



# LIBRARY STAFF NEWS

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## NEW FORMAT FOR NEWSLETTER

Our staff newsletter has been enhanced by a new interface, Sway, a product from Microsoft Office 365. The new format is made for web distribution and you may find it particularly convenient to read while working from home because it can be read from any type of screen (laptop, phone, tablet, PC or Mac). The old format was based around print layout and the traditional 8.5" x 11" size page. We hope you enjoy reading the newsletter with its new look. The newsletter scrolls continuously downward; or you can navigate articles with the dark gray square at the bottom right of the page.

## STRATEGIC PLANNING, 2019-2022

by Marlene Schiffman

The new steering committee headed by Rina Krautwirth and Rebekah Shoemake has convened for the next phase of Strategic Planning, 2019-2022. The co-chairs and Paul met with Aliza Mazor to edit the summary and SMART (Specific, Measurable, Attainable, Realistic/Relevant, Time-Bound) goals. The work groups include:

**Collections.** To revise collection development policy and reduce duplication.

**Outreach.** To develop a marketing plan and cultivate target audiences utilizing social media messaging.

**Instruction and Public Services.** To develop a curriculum of library skills and launch a first-year orientation program.

**Facilities.** To determine the priorities of undergraduates for facilities and equipment.

**Cross-functions.** To improve communication between the libraries and other campus agencies and initiate an OER (Open Educational Resources) project.

Thanks to Deena for stellar leadership of the first steering committee, convened three years ago. Work group membership rotates with each new plan. Other established activities, namely, Library Book Talks, Staff Newsletter, Catalog of University Authors, and Staff Development, have been transferred to standing committees.

## TINA WEISS JOINS GOTTESMAN LIBRARY

by Marlene Schiffman



1 - Tina Weiss. Photo by J.B Holderness

Gottesman Library welcomes Tina Weiss as the new Head Librarian of Hebraica-Judaica. Tina comes to us from the Klau Library of Hebrew Union College-Jewish Institute of Religion where she served as Senior Associate Librarian. A graduate of Queens College Library School, she has been working at HUC since her library school days when she started part-time. In addition to her professional duties, Tina has been active in the local chapter of the Association of Jewish Libraries (AJL) where she served as President and in the national AJL where she is currently the Chair of the AJL Student Scholarship Committee. Tina's vision for the Gottesman Library is to heighten awareness of its amazing collection, especially to the YU community. As part of the "See something, say something" subway campaign, Tina was featured in ads on the subway for having reported an unattended suitcase. She was rewarded with a tour of Grand Central Terminal to see its underground operations and the control center. She also received a free monthly MetroCard. Tina lives on Long Island and enjoys gardening, kayaking and biking.

## NEW HEBREW CATALOGER

by Marlene Schiffman

This January we welcomed Daphna Nissim to the Metadata Services and Processing Department as Cataloging Associate. She will be cataloging our Hebrew collection. A native of Israel, Daphna was a First

Lieutenant in the Israeli Defense Forces where she arranged officer training courses in the Human Resources Department. She has a BA in Economics and Business Administration from the University of Haifa and a Certificate in Financial Planning from NYU. She has also taught Hebrew at Berlitz and worked at the Jewish Theological Seminary Library when the card catalog was being converted to electronic format. Daphna is married with two grown children. Her favorite activities are walking with her husband in Central Park, low-impact aerobics, and travel to Europe on the way to Israel to visit family.



2 - Daphna Nissim (left) and Molly Pocrass (right); photos by J.B.

## RARE BOOK CATALOGER

Molly Pocrass has been retained as a Rare Book Cataloger for the spring semester. A graduate of Stern College, she is a library school student at Drexel University. Molly previously worked in the cataloging department of the Jewish Theological Seminary. She lives in Washington Heights. She and her friends are at work on preparing a live streaming musical of the Disney version of *Beauty and the Beast*.

## MINI-SYMPOSIUM 2020: INNOVATIVE TRENDS IN ACADEMIC LIBRARIANSHIP



3 - Roger Schonfeld delivers opening keynote address; photo by J.B.

### RESTRUCTURING LIBRARY COLLABORATION: KEYNOTE ADDRESS BY ROGER C. SCHONFELD

by Hindishe Lee

The plenary session of the library mini-symposium 2020 featured Roger C. Schonfeld, Director of the Libraries, Scholarly Communication, and Museums Program at Ithaca S+R. He represents an advisory company dedicated to the expansion of educational opportunities and positive outcomes for students from diverse backgrounds, organizational leadership, collaboration between faculty and students, and the preservation of scholarly materials. As libraries share these goals, Mr. Schonfeld's PowerPoint presentation focused on how these goals find expression in the organization of academic libraries.

Mr. Schonfeld's analysis was inspired by personal experience—through visits and interviews with diverse academic librarians. He asked: What are the trends? What are the current structures of academic libraries? And thus, what improvements can be made?

He found seven essential transformations taking place in academic libraries:



The rapid metamorphosis of brick-and-mortar libraries into an almost bionic creature creates wonderful possibilities in all these ways—mixed with problems that need the collaboration of university administration, faculty, and the library. For example: How to deal with the rapid transformation of print

collections into electronic resources? Or, how to manage scholarly material once localized in one library to be shared by other institutions? As the world becomes a global economy, the same can be said of the academic library: Separate collections begin to meld into one huge network of scholarly resources.



4 - Roger Schonfeld; photo by M. Schiffman

His presentation opened and closed with this statement: “In sum: Internal and collaborative structures are changing and in many cases will change further in support of the changing role of the academic library.” Some ideas to think about.

## STRATEGIC PLANNING UPDATE: First Phase

by Deena Schwimmer

The first phase of our Strategic Plan was chaired by Deena, beginning in January 2016. Its goal was to position the library in how we engage with users, collections, outreach, technology, etc. Seven work groups had to meet to integrate, set up the book talks, the institutional repository, and the symposium. The strategic process became functional and integrated into the day-to-day routine. Some of the work groups have since become standing committees. The Strategic Plan fostered enrichment and

encouraged different people in the initiatives to show their expertise. SMART goals were established, along with mission and vision statements to inspire staff for the future.

## STRATEGIC PLANNING UPDATE: Second Phase

by Paul Glassman

Yeshiva University Libraries' mission is to nurture excellence in pursuit of the liberal arts and sciences, support professional education, promote faculty scholarship, and advance the university as a center for Jewish studies. The Libraries achieve this through commitment to service, accessible collections, comprehensive information resources, engaging programs, and an inviting, functional, and flexible physical environment. The purpose of the Strategic Plan is to:

- Demonstrate responsible stewardship of resources,
- Promote partnerships internally and externally,
- Link to accreditation standards,
- Support proactive change,
- Communicate the value of academic libraries to upper levels,
- Maintain momentum, and
- Envision an ideal.

The ACRL Principles\* define our goals as institutional effectiveness along with professional values. Our educational role is primary, and it is enabled by the growth and management of our collections, the enhancement of our discovery tools, the optimal use of space and qualified personnel. At the same time, we must expand our relations with external entities such as other campus agencies. To this end, we hope to implement our SMART Goals. (See article above, STRATEGIC PLANNING, 2019-2022). A Curriculum Map has been devised by Rina and Wendy, our Instruction and Public Services librarians, to implement the undergraduate Threshold Concepts. The curriculum will show that authority is constructed and contextual, and information creation is a process. Information has value, and by giving credit to sources, students become responsible and ethical users of information. Students will learn to ask more sophisticated research questions. At the same time, they will see scholarship as a conversation, taking note that the same topic may be approached in different ways. Searching can be viewed as an exploratory process since a large and varied number of search options exists. The Libraries have a mission and SMART Goals to help carry it out. This focus will lead to some exciting developments in the next phase of the Strategic Plan. Stay tuned! \* "Standards for Libraries in Higher Education," American Library Association, August 29, 2006.

## Group A: Action-Packed Action Research

by Nicole Beuhler

Action-Packed Action Research: how comic books, questions, and reflection can transform information literacy instruction

During the Mini-Symposium on Thursday, January 9th, 2020 the instruction and reference librarian group attended the "Action-Packed" session. This session was hosted by Sarah Ward and Stephanie Margolin of Hunter College Libraries and Mason Brown of the Graduate Center Library of CUNY. The session started with introductions and then moved on quickly to describing only the beginning of what we should take from this session. The presenters took care not to tell us the direct outcome of the activity, yet.

This activity was used for incoming new students at CUNY and took place during the summer between high school graduation and the first semester of college. The activity began with four rules for asking

questions, that are borrowed from the Rothstein and Santana's *Make Just One Change: Teach Students to Ask Their Own Questions* (2011).

- Ask as many questions as you can
- Do not stop to discuss, judge or answer the questions
- Write down every question exactly as it is stated
- Change any statement into a question. This led directly into the activity for this session.

First, we were asked to split up into two groups of three or four people. Then, we were tasked with going to the front and choosing a panel of a comic with no context associated with it. Once the comic was chosen, we sat in groups and were not allowed to discuss the comic with each other. The activity consisted of one person writing, one person asking the question, and one person observing. Each person took turns participating in each role of the activity. There could be no discussion between members of the group, and the questions had to be written exactly as stated. We had to ask as many questions about the comic in a minute timeframe. Once the time was up, the presenters asked what part of the activity was most challenging. For me, the aspect of not discussing each question was my weakest category. However, it allowed me to realize the need to think more critically about the chosen comic panel. Next, we discussed the differences in open and closed questions. Open questions have the possibility for multiple answers, while closed questions can only be answered by 'yes' or 'no.' The groups were then tasked with changing all the questions we had written down previously from closed to open or vice versa. This was quite challenging as many of the questions from my group were in the closed category. The objective of this activity was to prepare incoming students to think critically about topics and research they will be writing about and conducting throughout their college careers. The challenge of closed and open questions allows students to understand if their topic or research has become too narrow or broad for their search and to feel comfortable asking more in-depth questions. This activity encourages students to participate in active learning, allowing students to be fully immersed in a learning activity instead of being a passive recipient.

### **Presenters**

- Sarah Ward: [sarah.ward@hunter.cuny.edu](mailto:sarah.ward@hunter.cuny.edu)
- Stephanie Margolin: [smargo@hunter.cuny.edu](mailto:smargo@hunter.cuny.edu)
- Mason Brown: [mbrown3@gc.cuny.edu](mailto:mbrown3@gc.cuny.edu)

## Group B: FOLIO: An Open-Source Library Services Platform



5 - Andrew Nagy presents FOLIO; photo by J.B.

### THE FUTURE OF LIBRARIES IS OPEN: PRESENTATION BY ANDREW NAGY

by Marlene Schiffman

Andrew Nagy of EBSCO Information Services presented an overview of FOLIO, a new library system built by EBSCO. FOLIO (acronym for **F**uture **O**f **L**ibraries **I**s **O**pen) is an open-source platform utilizing collaboration between universities and library support services like EBSCO. Open-source software is often more secure than commercial systems because many developers can see the source code, discover loopholes, and enhance the end product. Libraries who participate in its development will be partnering with seventy-five librarians around the world who are subject experts. FOLIO is global and free from universities and library vendors. FOLIO uses technology in the cloud (Amazon Cloud services) and is hosted by EBSCO, who handles the IT support. FOLIO Electronic Resource Management supports workflows around print and digital collections, IR and archival collections. All appear as a single collection within the library. FOLIO manages patron accounts (loans, requests, fines, renewals), licensing agreements, usage data, details on vendors and consortia. It harvests and stores usage data and features a discovery tool and ILS transition with modules for circulation, cataloging, and acquisitions. It creates order information automatically and sends it to the catalog from GOBI and Harrassowitz. FOLIO manages payments, budgets, finances, stats, usage, and analytics. Circulation data is secure and private. It makes the library more efficient and effective. FOLIO stores records in BIBFRAME (that some libraries are already using for cataloging), but it will accept MARC records as well. The Data Import App harvests MARC records and transfers them automatically to BIBFRAME. FOLIO uses linked data so that NARs (name authority records) are referenced by "pointers." A pointer is URI for specific object. Every name gets a URI that appears as \0 in OCLC records. This system eliminates the need for authority control. The library can find a package like Elsevier, add it to holdings, and update holdings in EBSCO by adding a package. The agreement (terms of use) can be tied to assign vendors and internal usage contacts. In addition, IR and the library catalog are integrated. so that a patron only has to search in one place. FOLIO is flexible and makes integration easy. Librarians don't have to catalog digital resources (ebooks), just print. Vendors are merging and consolidating, leaving four major vendors: ProQuest,



Circi/Dynex, EBSCO and OCLC. FOLIO is web-based (similar to Facebook). Its responsive design can work on many devices, without the need for client software. Mr. Nagy noted that several libraries are now using FOLIO, and hopes that YU will become one of this group. FOLIO would be a potential way for us to transition into BIBFRAME that is scheduled to replace MARC in the near future.

## Group C: Services for Persons with Disabilities

### PRESENTATION BY LAUREN KEHOE

by Marlene Schiffman

Support Staff Members met with Lauren Kehoe, Undergraduate Instruction and Research Librarian, NYU Libraries, and discussed services for persons with disabilities. She became the Liaison for Libraries Services for Persons with Disabilities soon after arriving at NYU in April, 2018. She has attended trainings, had many conversations, taught several sessions, and continues to be an advocate for NYU libraries and beyond to make library services, spaces, and resources more accessible. She expressed the thought that her talk would stimulate all of us to be motivated to continue the journey towards building a more accessible world, starting with our libraries!

The Americans with Disabilities Act defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity. These include: Hearing impairment or deafness, mobility or dexterity issues (e.g., using a wheelchair, using crutches), visual impairment or blindness, cognitive impairments (e.g., need more time to process information), learning disabilities (e.g., dyscalculia or dyslexia), Autism Spectrum Disorder, and mental health issues. Not all disabilities are obvious or visible, and not all students/people disclose their disability(ies).

“Accessible” means that individuals with disabilities are able to “independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with substantially equivalent ease of use.” [U.S. Department of Education, Office of Civil Rights Resolution Agreement at University of Montana (2014)] We are treating the issue with the environment as the focus. We must be inclusive (no stigma attached) in identifying and removing barriers. Our aim is to be proactive (not reactive): we aim to provide accessible environments to everyone. Ms. Kehoe argued that we must help the individual to access services rather than cure the cause. The individual body does not cause the disability: disability is caused by inaccessibly built environments and attitudes.

[Universal design for learning \(UDL\)](#) “is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.” We must be aware of:

1. *Multiple means of representation* to give learners various ways of acquiring information and knowledge,
2. *Multiple means of expression* to provide learners alternatives for demonstrating what they know, and

3. *Multiple means of engagement* to tap into learners' interests, challenge them appropriately, and motivate them to learn. <http://www.cast.org/our-work/about-udl.html#XL3KX-hJEdU>

In our work with patrons, we should not make assumptions about a person's ability or disability. Rather, we should ask what kind of help is needed. Be mindful of the height of service desks and computer stations (furniture accessibility barriers such as narrow aisles of book stacks or work stations). Provide alternative formats (i.e., print something out for a student or email them instead of showing them a screen). When giving directions, suggest both stairs AND elevator. Suggest quieter places to study since some users may have different sensory needs. Point out the accessible bathrooms on campus and in the library

The term 'assistive technology device' means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities." For example, ZoomText magnification and screen reading or Dragon Naturally Speaking that allows users to dictate, rather than type. What are the Options at [Yeshiva University \(Office of Disability Services\)](#)? Library Climate:

<https://tinyurl.com/y6qeuvv8> gives short scenarios to demonstrate how the library "climate" is affecting individuals.

Final Thoughts: This can't all be solved at once and it's ongoing. Don't be overwhelmed and any action you take towards making the inaccessible accessible is great! Lauren Kehoe had some final suggestions: Get Involved and Stay Informed <https://tinyurl.com/y4p7mvuq>. Create your own values statement. Include information on YU Library's site about resources for persons with disabilities. Attend a conference or join the Metro Meetup.

## NEW PERIODICALS

by Zvi Erenyi and Sandy Moore

The Pollack Library recently acquired (in electronic format) back volumes of four valuable scholarly publications devoted to Iranian and Middle Eastern Studies. Three of these journals, *Tel Aviv*, *Levant* and *The Palestine Exploration Quarterly*, while emphasizing issues of an archaeological nature, also frequently contain studies of broader historical interest, covering the gamut of periods from pre-historical to medieval and even later. The fourth title, *Iran: The Journal of the British Institute of Persian Studies*, while of perhaps less direct interest to our faculty and students, could, nevertheless, prove to be a valuable resource because Iran and Iranian civilization exerted considerable influence of various sorts on Jewish communities.

## OUTREACH TO LOCAL HIGH SCHOOL

by Hindishe Lee



6 - Hindishe and Bruriah students; photo by Rina Krautwirth

On Wednesday, February 5, 2020, seventy sophomore and junior students from Bruriah Yeshivah High School (Elizabeth, N.J.) congregated at SCW's Yagoda Commons for library instruction presented by Hindishe Lee, Reference Librarian at the Hedi Steinberg Library. The event was conceived after Hindishe's very successful library instruction class for Prof. Margueya Poupko's English Comp course, focusing on the play *A Doll's House* by Ibsen. Prof. Poupko asked Hindishe to make a similar presentation on general research to her Bruriah High School students. Prof. Edith Lubetski, Head Librarian, was delighted to host the high school students and invited the Admissions Office to participate.

The students were divided into two groups and Elaine Frankel from the Admissions Office graciously provided tours and lunch for each group.

The PowerPoint presentation covered various areas:

- Picking a topic for your paper – choosing a topic you like
- Analyzing literature – finding research ideas
- Using shortcuts to survey scholarly/technical articles
- Primary/Secondary sources

- Scholarly/Peer-reviewed sources
- The pitfalls of Google/Wikipedia
- Utilizing REF books
- Online resources:
  - Using an online catalog for books – YULIS;
  - Databases - Google Scholar, ProQuest
- Citations; the CITE icon, citation formats
- Interlibrary Loan
- Importance of seeking out a librarian for assistance

The presentation was interactive –with the young ladies actively asking and answering questions. Prof. Poupko and the other teachers were very pleased, commenting that the class included all the areas they wished to be covered.

On the evaluation sheets that the girls filled out at the end of each session, they used words such as “great,” “helpful,” and “useful.” One girl wrote “Love it—It was amazing.” And another student came over at the end to thank Hindshe personally.

Later that day, Prof. Poupko sent the Hedi Steinberg Library a lovely thank you email: “... The professional, informative, and engaging research lesson was exactly what our girls needed and the tour [by the Admissions Office] was so much fun. The pizza and salad lunch was delicious. Your warmth and hospitality made the day a fantastic experience.”

## CORONAVIRUS ATTACKS YU



7 - Scientists continue to work on a vaccine for COVID-19; photo from Reuters

Beginning March 4, Library hours were interrupted by precautionary measures against the spread of novel coronavirus (COVID-19). After some members of the YU community were tested positive for the

virus, the administration cancelled classes, postponed midterms, and closed the Library. After public areas of the Library were disinfected, it was deemed safe for limited staff to work. J.B. was able to assist many Library staff members with connecting from their home computers to their desk PCs, giving them full access to software and files and allowing them to work remotely from home. Scans of books were sent to those who could work at home to use in cataloging. On March 22, governmental directives prohibited all non-essential employees from entering the Library. "Social distancing" is mandatory as some people are known to spread the virus, even if they are asymptomatic. As of now, there is no scheduled date for reopening the Library. All Library staff are now working from home. On March 27, Tina and Paul hosted a Library-wide video conference using the Zoom software. We were pleased to see so many healthy participants. J.B. fooled us all by sitting against a backdrop at the reference desk. We were somewhat relieved when he switched the backdrop to an apartment living room. Nevertheless, one participant longed for the opportunity to actually visit the Library briefly to pick up materials. Apparently, thanks to the department heads, work has been distributed so that staff will have lots to do, at least until the end of Passover vacation. Many of us were able to tune in (using Zoom) on March 25 to the YU Online Community Learning Initiative presentation by Matthew Garcia, Associate Director, Employer Relations and Alumni Programs, Career Center. His topic was "Taking Control of the Remote Lifestyle: Working From Home and its Opportunities." He explained that our schedules have changed, sometimes for the better. For example, former commuting time is now available for other uses. Nevertheless, working without the daily interaction with colleagues is a new experience that might impact our work and our collaborations. You can watch the recording of his presentation by clicking on the following link and then click REGISTER: [Taking Control of the Remote Lifestyle - Led by Matthew Garcia](#) One casualty of the coronavirus outbreak was Prof. William Helmreich A" H, Professor of Sociology at City University. He attended Yeshiva and taught several semesters at the university as well. His obituary appears in the *New York Times* and other papers. Shuli has written in the Library Blog about his early connection with YU and his donation of his research materials to the Archives. You can read the blog entry here: [William B. Helmreich, Of Blessed Memory](#)

## HSL RENOVATION PLANNED

by Marlene Schiffman

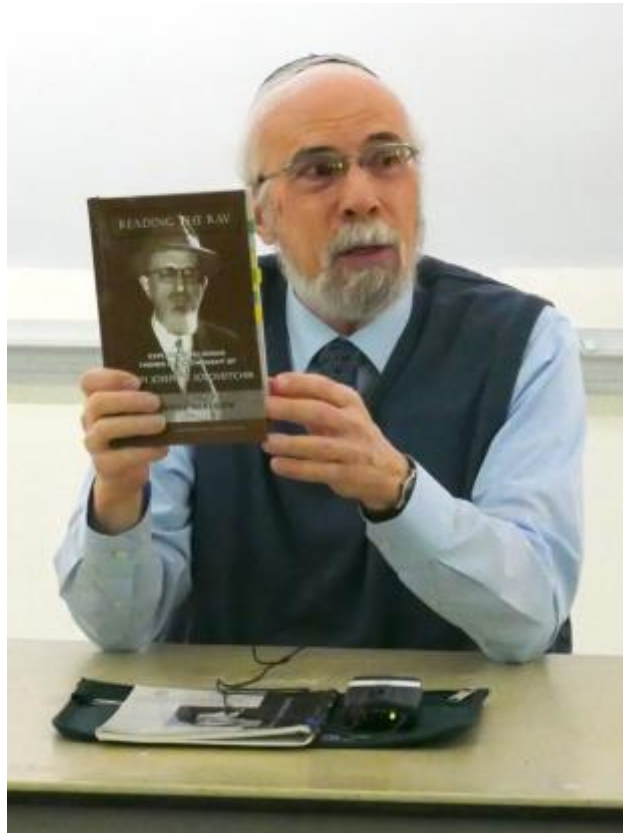
Plans are afoot to renovate Hedi Steinberg Library. The new space will create a flexible learning studio for dedicated library and information literacy instruction for 25 students and a librarian-instructor. New technology will include Microsoft Surface Pro laptops, a storage/charging cart, two wall-mounted 55-inch flat-screen panels, a laptop hookup with wireless video connection and two magnetic glass whiteboards. Two group study rooms for 4-6 students will feature a wall-mounted flat-screen panel with wireless video connections for student laptops and a whiteboard. A digital media lab with equipment for video editing and 3-D printing are envisioned. The reference & reserves desks will be consolidated with accommodation for four employees. A digital sign will be provided as well as dual monitors to allow for research consultation with basic privacy. As part of this process, the reference collection will be reevaluated to remove superseded, outdated, and duplicate titles. Lights and climate control will be adapted as necessary with spaces assigned to printers, copiers, and scanners. The renovation is being designed to facilitate better collaboration among students and to enhance public services.

## LIBRARY BOOK TALKS

Our first Book Talk, featuring Prof. Shalom Holtz, arranged by Shulamis Hes and Zvi Erenyi, was covered in our previous (December) issue of Library Staff News. You can watch the video of his lecture by clicking on the following link: [Shalom Holtz Book Lecture - December 4, 2019](#)

### DR. MOSHE SOKOLOW ON THE DIALECTICS OF THE RAV

by Michael Bettencourt (YU Faculty News Blog)



8 - Dr. Moshe Sokolow; photo by J.B.

On February 10, Yeshiva University Libraries and The Bernard Revel Graduate School sponsored a Book Talk by Dr. Moshe Sokolow, the Fanya Gottesfeld-Heller Professor of Jewish Education and Associate Dean of Azrieli Graduate School of Jewish Education and Administration. Prof. Sokolow spoke about his new book, *Reading the Rav: Exploring Religious Themes in the Thought of Rabbi Joseph B. Soloveitchik*. The program took place in conjunction with the Seforim Sale in Belfer Hall. Dr. Sokolow's purpose in writing the book was not to add another volume to the large body of work written about the Rav but instead use the man's work to take the Rav "to places where he himself never went." In this particular case, being an educator, Dr. Sokolow wanted to excavate "the mine of his erudition" to tease out what might have been Rabbi Soloveitchik's thoughts about Jewish education, a subject he never tackled directly.

To do this, he examined two well-known works: *The Lonely Man of Faith* and *Fate and Destiny* (often known as *Kol Dodi Dofek*). At the heart of each of these works, said Dr. Sokolow, is a dialectic that, if

examined closely, provides the outline of what the Rav might have considered a proper and effective Jewish education.

In the former work, the dialectic in play is between Adam 1, the man who seeks to control the external world, and Adam 2, the man who seeks to control his inner world. The synthesis of the two results in a person who has the skills to subdue the stuff of the earth but guided by an introspection that provides limits, insights and humility, a condition that is “whole internally and successful externally.”

In the second work, he finds a tension between *fate*, which can result in passivity, where the person is moved by “the forces of the environment,” and *destiny*, “an active mode of existence, one wherein man confronts the environment into which he was thrown.” Too much fate, and stagnation may occur; too much destiny, and hubris may rule. The synthesis results in a person whose strength of faith guides the life-choices destiny offers, life-choices best shaped by Torah study and an observant life.

Dr. Sokolow concluded that if the Rav were to write directly about what a Jewish education should be and do, he would focus on how that education would build within students these creative tensions between the need to be active in the world balanced by the need to ensure that such worldly action is guided by introspection nourished by Torah study.

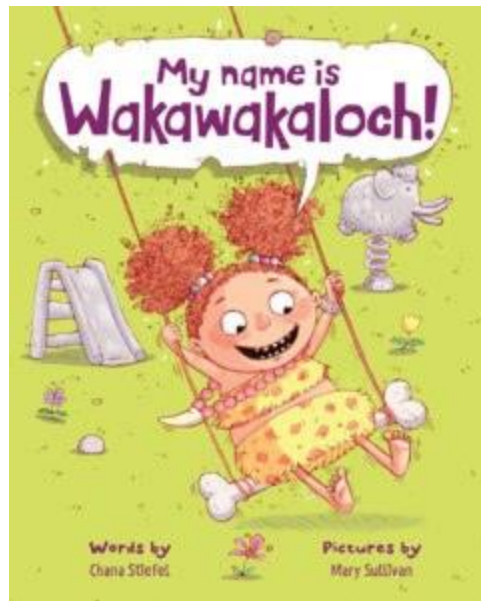


9 - YouTube video of Moshe Sokolow lecture; recorded February 10, 2020

You can view the entire lecture by clicking on the above embedded video.

Upcoming Book Talk - POSTPONED

From Stern to Scholastic: A Journey in Children's Publishing



Yeshiva University Libraries' Book Talk series was intended to conclude with a presentation by Chana Stiefel, '90 SCW, originally scheduled for March 25 on the Beren Campus. A new date has not been announced.

Author of more than 25 children's books including *My Name is Wakawakaloch!* illustrated by Mary Sullivan (HMH, 2019), *Daddy Depot*, illustrated by Andy Snair (Feiwel & Friends, 2017) and *Animal Zombies!* (National Geographic Kids, 2018), Stiefel will trace the trajectory of her career. Co-sponsored by SCW Education Department and Education Club.

## SECURITY TRAINING FOR LIBRARY STAFF: ACTIVE SHOOTER

by Rebecca Malamud and Shulamis Hes

On January 15, 2020, Wilf Campus library staff attended a session headed by YU's Head of Security, Paul Murtha. The session included a basic Active Shooter training video, produced by Yale University, followed by a discussion on how to respond to an active shooter situation in the Mendel Gottesman Library.

Mr. Murtha spoke about the University's plans to add layers of security in and around the building, including a second ID scanner outside the entrance and new locks in all bathrooms. Security upgrades planned campus-wide include another 300 cameras, a second circulating security guard, and a public address system. Mr. Murtha is planning additional security for entering the building and another layer of security to access the upper floors. After all security measures are in place, everyone on the campus will be tracked.

The University also plans to re-enforce all non-bulletproof glass on library windows with ballistic film/and or grates, though Mr. Murtha noted the limited effectiveness of glass reinforcements.



Security will conduct live drills, to begin with the dorms and continue to other campus buildings, with the Library being one of the first. Mr. Murtha conveyed the importance of having a plan in place in case of an active shooter situation. He stressed knowing what to do in case of a lockdown and keeping all doors in locked position throughout the day.

He gave three main instructions, depending on how much warning you have and how much time you can spare.

- Evacuate, if instructed by Security. If there is a threat in one part of the building, staff may be able to escape by a route avoiding the danger.
- If the threat is close by, you may have to take shelter and hide and, if possible, bring in students. In this situation, all lights and phones should be turned off and the door should be locked. The shooter should think that there is no one in the room.
- If the shooter confronts you, fight back by throwing something at him and then running away. Mr. Murtha said that the Monsey resident did the right thing by throwing chairs at the machete-wielding attacker.

YU Security recently updated their active shooter web page to include an A.L.I.C.E. Active Shooter Response Training Video, produced by Auburn University which offers practical tips that can be applied to our campus. You can view the Auburn University Active Shooter Response Training by clicking on the embedded video below.



10 - Auburn University Active Shooter Response Training Video on YouTube

## THESES CATALOGING

by Rebecca Malamud

For many years we have been cataloging dissertations as part of our regular workflow. We completed cataloging the Ph.D. dissertations from Revel.

In mid-2017, I thought it was time to create a retrospective conversion project for Master's theses with Jewish subject matter. Leah Adler, may she rest in peace, agreed that this was a worthwhile project to pursue because of their Jewish content. The project was designed to include all theses regardless of the school or the type of thesis. The Master's theses are situated in the basement next to the doctoral

dissertations. A student was assigned to work on this project. We have cataloged close to half of the Revel Master's collection; mostly Hebrew theses remain.

The Revel and RIETS Master's theses are special because many of the authors became well known in the world of Judaism. Many theses are very old and quite rare, and their subject matter is almost always unique.

The Wurzweiler School of Social Work dissertations were the first collection to be completely cataloged. We have no backlog. Up until early 2019, all honors theses from the Schottenstein and S. Daniel Abraham programs — whether electronic or in book format — have been cataloged. Once URLs are assigned to current honors theses, they will be cataloged. So far, we do not have any backlog.

From mid-2017 through 2018, we cataloged approximately 300 Master's theses from various departments within the Wurzweiler, Bernard Revel, and Katz schools. Many doctoral dissertations from the Ferkauf programs were cataloged as part of our workflow. When we were given theses, we cataloged them. I consider them priority because many of the theses have Judaica content.

The theses from the Belfer (math and science) programs were not cataloged. However, they are not considered a priority now. Before the Library closure, theses were scanned so that they could be worked on remotely. Cataloging of this collection is, therefore, an ongoing project.

In addition to cataloging the books, we worked on establishing the names of authors. This involved a lot of detective work on our part, but these names were ultimately included in OCLC, LC, and VIAF (Virtual International Authority File) databases.

## YU STUDENT LIBRARY RESEARCH AWARD

The 2020 YU Student Library Research Award is designed to recognize outstanding library research conducted by an undergraduate student at Yeshiva University in support of a paper assignment. This is the third year that the Yeshiva University Libraries has sponsored the award.

The winner of the Award will be presented with a check for \$250 and a framed certificate. The application deadline is Wednesday, April 1, 2020 at 11:59 pm.

The Evaluation Committee is composed of the following library staff members: Zvi, Paul, Stephanie, Wendy, Rina, Sandy and Rebekah. Details are posted on the Library home page.

## GROUP STUDY ROOMS BOOKINGS ONLINE AT BEREN CAMPUS

Four of the six study rooms at Beren Campus of SCW have been connected to online reserves:

- Rooms #1 and #2 on the lower level of the North Wing Library (capacity - six people each)
- Room L117 in the North Wing Library (capacity - eight people)
- The study room behind the Circulation Desk on the second floor library (capacity - four people)

The flat-screen located in the media room on the lower level of the North Wing Library can be reserved (room capacity- 12 people). A laptop connector cord and remote control can be checked out at the Reserve Desk.

Group study rooms will be allowed to be booked in half-hour increments for two hours at a time and renewed for up to two more hours if still available. A weekly schedule will be posted online on the Library home page. We anticipate that the group study rooms will be in high demand once the physical semester begins again.



11 - *HAPPY SPRING!* photo by Estee Lavitt

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