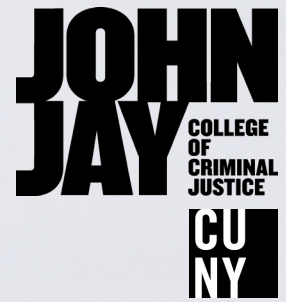


Classified Information



The Newsletter of the Lloyd Sealy Library

Spring 2015

LAURENT,
OU
LES PRISONNIERS.

Ouvrage qui a obtenu la mention honorable dans
le Concours ouvert aux écrits qui offriraient aux
Prisonniers la lecture la plus utile;

PAR M. ACHARD-JAMES,
Conseiller à la Cour royale de Lyon.

« Le crime même, enfin, a des droits sur notre âme ;
» Souvent, pour expier un attentat infâme,
» Des penses généreux le funeste abandon
» Pour remonter vers eux n'attend que le pardon ;
» Et le vice émué sait arracher l'estime. »
DE LILLE, *Poème de la Pitié*, chant II.

A PARIS,

Chez { Madame HUZARD, rue de l'Éperon, n°. 7.
AUDIN, libraire, quai des Augustins, n°. 25.
DELAUNAY, libraire, au Palais-Royal.

A LYON,

Chez THÉODORE PITRA, rue du Pélat.
1821.

In a 1916 *Atlantic Monthly* article, Samuel Crothers coined the term “bibliotherapy.” In 1970s America the use of books as therapy for prisoners became fashionable among rehabilitationists. Reading is always good, but researchers carried out few studies for outcomes. From the 1980s affective bibliotherapy caught on, especially among cognitive behavioralists, who based their practice mainly on the reading of moral fiction and self-help books with stories or models that could improve behavior among prisoners, the mentally ill, addicts, and others. In truth, the concept of reading for therapeutic behavioral modification reached back at least to the Middle Ages and even beyond.

A recent addition to Sealy Library’s Special Collections offers a prime example of bibliotherapy in early 19th century France. In 1819, French King Louis XVIII founded the Society for the Improvement of Prisoners. One of the Society’s first actions was to hold a competition for authors to write edifying fictional literature to distribute among prisoners. An anonymous donor provided 1000 francs as a prize for the winning novel. In 1821, the contest ended with a mere ten books passing the first cut. After further examination, only two novels were in competition: *Antoine et Maurice* (Paris, 1821) by Laurent de Jussieu (nephew of the famous French botanist) and *Laurent, ou les Prisonniers* by Jean-Marie Achard-James (Paris, 1821). Jussieu’s novel won the prize, perhaps because the protagonists in the novel were not already incarcerated, but received the light and reformed before their criminal behavior put them in prison. In *Laurent*, however, the protagonist was a convicted criminal and his moral actions while behind bars had an ameliorating effect on his imprisoned colleagues.

We were fortunate to obtain a first edition of *Laurent*, the only copy outside of France where one resides in the Bibliothèque Nationale de France and another in the Bibliothèque de Lyon. This most rare book once again showcases our international reputation for criminal justice materials.

Larry Sullivan

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Back cover *Library faculty & staff directory*

Library faculty notes

Larry Sullivan's review of the Morgan Library and Museum's exhibition, "Gatsby to Garp: Modern Masterpieces from the Carter Burden Collection" was published in the Spring 2015 newsletter of the Society for the History of Authorship, Reading & Publishing (SHARP). His book review of Ruth Ahnert's *The Rise of Prison Literature in the Sixteenth Century* (Cambridge University Press, 2013) was published in the same issue of the SHARP newsletter. He also gave the lecture "The Brownsville Boys: Jewish Gangsters of Murder, Inc." in the Jewish Experience series at The Suffolk Y Jewish Community Center on March 27.

Kathleen Collins had a chapter entitled "The Rise of the 'Foodie' and the Role of Mass Media" published in *The Rout-*

ledge History of Food edited by Carol Helstosky (New York: Routledge, 2015).

Robin Davis presented "Taking Care of Digital Efforts: A Multiplanar View of Project Afterlives" at the Modern Language Association (MLA) Convention in Vancouver in January. She presented "The Internet is your business card" in April as part of the "Social Media: Finding a Platform" workshop organized by the Office for the Advancement of Research (OAR), as well as presenting "Who does the Internet think you are?" at the 2015 LACUNY Institute.

Marta Bladdek was a presenter in the "Altmetrics: New Measures of Scholarly Impact" workshop organized by OAR in May.



Fall in love in the Sealy Library

Janice Dunham

This loving couple, Nadyia Middleton and Miguel Onativia, both John Jay graduates, met, courted, and exchanged their first Valentine's Day gifts in the Sealy Library.

When Miguel wanted to surprise Nadyia and ask her to marry him, of course it had to be in the Library. With the help of Jerylle Kemp, Director of Alumni Relations, and the fond participation of everyone present in the Sealy Library on December 13, Miguel and Nadyia became engaged (please notice the ring). In July they will married. (But not in the Library.)

News

So long, Sandra!

Janice Dunham

Saundra Dancy, the Sealy Library Circulation Supervisor, celebrated her birthday on March 30 by retiring from John Jay College. She was aided and abetted in this decision by her husband, Darryl Dancy, who retired from John Jay's Facilities Department during the previous month. While we wish them both well in their spring bower in Pennsylvania, the College will surely miss them.



Saundra arrived at the Library nearly twenty-five years ago upon the high recommendation of Margaret Schultze, for whom she had worked in Human Resources. Saundra's bright spirit, ready smile and quick intelligence was immediately apparent. It wasn't long before she had mastered the arcane details of library circulation: "unlinked item records," "pick list," "Aleph conversions," "library stops," "local patron," "global records," and so many others. Where Saundra always shined the brightest, however, was in her management skills.

The Library has a revolving crew of fifteen college assistants and four or five work-study students who zip in to work for a few hours between classes.

Our students are subject to the vagaries of student life everywhere, plus dependent families, no previous work experience, and special immigrant status. At the center of the maelstrom, Saundra dependably orchestrated crises and continuity, going well beyond work responsibilities to mentor, cajole, encourage and help our John Jay students one after another. An indication of the influence she had on so many young lives was the number who flocked lovingly to her retirement party on March 20. Their tributes to Saundra Dancy and how she changed their lives were reminiscent of the things we usually hear at faculty retirements. (We present one of the students Saundra mentored in the column to the right.) The role Saundra played in the College was in the best spirit of our educational enterprise. We are grateful for her presence among us.



A John Jay student's success

Paola Rojas, from the library to border patrol

Janice Dunham

Paola Rojas was one of Saundra's favorite "babies." Paola worked six years as a Sealy Library College Assistant, graduating with a BS in Criminal Justice in 1998.

After graduation, the sweet-faced, Spanish-speaking Paola was hired by the United States Border Patrol to carry a gun and enforce the Arizona border. She did her new job with the same good cheer and competence she displayed while working for the library. Although the western style grew on her, Paola was happy to move back to friends and family in New York three years ago. You might find her now at one of the airports as an investigator for Customs, or at a New York Yankees game.

Though Paola keeps up with Saundra Dancy and the college assistants she worked with years ago, the rest of the library staff were happy to catch up with her again at Mrs. Dancy's retirement party.



Databases

New databases

Karen Okamoto

Two new *Annual Review* subscriptions

Statistics & its Applications, and *Organizational Psychology & Organizational Behavior*

Our collection of *Annual Review* journals provides critical literature reviews of primary research in 18 disciplines including the social sciences. Most recently we have added subscriptions to the *Annual Review of Organizational Psychology & Organizational Behavior*, and the *Annual Review of Statistics & its Application*.

Launched in March 2014, the *Annual Review of Organizational Psychology & Organizational Behavior* focuses on industrial psychology, human resource management and organizational behavior. Topics covered include motivation, leadership, gender and diversity, and research methodologies. The *Annual Review of Statistics and its Application* covers tools and devel-

opments in statistics such as new theories in methodologies and applications in the areas of economics, psychology and sociology among others. Both reviews can be searched by clicking on the title of these journals from the main page of Annual Reviews. Once you click on the title you can enter your keywords into the single search bar at the top, or browse current or past issues. You can also search across the 18 disciplines we subscribe to via the single search box appearing at the top of each screen or via the Advanced Search option. Annual Reviews can be accessed from our list of databases starting with the letter "a" at www.lib.jjay.cuny.edu/databases/a.

The screenshot shows the landing page of the Annual Review of Statistics and its Application. The top navigation bar includes a search bar and links for Log in, Register, Mobile, Activate, Help, and Item: 0. Below the navigation bar, there are tabs for JOURNALS, SUBSCRIPTIONS, AUTHORS, LIBRARIANS & AGENTS, and ABOUT. The main content area includes a featured review section with a blue background, a 'JOURNAL CONTENT' sidebar, and a 'MOST RECENT' section. A red arrow points to the search bar in the top navigation bar.

The single search bar allows you to search for articles within a specific Annual Review journal or across all the Annual Review content we subscribe to.

This is the landing page of the Annual Review of Statistics and its Application. You can browse current and past articles from this page.

Oxford Bibliographies in African Studies, Latino Studies, and Psychology

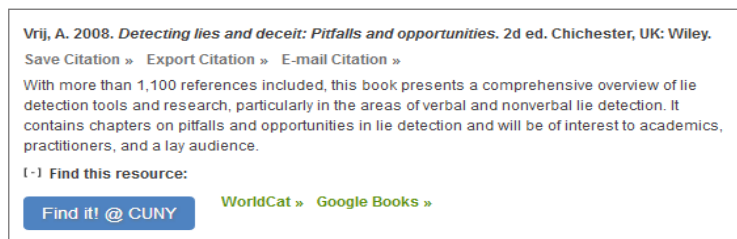
The Library now subscribes to the African Studies, Latino Studies, and Psychology subject collections of *Oxford Bibliographies*. They provide annotated citations and introductory overviews for a range of topics, including authors (e.g., Chinua Achebe in the African Studies collection) and concepts (e.g., borderlands from the Latino Studies collection and lie detection from the Psychology collection). The annotated sources include books, journal articles, websites, data sets and archives. Each citation can be saved to a personal account and emailed or exported to a citation management program (e.g., RefWorks). Citations also include a convenient link to the CUNY+ catalog and WorldCat, both of which allow users to search for the availability of the item at John Jay or other libraries. Some citations also include a link to Google Books.

Oxford Bibliographies provide a range of search features. Researchers can browse bibliographies in each subject collection by an alphabetical title listing or search across subject collections via the single search box at the top of each page or through the advanced search. The advanced search options also allow researchers to limit searches to specific types of citations, for example primary documents or multimedia sources.

Researchers who are new to a field and are looking for key sources to start their research will find these bibliographies to be useful. *Oxford Bibliographies* can be accessed from our list of databases starting with the letter "o" at www.lib.jjay.cuny.edu/databases/o.



From the main page of a subject collection, you can browse bibliographies by title, or you can search for bibliography topics using the search bar at the top.



Sample citation from the *Lie Detection in a Forensic Context* bibliography. Each citation can be saved and exported. Links to the CUNY+ catalog, WorldCat, and Google Books are provided.

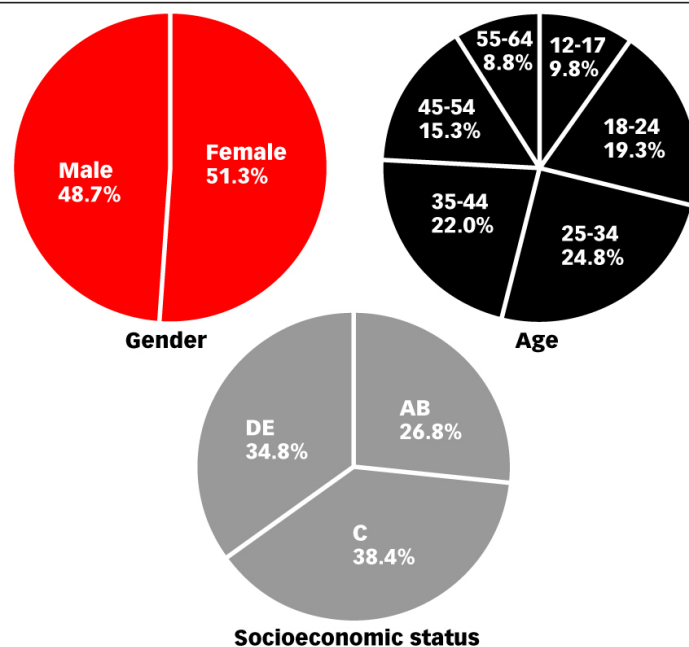
eMarketer

EMarketer aggregates research related to online marketing and e-commerce by drawing data from over 4,000 sources, including companies, research firms, consulting companies, universities and government agencies. Although the marketing and e-commerce focus of this database may not seem relevant to research agendas at John Jay, students and professors may be interested in the Internet and mobile adoption data made available by eMarketer. The database provides forecasts up to 2019 for topics such as the number of mobile phone users, broadband households and Internet users in different countries. Other topics include social media usage by specific groups such as millennials in the United States, the number of mobile phone users by race and ethnicity, as well as data about digital privacy and security. Search results can be filtered by format and source types such as charts, reports and industry articles.

eMarketer can be accessed from our list of databases starting with the letter "e" at www.lib.jjay.cuny.edu/databases/e.

Demographic Profile of Mobile Phone Owners in Peru, 2013

% of total



Source: TGI Latina, "2013 Peru Study," 2014; provided by Starcom MediaVest Group, June 1, 2014

175484

www.eMarketer.com

Chart from eMarketer illustrating the demographic profile of mobile phone owners in Peru, 2013. The chart can be emailed and downloaded as a PDF, JPEG or Excel file.



A library subject guides primer

The amount of material that the library has available for both students and faculty in our collections can seem a bit overwhelming to approach. There is a plethora of information available; students in particular may be unaware of how much the library has for them or even where to begin looking. Regardless of whether you are a professor or a student, a good place to get started would be with our subject guides.

You may be wondering, what are subject guides? They are a listing of available resources put together by librarians to help users locate materials that they can use in their research and papers. Subject guides can vary but usually contain lists of suggested books, databases and journals, links, and sometimes pictures and video on whatever topic the guide is discussing. It is a roadmap of extremely helpful, relevant, and academically acceptable knowledge that a librarian constructed for users to use.

From all the guides available at the Library, the best one to recommend to somebody just beginning to learn about doing research would be our “How to Use the Library” guide, available at guides.lib.jjay.cuny.edu/LibraryIntro. For anyone looking to improve their bibliographies and citation skills, our guide “Citing Sources: APA, MLA & Chicago Styles”, available at guides.lib.jjay.cuny.edu/citing_sources may be invaluable. If you are a student having a hard time figuring out if an article or journal is

academically acceptable, take a look at our “Evaluating Information Sources” guide at guides.lib.jjay.cuny.edu/evaluating-sources. Anyone looking for a source of valid statistics should take a look at our statistics guide at guides.lib.jjay.cuny.edu/statistics. We also have specific guides for ENG 101 and Speech 113 classes in particular.

It is also never too early for students to begin to think about the types of careers that they can pursue after their time here at John Jay College, particularly in criminal justice fields. Students who are interested in career resources at the library as well as internship sources, exam study guides, and generally how John Jay College can help you launch your career should take a look at our “Careers in Criminal Justice” subject guide, available at [guides.lib.jjay.cuny.edu/criminal-](https://guides.lib.jjay.cuny.edu/criminal-justice/)

[justicecareers](#) as well as our “Careers in Forensic Science” subject guide at [guides.lib.jjay.cuny.edu/forensicsciencecareers](#).

Also as distance education has become more prevalent, subject guides have become crucial in helping faculty and students who will never actually step foot on the physical campus. The library has guides on many topics that would be helpful to those involved in distance education such as our ebook guide, available at guides.lib.jjay.cuny.edu/ebooks and our guide “Finding Legal Information: The Absolute Basics,” at guides.lib.jjay.cuny.edu/basic_legal_info. Graduate students, who may only be able to visit the campus in the evenings, if at all, may find our “Graduate Student Resources” guide, available at guides.lib.jjay.cuny.edu/distance, to be very useful.

Meanwhile, faculty will find our “Faculty Scholarship Resources” guide at guides.lib.jjay.cuny.edu/citation and our “Information Literacy” guide at guides.lib.jjay.cuny.edu/infolit to be very helpful as they pursue their teaching and scholarship both on and off campus. And of course as part of fostering a sense of belonging to the wider John Jay College community, there is a guide on library exhibits at guides.lib.jjay.cuny.edu/LibraryExhibits, which allows for graduate and distance students to experience some of the many displays and materials that faculty and students who visit the physical library regularly are able to enjoy.





This academic year, we introduced several new guides for students on a variety of subjects including guides on classics, emergency management, gangsters, Shakespeare, and several history guides on events like the Holocaust and world wars, as well as eras such as Reconstruction and the Depression. We have also made major updates to existing guides such as “Corrections,” “Crime in New York 1850–1950,” “Fire Science,” and

“Security Management.” (All guides are listed in alphabetical order at guides.lib.jjay.cuny.edu.)

Subject guides from the Lloyd Sealy Library offer faculty and students, both on and off campus a gateway to begin their studies and improve their research. Feel free to take a look and encourage your students to take a look as well!

Subject guide spotlights



Course Readings: How To Find Them

guides.lib.jjay.cuny.edu/reserves

Have you or your students been trying to find a textbook or a DVD but aren't sure where to start? This guide can help faculty and students to locate materials that are available in our reserve collection including e-reserves.



Emergency Management

guides.lib.jjay.cuny.edu/emergencymanagement

This guide can help students and faculty find a variety of materials to begin their research in the Emergency Management field. This includes books, databases, videos, and links including a link to a related Fire Science subject guide also available from the Lloyd Sealy Library.



NYPD: Historical and Current Research

guides.lib.jjay.cuny.edu/nypd

Are you or your students looking for materials about the New York City Police Department but aren't sure where to start? This guide can help students and faculty find everything from books and articles to reports, statistics, images, manuals, and information on various NYPD policies such as “Stop and Frisk” and “Broken Windows.”

Collections

New acquisitions in the Special Collections Room

Ellen Belcher

We are always expanding our special collections which document criminal justice, broadly and deeply. This is a selected list of recent acquisitions.

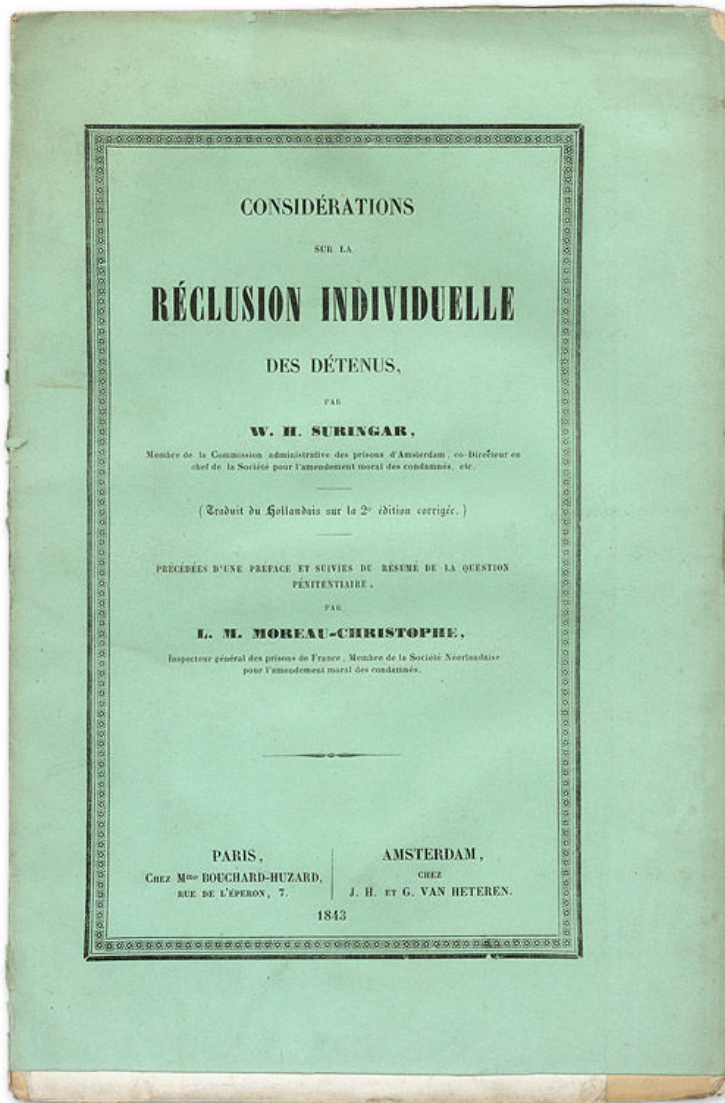
Rare books

Jennaway Pearson, *Sum of our Parts: An Examination of Death Rituals in America*. Washington D.C., 2014.

We recently acquired this beautiful book by the book artist Jennaway Pearson; the book is based on her MFA Thesis project. It exists in four copies, one in the artist's collection and one is at the Library of Congress. This book features silkscreen, zinc plate etchings, letterpress, on handmade cotton rag paper, with audio recording in a custom built pine box inlaid with one of the zinc etching plates. Each sheet features the name and prisoner history of a selection of prisoners executed in Texas 1982-2013. An MP3 player holds recordings of each prisoner's last words. One interesting aspect of this book is that the ink used to portray barbed wire was infused with ground glass.

*Images from a recent exhibit of *Sum of our Parts* by Jennaway Pearson from cargocollective.com/jennaway/artists-books*





Suringar, Willem Hendrik and Moreau-Christophe, L.M., Translator. *Considerations Sur La Reclusion Individuelle Des Detenus. Precedees d'une Preface et Suivies du Resume de la Question Penitentiaire.* Paris: Chez Mme Bouchard-Huzard, 1843.

A discussion on Pennsylvania's system of separate confinement, which influenced European penology at this time. The authors were leading prison officials in Holland and France.

An Illustrated Catalog of Knowles Improved Fire Pumps. New York and Boston, 1885.

This trade catalog features many illustrations and descriptions of pumps which supplied water to fire suppression systems in large buildings. According to this pamphlet and to an advertisement in *American Machinist*, Knowles pumps were dependable and the industry standard. This will be a great resource to those researching early urban fire prevention systems. We are now the only library on record that holds this pamphlet.



ORIGINAL SCRIP, drawn in 1839 on the Branch State Bank of Chicago.

The Great Canals Scrip Fraud, Minutes of the proceedings and report of the evidence in the investigation of the case, by the grand jury of Sangamon County, Ill. At the April term of the court of said county, 1859. Springfield, Illinois: Daily Journal Steam Press, 1859.

This pamphlet describes the investigation into the issue and cover up of 'canal scrip' fraud, which implicated then Illinois Governor Matteson for larceny for using state funds to purchase these bank note substitutes. Boxes of this scrip had apparently been purchased, allegedly with state funds and then stored in the State Capital Building and discovered much later. Although the Governor was cleared of all charges, the Grand Jury voted to publish the proceedings of the trial. This item is an addition to our existing Fraud and Swindles Collection. Only eight copies are known to exist of this pamphlet, none in New York State.

Illustration of a canal scrip, from John M. Lamb. (Nov. 1977) "The Great Canal Scrip Fraud." *The Magazine of Illinois* 16/9: 57-60, available online at www.lewisu.edu/imcanal/JohnLamb/section_6.pdf



Advertisement for Knowles Steam Pumps in the front pages of *American Machinist* 9 (1882) from Google Books

Continues on next page ➤

(New acquisitions in the Special Collections Room, continued from p. 9)

The life of Anson Bunker : "the bloody hand," the perpetrator of no less than fifteen cold-blooded murders, amongst which were the great Nathan murder of New York City, and those of his three wives, and several others in various parts of the country: his horrible confessions and terrible doom. Philadelphia 1881.

A sensational and lurid first person account of fifteen murders committed by Anson Bunker, including all three of his wives. We are one of the few libraries that hold this edition.



Report of special committee to the Prison Association of New York on convict labor. 1885

This report is an early criticism of the system of prisoner labor in New York State, which it characterizes as akin to slavery. Our recently digitized *Annual Reports of New York State Prisons*, available on the Internet Archive (archive.org/details/johnjaycollegeof-criminaljustice) details what work the prisoners were assigned inside and outside the prison grounds. In just a few pages, this small pamphlet reviews an issue in corrections that still resonates today. Consider for example this statement on page two: "...on the broadest grounds of public policy, the convict's reformation is more profitable to the State than his prison labor can be." Only five libraries are known to have this report.

Left: Two of the many illustrations in *The Life of Anson Bunker* from an earlier edition available digitally from Harvard Libraries nrs.harvard.edu/urn-3:HLS.Lib:1016297

Manuscript collections

William Preston Papers — (40 linear feet) Bill Preston was professor and chair of John Jay's History Department from 1973-1988 and the author of *Aliens and Dissenters: Federal Suppression of Radicals, 1903-33*. We thank Bill's children, Michael, Margo, Evie and Lauren for donating his papers to the Lloyd Sealy Library. We will be processing this collection soon; a preliminary inventory is available from the Library's Special Collections Subject Guide.

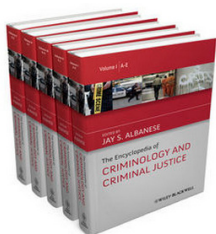
Records of the Town of Brookhaven Police Department (Suffolk County) — (½ linear foot) This collection is also the papers of Edward E. Bridge who organized and oversaw this town's police force from 1937 to 1959. On January 1, 1960 Brookhaven, along with many adjacent towns, joined forces to create the Suffolk County Police Department. A finding aid is available from the Library's Special Collections Guide.

Journal of Kansas City Police Matrons Miss Anna W. Taggart and Elizabeth Burns 1904-1909 (one volume) — This journal records the activities of female police officers working in Progressive Era Kansas City. Daily observations and activities include arrests of prostitutes, burglars, murderers as well as interactions with abandoned infants, runaways, drug abusers, domestic violence survivors and much more.

For more information or to make an appointment to see any of these in our Special Collections Room, please contact Professor Ellen Belcher at ebelcher@jjay.cuny.edu.

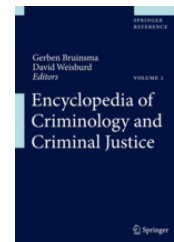
Encyclopedia twins

Maria Kiriakova



Albanese, Jay S., ed. *The Encyclopedia of Criminology and Criminal Justice*. Hoboken: John Wiley & Sons, 2014. Print. HV 6017.E5297 2014

Bruinsma, Gerben, and David Weisburd, eds. *Encyclopedia of Criminology and Criminal Justice*. New York: Springer, 2014. Online.



Librarians never underestimate the power of encyclopedias. They are invaluable sources for the students who are in the beginning stage of their research and are looking for an overview of a subject, background information of an issue, key dates, ideas or persons in a particular subject area. The Library strives to keep its collection of encyclopedias current and makes regular updates in the holdings to stay comprehensive, especially in the field of criminal justice. Last year, the Library acquired two encyclopedias and both are called *Encyclopedia of Criminology and Criminal Justice*. It is not rare that an encyclopedia title would have a “twin,” but it is rare that two books with the same title would be published in the same year. Both encyclopedias are geared towards academic libraries.

The print *Encyclopedia of Criminology and Criminal Justice* was published by Wiley and edited by Jay S. Albanese, a celebrated authority on criminology and criminal justice and the former head of the International Center at the National Institute of Justice. In addition to a world-renowned editor-in-chief, the

540 entries in 5 volumes are authored by experts from ten countries and peer-reviewed by 14 associate editors. The entries are arranged alphabetically and range from 2,000 to 5,000 words in length. They cover history, current state, and future directions of a topic; many include interdisciplinary approaches. There is also an extensive section on international crime and comparative crime and justice issues. The contents are listed in three ways: by 15 major categories (for example, Corrections and Sentencing, Courts and Adjudication, Law Enforcement and Policing, Types of Crime, Victimization, etc.), then alphabetically by topics, and also by keywords. All entries are cross-referenced so that readers can locate entries on related topics. Each chapter ends with references and suggestions for further readings. Wiley is planning to publish more encyclopedias on the general topic of criminology, with future titles covering juvenile justice, crime and punishment, and criminology theory.

The other *Encyclopedia of Criminology and Criminal Justice* was published by Springer and co-edited by Gerben Bru-

insma and David Weisburd. Available in electronic format, this work comprises 10 volumes and its contents were overseen by two editors-in-chief in consultation with 12 associate editors and more than 180 area editors who are “often the originators of theories, practices, or methods.” This work covers ten broad areas, including Corrections and Criminal Justice Supervision in the Community, Explanations for Criminal Behavior, Data, Methods, and Statistics, Crime Places and Situations. Fields related to criminology, such as police science, forensics, and certain areas of psychology are covered in 579 entries. Many entries not only outline basic chronology of an issue but also hint at the future developments or questions that might be asked. The entries are arranged in alphabetical order; all of them are cross-referenced.

Please ask your students to use both encyclopedias for comparison.

Library activities

Lightning usability testing with OneSearch

by Robin Davis

Is a single search box a usable interface? Can students use the library website to find what they need? These were the questions that prompted our springtime usability study.

Usability testing is a best practice among website administrators. A moderator will sit with a participant and ask him/her to complete a number of tasks. Based on the success rate, the website design may be changed to be more usable. We used a “lightning” usability test approach to compare students’ intuitions of different library search methods.

Background

The CUNY Office of Library Services, the central group that supports all CUNY libraries, rolled out OneSearch in Fall 2014. Since then, we’ve included the search box in the fourth tab on the Library’s homepage, with the explanation that it is a “beta” service. While we at John Jay have tended not to incorporate OneSearch as a primary part of our library instruction, we have been averaging between 400–600 searches in OneSearch each day. In our roles as librarians, we have observed students using it—and liking it—more and more. But *how* were they using it? Were they really finding what they wanted? What are the pitfalls we’d have to

address when teaching OneSearch?

We asked John Jay students to show us how they use the library website, with results both expected and surprising. This usability study was conducted by Robin Davis, Prof. Janice Dunham, Prof. Karen Okamoto, and Allie Verbovetskaya (OLS) on February 4, 5, and 9. Students who participated were rewarded with MBJ \$10 cafeteria vouchers, generously provided by the Faculty-Student Engagement Fund (coordinated by Christie Graziano at the Office of Student Transition Programs).

Methodology

We run usability studies on the Library website at least once a year, and lately we’ve begun to favor “lightning” or “quick and dirty” usability tests. Conventional usability studies have 5–7 participants with sessions lasting 30–90 minutes. When we did such tests before, we felt that we did not receive significant data from such a small number of participants. Moreover, we advertised through library-related channels and on printed-out signs in the library, so our users were self-selecting as heavy library users. We needed a selection of users who would better represent the college’s student body. Lastly, as Prof. Dunham pointed out, the conventional usability study is not a typical use case. Students are often searching for library materials quickly in between other research



tasks; they usually do not feel under pressure, enclosed in a small room with a librarian scribbling notes while they are audio-recorded. We wanted to create conditions that more closely mimicked a real use case.

We set up a table with laptops in the busy Kroll Atrium during Community Hour. Our signs offered the free \$10 cafeteria coupons in exchange for five minutes of student feedback on “a website.” Students lined up, often chatting with their friends. Once a student sat down with us, we told them that we were testing the library website and they’d be given 3 tasks to do on the laptop:

- Find out if a book, *The Polar World*, is available in the Library
- Define *peer review*, either from memory or from referring to any resource
- Find a peer-reviewed article about different ways college students deal with stress

As they completed the tasks, we took notes in pen on our script worksheets. The most important thing we did was to write down their path (e.g., *homepage > catalog > title search “the polar world” > scrolled down page > gave up*) as well as their search strings (e.g., *college students AND stress*). We rated their performance of each task for our own notes.

Because we were only selecting for the kind of student who wants a free lunch (but who wouldn’t?), we netted a range of users: all year levels and the full range of library experience. Some knew exactly which databases they wanted to use, and some had never used the library website before. We had 39 participants in total.

Articles & databases	Books & media	Journal titles	OneSearch
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Guided search

What’s OneSearch? It’s a single-search-box portal to books, ebooks, videos, and a large number of articles and digital materials available through the library. In library-speak, OneSearch is a *web-scale discovery service*.

Photo: Janice Dunham

Findings

Students tend to use natural language search strings in OneSearch and find less relevant articles. Students tend to use keyword search strings in other library databases and get more relevant results.

The research question students were given read, “You need to find a peer-reviewed article about different ways college students deal with stress. What’s the first relevant article you see that you’d want to read? Look anywhere you’d usually look.” Librarians noted if the chosen article was “relevant” if it was peer-reviewed and was about at least one way that college students manage stress. (Note that we were looking at intuition and ease of use here, rather than testing our students’ research savviness. They were only searching for a couple of minutes on a fake assignment.) Fewer students who used OneSearch found “relevant” articles compared to those who used Academic Search Complete, JSTOR, and other library databases.

These findings do not mean that OneSearch does not give relevant results! Finding articles in OneSearch is easy since the index is enormous, but finding articles *relevant to a given research question* requires a certain level of searching skills. With a good search string like “college students AND stress management,” OneSearch delivers very good search results. But a bad search string will deliver confusing results, like when stu-

dents typed in “different ways college students deal with stress” (a natural-language phrase) or “peer review student stress” (misunderstanding how to use keywords). Most students who chose to use OneSearch used these poorly-constructed search strings, whereas students who used other library databases broke the question into keywords and used two search boxes connected with AND. It is probable that because we used OneSearch’s one-big-box look on our default page, students took the cue that that they could use the search box like Google, which can handle those kinds of natural-language searches. But at heart, even though its index is web-scale, OneSearch is still a library database that responds best to keywords and Boolean operators. Because of this usability study, we are considering defaulting to OneSearch’s advanced search interface.

OneSearch is much easier to use than CUNY+ when performing title searches.

All of the students who searched for *The Polar World* (1964) in OneSearch found it. None of the students who searched for *The Polar World* in CUNY+ found it. CUNY+ is limited in two major ways: first, search results cannot be sorted by relevance, and are sorted by date by default. Second, “title begins with” searches require *a/an/the* to be stripped from beginning of the title, a

fact no students in this study realized, even with the hint highlighted below the CUNY+ search box. Based on this finding, we are considering using OneSearch as the primary access point for records in the CUNY+ catalog. OLS has provided OneSearch widgets that can be limited to material type, including print books & ebooks.

Students like the tabs design.

The default tab shown on our test homepage was OneSearch. Over half of the students clicked the Books & Media tab when asked to find a book. Two-thirds of students clicked the Articles & Databases tab when asked to find an article. Some students even noted that one thing they liked about the library website was the tabs box. Narrowing down a library search before clicking the search button may be intuitive for these students, even the ones who said that they hardly ever used the library. Based on this finding, we will be keeping our tabs box, and using the aforementioned type-specific widgets in each.

Library classes are a big benefit.

Having had a library class session was extremely beneficial to students. Our “one-shot” library sessions usually last under two hours, and most students only get one or two of these class sessions throughout their entire career at John Jay. One-shots are often bemoaned among librarians, as it is truly difficult to pack so many research skills into such a short time. But from our data, students who had a library session have a significant advantage in research skills.

Was the article the student found relevant to the research question?

Overall (30)



Searched somewhere other than OneSearch (20)



Used OneSearch (10)



Had a library session (19)



Did not have a library session (11)



With these findings, we will be redesigning our OneSearch tab box as well as customizing the John Jay-specific OneSearch interface. We will also use the intuitions and pitfalls we came across to guide how we present OneSearch in library class sessions and at the reference desk. We appreciate the participation of so many students in a project so valuable to the Library!

Library as space

Just being OPEN is *still* one of the best things the library has to offer

Maureen Richards

In the Spring of 1982, in response to student demand, the library at the State University of New York at Buffalo remained open 24/7 for the last two weeks of the semester so students could prepare for final exams.¹ This tradition continues to this day,² but when it began, and at least for a decade after, SUNY Buffalo had little company. The Lloyd Sealy Library tried the 24-hour library program 15 years ago, but at that time, only a few students took advantage of it.

It was not until 2011 that the scales seemed to tip decidedly in favor of such programs. That year over 70% of surveyed respondents from academic or research libraries reported that they offered some form of 24/7 access to the library or library connected spaces. (3) In 2014, the Lloyd Sealy Library, rejoined this service-oriented group with funding from the Student Council and the very generous and capable assistance of the Public Safety Department. At the behest of students -- like those who attended SUNY Buffalo over 30 years ago -- the library lab remained open 24/7 during the final two weeks of each semester.

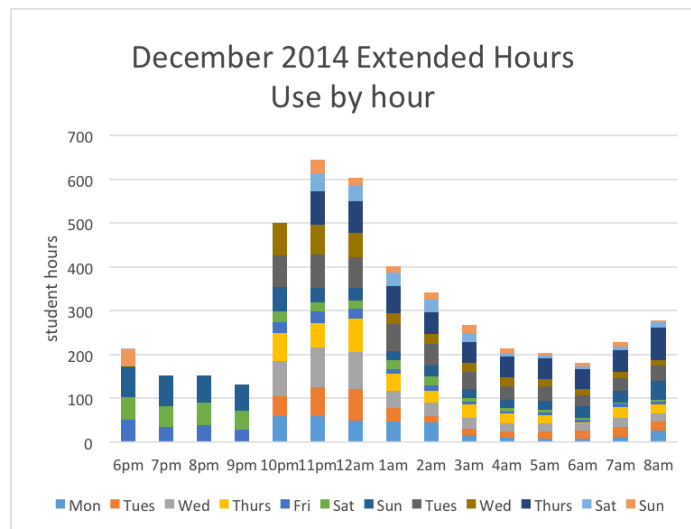
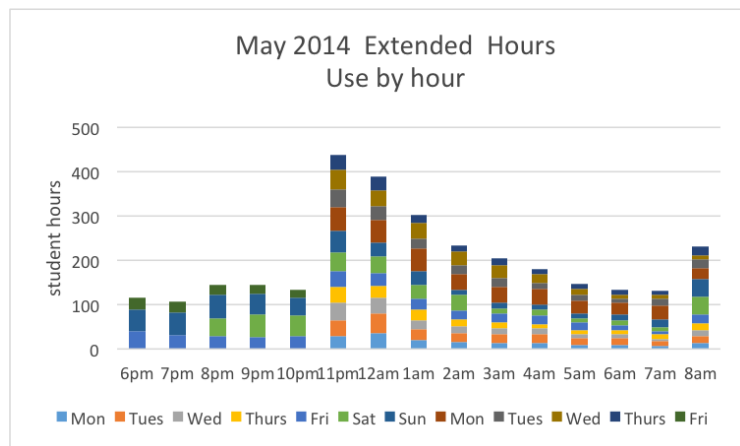
The library website is visited millions of times each year by users who may never step foot inside its physical structure. Given the vast, and growing, amount of scholarly content that is delivered electronically to users, this should come as no surprise. But how does this square with the demand for increased library hours? What does this portend for our library, or libraries in general, as valued learning spaces? Based on the number of students in the library lab during the extended hours of the

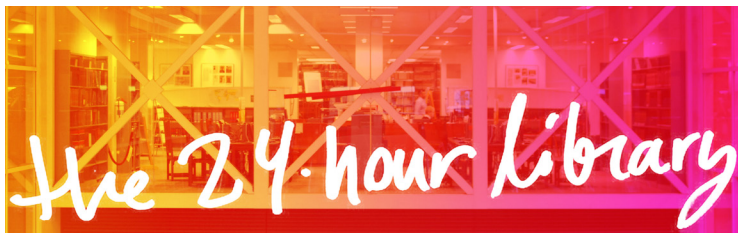
24/7 library lab (without including the scores of visitors to the library during regular hours), it indicates that the library as a place to study quietly, work on a research paper or project, print or scan documents and access the internet is valued as much as ever.⁴

John Jay students in the library lab during each hour of the extended hours (the times the library lab would otherwise have been closed) logged in over 7,500 hours of study and research! About 3,000 of these hours occurred during the May session and over 4,500 during the December session. An impressive 48% increase --even after taking into account the fact the Niederhoffer Lounge across from the library lab was also open in the December period to make room for the students who were turned away in May.

As shown by the charts below the busiest hour over the entire 2 week period was 11 pm. At this time over 430 and 1,082 student hours were counted during the May and December sessions respectively. The data also shows that the number of students in the lab slowly dwindled throughout the early morning hours, but that between 7am and 8am, the numbers started to rise again.

Looking at the charts to the right showing the data by date, the most popular day of the week for studying *during these extended hours* was the Sunday night before final examinations began. Counts peaked at over 460 student hours on Sunday May 18th





and at over 580 student hours on Sunday December 14th. Comparing activity during the May and December sessions by date also shows that not only did the number of student hours increase but the use each day was more evenly distributed across the entire two-week period.

Who were these dedicated students? Were they writing research papers or studying for final exams? What resources were they accessing? Can we draw a correlation between these after-hour library users and academic success, retention rates and other strategic goals? All great questions for future research.

The impetus for the 24/7 library lab hours began as a request from John Jay students. The collaborative efforts of Sher-eef Hassan, President of the Student Council; Dean Kenneth Holmes; Kevin Cassidy, the Director of Public Safety; and Janice Dunham, Associate Librarian for User Services, brought it to fruition. With funding from the Student Council, the 24 hour library lab will be offered again this Spring. If you believe in it as much as the students who collectively spent over 7,500 hours in it in 2014, let it be known. Let's hope we can make it a permanent tradition at the Lloyd Sealy Library.

Brought to you by your Student Council,
your Library, and Public Safety...

the 24-hour Library

during Finals May 11–22

The first floor (Reserve Lab & Niederhoffer Lounge)
will be open continuously from 8:30am on May 11
until 6pm on May 23, 2015.

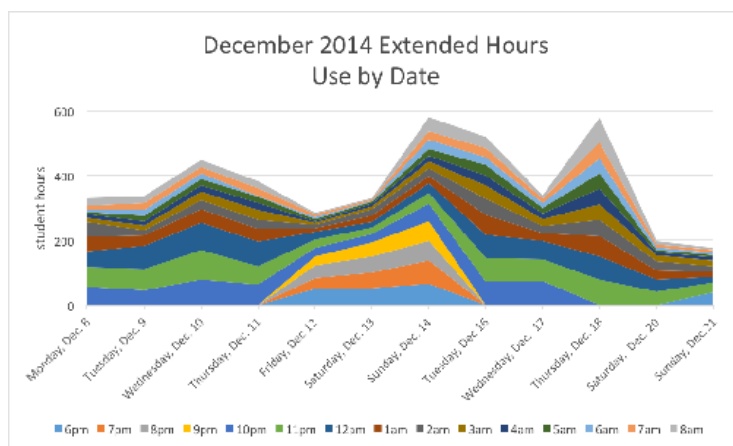
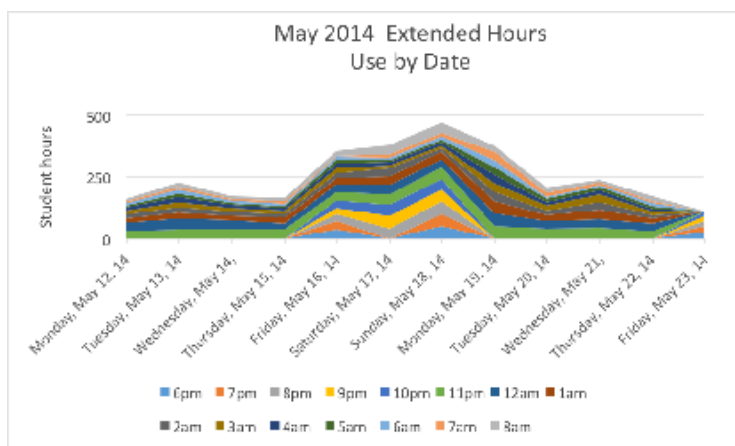
(That's 250+ straight hours of open study space!)

We wish you success on your finals!

Lloyd Sealy Library

JOHN JAY
COLLEGE OF CRIMINAL JUSTICE

Spring 2015 promotional materials



Endnotes

¹ Heim, M. E. (1990). Open twenty-four hours: a case study. hdl.handle.net/2142/3814

² Hours. University of Buffalo Libraries. library.buffalo.edu/hours/lockwood.html

³ Scarletto, E. A., Burhanna, K. J., & Richardson, E. (2013). Wide Awake at 4AM: A Study of Late Night User Behavior, Perceptions and Performance at an Academic Library. *The Journal of Academic Librarianship*, 39(5), 371-377.

⁴ For a discussion of the demand for more library hours despite the increase in electronic resources see Albanese, A. R. (2005). THE BEST THING A LIBRARY CAN BE IS OPEN: More library resources than ever are available 24 hours a day. So why are students demanding the same of the library itself? *Library Journal*, 130(15), 42-45.

Library assessment case study: chat reference

Bonnie R. Nelson

As part of our ongoing assessment process, in early December 2014, Library faculty reviewed measures of Sealy Library use that we had been collecting for many years. One figure that jumped out at us was the decrease in the number of reference questions (as measured by questions asked in a typical week) over the years, even as the student body has grown and the use of the physical library (measured by gate count) has varied but not significantly dropped. After considerable discussion and research, we concluded:

1. This trend was not unique to John Jay but had been widely observed across academic libraries
2. Students were not more library knowledgeable than in the past and needed our help just as much
3. We needed to do more to encourage students to ask questions of the reference librarians in person, and
4. Since students were using the library's electronic resources more heavily than print, and since 60-70% of the use of our electronic resources tends to be from off-campus, we should try to encourage the use of our new "chat" reference service (see *Classified Information*, Fall 2014). We needed to go where the students are.

To try to increase chat reference—where students (or faculty!) exchange typed questions and answers in a chat box—we took two steps for the spring 2015 semester: we increased the number of hours we are offering chat by adding an extra hour to 6 pm, and we placed a Library chat widget on as many external library database sites as we could where we thought students might need help.

The results were impressive. Even though library activity of all kinds—including reference questions asked—tends to decrease from fall to spring*, the number of chat reference ques-

tions went up—from 120 in the first 9 weeks of the service in the fall (9/8/14-11/7/14) to 141 in the first 9 weeks of the spring semester. Even more interesting, 41% of the chat traffic was now coming from two of the sites where we had newly placed our chat widget (compare charts below).

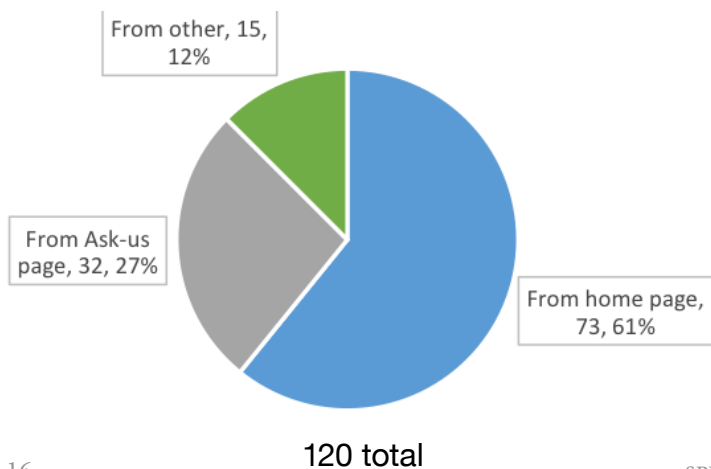
EBSCOhost, which figures so prominently in the graph on the lower right and which provides the Academic Search Complete database, was the only database vendor that enabled the placement of our chat widget directly on their search results page. The other vendors merely provided links from their pages to our "Ask-us" page; we have not been able to track whether this resulted in more traffic to our Ask-us page. Our EZproxy login page also became a major source of chats. We thought that our instructions on how to log in to eresources were clear but, clearly, our students still needed help.

Also of great interest is that the places where students are chatting from has shifted (see charts to the right). In the fall, 22% of the students were actually initiating chat sessions from within the Library. In the spring, this had dropped to 10%. In the Fall, only 29% of the users of chat were contacting us from off-campus. In the spring over 62% were. This is exactly the group we were hoping to reach.

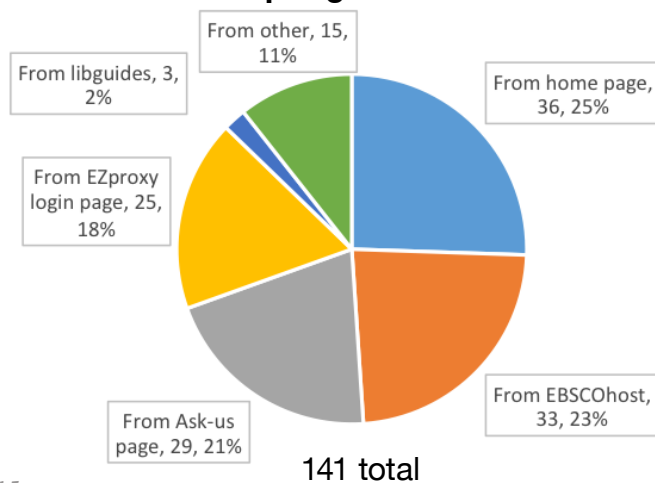
Even more important to us, though, is that even a cursory review of the chat transcripts reveals that we are helping students succeed: "How can I find information on the NYPD gun buyback program?" "Where can I find laws from the former British colonies?" "How can I find articles that aren't against stop and frisk?" "I don't understand what the name of the periodical is" [spelling and punctuation normalized, of course!].

So, yes, students do need our help and yes, if we build an online reference platform they will come. Although they might ask, as one student did "You're a human?"!

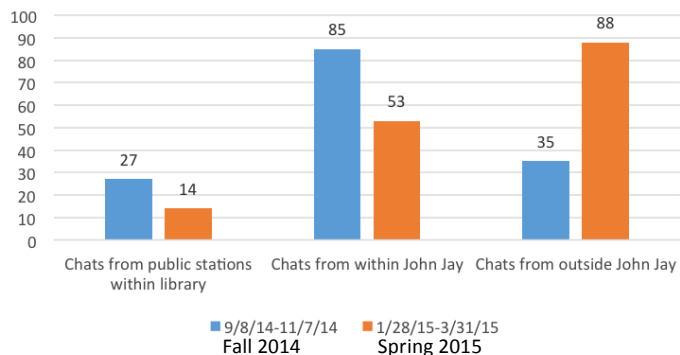
Source of web chats
Fall 2014



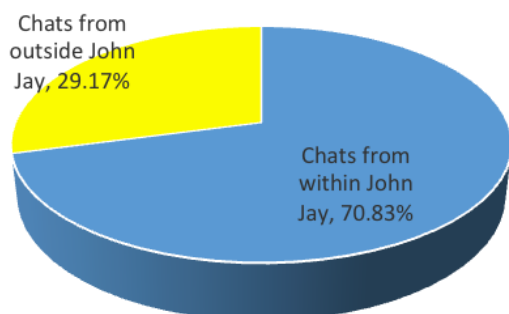
Source of web chats
Spring 2015



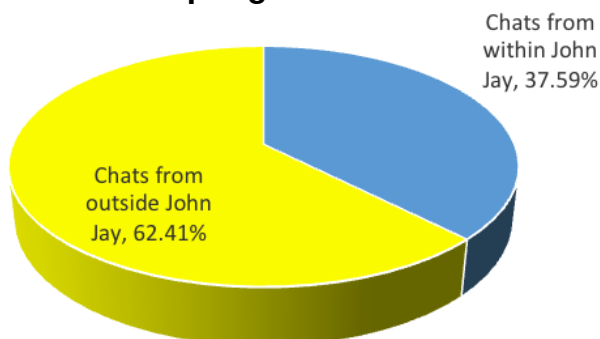
Location of users



Location of users Fall 2014



Location of users Spring 2015



* Reasons for the drop in library activity include the general drop in enrollment from fall to spring and the reduction in the number of English 101 classes, in all of which students have research assignments.



Faculty toolbox for online courses

Ready-to-use tools from the Library

Robin Davis

The Library supports online teaching and learning! Incorporate Library resources into your online course and provide your students with engaging, high-quality information.

Our brand-new Faculty Toolbox is located at lib.jjay.cuny.edu/resources-for/faculty/toolbox (or click Faculty in the main menu on the Library home page).

Inside the toolbox:

- Blackboard goodies
 - Librarian chat widget
 - Article & book search modules
 - Reserves module
- Embedding videos how-to
- Proxied link generator
- Library links and blurbs ready to copy/paste

Meet your Distance Services Librarian

I'm the online learning librarian (**Robin Davis**, Emerging Technologies & Distance Services Librarian). You can reach me at (212) 237-8261 or robdavis@jjay.cuny.edu. I can answer questions about using Library resources in online courses, providing students with access, teaching Library skills in online contexts, and more. And if you teach an online-only course, I could be your "embedded librarian" for a week! Collaborating with you, I'll provide your students with curated resource lists, custom tutorials, and even a "librarian office hours" chat room. Interested? Please email me at least two weeks before the desired start time.



CUNY Academic Works

Open Access and the new
institutional repository
academicworks.cuny.edu

Ellen Sexton

This spring, CUNY announced the opening of an open-access institutional repository to serve the self-archiving needs of University faculty. This new project provides a web platform where faculty can post, and the public can read, free of charge, works and dissertations authored by CUNY faculty and graduate students. The CUNY Office of Library Services has hired Scholarly Communications Librarian Megan Wacha to steer the repository development. John Jay College faculty interested in making use of the repository are encouraged to contact Megan directly at megan.wacha@cuny.edu or Ellen Sexton at esexton@jjay.cuny.edu. Appropriate content would include conference proceedings, published journal articles (copyright permitting; see below), reports, etc. As the project develops, we will be drawing up formal guidelines; for now, we encourage interested faculty to visit the site, send us an email, and/or

submit material directly through the author corner of CUNY Academic Works.

The Graduate Center opened its own institutional repository a year ago. It hosts a series of technical reports from their computer science program, faculty authored articles and conference proceedings, and CUNY doctoral dissertations from 1965 to the present. The older doctoral dissertations were digitized by Proquest, with the resulting files loaded into Academic Works and enriched with metadata. Access to the older dissertations is currently restricted to users at the Graduate Center. When/if the authors grant permission, access to the full text will be made available to the broader public. The Graduate Center repository is moving its content over, to be the first CUNY college to populate the new Academic Works. It will continue as one instance of the new CUNY wide project; to be joined by John Jay and other CUNY colleges.

The software for our institutional repository is called Digital Commons, from the Bepress company. This platform is currently used by over 150 institutions, including many law schools, to house institutional repositories and open access journals. Search engine optimization is actively pursued by Bepress, ensuring content is discoverable. Another nice feature is that users can search across all 150 repositories. Most file types may be posted on Academic Works, including conventional data file formats.

Many grants now come with a requirement that resulting peer-reviewed published articles be made freely available to the public; CUNY Academic Works will help CUNY authors do so easily. If

the author-publisher contractual agreement permits, we may be able to post the publisher's final PDF immediately, or the publisher may stipulate an embargo period of some months or years. Some publishers permit the final post-refereeing draft to be posted; others permit only a pre-refereeing print. Details of each journal's self-archiving policies may be found on the SHERPA-RoMEO site maintained by the University of Nottingham, www.sherpa.ac.uk/romeo.

The majority of peer reviewed published articles are currently locked behind pay walls. Open Access advocates seek to remove financial and technical restrictions on research dissemination. The library alliance SPARC defines open access as "the free, immediate, online availability of research articles, coupled with the rights to use these articles fully

Open Access advocates
seek to remove financial
and technical restrictions
on research dissemination.

in the digital environment." Public and private grant funding organizations are increasingly embracing open access policies. Before the

World Wide Web, research reports from Federal agencies were made available to the public in free government depository libraries, such as the one at City College. The challenge since has been to extend that openness to the online environment. The National Institutes of Health requires its funded researchers to deposit final, peer-reviewed manuscripts in the PubMed Central repository. The National Science Foundation and Department of Energy mandate depositing in the online DOE PAGES repository osti.gov/pages. In February 2013 a White House memo directed the heads of each federal agency to come up with a plan to provide online public access to feder-

ally funded research; this may lead to the development of other agency-specific repositories (this March the HHS released a report detailing its plans). The NIH have been posting sponsored research reports on its website for years. Private organizations are also influencing open-access: the Bill and Melinda Gates Foundation requires authors to deposit funded works in any appropriate open access repository.

Open-access policies at journals vary tremendously. Some journals have gone fully open-access for readers; author fees are common. For example, Elsevier has many open access titles, mostly biomedical, funded by author fees. Journal publishing is evolving, with some very interesting innovations being explored. In January Elsevier announced a new open-access publishing project: a non-discipline restricted open access peer reviewed journal funded by author fees, to be called *Heliyon*, closely integrated with its SCOPUS discovery tool and the Mendeley bibliographic management and networking platform. Another wide-scope online journal, *Nature Communications* announced it would become completely open access by 2016, with its access-by-subscription model replaced by funding from author fees.

Clearly authors have options for fulfilling open access mandates from funders, and satisfying their own personal goals of maximizing the reach and impact of their research. We suggest the CUNY Academic Repository is an excellent choice in this regard. We hope the CUNY Academic Works becomes a stable, long-lasting show-case for CUNY faculty and graduate student achievements, and a reliable tool for disseminating current research directly to the public.

The screenshot displays the CUNY Academic Works website interface. The top navigation bar includes links for HOME, ABOUT, FAQ, and MY ACCOUNT. The left sidebar contains sections for BROWSE (Collections, Disciplines, Authors), SEARCH (with a search bar and filters), AUTHOR CORNER (Author FAQ, Submit Research), and LINKS (CUNY Libraries). The main content area shows the title 'A Kitchen of One's Own: The Paradox of Dione Lucas' by Kathleen Collins, CUNY John Jay College. It includes a 'Download' button, a 'Follow' button, and a 'Share' button. The abstract is visible, and a recommended citation is provided. A thumbnail image of the publication cover is shown at the bottom.

A publication by Prof. Kathleen Collins, freely available through Academic Works

Teaching

Getting out of a rut

Active and collaborative library sessions

Kathleen Collins

The Library's instructional services include the possibility for classroom faculty to bring their students to the Library for a session with a librarian (see Faculty » Instructional Services on our homepage for details). What that session entails is up to the librarian in consultation with the course instructor with regard to the current assignment. There is no standard script or protocol; each librarian has his or her own technique for library instruction. For my first six years at John Jay, I generally taught these classes this way: I provided a brief overview of using the Library catalog; then I spent the majority of the time explaining and demonstrating search examples using databases and key terms related to the course assignment or theme; then I left about 15 minutes at the end of the session for students to put what I had shown them into practice on the classroom computers. As far as I could tell, students seemed to be paying attention and hopefully absorbing the information.

Recently, I decided to shake things up to see if I could get a better indication of where students really need help with their searching. I know some of my other colleagues conduct more free-form, active sessions, and while I long thought I should experiment with that approach, it didn't fit comfortably with my strong desire to control a classroom, dispensing what I believed to be essential information. I couldn't imagine being able to share all that I wanted to if students were merely casting about with disparate searches all around the room. Having grown bored and frustrated with my earnest but staid attempts thus far, at the start of the Spring semester, I took the leap. After the very first session, I viscerally recognized the value of an almost completely student-driven instruction, and I have no desire to revert to my previous methods.

Now I start the class with a very quick "contest," to see if students know how to find a book using the catalog. Many classroom faculty assume that students are familiar with this basic skill, but it is far from the actual case, even in 300- or 400-level classes. Then I show a brief video tutorial on "Talking to Databases" (thanks to my colleague, Professor Julie Turley, who introduced me to SchoolTube.com and who is a champion of the interactive class method) which gets across the fundamental principles of database searching much less discursively than I normally do. Then, the students are set free to work on their research questions using databases that I have

suggested. For the remaining hour, I move around the room and work with them on their particular problems and answer questions (I also encourage them to ask each other for advice). I can see where the trouble spots are and help them tackle them in the moment. Occasionally, I interrupt the group with a tip when I see common pitfalls. In my previous sessions, students would sometimes have the tendency to wait out the 15 minute working period and not bother trying to engage in the activity. Now they see it as valuable time to get some of their work done.

Another related element that I have emphasized this semester is collaboration with the classroom faculty. While I always encourage the instructor to participate, now I frame the session as one based on co-teaching. So far, this has been highly effective. When the students see their professor taking part in the library instruction – they, too, move around the room with me answering questions and providing suggestions – they recognize the session's importance to their assignment and in their learning in general.

The faculty I have worked with this Spring have been ideal collaborators. English professor Tara Pauliny says, "I have brought classes to the library for research instruction before, and I found those sessions extremely useful to students. But I think the collaborative workshop strategy worked even better," she said. "My students all left the session with at least one useable source and they were able to continue the research process on their own." After reviewing the first draft of her students' annotated bibliographies, Pauliny says, "The sources they used were appropriate, scholarly, and directly related to their paper topics. Not only was the session a success for my students, but as a bonus, it was fun for me as well!" Likewise, Law and Society professor Michael Yarbrough found the session structure valuable. "Working in teams, students helped each other think of different ways to say what they were searching for until they hit on the right term," he says. "Searching for secondary sources is a trial-and-error process, so there's no better way to learn than by doing."

While I wish I had taken the step to approach sessions in this "lab" format years ago, I am glad I finally broke free of my old habits. Far from feeling a loss of control, I find this method far more engaging and useful for me and the students.

After the very first session, I viscerally recognized the value of an almost completely student-driven instruction.



PROJECT

Information Literacy

Lifelong learning and engagement with information

A new report from Project Information Literacy

Marta Bladek

Initiated in 2008, the large-scale national study Project Information Literacy (PIL) has been looking at the research practices of “early adults,” or college students and recent graduates. PIL is affiliated with the University of Washington’s iSchool, and in an attempt to cast light on how early adults search and use information in their daily lives, including coursework, PIL researchers have surveyed over 13,000 students and graduates from more than 60 American public, private, and community colleges.

In February, PIL released yet another of its many reports (as all previous summaries, it is available through their portal at projectinfolit.org/publications). Lifelong Learning Study, phase two, offers a glimpse into recent graduates’ lifelong learning habits and strategies. Surveying 2007–2012 graduates from 10 colleges and universities, PIL researchers looked to find out which information use habits and critical thinking skills acquired in college continue to play a crucial role in graduates’ private, civic, and professional lives. Other questions encouraged survey respondents to reflect on their best practices for finding information and meeting the needs for lifelong learning.

Recent graduates do rely on the critical

skills learned in college. Almost half of the respondents trusted their ability to find and extract the information they needed. Similarly, evaluating information and presenting it effectively did not present a challenge for 49% of recent graduates. They were also confident in their ability to learn, their understanding deepened by the questions they knew to ask about newly encountered information.

As for best practices, PIL researchers confirmed the habits we are all familiar with: recent graduates heavily rely on search engines, in all aspects of their post-college lives. Not surprisingly, they also partake in a variety of social media and network sites. In the professional context, the reliance on established sources (professional conferences, open access databases, workplace information centers) was comparably high.

Contrary to popular misconception, recent graduates did not exclusively rely on social media, networking sites, and established sources. Almost all of them reported deferring to people in their immediate surroundings—supervisors, co-workers, and friends—to seek help with obtaining needed, often contextual, information. PIL researchers observed a similar preference for direct interaction

in recent grads’ favoring of on-the job training (68%) and face-to-face instruction (57%) over individualized online teaching sessions (31%).

PIL researchers are quick to note that this recent study was not extensive enough to be generalizable. The findings are merely informative and offer a quick—albeit incomplete—glimpse at some of the prevalent information practices that recent graduates engage in. PIL is currently conducting further research on this topic, and the more complete findings will become available in the Fall of 2015. For now, this report encourages educators, including classroom instructors and librarians, to consider ways in which course assignments and research activities may be developed to foster students’ lifelong need to navigate the increasingly complex information landscape.

To learn more about PIL, including the full text of the report summarized above, please visit projectinfolit.org.

Short takes

Citation Analysis

Journal Ranking

Caveats of Bibliometrics

Qualitative Assessments

Altmetrics

Faculty Media Impact Project

Open Access Publishing

Predatory Journals & Publishers

Publishing & Research Guidance

...

Applying for tenure or promotion?

Consult the Library resource guide

Kathleen Collins

Faculty members preparing their personnel action applications for tenure and promotion are reminded that the library offers a resource and information guide, “Faculty Scholarship Resources,” found in the Subject Guides link from the library home page. The guide includes information on citation analysis, journal ranking, qualitative assessments and altmetrics (alternative ways of measuring the impact of scholarly work). While the process of collecting this information for inclusion in the college’s application forms and self-evaluation narratives is not a simple, one-stop process, the guide can offer tips on finding such information as well as a helpful way to put the emphasis on qualitative and quantitative assessments in context.

Find this guide on the Library’s website or at guides.lib.jjay.cuny.edu/citation.

Stop and frisk

The back story

Jeffrey A. Kroessler

The recent controversy over stop and frisk and the NYPD’s aggressive response to relatively minor offenses has engendered criticism of the “Broken Windows” approach to policing (first articulated by George Kelling and James Q. Wilson in *The Atlantic* in March 1982). How did the NYPD come to adopt this practice? Two interviews in “Justice in New York: An Oral History” provide some insight. John Timoney was appointed Chief of Department by Commissioner Bill Bratton in 1994, and when he became First Deputy Commissioner, Louis Anemone became Chief of Department.

To read the transcripts of their interviews, click the Special Collections link on the library homepage, then Digital Special Collections, then *Justice in New York: an Oral History*. And if you are interested in police corruption, look at the interviews with Joseph Armao, counsel to the Mollen Commission, Judge Harold Baer, member of the Mollen Commission, and Michael Armstrong, counsel to the Knapp Commission.



Read these and other oral histories in the Lloyd Sealy Library Digital Collections at dc.lib.jjay.cuny.edu

Stacksplorations

Social media in the stacks

Robin Davis

We 'gram. We post. We tweet. We're regrammed, reposted, retweeted. We share and we are shared.

The Library loves social media! This semester, we're showing off gems from the stacks to encourage students to take a walk through our shelves and find a book that calls out to them. Follow our #stacksplorations on Instagram and Twitter at [@johnjaylibrary](#) and on our Facebook page.



[@johnjaylibrary](#) March 13, 2015

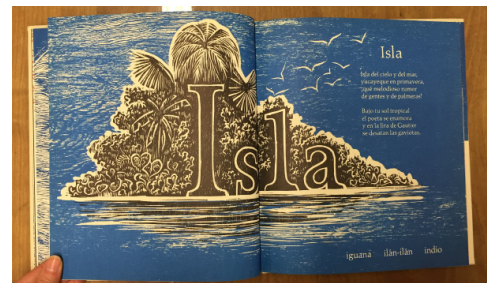
We have a few funky books in the stacks, including this loooooong one, *Bridge Over Troubled Laughter: Poems*. It was published in 1970 with poems by Edward Davenport, professor emeritus at JJ (SEEK & English); and drawings by John Himmelfarb, who is still an active artist today. Find this lovely book in the Stacks (PS 3554 .A84 B7 1970) — you'll have to stand on tip-toe, as it's so long it will only fit on the very top shelf!



[@johnjaylibrary](#) April 22, 2015

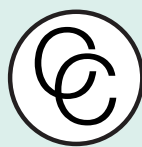
Did you know that the John Jay Library has a collection of graphic novels and comics? Pictured here is a spread from *Jimmy Corrigan: The Smartest Kid on Earth* (2002) by the famous graphic novelist Chris Ware. Find it in the Stacks (PN6727 .W285 J56 2002).

P.S. shoutout to John Jay's [@graphicnovelclub!](#)



[@johnjaylibrary](#) April 29, 2015

This is a gem for the last day of #PoetryMonth — *ABC de Puerto Rico* (1968) by Rubén del Rosario, Antonio Martorell, & Isabel Freire de Matos. This beautiful illustrated poem names things to love about Puerto Rico, from A to Z (including LL!). This book is notable enough to be in the MoMA collection and was one of ALGA's 50 Books of the Year in 1969, chosen for its gorgeous design. Find it in the Stacks (PQ7434 .R65).



Copyright Corner

A new column from Kathleen Collins

Best Practices Code for the Visual Arts adds to growing body of resources

Faculty and content creators often have questions about using copyrighted text in their work. The use of visual images in teaching or writing about art raises a particular set of fair use and copyright issues that need to be considered. The College Art Association recently addressed these issues with the February 2015 release of the *Code of Best Practices in Fair Use for the Visual Arts*. The code includes questions and guidelines about invoking fair use in analytic writing, teaching about art, making art and providing access to archival collections. This up-to-date code, authored by lead investigators Peter Jaszi and Patricia Aufderheide, professors of Law and Communication Studies respectively at American University, in consulta-

tion with practitioners in the field, joins a growing list of best practices in various fields including documentary film, poetry, dance, online video, journalism and academic and research libraries. The codes help guide users of copyrighted material to make their own well-informed decisions about how and what they can use based on the Fair Use section of U.S. copyright law. They also help inform judges – in the case of a legal action – about common practice within a given discipline. The visual arts code as well many others can be found online at the Center for Media and Social Impact ([cmsimpact.org](#)).



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