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NEW STUDY ROOMS ADDRESS NEEDS OF STUDENTS WITH DISABILITIES

Study rooms have been popular with library patrons for years, thanks to their privacy, convenience and usefulness. In response to this demand, the Library has expanded the number of rooms available. Last summer, the Reference collection, which formerly took up most of the space in the Information Learning Commons area

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HOSTOS WINS GRANT TO SUPPORT OPEN EDUCATIONAL RESOURCES

The high cost of textbooks and its impact on the financial well-being of students has long been a concern for educators. According to a study by Public Agenda, a nonprofit group that addresses issues such as education, the typical full-time community college student can expect to shell out about $1300 per year to buy textbooks. Students who don’t complete college are over 50 percent more likely than those who graduated to cite textbook costs as a major barrier.

Hostos is proud to announce it’s now a part of a CUNY-wide and nation-wide Open Educational Resources (OER) Degree Initiative. The college is sharing a $300,000 grant providing free educational resources for the College’s Early Childhood Education Associate Degree program.

As part of the CUNY OER Consortium, Hostos joins the Borough of Manhattan Community College and Bronx Community College in this endeavor. This generous grant is provided by Achieving the Dream, Inc, a national non-profit dedicated to helping community college students, particularly low-income and those of color, stay in school and complete their education. ATD is involved with 38 colleges in 13 states. It partners with Lumen Learning, a company that provides technical assistance, and SRI International, which will evaluate the implementation. The Community College Consortium of Open Educational Resources (CCCOER) will facilitate a community of practice.

The funds will help ECE students save money as well as enhance classroom curriculum. From Spring 2017 to Fall

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Greetings and Happy Holidays!

As the Fall 2016 semester comes to a close, I am pleased to share with you some of the latest news about the Library.

This semester, we stopped offering regularly scheduled library workshops in favor of workshops tailored more to student and faculty needs. Hostos also received a grant to support faculty in their efforts to incorporate OERs (Open Resources) into their classrooms, thereby helping students save money on expensive textbooks. We also hosted a special event about the contentious Presidential election that encouraged faculty, students and staff to fact-check the assertions of both candidates and highlighted the importance of finding reliable and trustworthy resources. And we also welcomed Prof. Linda Miles, our newest librarian, to our Library family.

This has been a year of changes and upheavals but as always, the Library is here to help you with your academic or personal pursuits of knowledge. As always, please reach out to us if you have any questions regarding future research assignments and check out the wealth of resources that will support your learning, teaching, and research.

Happy Holidays!

Chief Librarian

**NEW INSTRUCTION PROGRAM OFFERS MORE FLEXIBILITY AND CUSTOMIZATION**

This semester, the Hostos Library has instituted a new program for its introductory research workshops. Under the supervision of Prof. Haruko Yamauchi, the Library’s new teaching coordinator, our workshops have been revamped in terms of content as well as in scheduling, and replace the previous system of stand-alone “open” workshops.

Prof. Yamauchi explained that the new workshops will better support student learning by being tailored to a specific research assignment. Course professors are invited to contact the library to share their student learning objectives for research as well as the details of thier particular assignment, and should request a workshops to coincide with the relevant work in their class. In addition to getting students ready to tackled specific assignments, says Prof. Yamauchi, “the new workshops will address Hostos’ general education core competencies, as well as encourage critical thinking skills.”

The library has partnered with the English Department to offer these new introductory research workshops as a pilot program this fall. Some of the initial workshops, scheduled to take place when students begin the research process, helped students become familiar with different kinds of resources for research, determine which would be most helpful at a particular point in the research process, and learn strategies to find them (depending on the assignment, different types of sources were addressed). Others, scheduled to take place when students were in the writing process, gave students a chance to analyze best practices for integrating others' words and ideas into one's own writing effectively, as well as hands-on time to write and critique each other's work.

"We look forward to collaborating with departmental faculty to support students as they develop their skills as independent researchers," added Prof. Yamauchi.

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Who’s lying? Who’s telling the truth?” Faculty, students and staff who attended the Library’s “Information Literacy and the Election” event on November 2, 2016 learned how to answer that question. Taking place a week before the election, the event encouraged participants to fact-check the assertions of Hillary Clinton and Donald J. Trump by visiting recommended websites and other resources.

The event was held from 3–5 p.m. in the A-Atrium and was sponsored by Hostos Library and the Senate Library Committee. Librarians recommended resources that could be found at the Library as well as online and attendees were given a program listing a number of useful websites. In addition, participants were invited to read “ElectionWatch”, a special Libguide created by Prof. Miriam Laskin, Reference Librarian. The link is: http://guides.hostos.cuny.edu/ElectionWatch2016

To emphasize the importance of voting, participants were invited to take selfies beside life-size cardboard cutouts of the two Presidential candidates. These items were provided via the generosity of Ms. Lizette Colon from the Counseling Department, who had sponsored a mock debate the day before. Prof. Manuel Livingston, a member of the Senate Committee, also impersonated Trump by wearing a life-like Halloween mask, which proved to be a draw at the event. Among those who stopped by were President Gomez and Provost Christine Mangino.

“With all this misinformation, it’s important that we highlight trustworthy and nonpartisan resources,” commented Prof. Jennifer Tang, the Chair of the Senate Library committee. “The importance of information literacy has never been greater.”
2018, Hostos faculty will receive support to replace traditional textbooks with Open Educational Resources (OER) in at least one section for each required course and several electives of the Early Childhood Education degree program. OER sections of existing courses are also in the process of being created, based on the same student-learning outcomes of existing courses.

By the end of Fall 2018, a student may be able to complete an Associate’s Degree in Early Childhood Education by taking classes using only OERs as required texts. By Spring 2019, the ECE program will hopefully have at least one OER section of each course available to students.

“We hope to expand this Open Educational Resources project to other degrees beyond the life of this grant,” commented Madeline Ford, Chief Librarian.

**What are OERs?**

Open Educational Resources are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. OERs include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

Not only will the initiative help approximately 500 enrolled students save 80 to 100 percent of the cost of textbooks over the next few years, OER offerings will reinvigorate teaching and raise course completion rates, according to Hostos Provost and Vice President for Academic Affairs Christine Mangino. The grant funds will also help Hostos keep up with modern teaching strategies and technologies. By using this reservoir of high quality content customized to the way today’s students learn best, it will help advance the knowledge of both students and faculty.

**Creating a Library of Open Resources**

The OER Degree Initiative will also create a library of high-quality, digital, open courses available to other institutions and the public. It will encourage non-participating institutions to consider using OERs as well.

Since OERs are online only, it will also encourage faculty to teach students in more engaging and technologically dynamic ways and invite students to become more actively involved in their own learning. The initiative’s requirement to create entire degree programs using OER will also trigger a re-examination of course content that will build cutting edge cohesive degree programs. At the completion of the initiative, all approved OER courses will be available through a comprehensive and accessible online platform.

Studies have shown that Colleges and states that introduced OER initiatives have seen positive results such as higher grades, higher course completion rates, and faster degree completion. For example, Tidewater Community College in Virginia was the first community college to adopt an OER degree which enabled students to complete a two-year degree in business

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administration with no textbook costs. Tidewater’s “Z-Degree” program has experienced high student satisfaction levels, improved student retention, and an estimated 25 percent reduction in college costs for students. Northern Virginia Community College’s pilot OER courses have increased pass rates by nine percent compared to non-OER courses. Another multi-school study found that students using OER took an average fall semester credit load of 13.3, compared to 11.1 credits for students using traditional textbooks. If this holds, students using OER would complete their degrees a full year earlier for a 60 credit-hour degree.

**How the Initiative Will Work**

ATD will help colleges make OER degrees critical elements of their student success efforts. Lumen Learning will provide technical assistance, SRI International will evaluate the implementation, and the Community College Consortium of Open Educational Resources (CCCOER) will facilitate a community of practice.

Profs. Ford and Jacqueline DiSanto, Education, are the contacts for this initiative. For info, go to [http://www.hewlett.org/programs/education/open-educational-resources](http://www.hewlett.org/programs/education/open-educational-resources).

Also, visit our OER Libguide, [http://guides.hostos.cuny.edu/oer](http://guides.hostos.cuny.edu/oer).

If you have questions, please contact the guide’s editors: Profs. Lisa Tappeiner, Rhonda Johnson, or Madeline Ford.

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**REVAMPEP INSTRUCTION PROGRAM**

(Continued from page 2)

To schedule a workshop, please contact Prof. Yamauchi at HYamauchi@hostos.cuny.edu, or contact your departmental library liaison.

The list of liaisons can be found at [http://commons.hostos.cuny.edu/library/department-liaisons](http://commons.hostos.cuny.edu/library/department-liaisons).

Either way, please contact the librarian with at least two weeks' advance notice to allow for an appropriate workshop to be customized. Thank You!
(ILC), was streamlined, freeing up space so that two additional study areas could be installed. Designed in collaboration with the Accessibility Resource Center, Information Technology and Campus Operations, the two new study rooms were designed specifically with the needs of disabled students in mind. They also represent Hostos’ efforts to bring services for disabled students into the 21st century.

“They were constructed without doors, so students in wheelchairs can fit through,” explained Prof. Jorge Matos, the Library’s Liaison to ARC. “They were built according to ‘best practices’ recommendations.”

The process to install these rooms and equip them with cutting edge technologies began in Fall 2015, when Mr. Raymond Perez, the new director of ARC, approached the Library and Information Technology to talk about improving and updating accommodations for disabled students. Twenty five years after the passing of the Americans with Disabilities Act (ADA), CUNY is among the thousands of colleges nationwide working hard to integrate new technologies into facilities so that disabled students can better transition to college.

“Though these assistive technologies were developed with disabled students in mind, they can benefit all users to enhance learning,” added Prof. Matos. Not only do these spaces offer more flexibility for disabled students, but all the PCs in the ILC area have been upgraded with features such as “zoom text” to help visually impaired students. Dragon NaturallySpeaking, a popular speech recognition software, will also be offered. These features were formerly available only to two computers reserved in the Library for students with disabilities.

In the future, the rooms will have Mac and Windows computers. The first workstation will have a Smart TV, a 40-inch screen with large text, while a CCTV (Closed Circuit television systems) magnifier will allow students to see text in large print.

Among the peripheral devices to be offered are noise reduction headphones and Livescribe pens, in which users can take a pen, put it over a sentence and have it read to you or printed out on a screen.

Lastly, these new doorless rooms can be reserved for 3 hours each, an extra hour beyond what was offered for the Library’s other study rooms.

Funding for this technology is currently being requested from the the CUNY Strategic Technology Institute for Accessibility.

Happy Holidays!
S\textbf{ay hello to our newest librarian, Prof. Linda Miles! She began August 25, 2016 as Assistant Professor/Reference Librarian. Born in Boulder, Colorado, Linda grew up in a small town near Flint, Michigan. Her research interests lie in the theater, as she graduated from Hope College with a B.A. in Theatre and a Masters and Ph.D. degree in Theatre History and Criticism from the University of Texas at Austin. She has also worked with small, non-profit theatre companies in Chicago and in Austin, Texas. Since 2000, she has lived in NYC and graduated with a Masters in Library Science from St. John’s University. Linda’s love for reading grew out of a natural curiosity encouraged by her teachers. “One of my middle school science teachers kept posing the question, ‘What if?’” she recalled. “What if that speck of dust is a miniature world with a miniature society thriving on it?” She brings this curiosity to her position as Reference Librarian. Linda assists students who are working on specific research assignments, helps them explore their topics and encourages them to understand the differences between types of resources and their uses in the research process. “I consider each reference interaction a mini-lesson—providing knowledge and strategies that will serve the student beyond the current assignment or information need,” she said. In addition, she is contributing to a pilot project integrating information literacy workshops into first year English courses. She has also taken on a number of new initiatives aimed at providing support for student learning and increasing access to library resources. “Instruction and reference librarians can be key partners for classroom faculty across the disciplines,” she said. “I’d like faculty to be more aware that there’s a synergy between the student learning agenda they develop for their courses and the student learning agenda of reference and instruction librarians.” She stressed that information literacy encompasses a wide range of conceptual knowledge and skills beyond knowing where to click to get peer-reviewed journal articles. “I really enjoy my job because I can help students develop a nuanced understanding of key issues for the information age,” she said. With the recent controversy over students’ difficulties in identifying “fake” websites from “reputable” ones, she believes that the role of librarians in teaching information literacy is more essential than ever. “This is an exciting and also challenging time to be a librarian,” she added. “I am particularly enthused about taking on more instruction duties, and collaborating with other library faculty to deepen the information literacy program,” she said. “Understanding how information is organized and made accessible helps us help students, who are finding their way among a dizzying array of information sources—sometimes for the first time in their academic lives.”
A 1976 flyer from the Gerald Meyer “Save Hostos” Collection will be displayed in an upcoming exhibit at the Museum of the City of New York and featured in a new book about the 1970s fiscal crisis in New York City.

The Emergency Financial Control Board (EFCB) was formed in Fall 1975 to make difficult funding decisions regarding city expenses. Many measures were taken to control spending, including increasing subway fares and cutting the budget of the City University of New York (CUNY). One of the EFCB’s decisions was to close Hostos Community College and merge it with Bronx Community College. In response, Hostos Professor Ramon Jimenez formed the Community Coalition to Save Hostos (CCSH).

One of the coalition’s first major actions was to hold a demonstration in front of the midtown headquarters of the EFCB and put pressure on it to rescind the decision to close Hostos. Hostos Professor Emeritus Gerald Meyer recalls that “the CCSH targeted the banks and the EFCB as opposed to political sites and individuals.”

Another Hostos group that played an integral role in saving the college was the Save Hostos Committee (SHC), chaired by Professor Meyer and supported by six subcommittees including letter writing and community outreach committees. Ultimately, through actions of several community groups, clergy and the faculty, students and staff of Hostos, the college was saved in 1976.

In November 2016, the Museum of the City of New York unveiled the exhibit “New York at Its Core” which covers four centuries of New York City history. The museum’s website indicates that the exhibit was five years in the making and will present a compelling story of New York’s rise from a striving Dutch village to today’s preeminent global city. The EFCB flyer will help document the fiscal crisis and highlight the unique role Hostos played in the local community.


William Casari, College Archivist and Librarian, assisted with the recovery of the 1975 flyer.

—Prof. William Casari
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Hostos Immigrant Voices: a special issue of ¡Escriba!/Write!

Attention students: submit essays, poetry, fiction, artwork, or memoir to this special themed issue of ¡Escriba! celebrating the lives and stories of immigrants. Tell us your stories and let your voices be heard!

Please submit your work in Word or RTF (art in JPG format) to Prof. Miriam Laskin at mlaskin@hostos.cuny.edu.
Deadline for submission is March 17, 2017
Expected date of publication is May 2017

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Barcodes and Bookends

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This schedule is subject to change—please check the Hostos library web site for the latest updates**

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