 1845, with the establishment of the **Municipal** since the 17th century with the founding of the Dutch colonial city of New Amsterdam. In 1857, the Mt local police departments. Late 19th and early 20th century trends included professionalization and str'. Below the text is a 'Contents [hide]' section with a list: 1 19th century, 2 20th century, 3 21st century.

Proposal for CUNY-Wide Print Monograph Weeding/Retention Guidelines

Project goal: To empower CUNY campuses to create properly-sized collections without reducing access to rare titles.

In order to fulfill the library faculty's responsibility to preserve scarce library materials, and in view of the consortial advantages of the CUNY Libraries, it is proposed that CUNY-wide print monograph weeding/retention guidelines be developed.

Discard is never mandated! Below are recommendations for retention after a library has decided to withdraw a title.

Having decided to withdraw a title from its collection because of content, currency, circulation history, condition, space, or any other reason, each CUNY library commits to:

- check the CUNY catalog. If more than three CUNY libraries own the title (besides the weeding library), the library is free to withdraw it.

If three or fewer additional CUNY libraries own the title, the weeding library agrees to:

- check WorldCat. If more than 50 libraries own the title, the library is free to withdraw it.

If fewer than 50 libraries have a copy, the weeding library agrees to:

- offer it for largesse to CUNY libraries.

If no CUNY library wants the title, the weeding library agrees to:

- offer it for largesse to libraries outside of CUNY.

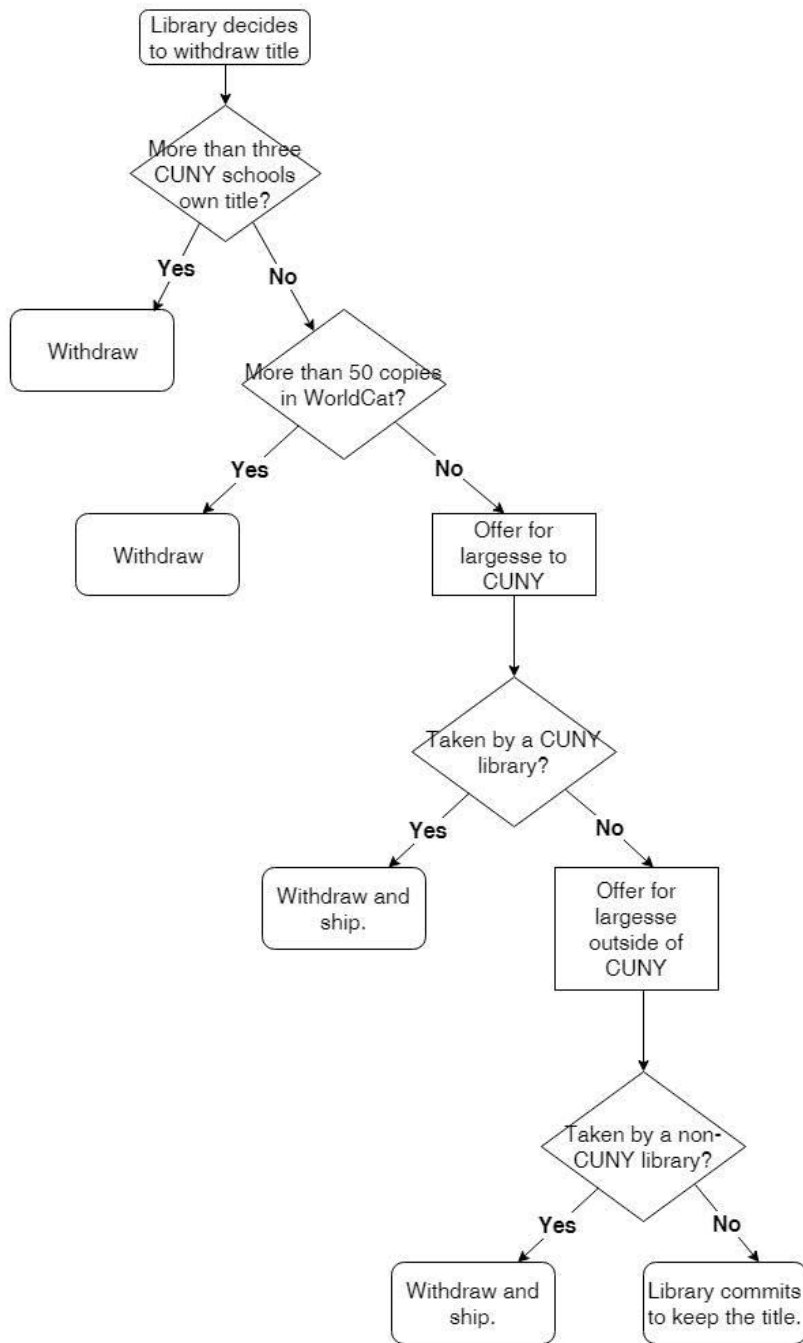
If no other library wants the title, the weeding library agrees to:

- retain the title and indicate it has been retained, both in the physical title and in the catalog record for the title. The digital notation will need to be reportable in some way, so that reports identifying titles like these can be easily and readily generated.

This workflow is visualized on page 2.

In situations where a library believes a book fitting these retention guidelines should not be retained, a panel of CUNY librarians, coming from the CUNY Acquisitions Committee, will review the title (in consultation with subject experts both from within and outside of Library departments), and vote on if it is exempt from these guidelines and can be discarded.

Proposal for CUNY-Wide Print Monograph Weeding/Retention Guidelines



Proposal for CUNY-Wide Print Monograph Weeding/Retention Guidelines

Participating libraries may withdraw the following categories of materials without applying the above criteria:

- textbooks with multiple editions
- workbooks
- government publications
- monographic serials (standing orders, annuals, indices)
- inclusive titles (for example, a statistics title covering 1960-1969 could replace a single volume covering 1960-61)
- bibliographies
- titles that have been digitized and are hosted by the weeding library.

Corollary: CUNY Libraries should agree to accept scarce titles in designated fields. Ideally, CUNY would designate space for materials that are scarce but that no one (currently) wants. However, failing that, CUNY Libraries could divide up such materials by subject and each commit to keeping titles in a given field or LC classification range related to the research and teaching taking place on that campus. A certain percentage of every collection might also be dedicated to this shared collection.

Shared collection documents consulted for this proposal:

- Academic Libraries of Indiana (ALI): ALI-PALNI Shared Print Project
- Central Iowa Collaborative Collections Initiative Memorandum of Understanding
- Eastern Academic Scholars' Trust
- Five College Library Repository Collection Policies
- Maine Shared Collections

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