Teaching Portfolio
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Contents

1. Teaching Responsibilities

The Ursula C. Schwerin Library supports City Tech students in their academic pursuits. This is accomplished by providing print materials, such as books, periodicals, and other monographs, the library's collection of media materials, eBooks, and access to online electronic databases. These resources are selected by faculty library subject-specialists to provide research assistance in disciplines and programs of study at the college. Additionally, the library offers reference services, information literacy, research, and library instruction. Each member of the library faculty holds both faculty rank – for example, Assistant Professor – as well as a functional title.

As the Multimedia and Web Services Librarian, I have a number of responsibilities. I oversee the library's Multimedia Resource Center (MRC), which houses the media collection including over 3,000 films, over 2,000 vinyl recordings, 200 CDROMs, and 300 audio CDs. The MRC also has a number of computers and AV equipment to view and use the media collection. I evaluate, catalog, and manage the circulation operations of the media collection, as well as make updates, based on the recommendations of library faculty colleagues and teaching faculty. I also supervise several College Assistants who work in the MRC.

In addition to overseeing the MRC, I administer, maintain, and upgrade the library's server and website (http://library.citytech.cuny.edu & http://m.library.citytech.cuny.edu), including the library's blog (http://library.citytech.cuny.edu/blog), internal staff wiki, subject research guides wiki (http://library.citytech.cuny.edu/research/subjectGuides), newsletter (http://library.citytech.cuny.edu), and social media networks (@citytechlibrary on Twitter, Facebook, Flickr, YouTube, Instagram, and Pinterest). I chair the library department's Web Committee, comprised of library faculty, which directs changes to the website.

I am the library faculty subject liaison for Computer Engineering Technology, Computer Systems Technology, Electrical Engineering Technology, Mechanical Engineering Technology, and Telecommunications Technology. I provide subject-specific research instruction for students and faculty in the department, as well as evaluate the library's collection those department's subject areas, including recommending purchases for monographs, periodicals, media, and electronic databases.

Since first arriving at City Tech as a full-time faculty member at the end of the spring 2006 semester, I have taught many "one-shot" research classes and faculty workshops.

1. One-shot classes primarily focus on how to conduct research using the resources available in the library. Students are expected to apply information literacy skills, evaluate information, and critically think about primary and secondary sources for research papers. These one-shot classes are for the courses that I am a subject liaison to, and are primarily taught within the library. On occasion, I have also instructed students during class sessions in the Namm, Midway, and

Vorhees buildings. I have typically taught 1-3 one-shot classes a semester. Sample handouts used in these classes are included in **Appendix A**. An interview taken for the Library Department newsletter, *Library Liaison*, with Prof. Ashwin Satyanarayana of the Computer Systems Technology Department describes this collaboration in **Appendix B**.

2. Faculty workshops focus on specific library resources or software programs. I have applied my experience with website development, digital photo editing, and graphic design, to share with teaching faculty in the hopes of more effective instruction using technology. I typically instruct these 1-2 hour workshops once a semester within one of the library's classrooms. Handouts for faculty workshops can be found in **Appendix C**.

2. Teaching Philosophy

Librarianship is such a constantly changing profession, so much so that it can be difficult to describe. I firmly believe that librarians are inherently teachers, and at the same time technologists, information seekers, guides, and trainers. My time as a faculty librarian at City Tech has been well spent interacting with students and faculty, assisting them in gaining knowledge and succeeding in their academic pursuits. The work I have done at the library goes beyond building a website, overseeing the media collection, or providing instruction in one-shot classes and faculty workshops. I like to think that I help others in their intellectual growth, curiosity, and most importantly develop critical thinking skills.

The library is a cornerstone of any academic institution. Despite some modern perceptions that it is an outdated relic of the past, I believe that library information technology is a gateway into the future. Librarians have been traditionally early adopters of technology. This adoption is not for the sake of the library or librarians themselves, but for users of the basic building block of education: information. An effective librarian requires constant studying to keep up with evolving technology and how society uses it to process information. My work has provided me the opportunity to present information in meaningful ways through the web and other media. This is exemplified in my participation in various local, regional, and national conferences as both as an attendant and a presenter found in **Appendix D**. More presentations can be found in my CV.

D1. Using Web Analytics for Mobile Interface Development, poster presented at the 11th Annual City Tech Faculty Research Conference, Brooklyn, NY.

D2. Transitions: Moving from a PHP Flat-File Electronic Resources Manager to Drupal 6 Views, presented at the code4lib Northeast Regional Conference, New Haven, CT.

D3. Libraries and Mobile Development: Successes and Failures, presented at Consortium of College and University Media Centers Annual Conference, Las Vegas, NV.

My work in the library has involved the utilization of open-source web technology. Open-source is a community-driven philosophy that believes that software code should be accessible, customizable, open and, most importantly, free. This is directly related to the open-access movement, championed by librarians and empowers student and faculty researchers alike. It is with this technology that the Ursula C. Schwerin library has empowered our users. The library uses the open-source content management systems Drupal, WordPress, and MediaWiki, to power our respective main and mobile library websites, blog, and research guides. These have taken programming out of the equation, so librarians of various technological skills can log into a web browser and instantly add content for information consumption.

Libraries strive to provide knowledge to all users, supporting the various voices, viewpoints, and perspectives of culturally diverse populations, reflecting community of students and faculty at City Tech. I was chosen to attend the 2014 code4lib National Conference during the spring semester funded by a competitive diversity scholarship (see **Appendix E**). This community started as a gathering of librarians, museum curators, artists, and activists on an electronic mail listserv, and has grown into a national conference, journal, and regional chapters. From 2013-2014, I was a co-convener of New York City's regional chapter that brought together like-minded computer program coder practitioners.

Librarians are touted as information professionals. In a world full of laptops, tablets, and smartphones, it is important now more than ever to assist students and faculty navigate the potentially information overloading experience of the 21st century college experience. I feel privileged to apply my own research interest in web usability, information architecture, and interface design. Usability is the evaluation and analysis of how well something can be utilized. This can range from card-sort, where students or faculty are asked to arrange web page labels in a logical order, to formal usability testing, where interactions with the website are observed and recorded. Applying these practices to the library website, I have streamlined the website's structure, so research information can be more easily navigated and sought. The mobile web has made information accessible anytime and anyplace, at the literal fingertips of the modern-day student. My work on the website has made these resources more sortable, coherent, and valuable, derived from user provided input. This has been exemplified by my research pursuits resulting in publication and presentation (see **Appendix F**).

> F1. IRB Approval Letters

> F2. Tidal, J. (2012) Creating a user-centered library homepage: A case study. OCLC Systems & Services, 28(2).

I believe that information should not only be freely accessible, but be presented in an intuitive way, useful for students and faculty conducting research. The more access an individual has to knowledge can allow them to make informed decisions, empowering them, and thusly achieve academic success. I have

been able to share web usability techniques directly with students as I have managed several library web development interns over the years. In the information economy, it is not just enough that students are literate in both reading and writing, but also computational literate. This goes beyond just the basic functions of using a computer but a basic level of how software and computer hardware functions.

Other than the web, film media has also been a passion that I believe that can empower students and faculty. A picture may speak a thousand words, but I think a moving one can be a booming voice in higher education. Film can give students an alternate perspective from their own experience independent of culture, time, and place. This past academic year, I co-directed a grant where the library was awarded $1,500 and four videos on the history of American Civil Rights known as the *Created Equal.* This grant allowed scholars and students to watch various films and have discussions at various venues at City Tech (see **Appendix G**).

Living in one of the most diverse areas in the country, I find it imperative to add documentaries and films based in Brooklyn to expose students to what they may not necessarily see. Collaborating with teaching faculty from various departments, such as the Grants Office and the African-American Studies Department, at City Tech has allowed me to enrich our media collection on a cross-disciplinary level.

My experience providing research assistance at the reference desk is exemplifies another inherent pedagogical quality of librarianship. The reference desk is the one area of the library that students can ask any question, from wide-ranging research assignments to help with technology, and become empowered. It is here that I am able to directly interact with students one-on-one and have witnessed the engaged and motivated students. It is here, the librarian guides students into finding the answer to their research question. The student and the librarian are both the learner and instructor as they go through the research journey together. A peer-reviewed evaluation of my reference services to students is evident of not just instructing students on how to use library resources, but collaborating with their ideas to achieve their research goals (see **Appendix H)**.

3. Description of Teaching Strategies

Since my one-shot courses are only for a single class-period the focus I mainly use a variety of techniques to engage students. This includes in-class discussion and hands-on research activities. For smaller classes, I may also provide short one-on-one research consultations much as I would at the reference desk. These techniques have been outlined by our library's Instruction Committee, which has provided guidelines on class-specific research workshops. Since I am the subject-liaison for engineering technology departments, I invite students to seek me out at the reference desk for more involved research queries.

Faculty workshops class sizes, which are usually at the maximum of 12 participants, are small enough for group discussion and one-on-one instruction. My first priority is to make sure that everyone is comfortable with the technology at hand, so in-class questions are highly encouraged. I also start each workshop with why they are in the workshop to better understand what their individual goals are. These faculty workshops range from using specific library electronic databases, to the Adobe Photoshop digital photo-editing program, to the basics of the blog content management system WordPress. Task modeling is the technique used for these workshops. I demonstrate how to perform a specific task, after which students repeat what they have observed. I provide students with direct feedback with their progress as the workshop goes by.

Prof. Carmen Negron remarked in a letter after teaching a blog class for her HUS4803 course (**see Appendix I)**:

> *"You were very effective in guiding the students through the steps for creating a website for a non-profit organization. The students have practiced the skills they learned in your workshop by creating a blog for the members of their group."*

While managing library web development interns, I also use task modeling to develop a rapport over the course of the semester with individual students. These students are from the Computer Systems Technology (CST) Department fulfilling their internship requirement. Student interns observe me in demonstrating the basic functions of our web content management systems, and I in turn watch as they repeat the task. Interns work in the library and learn applicable web programming skills, as well as the importance of a workflow and routine. Some typical tasks include day-to-day programming such as adding content to the library's content management system, to posting photos and videos to our social media networks, to more involved tasks such as web server administration. Interns are required to use online blogs to discuss and report on the tasks they have done that day. I provide feedback through weekly one-on-one sessions, email, and finally through the intern evaluation forms provided by the CST Department. I believe providing different types of feedback are important, be it through visual demonstrations, reading an email, or individual discussion, since each individual student has a particular learning style. More importantly, it establishes a level of trust between myself and the intern. I strive to let students know of their progress throughout the internship by acting as a role model. This includes stressing the importance of arriving to their internship on time, representing the library to students and faculty, and communicating effectively through blog posts and emails. At times, successful interns have requested letters of recommendations that have supported their career pursuits (**see Appendix J**).

Since my focus on courses are related to using the online resources, web programming, and digital photo editing, technology is encouraged to be heavily used. Technology is useful for the instruction process, but is essential in the typical interactions performed within the library and online. Where at one

point, students only used a computer to look-up call numbers for books it is now a resource to access articles, electronic books (eBooks), videos, and sound. Particularly for the faculty workshops I instruct, computer workstations are now commonly used as an interactive machine to create, share, and collaborate content. Handouts used in these workshops are readily available online for the semester that they are conducted.

The website is the online presence for the Ursula C. Schwerin Library and connects City Tech students, faculty, and staff to the CUNY-wide catalog, online information research databases, eBooks, and library services. Web server logs and analytics information has indicated visits in the thousands during the regular semesters. Our social media networks also indicate high use, particularly in newer online technologies such as Twitter and Pinterest. I have programmed these technologies so they are interconnected with one another. Once a post is placed on the library's news blog *LibraryBuzz*, the same posts are repeated onto other social media networks. To serve the growing number of visitors using the library website through mobile technologies, such as smartphones, tablet computers, and other mobile devices, I have developed a mobile version of the library website (http://m.citytech.cuny.edu). Although mobile usage was low when the site was first developed, it has nearly doubled in the past 2013-2014 academic year alone. Over the course of the 2014-2015 academic year, the library will move to a cloud-based web server, free of the infrastructural and hardware obstacles typically found when administering an on-site server. With the server in the cloud, it will be readily available despite any technological problems on-campus (for example if there is an electrical shortage at City Tech, the library website will still be up) so students and faculty alike will be able to access online library resources.

As mentioned under my teaching philosophy, the reference desk is where I interact with students one-on-one. Providing reference services to students requires constant questioning for both parties. Sometimes to find the sources for a research project requires asking the appropriate questions. I have learned about the various subjects, class assignments, and programs taught at the college through these interactions. In return, students learn how to conduct research and construct queries to find the information they seek. Unlike supervising interns, reference transactions require experiential learning on the part of the student. Students may ask for a call number at the reference desk to find a book or an article, but they wouldn't necessarily learn how to find this information if it was simply given to them. Instead, I believe the reference desk is a place for a teachable moment where I can guide students on learning how to the CUNY catalog or electronic databases.

4. Efforts to Improve Teaching

Since I teach so few instruction classes and workshops, I feel that I am continually striving to improve my teaching. I believe that in order to be an effective teacher, I must also be an effective learner. This is especially important for librarians, as they are not typically taught in traditional forms of pedagogy.

Learning from others about different methods to teach is essential. Especially in terms of the evolving growth of technology, it is necessary to find new teaching strategies to benefit students by keeping current with emerging technologies and trends.

5. Future Teaching Goals

My teaching goals run parallel with that of my efforts to improve teaching. I plan to continually improve my teaching abilities by experimenting and learning from both my library faculty colleagues and teaching faculty of the college. As previously stated, the reference desk is where I interact with students directly, and there are developments in librarianship that aim to make the reference desk a more effective service. This is incorporated using emerging technologies through the use of mobile, wireless devices. This is in practices at various institutions across the country, where the reference librarian is no longer tethered to one particular place in the library.

The library's website is constantly changing and evolving with newer technologies. The next redesign of the library website will incorporate the mobile site with that of the current "desktop" site into one singular user experience. This practice, known as responsive design, automatically responds to the device that that a visitor is utilizing when visiting the library website. If the website is on a smaller device, the website will adapt to the size for optimal viewing. Coupled with roving reference on a smaller, mobile device, the future librarian will then be able to meet students where they are, rather than have students come to meet them. As a librarian versed in web development, I believe that I can also share some of the knowledge I have with library faculty colleagues and other librarians across CUNY.

Appendices

A. Selected Workshop and Class Handouts

B. Library Newsletter Interview with Prof. Ashwin Satyanarayana (CST)

C. Selected Faculty Workshop Handouts

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Appendix A

Selected Workshop and Class Handouts

Appendix B

Library Newsletter Interview with Prof. Ashwin Satyanarayana (CST)

Appendix C
Faculty Workshop Handouts

Appendix D

Selected Conference Presentations

D1. Using Web Analytics for Mobile Interface Development, poster presented at the 11th Annual City Tech Faculty Research Conference, Brooklyn, NY.

D2. Transitions: Moving from a PHP Flat-File Electronic Resources Manager to Drupal 6 Views, presented at the code4lib Northeast Regional Conference, New Haven, CT.

D3. Libraries and Mobile Development: Successes and Failures, presented at Consortium of College and University Media Centers Annual Conference, Las Vegas, NV

Appendix E

code4lib 2014 Scholarship Application

The code4lib conference brings many different perspectives on implementing technology. In the spirit of librarianship, this opens up opportunities to better serve our communities, users, and developers. I believe that by receiving this scholarship and attending this conference, not only can I share these projects to extend collaboration between our diverse user community at the New York City College of Technology (City Tech), but to also expose library colleagues to new and emerging, open-source based technologies.

Nicole Cooke recently said that (2013) "patrons are diverse and should have access to librarians who themselves represent diverse populations." As a first-generation Filipino-American, I strongly feel that I can relate to the diverse community that I serve. 80% of the student population at City Tech identify as either African-American, Asian, or are of Latino descent. Many of our students, who are immigrants or 1st generation immigrants, speak English as a second language. To try and fit the needs of this multicultural population, the Ursula C. Schwerin Library at City Tech has developed collections in other languages. As a subject selector for the technology and engineering courses, I've made it a point to acquire computer "how-to" books that are not only written in other languages, but intended for different skill levels as well.

Students are not limited to being end-users, as they have the potential to become developers. I've been coordinating the library's web internship program for the last few years, where every semester computer systems/engineering technology students assist in the maintenance of the library website. The website is powered through open-source software. This is a mutual collaboration, where students solve real-world coding problems and the library benefits from new and expanded projects. Additionally, students are exposed to the same type of skillsets that are used for many aspects that the code4lib conference covers.

By attending the code4lib 2014 conference, I believe there are many opportunities to collaborate with others. As a librarian, it makes sense that library coders and related practitioners create accessible and easier to use systems. We are driven to take apart code or developing a new project entirely, just to solve an access problem. I see this same passion in other like-minded librarians and developers through the code4Lib journal and email listserv. I am interested in how other libraries are making their websites, systems, and information resources accessible. After the conference, I can share my experience with many others including my library faculty colleagues, the students, faculty and staff

of City Tech, the 22 different campuses that make up the City University Of New York (CUNY) system through the relevant Library Association of CUNY roundtables and committees, as well as other code practitioners in the regional code4lib NYC chapter.

My need of this scholarship is bound to the current economic reality that libraries face everyday. As library budgets have shrunk, librarians have adopted open-source solutions not only for cost-effectiveness but out of necessity. This has spurred amazing innovation and collaborative efforts in the recent years supporting the philosophies and ideas behind the open source movement which has spurred the open access movement, to laying the foundation of the Makerspace movement. Although institutions have adopted open-source for specific tasks and operations, it has not changed the fact that libraries do not have the funding to wholly support the fees incurred for conferences. If awarded, this scholarship will be used to assist in the travel, lodging, and other related expenses. Beyond this, and more importantly, I believe that this award represents collaboration among diverse populations, the continued advocacy of open source and related philosophies, and the introduction to new technologies to libraries and the communities they serve.

Cooke, N. (2013). Diversifying the LIS Faculty. Library Journal Academic Newswire. Retrieved from http://lj.libraryjournal.com/2013/09/opinion/backtalk/diversifying-the-lis-faculty-backtalk/

Appendix F

F1. IRB Approval Letters

F2. OCLC Systems and Services Article

Appendix G

Created Equal Grant Proposal

Co-written with Prof. Ian Beilin and Prof. Tess Tobin (Library Department)

Please respond to the following questions using no more than 250 words per question.

1. Why would your institution like to host Created Equal? Please describe how your organization's mission, unique collections, and local resources align with this programming initiative:

Created Equal presents an ideal opportunity for the Library of New York City College of Technology to expand its mission to educate students, faculty, staff and the general public and to provide them access to information. The themes and content of the Created Equal films are of great interest and importance to many City Tech community members. At the library and college we have a well-established tradition of discussion, dialogue and education and our programs seek to involve all members of the community. The Ursula C. Schwerin Library is located in downtown Brooklyn, New York, the city with the largest African-American population in the country. Our student, faculty and staff population reflects the diversity and international complexion of the borough and city. The Created Equal screenings and programs will furnish an ideal forum for both our African-American community members and all others to learn more about critical moments of American history that are particularly relevant for many of us, and are important for anyone who wants to understand this country's history. The programs will also complement existing academic and cultural programs in the college's African-American Studies Department. Our library's rich holdings in African-American history, culture, and life, which help support African-American studies at City Tech, will serve as a source of support and enrichment for the Created Equal programs.

2. The four films included in the Created Equal film set are the centerpiece of the initiative. How would you incorporate film screenings into public programs? How will conversation-based programs be valuable to your community:

The Created Equal film set can help bridge moments in time, providing a window for those who have not lived through such historical events. America's continual civil rights struggle is an important topic to discuss, especially today, as other minorities and ethnic groups currently fight to end inequality.

The programs will follow a discussion format to inspire discussions amongst scholars, City Tech students, faculty, and the general public. Scholars will have the opportunity to discuss their research before introducing each film, with a facilitated discussion following it. Questions and answers will be encouraged between audience members and scholars.

Clearly, these films will be valuable for students in our humanities classes, including history, African-American studies, and sociology. Even more so, these will benefit students and faculty within our other academic programs who may not necessarily have the opportunity to discuss these issues. Students will also have the opportunity to speak directly with scholars they may not be exposed to, and as well as take away insights from others outside of the City Tech community.

3. Identify the humanities scholars you plan to invite to facilitate programs:

We have invited and already received acceptances from Kevin Maillard, Professor of Law at Syracuse University College of Law, who is the co-editor of Loving v. Virginia in a Post-Racial World (with Rose Villazor, Cambridge University Press, 2012), and from James Downs, Associate Professor of History at Connecticut College, who is the author of Sick from Freedom: African-American Illness and Suffering during the Civil War and Reconstruction (Oxford University Press, 2012).

We also plan to work with Marta Effinger-Chrichlow, Interim Chair of the African-American Studies Department at City Tech, and Prof. Stephen James, also of the African-American Studies Department, with whom we have worked in the past in organizing screenings and lectures. We will also work with Carole Harris, from the English Department, and Reginald Blake, professor of Physics, and coordinator of the City Tech Black Male Initiative project.

4. Discuss any community partnerships you plan to forge as part of your Created Equal programming strategy:

There are several organizations that we plan to work with for the Created Equal grant. One organization external to our institution is Downtown Brooklyn, a local development corporation that promotes cultural and educational events. They have numerous partners and advocates that can assist in the promotion of our screenings, programs, and events. We plan on partnering with the Black Male Initiative, a university-wide plan to foster and improve the education and employment endeavors of black youth. In addition to the African-American Studies Department, there are a number of college-wide partnerships we are fostering. These include City Tech's English and Humanities departments, the SEEK (Search for Education, Elevation and Knowledge) program, and the Student Government Association.

5. Describe the size and demographics of your organization's community and any specific target audiences you have identified. How will they benefit from the programming:

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The student, faculty and staff population of City Tech is as diverse as the borough of Brooklyn and City of New York, and African-Americans constitute over 30% of our student body. This is one of our target audiences. But the diversity of our college's population as well as that of the surrounding community will also ensure that our programs find a broad appeal among several different groups and individuals. The history of the struggle for civil rights in the United States is of immediate relevance to many people in our community who are still engaged in these struggles, either as recent immigrants, members of religious groups that often find themselves the targets of suspicion or discrimination, or as members of groups that are under-served or discriminated against in some way. Many of our faculty and staff are also deeply interested in these issues, regardless of their personal background, and we know that they will find the programs of great interest to themselves and their students. Therefore we believe that all groups in the City Tech community will benefit from participating in our Created Equal programs.

6. What impact(s) do you expect to achieve from the programming:

Our Created Equal programs will help continue the legacy of City Tech's and CUNY's mission to enhance and promote the educational experience of historically under-served and underrepresented groups. The film screenings, presentations and discussions will stimulate productive exchanges among students, faculty and staff about some of the most important chapters in the history of the struggle for civil rights in the United States. They will promote an increased awareness and understanding of how this history continues to have a direct impact on the lives all people in our community, regardless of their backgrounds. The programs will also help stimulate greater interest in our African-American Studies courses and programs and will hopefully inspire some students to further and deeper study of the issues explored in the forums.

7. How will your organization and the participating community partners publicize the film screenings and other public programs:

The City Tech library plans to publicize the program through electronic, social, and print media. Our programs will be promoted on the library's homepage, and trailers and program information will be posted on the library's blog, LibraryBuzz. Our program will also be promoted electronically to not only the students, faculty, and staff, of the New York City College of Technology, but to students and faculty to the City University of New York as a whole. Additionally, social media networks such as Twitter, Facebook, Pinterest, and Flickr, will be used as promotional tools, providing the same media used in our library blog. Lastly, we will distribute flyers at the library's service areas such as the reference desk, Multimedia Resource Center, circulation desk, periodicals desk, and at the entrance of our library. We will also announce the programs in our library newsletter, Library Liaison, and within the student-run newspaper, City Tech News.

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The partnership with community partners will also help expand our promotional efforts. We will request that college departments encourage students in their classes to attend the programs. We will also provide these departments flyers for promotion purposes. Downtown Brooklyn, a collection of business in the heart of the borough, will also promote the event through their social media networks and website.

Additionally, the library will have two small exhibits displaying Civil Rights books, media, and other exhibit pieces unique to City Tech. These will be held during the spring and fall semester programs.

8. Please indicate when you plan to offer the programming in your community. List two possible dates. Programs may occur any time from September 1, 2013 through August 31, 2016.

We will offer two film discussion programs in fall 13 - one in October and one in November. Two more will be offered in spring 14 - one in February and one in March. Along with the film discussion programs, there will be two exhibits in the Library's exhibit space. The themes of the exhibits will highlight the 150th Anniversary of the Emancipation Proclamation and the civil rights struggle. The African American Studies Department has agreed to collaborate with the library on these exhibits.

Appendix H

Recommendation Letter for Web Development Intern

Appendix I

Letter from Prof. Carmen Negron