The stereotypical image of the librarian -- hair in a bun, bookish, quiet, mousy, -- couldn’t be further from the truth. Today’s librarians have to be tech savvy, digital, and plugged in; and Prof. Karen Vanterpool, Library Department Chair, is no exception to that rule. She is totally tech savvy.

“I have two Kindle devices. I have the Kindle Fire and the Kindle 2nd Generation and yes,” she smiles assuredly, “I am going to get an i-Pad.” She continues to rattle off her electronic devices gleefully. “I have a Blackberry. I’m addicted. I text all the time.” I ask her if she considers herself a techie. “I’m no IT guru, but if there’s a new device I’m going for it.” She smiles impishly. Being so connected helps her to understand the students her department serves.

“This is the first generation of students who have been plugged in 24/7. This generation has never been without a high-speed connection to the Internet. They have spent their entire lives being connected.” She marvels at this. “They don’t know what it’s like to have a big Motorola phone.” She’s so youthful it’s hard to believe that she remembers what a big Motorola phone was like.

In March 2002, Vanterpool came to Westchester Community College from Manhattan College, where she was an Education Librarian. She had earned her second Master’s degree, an MBA majoring in Management Information Systems, and her first Master’s degree, a Master’s in Library and Information Science, from Pratt Institute. “WCC was looking for an Electronic Resources Librarian, and I realized that position would allow me to tie my two Master’s degrees together. When I started, it was the first day the new library building opened. It was chaos. The prior department chair was running around trying to get things fixed, and construction workers were all over the place.”

Prof. Vanterpool doesn’t know what the old library was like. Perhaps this is fitting for someone who was hired under a new title to take the library to new directions in a digital age as the Electronic Resources Librarian. She is the first person to hold this title. During her tenure at WCC, Prof. Vanterpool has accomplished much. The number of student databases with scholarly articles has greatly increased. The website has been redesigned.

Our Fabulous Team of Librarians: Connected and Ready to Help! By: Beth Holden
Instant Message a Librarian, a unique service that allows students and faculty to Instant Message a Librarian and receive timely answers to questions, has been put in place. As long as the library is open, a librarian is standing by at the ready to answer questions. “Students can access it from anywhere.”

Prof. Vanterpool is quick to note that she has not accomplished this single-handedly. “First we have a Dean, Pamela Pollard, who encourages and supports media and technology advancements. I have a great team. I couldn’t do it without them. They are incredible. They get it. They get the students. Everybody has a specialty, but it all comes together and makes for a really good library. They are constantly thinking of ways to improve our services, our outreach on campus and to the extension sites, and even ways to partner with community agencies and groups. Prof. Hopkins keeps the library - specific systems/applications, such as Aleph and the Book Catalog, up and running. Prof. Mathurin is the Circulation/Periodical Librarian who manages the day-to-day of the circulation desk and our print and electronic periodical collections. She also created ‘Food for Fines.’ This program allows people with fines to bring in non-perishable food (each item equals $1) to reduce the amount of money they owe. The food is donated to the Westchester Food Bank. Prof. Matson oversees our acquisitions and the cataloging of our print and electronic books and DVDs. We purchase materials for the classes we offer. We order for the campus. Prof. Meisel handles our PR. Prof. Ray is the librarian who partners with the Writing Tutorial to help students with citations; she is also the Assessment Librarian. We love the connection. Prof. Rode, the newest member of our team, is our Special Collections Librarian. Prof. Seelick was the lead librarian on adapting Research Path, the library’s new online interactive tutorial.”

“Prof. Schepis is the Virtual Services Librarian, who manages embedding librarians in the Blackboard courses to anything that deals with our virtual services—text, email services. She answers all of this. Prof. Shih is available to look up information for faculty, staff or administrators who need in-depth research done for a class or presentations they may be giving. Prof. Tagliaferro is our Electronic Resources Librarian. Not only does she keep our website current, she also manages the 75 databases, remote access (how users connect to the databases from off-campus), and streaming video; she has made our website mobile-ready, allowing students to use their cell phones to connect to the library. Prof. Sinko and Prof. Goodspeed have been with the library for over ten years as adjuncts, working the reference desk and helping students and staff.”

“And, of course, we couldn’t do anything without the support staff, which includes Aimee, Ana, Chris, Cesar, Hyesook, Jessica M., Kerri, Linda, Mary and Faith. From being at the front circulation desk, checking materials in and out, to behind-the-scenes ordering, processing, cataloging, interlibrary loan and making sure the bills are processed properly, the support staff keeps us going. We are a team and each person has their piece.”

But Vanterpool and her team don’t rest on the glory of past accomplishments. This fall there are new things. “We’re going to start lending laptops for students to use in the building – they will not leave the library. Students will need their student ID card and a driver’s or non-driver’s license which they will leave upon signing a form. There will be 22 laptops in this pilot. I think students will use them. They offer the ability to sit at a table and spread out or go off in a corner and work. Maybe a student wants to sit near a window and work on Blackboard. I think it will help students who want to work in quieter areas. They can also go into a group study room and work on projects. We also have wireless printers.”

The Library is also implementing a new online tutorial (Research Path) that will help students go through the steps of research: narrowing the topic and determining the proper key terms, finding a book, finding an article, evaluating and finding a website, citing sources and plagiarism. “Since it’s online, students will be able to go on as many times as they want. In our Information Literacy Program, we teach the research process and the importance of citations so as not to plagiarize. We give a class, but sometimes a student will need to go through it again. The tutorial will allow them to do that – as many times as they want at their own pace. It also has closed captioning.”

And it’s not just about students. “The Library also offers great resources for faculty – customized research, interlibrary loan, Information Literacy classes tailored to assignments, library plagiarism workshops, and we can also become embedded librarians in their Blackboard courses. Of course we welcome suggestions on items to purchase to support student learning. We can also take writing assignments from faculty and teach students how to find the right resources and research techniques for these assignments. Hopefully, professors will get better quality papers with good citations after they have had an information literacy course. We can work with faculty and these can be scheduled around classes.” And it couldn’t be easier to schedule. Faculty can go to the library section of the library’s website, click on the Faculty Support Tab, then click on Information Literacy Instruction/Request Info Literacy Class. Prof. Vanterpool says that the most exciting parts of her job are trying to stay ahead of the technology curve to meet the reach of the students and keeping up with the always expanding world of technology.

“There are incredible ways we can get info to students. I love that. I love the scavenger hunt to find the right answers. I also love the students.” This is apparent as she weaves stories of her day-to-day interactions into our conversation. A student is in danger of dropping out. “I think he has a lot of potential.” She’s concerned, and ponders his fate. “I hope he chooses to stay.” Another student sings at the computer while other students complain. Vanterpool taps him on the shoulder, tells him he is singing out loud and needs to be quiet. “They need to be focused to succeed. I try to help them. When you see someone succeed, and they come back and tell you they’ve graduated and gone off to a four-year institution and they’ve found their niche, it’s very rewarding. This summer I was in Florida on a vacation and a young lady was sitting behind me. She said, ‘I know you. You work at WCC in the Library. I was on the STEP team and you were the advisor!’ She now has graduated from Hofstra. She loves her job in communications. She made it.” Vanterpool smiles. She has made it, too, in a much different venue than that of the stereotypical librarian of yore.
When a faculty member suggests that a student spend time with a tutor or a librarian, wise students find the time to follow that advice. Two such students, Fiorella Villar and Emilio Feliciano, are this year’s Divisional Student Success Award winners. As you will read in their essays that were submitted with their applications for the award, both made good use of the services available in the Division to help them attain their goal to graduate. Fiorella and Emilio were the proud recipients of this year’s Division of Learning Resources, Library, Media and Instructional Technology Student Success Award, presented at the Honor’s Convocation on May 4th. Follow in their footsteps and think about applying for this award in your future. Below are the unedited, uncut versions of their essays.

Currently I have a 4.0 GPA; I have been presented with the SUNY Chancellor’s award for student excellence; I have been nominated for the prestigious Jack Kent Cooke Undergraduate Transfer Scholarship. These fantastic achievements have been the result of hard work, sleepless nights, and myriad sacrifices; but success is seldom the product of only individual efforts. The support and confidence my Profs. and family have bestowed in me has been priceless, as is the help of the tutors in the tutorial center and Harold L. Drimmer Library as a whole.

When I first arrived at SUNY WCC in the fall of 2010 I was very confused. I lacked confidence and the financial resources to cover my educational expenses for anything more than that year. The idea of buying books for my classes was not an option, and I feared this would contribute to low grades. I also matriculated a week prior to the start of the semester and as such, found no spots available in the elementary English class every student must take to advance into almost every higher level course (Comp. & Lit. I.). I did not want to be left behind so I decided to risk it and take PHIL 201H (Philosophy of Art) with Prof. Goodyear. I had scored a high grade in my placement test, but this class required three 10-page papers and I was a little scared. I knew I needed to sharpen my syntactic and grammatical abilities because I could not afford anything less than an A. I had to do this because I wanted to maximize my chances of receiving a scholarship for the 2011-12 year since there was no other way of attending school if I did not do this.

The first day of classes I stopped by the reference desk and inquired about some type of help in English. Mrs. Anna and Mrs. Chris told me of the tutorial center downstairs and that is basically where I spent the majority of my free time that year. The tutors invested countless hours with me, helping me understand some basic structures of the English language. I should note that prior to coming to the school I could write, but I had never thought of my abilities as being anything more than average. This was because I arrived to the United States in 5th grade when teachers had already taught these things. Also, the only languages I knew then were Spanish and Portuguese so even if they had invested time in me, I doubt I would have understood much. The tutors at SUNY WCC gave me the foundation I lacked and I was able to not only pass that and the remainder of my classes with an A, I was able to gain confidence in my writing abilities. Currently, I have submitted two papers for the 20th annual Beacon Conference and am confident I will be a finalist.

As previously mentioned, I also lacked the means to purchase books. This was the case even with used books because the little money I had left in my savings was already destined to help my mom with rent. This fact scared me because although I knew I possessed the aptitude to pass my classes based on lecture notes, I wanted to learn and I was sure this would be seriously compromised by not having the many texts each class required. This is when I, again, turned to Mrs. Anna and Mrs. Chris, who told me I could borrow the books I needed for my classes from the reference desk. Thus the library became my second home. I would arrive at 9:00 a.m. every day even though my earliest class started at 12:00 p.m., and I would leave at 9:18 p.m, with just enough time to run and catch the 9:21 p.m. bus. This routine was so successful that I have continued to do it this year even thought I am the recipient of the Kathryn W. Davis Global Community Scholarship (covers full-tuition and book expenses for the 2011-2012 academic term).

So “How has the Harold L. Drimmer Library contributed to my academic success?” At the risk of sounding cliché, the library, its limitless resources, and the very proficient and truly nice people that work in it have been an imperative component for it. The library has given me the tools and knowledge I needed to materialize my potential here. It has also given me the knowledge and confidence I lacked in English to such extent that I have the decision to dedicate myself to a career in Philosophy, with a possible future in teaching or law. This would not be the case without the help I received here.
There are many choices in life that one has to make in regards to going back to school. Some people say that going back to school at an older age is pointless. But, I say that it doesn’t matter the age you are because education lasts a lifetime regardless of when you acquire it.

In the beginning I had difficulty adjusting to working full time while maintaining a full course load, and I began to feel handicapped by my years outside the classroom. However, I was determined to succeed. At the Academic Support Center I had the opportunity to refresh forgotten or weakened math and writing skills needed to be successful in a college environment. I also attend workshops to enhance my testing and studying skills. I learned such things as brainstorming, organizing my thoughts in the introduction and how to write a solid thesis statement. With the support of the faculty and staff at the Academic Support Center, I learned to manage my time well, and I established good study habits, which have continued to the present.

Since receiving the help I have the following achievements: I was accepted into the Health Information Technology program designed specifically to prepare medical personal to transition from paper to electronic health records. I was nominated as an Admissions Ambassador, Orientation Leader Peer Advisor and the Chancellor’s Award. I have been the President and Mentor of the Computer Information Systems Club which emphasizes the importance of the use of computers in all fields of business. The personal accomplishments that have given me considerable satisfaction are being able to earn the privilege of membership in the Phi Theta Kappa, Alpha Gamma Beta and Chi Alpha Epsilon Honor Societies. In the fall semester I was awarded the Angelo Delgrosso Alumni Scholarship which recognizes students who have demonstrated academic achievement while making contributions to the enrichment of the quality of the student experience through partition in a major extracurricular activity. This spring semester I was also awarded the Computer Information System Curriculum Award.

I have formed a peer to peer network of veterans whose goal is to help veterans achieve their academic goals. I have also become the ombudsman for the veterans association to help them get through the various academic processes within Westchester Community College. Given that I am a retired combat United States Marine Corps Master Sergeant of 22 Honorable years and a Student Veteran. I understand the difficulties of adjusting to the civilian world. I feel it is my duty to help my fellow Veterans transition from a military life into college and academic lifestyles.

None of the above accomplishments would have been possible if not for the help of Prof. Peters and other academic support center staff. On May 17, 2012 I will be graduating with a Computer Security and Forensics A.A.S with honors, as well as obtaining a Teaching Certificate. Next fall I will be attending Pace University where I will receive my bachelor’s degree in Information Technology with minors in Criminal Justice and Education.

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Students bustle in and out of the bookstore chatting with each other, talking on cell phones. They stop to check out the apparel: t-shirts, hoodies, sweatshirts, sleep shorts, short shorts, and jogging pants in all colors from hot pinks to vibrant oranges to inky blacks. Almost all are emblazoned with the Westchester Community College logo. Forget the Westchester Mall or the Galleria! Anyone looking to satisfy his or her inner fashionista can do so right here on campus. There are also sports caps and who can resist the Viking headgear?

Hungry? No problem. There are good eats: potato chips, candy bars, trail mix, power bars, and more. I get in line to buy a bag of chips. “It’s busy,” I exclaim. The checkout person looks at me. “This is calm,” she says. The cashiers at numerous front counters politely shout, “Next,” as they efficiently take care of customers.

One student is leafing through notebooks trying to decide on red or blue. Another student tries on backpacks. His friend helps him.

“What about a rolly bag?” she says pulling out a bag with wheel gear.

“I used to walk along with my rolly bag. I looked like a loser.” They decide on a traditional backpack and go to the counter to pay.

There are unexpected items – a Pro Glow fifteen-foot extension cord in neon green, yellow, pink and green; Elvis and peace sign car magnets; duct tape in all colors of the rainbow; even poopoo paper – eco-friendly and fun recycled paper cards and stationary made out of …well let’s not say. You’ll have to check it out at the bookstore for yourself. And of course there are ubiquitous pens, pencils, notebooks and calculators. There’s a section of glassware suitable for all types of beverages: coffee mugs, water jugs, beer steins, pilsner glasses, shot glasses, double shot glasses and everything in between. Cute, cuddly teddy bears and even baby clothes and greeting cards line the shelves. Vice President & Dean of Administrative Services, Pat D’Imperio tells us “We see the bookstore as a venue which provides students with as many conveniences and

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It's a new world, textbook-ally speaking. Many options exist beyond the typical “print media” textbooks that we all know and love. Publishers are competing with each other over online resources at an alarming rate and are offering to “bundle” their products together for consumer buying ease.

The “bundles” consist of either a modified, printable copy of the textbook with an access code or an electronic textbook with an access code. Access codes open the door to the magical world of the publisher’s online resources (for both students and instructors) that give not only information but FEEDBACK as to how readers are grasping the material. It’s definitely a new world.

But it can be a confusing world as well. I asked the chairperson of the Faculty Senate’s Electronic Textbook Committee, Prof. Terry Haynes, to shed some light on this topic.

Q: Is there a financial savings when opting for an e-text over a paper text?
A: A pretty dependable figure usually hovers around 50% savings for e-textbooks over paper.

Q: How long does one have access to the rented e-textbook?
A: This varies widely by publication site: Barnes and Noble paperback rentals are available in 30-day, 60-day, 90-day, and 130-day increments, with the option to extend any of these periods for a fractional fee. Here is the link: http://www.barnesandnoble.com/u/rent-textbooks-textbook-rental
360-day rental for e-textbooks at e-campus.com. Here’s the link: http://www.ecampus.com/textbook-rental.asp
Students can have lifelong access to e-textbooks and free paper texts from flatworldknowledge. Here’s the link: http://flatworldknowledge.com/

Q: What are the top rental textbook sites?
A: There are many. One of the most popular is CHEGG. Here’s the link: http://www.chegg.com
Barnes and Noble also offers a nice deal: renting an e-book with a free 7-day trial. The rental requires a download of Nookstudy, which is a program that adapts the e-textbook to be displayed by a pc or a Mac computer. Here’s the link: http://www.barnesandnoble.com/u/etextbooks-digital-textbooks/379002516/

Q: Are textbook coupons available?
A: Here is a link to some book coupons. Some of these have been overwritten, but some work. Textbook coupons are being generated and offered all the time. Check the site often. http://www.retailmenot.com/view/flatworldknowledge.com

In conclusion, the options facing students regarding their textbook choices vary widely. Of course, there are some books that you just want to have in your personal library, and the best option in this case is the traditional textbook. But, if this is not the case, why not investigate some of the fabulous options above? It just makes sense.
GREAT NEWS

As part of a pilot project for the 2012-2013 academic year, the Academic Support Center will be providing tutorial services on Saturdays! In an effort to better serve our students, especially the evening and weekend students, we have changed a few of our hours.
Starting October 1st, the Academic Support Center (LIB G-31), the Science Tutorial (SCI 219), and the Writing Tutorial (LIB G-13) will be open until 6:00 p.m. on Tuesdays and Wednesdays, close at 4:00 p.m. on Fridays and be open on Saturdays from 10:00 a.m. – 2:00 p.m.

We are hopeful that this change will better accommodate our students.

ASC Workshops

Improve Your Study Skills & Reduce Test Taking Anxiety Workshops:
- 9/26: Develop Your Note-Taking Skills
- 10/3: Improve Your Memory Techniques
- 10/10: Identify Your Learning Style
- 10/17: Reduce Your Test Anxiety
- 10/24: Decrease Your Math Anxiety
- 10/31: Predict Test Questions
- 11/7: How to Take the Test
- 11/30: Review of Study Skills & Test Taking Skills

MLA Citation Workshops:
- 10/4 & 12/6: Works Cited
- 10/11 & 12/13: Parenthetical Notes

Science Workshops:
- 9/26: Tissues Types, Metric/ Titration, Chemical Conversions
- 10/3: Tissue Types, Blood, Ascorbic Acid pt 2, Metric System, Chemical Conversions
- 10/10: Tissue, Blood, Macromolecules, Metric System, Nomenclature
- 10/17: Muscle Phys, Blood, Probability Chi Square, Naming Ionic Compounds
- 10/24: Muscle Anatomy, Cardiovascular System, Mendel Genetics, Naming Ionic Compounds
- 10/31: Axial/Appendicular Skeleton, Cardiovascular System, Codon/ Anti Codons, Balancing Chemical Equations
- 11/7: Skeleton, Arteries & Veins, Graphing % Solutions, Balancing Chemical Equations
- 11/14: Nerves, Digestion, Stoichiometry
- 11/28: Endocrine, Digestion, Stoichiometry
- 12/5: Reproductive System, Urinary System, Stoichiometry

Review Your Grammar Workshops:
- 10/9: Build Sentences:
  Simple, Compound, Complex/ Compound Sentences
- 10/23: Verb Forms
- 11/6: Subject/ Verb Agreement
- 11/13: Punctuation
- 11/27: Articles

Writing - Let’s Get Started:
- 9/26: Brainstorming/ Organizing
- 10/3: Writing the Introduction & Thesis
- 10/10: Revising the Paper

For more workshop information call:
Math, Reading & ESL @ 914-606-6470
Writing Tutorial @ 914-606-7853
Science Tutorial @ 914-606-6906