# Spring 2017 Agenda

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>February 2nd</td>
<td>Establishing Priorities</td>
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<tr>
<td>March 2nd</td>
<td>Student Work (tentative)</td>
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<tr>
<td>April 13th</td>
<td>Campus Publications (tentative)</td>
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<tr>
<td>May 11th</td>
<td>TBD</td>
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Some Updates
https://ols57.commons.gc.cuny.edu
Art History Pedagogy & Practice is a peer-reviewed open access e-journal devoted to scholarship of teaching and learning in art history. It is published biannually by Art History Teaching Resources (AHTR), a peer-populated open educational resource, in partnership with The Graduate Center at the City University of New York.

Individuals interested in publishing in Volume 2, Issue 1 (Spring 2017) should consult the Call for Participation for details.

Submissions should be prepared according to our manuscript guidelines.

Articles

- Editor's Introduction: Advancing SoTL-AH
  Virginia B. Spivey PhD and Renee McGarry
- Looking Beyond the Canon: Localized and Globalized Perspectives in Art History
  Aditi Chandra, Leda Compellin, Kristen Chiem, Abigail Lapin Dardashti, Radha J. Dalal, Ellen Kenney, Sadia Pasha Kamran, Nina Murayama, and James P. Elkins
- De-Centering “The” Survey: The Value of Multiple Introductory Surveys to Art History
  Melissa R. Kerin PhD and Andrea Lopage PhD
- Making the Absent Present: The Imperative of Teaching Art History
  Beth Harris PhD and Steven Zucker PhD
- Against the “Coverage” Mentality: Rethinking Learning
  Jennifer B. Zehnder MFA

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in this journal

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The City University of New York Law Review ("CUNY Law Review") is a student-run publication devoted to producing public interest scholarship, engaging with the public interest bar, and fostering student excellence in writing, legal analysis, and research. CUNY Law Review is recognized as one of the leading civil rights journals in the country.

Introduced in 1996, the New York City Law Review was published through Summer 2000. In Winter 2010, the title changed to the CUNY Law Review.

The CUNY Law Review is published twice-yearly, in Winter and Summer. In addition, CUNY Law Review continually seeks shorter, more time-sensitive contributions—such as comments on recent federal or state case law, critiques of legislative proposals, and legally relevant analyses of current events—for inclusion in Footnote Forum.

See the Aims and Scope for a complete coverage of the journal.

Current Issue: Volume 16, Issue 2 (2013)

- Front Matter
- Public Interest Practitioner Section
  The Continued Marginalization of People Living with HIV/AIDS in U.S. Immigration Law
### CUNY Libraries 2017 Strategic Priorities [taken from our Strategic Plan 2016-2020]

<table>
<thead>
<tr>
<th>Scholarly Communications &amp; OER</th>
<th>CUNY Libraries' Actions in Support of Goals</th>
<th>CUNY Chief Ambassador [covers all actions under each priority]</th>
</tr>
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<tbody>
<tr>
<td>Build on the success of Open Educational Resource Pilot Programs (including current collaboration to create Zero Textbook Cost Degree program at three community colleges) to develop a scalable model to incentivize and support faculty to create or adopt existing OER materials for their courses. Library faculty will continue to work with discipline faculty to find and evaluate high quality OERs. Library faculty will create OERs for Information Literacy instruction in the disciplines.</td>
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| Develop formal Office of Scholarly Communication to expand the Libraries’ scholarly communications outreach, education, and advocacy program, to serve CUNY faculty and student needs related to intellectual property (IP), open access (OA), open educational resources (OER), academic integrity, and related scholarly communication efforts. Dependency: additional staffing |

| Increase submissions to Academic Works, the CUNY-wide open access institutional repository, which showcases the intellectual life and history of our urban university and delivers universal, free access to CUNY scholarship and research in the public service. |

| Assessment | Build on a pilot program of collaboration between disciplinary faculty and library faculty to integrate information skills into the academic, workplace, and life landscapes. Librarians across the system will also become more "embedded" in non-library |

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<thead>
<tr>
<th>Polly Thistlethwaite</th>
<th>OLS</th>
<th>Megan Wacha</th>
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<tbody>
<tr>
<td>12:47 PM Dec 5</td>
<td>I'm very excited about this, but would like to discuss timeline and scope of office with committee.</td>
<td></td>
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<tr>
<th>Jill Cirasella</th>
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<tr>
<td>7:50 PM Dec 7</td>
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<tr>
<td>Relatedly, I'd like to discuss how many OLS scholcomm-focused people should be before they officially become an Office of Schol Comm. I like... would it maybe not be fair to...</td>
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<td>Reply...</td>
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</table>
Recommendation: Redistribution of Resources

Academic Works Coordinator

- 0.25 FTE
- line in job description
- staffing changes are not made lightly
Guest Editorial

Updating the Agenda for Academic Libraries and Scholarly Communications

Clifford Lynch

January 19, 2017

This issue of C&RL is focused on scholarly communication, and it seems appropriate, in this invited guest editorial, to step back and examine the broader agenda that academic and research libraries need to consider today in engaging with scholarly communications as a way of framing the issue. My view is that this agenda is ripe for re-thinking. The overall environment has changed significantly in the last few years, underscoring the growing irrelevance of some long-held ideas, and at the same time, clearly identifying new and urgent priorities. What I hope to do here is to summarize very succinctly my thoughts on the most pressing issues and the areas most needing reconsideration. Articles in this issue touch upon aspects of many of these topics; I hope that future authors may also find topical inspirations here. You’ll note that many of these are issues that have been important to the CNI agenda in recent years, and I’ve included a few references to some of these materials.

SEC. 3. PROHIBITION ON USE OF FEDERAL FUNDS.

Notwithstanding any other provision of law, no Federal funds may be used to design, build, maintain, utilize, or provide access to a Federal database of geospatial information on community racial disparities or disparities in access to affordable housing.
Establishing Priorities
Fostering Faculty Self-Submission
Getting the Word Out

• New faculty orientations
• Departmental meetings
• Workshops
  – Copyright
  – Data management
  – Authors’ rights
  – Funder mandates
• One-on-one conversations

Fostering Faculty Self-Submission
Getting Content In

• Appeal to vanity
• Sell statistics
• Keep it simple

To conduct an environmental survey, start by browsing department and administrative websites, check out research centers and institutes, and look at faculty publications. Are there unmet or previously unrecognized needs on your campus that the library can meet with repository services? Consider engaging subject specialists by asking them to provide information about their own departments.

**Publications and Research**

**Faculty Research**
List of sites that contain citations of faculty publications and presentations. Which departments are particularly active? Which departments receive federal funding?

**Conferences and Speaker Series**
List of sites for conferences held at your campus. Who are the organizers? Are they already posting materials online?

**Research Centers and Institute**
List of sites for research centers and institutes at your campus. (Note: Some may warrant a separate series)

**Student Research**
List of sites that contain or discuss student work such as poster presentations, undergraduate conferences or symposia, prize papers, etc.

**Open Educational Resources**
List of sites that address support for faculty adoption or creation of OERs. While some content may not be licensed for inclusion in Academic Works, a syllabus is great start.
I’ve identified some great content, now what?

- Where is the content? Is it digitized?
- What copyright and permissions issues do I need to consider?
- Who is the stakeholder?
- Who will upload the content?
What happened?
CUNY Academic Works Growth: February 2016 - February 2017

- XX_pubs: Then 1792, Now 3,515
- XX_oers: Then 40, Now 74
- XX_etds: Then 1383, Now 2,823
- XX_arch: Then 0, Now 6,584

Legend: Then, Now
Works Posted to /XX_pubs: February 2015 - February 2017

- DSpace Migration
- PMC Harvest

Works Posted
What worked?

• Harvesting openly licensed content

• CV Reviews

• One-on-One Conversations
Set Up a Google Scholar Alert

with all of the words
Kingsborough Community College

with at least one of the words

without the words

where my words occur

Return articles authored by

Return articles published in

Return articles dated between

A Kinlenart, J Cunningham - The Journal of Academic Librarianship; 2016

OPEN DATA REPOSITORIES IN KNOWLEDGE SOCIETY
NA Khan, S Sohrabzadeh, G Jhamb
See all updates

Stand on the shoulders of giants
Set Up a Google Scholar Alert

Google Scholar search for "Kingsborough Community College" shows several results with options to create an alert.

[PDF] KINGSBOROUGH COMMUNITY COLLEGE
SA LOG, SA LOG, SC LETTER... - kingsborough.edu
The field of business is complex and dynamic. Recent technological advances have brought about ongoing changes in the workplace. Just compare the office of the '70s, '80s or even the '90s to that of the new millennium. Economic, social and political forces have influenced
All 2 versions Cite Save More

[PDF] KINGSBOROUGH COMMUNITY COLLEGE
E Wilson, A Goldfarb, L Theatre, PB Zarilli... - kbcc.cuny.edu
Jacobean times. Through the use of historical documents, contemporary writings, and illustrations of architecture and costumes, the major periods of theatrical history covered are seen from an artistic and cultural point of view. Theatre as a cultural force set in historical
Related articles All 2 versions Cite Save More

[PDF] KINGSBOROUGH COMMUNITY COLLEGE
J Basinger - kbcc.cuny.edu
Rationale: This key aspect of film, in particular American film, as both a reflector of society's concerns and as a critic of its errors in judgment, has been heretofore covered under the Film Genre course title. The subjects to be covered in this course, however, are not genre in
Related articles All 2 versions Cite Save More

[PDF] Kingsborough Community College
KK Textbook Shelemay - kingsborough.edu
Credits/Hours 3 credits/3 hours Description A listening survey of the folk and ethnic music of various peoples of the world. Songs and dances of love, work, harvest, lullaby, Chanting, drumming, dancing, evocations. Instruments and languages and their relationship to musical
Related articles All 4 versions Cite Save More

[PDF] Kingsborough Community College
G Aliev-Young - academia.edu
Abstract This study critically interprets Luketic's (2001) film Legally Blonde to uncover the explicit as well as implicit curricula that the film advances. While some claim that the film presents a positive depiction of a strong female protagonist who overcomes educational
Related articles Cite Save

A Good Start: Two-Year Effects of a Freshmen Learning Community Program at Kingsborough Community College. [PDF] ed.gov
CUNY Academic Works
Submission Agreement

By checking the box below, I grant the City University of New York non-exclusive right to make a digital copy of my submission ("the Work") publicly accessible over the Internet as part of CUNY Academic Works, or any successor initiative at CUNY. I understand that granting this right does not alter my copyright or other rights to the work that I might hold.

I warrant as follows:

- that I have the full power and authority to make this agreement;
- that the Work does not infringe any copyright, nor violate any proprietary rights, nor contain any libelous matter, nor invade the privacy of any person or third party;
- that no right in the Work has in any way been sold, mortgaged, or otherwise disposed of, and that the Work is free from all liens and claims.

I understand that once a work is approved by the repository administrator, it may not be edited or removed.

NOTE: It is suggested that you print this page for your records.
How do you establish priorities moving forward?

Collection Priorities

Content recruitment and resource allocation for support and administration of collections will be determined by the individual libraries in consultation with the Office of Library Services. The OLS Scholarly Communications Committee recommends the following priorities:

Level 1 Priorities
- Publications authored or co-authored by faculty, students, and staff
- Publications or academic work resulting from collaborations between faculty and students
- Faculty grey literature
- Theses, dissertations, and other culminating projects
- Open educational resources

Level 2 Priorities
- Materials from scholarly conferences held at, or sponsored by, CUNY
- University publications from centers or offices

Level 3 Priorities
- Data sets or databases
- Media files of presentations or performances
- Exemplary student academic work (other than culminating projects)
- Collections composed primarily of content from external contributors (subject to Requirements for External Contributors)
- Archival collections held by CUNY Libraries and focused on the history of CUNY and its campuses

Level 4 Priorities
- Administrative records archived by CUNY Libraries
- Special collections held by CUNY Libraries

Collection Policies available at guides.cuny.edu/CAWToolkit
How do you establish priorities moving forward?

- Who are your strategic partners?
- What content needs to be shared?
- What work are you able to do?
What are your goals?
bit.ly/CAWGoals17