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From the Desk of the Chief Librarian



The role of York College Library is to support the educational mission of the college, foster a supportive learning environment, meet the research needs of students and faculty, and help stu-

dents to become lifelong learners. Nevertheless, the extent to which the library is able to support the college's mission and achieve its goals depends on the availability of resources, including electronic and print materials, technology and personnel, and a library environment that is conducive to study. It is therefore critical that the contributions of the library in supporting the mission of the college are recognized and acknowledged.

New technologies and faster ways to access information affect how academic libraries meet the needs of their patrons. As students and faculty demand and require better and enhanced functionality to do research, the library must find ways to meet their needs. In an effort to address students' concerns and serve them better, all public computers were replaced and upgraded from Windows XP to Windows 7. Thanks to the Information Technology Department for their hard work and support.

Accessing and evaluating information has become more complicated,

and the demand for information literacy instruction has increased accordingly. As a result, academic librarians have recognized the need to partner with classroom faculty to ensure students receive information literacy skills instruction. In addition to providing research assistance at the library's reference desk, York's librarians provide information literacy skills classes, answer email reference questions, and provide one-on-one, in-depth research consultations with students. In spite of reduced faculty due to research leaves, York's library faculty remain committed to assisting patrons with their research needs. Thanks to the library faculty and staff for their insights, outstanding contributions, and support of the library's goals.

Thanks to all the departments that helped us serve the students better, including Information Technology (IT), Public Safety, and Facilities & Planning. We appreciate your service.

As we conclude yet another successful academic year and reflect on the months and weeks that have passed too quickly, it is comforting to know that library services make a difference in the lives of our students. While we cannot save the world, "we can educate one student at a time."

Best wishes for a wonderful summer holiday!

*Prof. Njoki-Wa-Kinyatti
Chief Librarian*

Newsletter Staff

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Anamika Megwalu



Congratulations to ***Dr. Anamika Megwalu*** who received her Ph.D. in Information Studies from Long Island University on May 9, 2014. She specializes in online scholarly communication, particularly on academic social networking sites .



Congratulations to the Library's graduating College Assistant:

Lauren Rorie
Queen College, CUNY
Best of luck in the future!

Library Departmental Liaisons

Each academic department on campus has a liaison in the library. Consult your liaison to suggest the library purchase a book, journal, or database—or for help using the library's resources and services.



Academic Core

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Accounting & Finance

D. Su

Behavioral Sciences

J. Drobnicki, P. Lucas

Biology, Earth & Physical Sciences

D. Cleary

Black Studies

J. Drobnicki, P. Lucas

Business & Economics (incl. Aviation)

D. Su

Chemistry

D. Cleary

English (incl. Journalism)

R. Machalow

Earth & Physical Sciences

D. Cleary

Foreign Languages, ESL, & Humanities

S. Sheidlower, P. Lucas

Health Education, Physical Education, & Gerontological Studies & Services

R. Machalow, D. Cleary

Health Professions

D. Cleary

History & Philosophy, Cultural Diversity

J. Drobnicki, P. Lucas, T. Simpson

Mathematics & Computer Science

A. Megwalu

Occupational Therapy

D. Cleary

Performing & Fine Arts

S. Sheidlower, D. Su

Queens High School for the Sciences

C. Miller

Social Sciences

C. Miller, N. Kinyatti

Teacher Education:

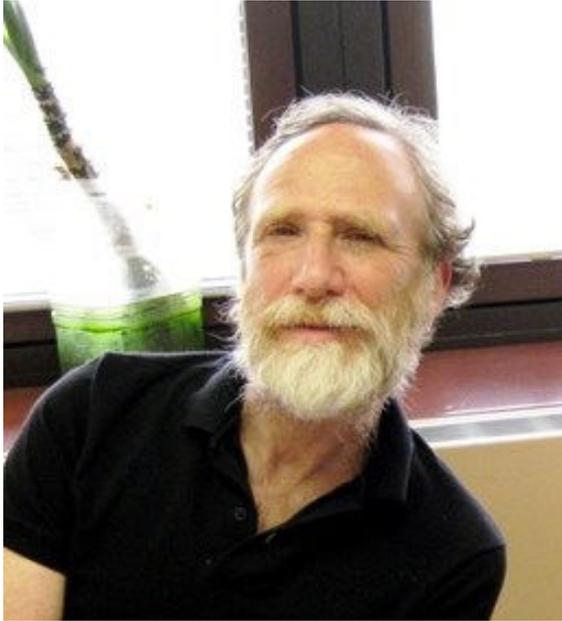
A. Megwalu, N. Kinyatti

York Early College Academy

C. Miller

Please visit the library's website for liaisons' contact information.

Professor Machalow to Retire



Professor Robert "Bob" Machalow has announced his intention to begin taking Travia leave after June 30, 2014, to be followed by his retirement in the Fall. Professor Machalow began his career as a faculty member in the Library in 1982 as a Substitute Assistant Professor, hired to oversee the Curriculum Materials Center (CMC) while another librarian was on a leave of absence. While he was a Substitute Librarian, a tenure track line opened up, and Bob became a permanent fixture in the Library, spending many years in charge of the CMC, as well as Interlibrary Loan, Serials, and Systems. From 1992 to 2007, Professor Machalow served as the Chief Librarian and Chair of the Library Department. For several years he also taught in the English Department at York as an adjunct.

A graduate of Stony Brook University (B.A., English), Indiana University (M.A., English), and Rutgers University (M.L.S., Library Science), Professor Machalow worked at several companies prior to coming to York, including the H. W. Wilson Company, the Children's Television Workshop, and the Foundation Center, as well as teaching English at the Brandeis School (Lawrence, NY) and Remedial Reading at Hudson County Community College. He also worked as a librarian at Hudson County Community College, as well as at Polytechnic Institute and the College of Mount St. Vincent.

Professor Machalow contributed a monthly column for several years in *Computers in Libraries* and also wrote articles in numerous other professional publications, such as the *Reference Librarian* and *Library Software Review*. He is also the author of five books on the use of software programs in libraries, including *101 Uses of Lotus in Libraries* (Meckler, 1992) and *Using Microsoft Excel: A How-To-Do-It Manual for Librarians* (Neal-Schuman, 1991). For the past several years, Professor Machalow has overseen the Circulation/Reserve section of the Library, as well as expanding the Library's collection of archival materials. Many students know him as the pleasant, jovial person who often opens the Library door at 9:00 am during the week.

We will miss Bob's sense of humor and easygoing manner, and his Library colleagues wish him and his family the best as they embark on the next part of their lives together.

*Prof. John A. Drobnicki
Head of Acquisitions & Collection Development, and Acting Head of Cataloging*

Dr. Michael Flynn's Books

Aside from being a teacher, clinical psychologist, author, peace advocate, and noted authority on political violence and terrorism, Professor Michael Flynn was also a bibliophile. Professor Flynn, who died in September 2012 at the age of 49, amassed a very large collection of books kept both at his home and in his campus office. In addition to purchasing books at virtually every bookstore in New York City, Professor Flynn also received books for potential review by being on various journal editorial boards. With space on campus at a premium, the Behavioral Sciences Department undertook the solemn task of cleaning out Professor Flynn's office, and I was invited to sort through the books in his office in my dual roles as both the Acquisitions/Collection Development Librarian and also the library's liaison to the Behavioral Sciences Department. There were probably over 2,500 volumes in Professor Flynn's office, and after his family and colleagues went through them, there were about 2,000 for the library to sort through. Many of the books were filled with Professor Flynn's notes in the margins, scribbled reminders, underlining, and more than a few coffee stains – not what one would call "library condition." We selected 259 titles to be added to the collection and they have subsequently been cataloged. The rest of the books were eagerly taken by students, helping to influence and educate another generation of students.

Prof. John A. Drobnicki
Head of Acquisitions & Collection Development, and Acting Head of Cataloging

York Library: Future Renovations

Above the print release station near the Library's Circulation Desk is a poster (created by Jude Tan – Campus Planning and Facilities) that shows the layout of the planned renovation of York Library. A large percentage of the new furniture will be replacements for the individual study carrels found in the Quiet Study area and on the second floor between the book stacks. New study carrels will also be added to the main floor of the library and along the windows on the second floor. An example of one of these new power-enabled study carrels can be found in the Quiet Study area.

Coming soon to the York College Library



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Renovations...continued from page 4

In an attempt to create a library environment that is more conducive to study, the library plans to install eight semi-soundproof group study rooms on the main floor. Beyond these rooms will be a relatively private row of comfortable lounge chairs with attached movable tables large enough to hold tablets or small laptops. Three new group study rooms with window views will be installed on the second floor.

Many thanks to James Minto, Executive Director of Facilities, Planning, & Operations, and his staff, and Noel Gamboa, Director of Campus Planning & Facilities, and his staff, especially Mr. Jude Tan, for their assistance in planning the Library's renovations.

*Prof. Daniel Cleary
Head of Serials & Science Librarian*

Hurricane Sandy Strikes Again!

For several years, I had been planning to do a follow-up survey of Nassau County public librarians to one that I had done in Fall 1992, and Fall 2012 seemed like the perfect time – twenty years since the original. First, I had to explore online survey software – and, fortunately, the content management system that York uses (Plone) has built-in survey functionality. As I knew from 1992, any work with human subjects requires one to go through the Institutional Review Board (IRB). I completed the requisite online IRB training modules, received my certificates, and submitted my survey project for an official IRB waiver, since the survey would be completely voluntary, anonymous, and posed no harm to those who chose to participate (or to those who chose to *not* participate). Meanwhile, I made contact with the Nassau Library System's central office to get their consent to have my survey invitation posted on their internal listserv(s). The project was formally granted exempt status by the IRB on Oct. 26, 2012 – just as Hurricane Sandy was approaching the U.S. mainland. Since the “Superstorm” hit Long Island especially hard, damaging not only some libraries but also librarians' homes, I decided to delay implementation of the survey for an additional month – but the longer I waited, the closer it would be to the holidays, which would be yet *another* distraction for potential survey respondents. The survey opened on Dec. 3, 2012 and ran for two weeks through Dec. 14, 2012. Unlike Fall 1992, when there were 72 respondents, only 23 people took the Fall 2012 survey. Was it the aftermath of Superstorm Sandy? Or, were fewer people interested in the topic (Holocaust-denial materials in public libraries) after twenty years? It was probably a combination of the two. After analyzing the data and comparing it with the 1992 responses, the resulting article was published by the peer-reviewed journal, *Judaica Librarianship* (<http://ajlpublishing.org/jl/vol18/iss1/8/>). Hurricane Sandy may have had the first laugh... but I got the last one.

*Prof. John A. Drobnicki
Head of Acquisitions & Collection Development, and Acting Head of Cataloging*

Library Instruction at York: Status, Trends, and Future

All full-time librarians at York teach. It is not just because teaching is one of the requirements for faculty status, but also because we have a passion for teaching. With everyone's involvement, York College Library's instructional program has steadily grown, as has its good reputation and recognition among faculty. Information literacy classes help students complete assignments and do research. Many of our instructional sessions are subject-specific and tailored to specific course assignments, while others are general in nature and orient students to the library's resources and Internet sites. Librarians have their own teaching styles and we learn from each other during annual peer teaching observations.

Status

We receive requests for library instructional sessions from various academic departments and programs, including Biology, Cultural Diversity, English, Health Sciences, Journalism, Nursing, Philosophy, Physical Education, Psychology, Speech, Social Work, Student Development, Theater, and Writing, as well as the Queens High School for the Sciences at York College. Requests for classes are made using an online request form on the Library's homepage. In the academic year 2013-14, we taught 175 library sessions with 4,156 students participating. We anticipate approximately the same numbers, if not higher, in 2014-15. Teaching is on a voluntary basis. Librarians sign up for the various class requests, which are posted on the library faculty listserv, based on their subject specialties and time availability. Some requests come with a ready-made library assignment designed by the course professor while others include the course syllabus so that the librarian can prepare the lecture in accordance with the course objectives and content. Librarians teach in different ways - some use PowerPoint presentations to aid the lecture, some prepare handouts for students, and some do both. But all of the librarians perform database search demonstrations as the core content of the lessons.

Trends

Recent changes to the curriculum (i.e., Pathways) have already impacted the Library's instructional program. For example, instructors teaching Speech 101 used to include library sessions as part of their course requirements – but that is no longer the case. On the other hand, we saw the number of requests almost tripled by English 125 and 126 this year. Another encouraging sign occurred; in some courses the instructors requested “follow-up” sessions. This means our initial sessions resulted in good outcomes and the course professors wanted the students to learn more from us.

Future

- Involve adjunct librarians, if they are interested, in teaching information literacy classes;
- Renovate and expand the library's IL Classroom (AC-3G09);
- Increase awareness of information literacy standards college-wide to encourage departments and programs to integrate information literacy skills into their curricula;
- Create and implement online tutorials and subject guides to aid users more effectively.

Prof. Di Su, Head of Information Literacy

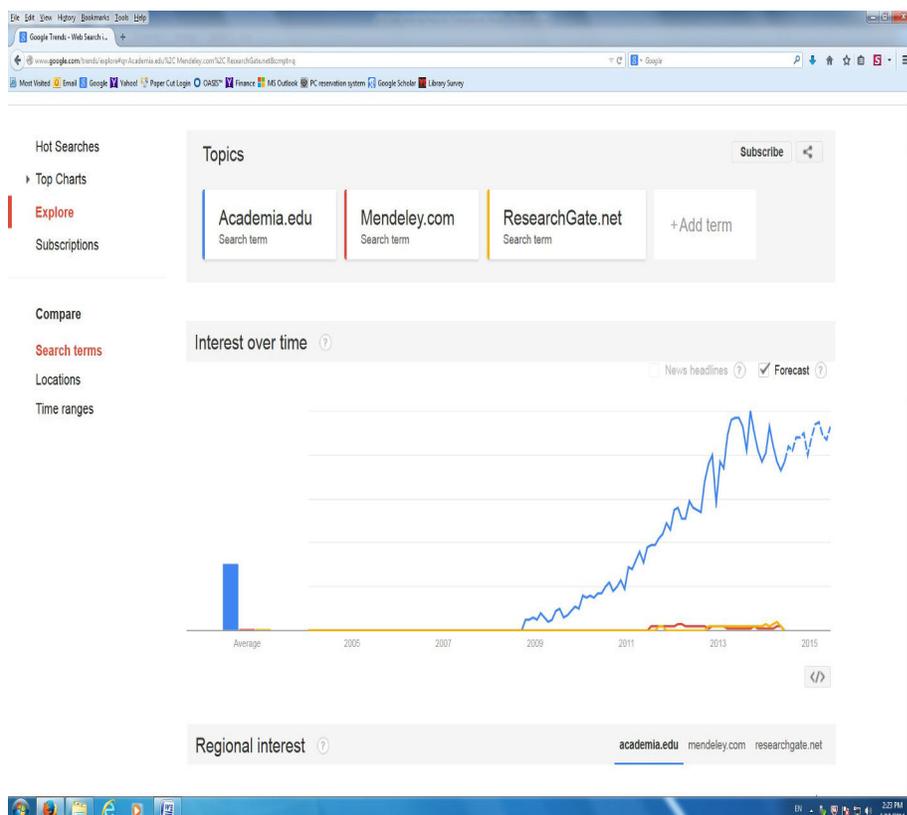
Academic Social Networking (ASN): Beneficial or Not?

There are many online sites that are designed to foster social networking among scholars. These sites are different from mainstream social networking sites such as Facebook, MySpace etc. ASN sites allow scholars to create profiles, indicate research interests, discipline(s) and sub-discipline(s), and the institutions and departments with whom they are affiliated. Individuals can post website links and articles, monographs, and blogs they have authored. They can also view links to websites, books, book chapters, peer-reviewed articles, conference presentations, pre-prints, and PowerPoint presentations posted by others. Scholars can search and network with others with similar research interests, disciplines, departments, and institutions. They can also view the social networks of other scholars.

ASN sites are beneficial to scholars because they increase users' web-presence. For instance, when registered users of Academia.edu are searched for by their names in Google.com, their Academia.edu profiles are among the top links in the search result list. This increases the visibility of scholars on the World Wide Web. ASN sites also actively nurture social networking among scholars by pushing information to the users of the sites and by providing individual user-analytics. When scholars post their papers on ASN sites such as Academia.edu, the site sends a notification via e-mail to all the registered users who are in the scholars' network, as well as scholars with similar research interests, thus promoting dissemination of publications within the relevant community. User-analytics periodically inform scholars on how many people have viewed their publications, blogs, and websites; the locations and affiliations of the viewers of their publications; and when the publications and websites were viewed. Thus, this feature enables scholars to gauge the popularity of their scholarly work, in addition to learning the number of times their work has been cited by others.

There are a few popular ASN sites that are used by scholars from all over the world such as Academia.edu, Mendeley.com, and ResearchGate.net. On June 18, 2014, Alexa.com gave Academia.edu a Global Rank of 1,777; ResearchGate was ranked 2,373; and Mendeley was ranked 22,156. Global Rank on Alexa.com estimates a site's popularity. "The rank is calculated using a combination of average daily visitors to the indicated site and page views on the indicated site over the past three months" (Alexa.com).

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However, it is worth noting that not all ASN sites are equally popular among scholars of all disciplines. This is because the social, political, and cultural environments of disciplines affect the type of ASN sites that are adopted by the scholars in a particular discipline. As shown in the Google Trends graph on page 7, the popularity of these ASN sites is expected to grow. This trend is more obvious for Academia.edu (blue line) because the site has more users than Mendeley and ResearchGate because it attracts scholars from a wider variety of disciplines.

Prof. Anamika Megwalu
Coordinator of Electronic Resources & Library Webmaster

Conference Report: 13th Annual Information Literacy Summit

Professor Anamika Megwalu and I presented a paper titled “Next Generation Literacy: Connecting the Everyday to the Academic,” at the 13th Annual Information Literacy Summit hosted by DePaul University Library and Moraine Valley Community College Library. Held on April 25, 2014, at the Moraine Valley Community College, Los Palos, IL, the conference was themed “Into the Next Generation – The Future of Information Literacy.”

Our presentation focused on two exercises we use in our information literacy classes to foster transliteracy, that is - the ability to derive value and create transferable knowledge through the use of a multitude of digital platforms and information sources.

Other definitions of transliteracy include:

“the ability to read, write, and interact across a range of platforms, tools and media...” - Sue Thomas, et. al. "Transliteracy: Crossing Divides." *First Monday* (2007)

“a holistic integration of the ways in which we utilize various mediums to access information and make meaning.” - Tom Ipri, "Introducing Transliteracy: What Does It Mean to Academic Libraries?" *College & Research Libraries News* (2010)

the synthesization of multiple literacies – Nancy Trimm. “Not Just Literate, but Transliterate: Encouraging Transliteracy Adoption in Library Services.” *Colorado Libraries* (2011)

To foster transliteracy, Professor Megwalu encourages college students to begin their research with familiar web sources such as Wikipedia, blogs, and social networking and file sharing sites, before they use academic databases. In my information literacy sessions for high school science research classes, students learn about scientific research by reading about studies in the *New York Times*. Such activities encourage students to exploit everyday information sources for their academic work.

To learn more about our presentation and to see descriptions of the conference breakout sessions, go to: <http://informationliteracysummit.org/>

Prof. Christina Miller
High School Librarian

Please Help Keep the Library:

Conducive To Studying

- Talk in a quiet voice so you don't disturb those around you.
- Put your cell phone on vibrate or silent mode.
- Step outside to answer or make a call.

Clean & Inviting

- Do not "reserve" computers or group study rooms with your personal belongings.
- Eat outside of the Library.
- Only bring in water that is in a spill-proof container. No other drinks are permitted.

Library rules are enforced at the request of York students.
 Students, faculty, and staff thank you for your consideration!

Library Exhibit: A Life of Colors



Professor Anamika Megwalu started drawing at a very young age. When she was four years old, her mother observed her creating still-life paintings with chalk and crayons on the balcony of their house in India. She drew anything and anybody she could see while tiptoeing over the balcony. At age nine, she went to Bangiya Sangeet Parishad, a fine-arts institution affiliated with the Rabindra Bharati University, India, to learn techniques and nurture her interest in painting. Four years later, she received her diploma in fine arts before moving to Canada. She has won awards at state and national levels.



Recent Library Faculty Scholarship & Creative Works

In addition to providing reference assistance, teaching information literacy classes, ordering books and electronic materials, participating in webinars, serving on committees, attending conferences, participating in book discussions, and creating handouts and resource guides, York's librarians

exhibited artwork:

Megwalu, A. (2013). *A Life of Colors*. York College Library, City University of New York.

honored a friend and colleague (Martin Atangana, Ph.D.) in York's History and Philosophy Department newsletter:

Kinyatti, N. (2014, April). *Scholium*, 2, 7.

wrote peer-reviewed journal articles:

Drobnicki, J. A. (2014). Holocaust denial literature twenty years later: A follow-up investigation of public librarians' attitudes regarding acquisition and access." *Judaica Librarianship*, 18, 57-87.

Megwalu, A. (2013). "Undergraduate research, part II. A technique for synthesizing information." *The Reference Librarian*, 54(4) 2013: 349-352.

Miller, C. (2013). The American Association of School Librarians (AASL) Standards for the Twenty-first Century Learner Lesson Plan Database. *Charleston Advisor*, 15(2), 5-10.

magazine articles:

Miller, C. (2013, December). Celebrating 200 years of *Pride and prejudice* (1813). *Voice of Youth Advocates*, 36(5), 14-15.

newsletter articles:

Drobnicki, J. A. (2013, Fall). "CALA friends: John Drobnicki," *CALA Newsletter*, 109, 17. Online at <http://cala-web.org/files/newsletter/CALAnews2013fall.pdf>

Drobnicki, J. A. (2013, Winter). "CUNY librarians and reassignment leave: What is it? How do I get it?" *News from CUNY Libraries*, 32. Online at <http://lacuny.org/news/winter13/features/cuny-librarians-and-reassignment-leave-what-is-it-how-do-i-get-it/>

Miller, C. (2014, February-April). James C. Carlyle: Blinded at Weldon Railroad. *Newsletter of the Irish Family History Forum*, pp. 9-10.

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encyclopedia articles:

Kinyatti, N. (2013). Elder abuse. In L. L. Finley (Ed.), *Encyclopedia of domestic violence and abuse* (pp. 136-140). Santa Barbara, CA: ABC-CLIO.

Miller, C. (2014). Lake View School fire of 1908. In M. Newton-Matza (Ed.), *Disasters and tragic events: An encyclopedia of catastrophes in American history* (pp. 191-192). Santa Barbara, CA: ABC-CLIO.

chapters:

Sheidlower, S. (2013). Communicating with the “prince” to win the war. In M. K. Aho and E. Benn Eds.), *The Machiavellian librarian: Winning allies, combating budget cuts, and influencing stakeholders*. Oxford: Chandos, 165-171.

blog entries (Information Literacy @ CUNY blog):

Su, D. (2013, August 22). ACRL’s IL standards to be updated. Retrieved from <http://infolit.commons.gc.cuny.edu/2013/08/22/acrls-il-standards-to-be-updated/>

Su, D. (2013, May 21). Another good (free) source for teaching and research. Retrieved from <http://infolit.lit.commons.gc.cuny.edu/2013/05/21/another-good-free-source-for-teaching-and-research/>

Su, D. (2013, June 25). The evolution of library instruction. Retrieved from <http://infolit.commons.gc.cuny.edu/2013/06/25/the-evolution-of-library-instruction/>

Su, D. (2013, April 29). Keeping up with the trends. Retrieved from <http://infolit.commons.gc.cuny.edu/2013/04/29/keeping-up-with-the-trends-3/>

Su, D. (2013, April 10). Learning from recent British information literacy models – A report. Retrieved from <http://infolit.commons.gc.cuny.edu/page/2/>

Su, D. (2013, July 3). The white paper on facilitating discovery of free online content. Retrieved from <http://infolit.commons.gc.cuny.edu/2013/07/03/the-white-paper-on-facilitating-discovery-of-free-online-content/>

created libguides:

Miller, C. (2013, October 29). Creating quality lesson plans and reframing the library curriculum, Paper presented at the Library Fall Conference, New York City School Library System, Flushing, NY. Retrieved from <http://nycdoe.libguides.com/content.php?pid=509730&sid=4194366>

organized, moderated, and gave presentations:

Drobnicki, J. A. (2013, November 12). *CUNY librarians and reassignment time: What is it? How do I get it?* LACUNY's 4th annual Grace-Ellen McCrann Memorial Lecture, LaGuardia Community College.

Megwalu, A. (Feb. 2014). Organized *the 10th Annual SSP Librarian Focus Group* for the Society for Scholarly Publishing, held at the American Geophysical Union in Washington D.C.

Megwalu, A. (Oct. 2013). Organized and moderated a webinar, *e-books: Distribution channels, acquisition and management* at the *Society for Scholarly Publishing Fall Webinar Series*.

Miller, C. (2013, October 29). *Creating quality lesson plans and reframing the library curriculum*, Paper presented at the Library Fall Conference, New York City School Library System, Flushing, NY.

Miller, C. (2014, May 8). *Introduction to the York College Library*, Presentation at a York College Professor 101 Session, York College, Jamaica, NY.

Miller, C., & Megwalu, A. (2014, April 25). *Next Generation Literacy: Connecting the everyday to the academic*. Paper presented at the 2014 Information Literacy Summit – Into the Next Generation: The Future of Information Literacy, Palos Hills, IL.

Miller, C. (2013, November 2). *Standards, information literacy, and reading*. Paper presented at the CUNY Conference on Best Practices in Reading/Writing Instruction, LaGuardia Community College, Long Island City, NY.

Vaigneur, T. L., Jr., & Sheidlower, S. (2014, June 12). *Was Erik Erikson referring to gay male athletes, and other potentially misunderstood college students, with his introduction of narrow virtuosity?* Paper presented at the American Association of University Professors Conference on the State of Higher Education, Washington, DC.

wrote book and website reviews:

Cleary, Daniel E. (2013, August). [Review of the book *Ecosystem services come to town: Greening cities by working with nature*, by Gary Grant]. *Choice*, 50, 2256.

Cleary, D. E. (2013, December). [Review of the book *The best planned city in the world: Olmsted, Vaux, and the Buffalo park system*, by Francis R. Kowsky]. *Choice*, 51, 659.

Cleary, Daniel E. (2014, June). [Review of the book *Death Valley National Park: A history*, by Hal K. Rothman and Char Miller]. *Choice*, 51, 1827.

Drobnicki, J. A. (2014, February). [Review of the book *The swastika's darkening shadow: Voices before the Holocaust*, by Monty Noam Penkower]. *Choice*, 51, 985.

Megwalu, A. (2014, April). [Review of the book *The origins of mathematical words: a comprehensive dictionary of Latin, Greek, and Arabic roots*]. *Choice*, 51, 4194.

Megwalu, A. (2013, November). [Review of the website *The international year of statistics (Statistics 2013)*. <http://www.statistics2013.org/>]. *Choice*, 51, 1235.

Scholarship...continued from page 12

Miller, C. (2013, August). [Review of the book *Reporter in disguise: The intrepid Vic Steinberg*, by Christine Welldon]. *Voice of Youth Advocates*, 36(3), 90.

Miller, C. (2013, August). [Review of the book *Ship out of luck*, by Neal Shusterman]. *Voice of Youth Advocates*, 36(3), 68.

Miller, C. (2013, August). [Review of the book *Openly straight*, by Bill Konigsberg]. *Voice of Youth Advocates*, 36(3), 62.

Miller, C. (2013, October). [Review of the book *Coaltown Jesus*, by Ron Koertge]. *Voice of Youth Advocates*, 36(4), 67.

Miller, C. (2013, December). [Review of the book *Teardrop*, by Kate Lauren]. *Voice of Youth Advocates*, 36(5), 76.

Miller C. (2014, June). [Review of the book *Silence for the dead*, by Simone St. James]. *Voice of Youth Advocates*, 37(2), 66.

Sheidlower, S. (2013). [Review of the book *Joint libraries: Models that work*, by C. B. Gunnels, S. E. Green, and P. M. Butler]. *Public Services Quarterly*, 9(3), 223-224.

Sheidlower, S. (2013). [Review of the book *Leading the reference renaissance: Today's ideas for tomorrow's cutting edge services*, by M. L. Radford (Ed.)]. *Public Services Quarterly*, 9(4), 318-319.

Sheidlower, S. (2014). [Review of the book *Library services for multicultural patrons: Strategies to encourage library use*, by C. Smallwood and K. Becnel (Eds.)]. *Public Services Quarterly*, 10(1), 27-28.

Sheidlower, S. (2014). [Review of the book *Library 2020: Today's leading visionaries describe tomorrow's library*, by J. Janes (Ed.)]. *Public Services Quarterly*, 10(2), 129-130.

Sheidlower, S. (2014). [Review of the book *Recharge your library programs with pop culture and technology: Connect with today's teens*, by L. D. Behen]. *American Reference Books Annual*, 45.

became an editor:

Megwalu, A. (Jan. 2013—Present). Became a subject editor for *Computer and Information Technology*, Bowker and ACRL's Resources for College Libraries: Career Resources.

and provided professional development:

Miller, C. (2013, November 5). Using standards-based lesson plans to transform the curriculum. Queens H.S. for the Sciences at York College.