



# R. BARBARA GITENSTEIN LIBRARY NEWSLETTER

SPRING 2026

Layout Editor: Paula Rainey - rainey@tcnj.edu

## INSIDE THIS ISSUE:

Children's Collection • P. 1

Updates from the Archives P. 3

Shellenbarger Concludes  
Archives Projects P. 4

One Reader to Another • P. 5

The hottest ticket in town: Library  
study room reservations • P. 6

Librarian Announcements • P.7

Alumni Spotlight • P. 9

Focus on Student Workers • P. 11

Staff Spotlight • P. 12

## THE BIG SHIFT: REIMAGINING THE K-12 MODEL LIBRARY EXPERIENCE

By Tabitha C. Hilliard

Big changes are underway in Gitenstein's Library's K-12 Model Library area. This collection is undergoing a massive physical redesign in an effort to improve browsability and accessibility for students. At the conclusion of this project, the collection will more closely reflect what TCNJ's future teachers can expect to see in school libraries.

The K-12 Model Library is located on the library's second floor and offers a wide range of materials for young readers of all ages and skill levels. Here, TCNJ students can find resources for their preparation as prospective teachers. The collection includes approximately 25,000 resources, representing 5% of the library's physical collection. Print books remain an important part of early childhood and K-12 education experiences and the Gitenstein Library collection reflects that. Students use this collection to complete their coursework, where they are often required to locate materials that match specific literary genres.

Reorganizing the space to benefit students is a project that involves many different librarians and staff. This is a cross-departmental project, involving librarians and staff from both Access Services and Technical Services. Student workers are also assisting with this project. The project is being spearheaded by Education Librarian Ewa Dziedzic-Elliott in coordination with Access Services and Reference Librarian Bethany B. Sewell, Cataloging and Metadata Librarian Yuji Tosaka, and Head of Circulation Andrew D'Apice.

(left to right) Yuji Tosaka, Bethany B. Sewell,  
Andrew D'Apice and Ewa Dziedzic-Elliott  
in the Children's Collection



This project will organize materials according to reading level to make it easier for students to select materials appropriate for their classes and students. The current organization system used much broader age groupings (e.g., 0-15 and adolescents) to shelve children's and adolescent materials. This existing shelving practice can be confusing to students and makes it more difficult for students to locate materials. The collection is now being divided into four educational levels: Early Childhood ("EE"), Elementary ("ELE"), Secondary ("SEC"), and Young Adult ("YA"). These levels are determined by age, bringing the collection closer with the child's grade level and their developmental stage of reading, as well as aligning with the curriculum of TCNJ's School of Education. This reorganization supports prospective educators in selecting appropriate resources and encourages independent browsing. The new coding system is more modern, precise, and user-friendly. It also follows the latest curriculum material guidelines from the Association of College and Research Libraries (ACRL).

The new organization will also highlight popular sub-collections. The Global ("GLOBAL"), Biographies ("BIO"), Graphic Novel ("GN"), and Young Adult ("YA") sub-sections of the collection will expand. The Global sub-section includes bilingual materials and books with diverse cultural perspectives. The Biographies sub-section includes only nonfiction materials and does not include fictional memoirs. Graphic Novels are formalized and clearly labeled, making them easy to find. These subsections align with education courses being taught to students.



Kaylee Ofstead (left) and Rohan Jiandani in front of the National Poetry Month Display located in the Children's Collection

In addition to the massive reclassification aspect of this project, library personnel are also using this time to complete general maintenance tasks. Materials of historical value and educational relevance will remain in the collection. Library staff are considering the literary quality of the kept materials and ensuring that materials contain the appropriate terminology and content. Representation is also an important consideration in this project. Outdated and inappropriate reference materials are being removed from the collection. Out of date textbooks will be removed, in keeping with best practices in school libraries. Some classic literature, which may include content or terminology offensive by today's standards, will be maintained in the collection with more contextual awareness.

Despite all of these changes, students need not worry about finding materials as the collection undergoes this major overhaul, as librarians have designed a process for minimal disruption. Student workers that are assisting with this project are processing materials in an assemblyline-like fashion, one hundred books at a time. First, student workers from Access Services pull the books, which are then sent to Technical Services to be relabeled with the new classification code by another student worker. Then, Tosaka updates the records for each book in the card catalog. Finally, student workers in Access Services reshelve the newly processed materials to their new locations. This method is working well and reflects nearly real-time changes as books move through the reclassification process. Students will continue to be able to access materials in the Children's Collection throughout the duration of this project. Library records will accurately reflect the true location of an item as it moves through the reclassification process; these records can continue to be relied upon to locate materials. The goal is to complete this project by 2029.



## UPDATES FROM THE ARCHIVES

By Deb Schiff, Archivist and Special Collections Librarian

Newly added materials to the Archives AtOm site include the [Alumni Association Records](#), [Literary and Social Critique Publications](#), [Mabel E. Bray Collection](#), [Normal School Era Manuscript Collections](#), [Normal School Faculty and Student Registers](#). Each of these collections contains many materials that can be used for teaching with primary sources. By selecting TCNJ archival materials that demonstrate the challenges faced by students through the college's history, faculty can help current students to connect with history in a more personal, relatable way. When teaching with these materials, discussions can tie the past to today's events and attitudes.

Created by students and faculty, the Literary and Social Critique Publications range from 1938 to the present. The topics within each publication vary widely, but few take on the topics of racism and human rights as directly as the Black and Puerto Rican student newspaper *Utimme Umana La Voz Oculta*. For example, historically excluded voices of people incarcerated at New Jersey state prisons can be seen in a regular column published by the newspaper (one example may be accessed here, see "Letters from Inside," <https://atom.tcnj.edu/index.php/TCNJ116-Utimme-Umana-La-Voz-Oculta-Vol-2-Number-3>). For more information, please contact Archivist and Special Collections Librarian, Deb Schiff at [schiffd@tcnj.edu](mailto:schiffd@tcnj.edu).





## SHELLENBARGER CONCLUDES ARCHIVES PROJECTS

By Deb Schiff, Archivist and Special Collections Librarian

As we near the end of the Save America's Treasurers grant period, the Archives will be bidding a fond farewell to our grant-funded Processing Archivist, Kerin Shellenbarger. For the past three years, Kerin has been preserving, organizing, describing, and occasionally digitizing previously "hidden" collections in the Archives. At the time of this writing, her contributions can be seen online in the following collections: [Annual Reports and Bulletins](#), [Clara Wolverton Papers](#), [Commencement Collection](#), [Gertrude Scudder Bodine Collection of Alice Brewster Letters](#), [Lulu Bell Clough Haskell Papers](#), [Mabel E. Bray Collection](#), [Mildred Bard Charlesworth Pepper Papers](#), [Mildred Duncan Warnecke Collection](#), [New Jersey State Normal School Diaries Collection](#), [Normal School Era Manuscript Collections](#), [Normal School Faculty and Student Registers](#), and [The Seal Yearbook Collection](#).

The amount of time and effort Kerin has devoted to researching the subjects and people in these collections cannot be overstated. The results can be seen in her carefully crafted finding aids. She includes useful details for researchers, providing new ways for students, faculty, alumni, and the public to learn the story of the college and its community.

Importantly, Kerin's work also has had a great impact on the Archives behind the scenes. We now have a high-level inventory for a large portion of our backlog and have processed more than 160 linear feet of collections. She has greatly contributed to our descriptive metadata creation, especially with regard to authority records and subject terms. These aspects of archival description are crucial entry points for researchers searching online.



Kerin Shellenbarger, Processing Archivist

Kerin will leave a lasting imprint on the Gitenstein Library's Archives and on the library as a whole. With kindness and patience, she has helped many student workers learn tips and tricks of using very large format and flatbed scanners. She has become a part of the TCNJ community and will be very missed in the Archives.

# THANK YOU





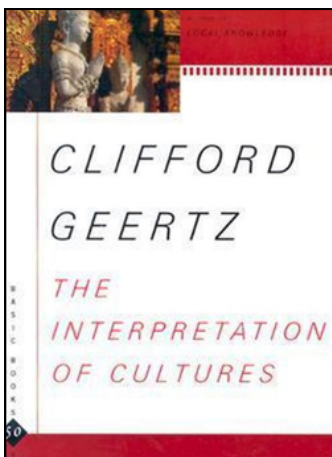
# ONE READER TO ANOTHER

As part of a recurring column, we're asking faculty members to share books that have had a profound effect on the way they think about their profession or about life in general. For this newsletter issue, we feature George Leader (Sociology and Anthropology), who received the Faculty Senate Award for Innovation in Teaching in 2025. To share your recommendations in a future issue, please contact John Oliver at [oliverj@tcnj.edu](mailto:oliverj@tcnj.edu).



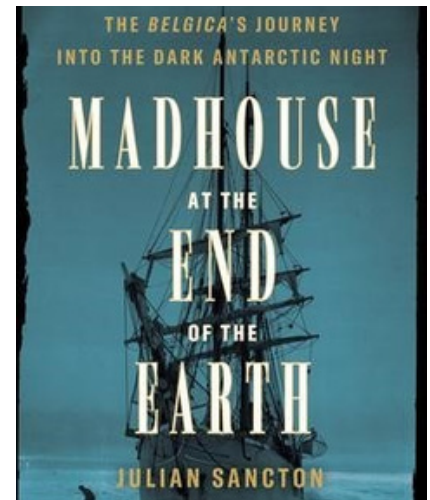
## **Prof. George Leader (Sociology and Anthropology) recommends two books:**

"For an academic read, I have to go with *Interpretation of Cultures* by Clifford Geertz. Though I'm an archaeologist, my first love and foundational skills were from cultural anthropology. Aside from reading Boas, Mead, Benedict, and Malinowski, all of whom were brilliant (but must be read today with critical eyes), I think the book that I have returned to the most is Geertz's *Interpretation of Cultures*. When I first was introduced to it as an undergrad, I couldn't get enough of his ideas on symbolic representation in culture. It is really this book which fed my insatiable appetite for cultural anthropology and I recall carrying it around with me on campus hoping that somebody would ask me about it! (Nerd alert). Over the past 20 years since undergrad, I have returned to it either for momentary inspiration or to pull passages that were particularly meaningful. Probably biasing my selection, I met Geertz just before his death and told him how much his book meant to me. (To which his response was a stifled, "thank you".) Regardless, if you are remotely interested in exploring how anthropologists engage with culture, this book is still a classic.



**Interpretation of Cultures.** By Clifford Geertz. [Read online with free archive.org registration](#) or check at Gitenstein Library: Call number: [GN315 .G36 2017](#).

"If I'm going to provide you with a less academic title, I have to tell you I non-stop read non-fiction polar exploration accounts. So many of the journals of these 18th and 19th century explorers hold fascinating tales of survival stuck in ice-packs drifting north or south, or learning Inuit traditions to survive winters. Warning, for some of the titles you have to be able to read these accounts with a critical eye for exaggeration or racist accounts of Native peoples within them. One of my favorites is *Madhouse at the End of the Earth: The Belgica's Journey into Dark Antarctic Night* by Julian Sancton. This one taps into the incredible battle to maintain sanity on an ice-pack, while the ship's young doctor steals the show with his revolutionary techniques and the future famous Roald Amundson is a young first mate."



**Madhouse at the End of the Earth.** By Julian Sancton. [Request via Interlibrary Loan.](#)

## THE HOTTEST TICKET IN TOWN: LIBRARY STUDY ROOM RESERVATIONS

TCNJ students can now book time in library study rooms as part of a pilot program started earlier this semester. The reservation pilot program has been created in response to overwhelming feedback from students who have expressed frustration with the challenge of finding an available study room.

During the pilot, all 9 study rooms on the 3rd floor are reservable by individual students or by small groups. Each student can make up to 3 hours of reservations per day (and up to 6 hours per week). The 14 study rooms on the 2nd and 4th floors remain available on a first come, first served basis. Many library faculty and staff participated in the task force that recommended guidelines for the study room reservation pilot and on the library's Web Committee, which designed and implemented the reservation system.

For more information or to make a room reservation, go to [library.tcnj.edu/studyroom/](http://library.tcnj.edu/studyroom/)



Rebecca Wechter (left) and Alyssa Serrano studying in the Group Study Room

# LIBRARIAN ANNOUNCEMENTS

**Ewa Dziejic-Elliott (Education Librarian), Bethany B. Sewell (Access Services and Reference Librarian), and Yuji Tosaka (Cataloging/Metadata Librarian)** presented "Reimagining the K-12 Collection" at the New Jersey Academic Librarians conference. They shared changes they have made in TCNJ's K-12 Model Library, highlighting tips for effective collaboration and communication efforts across library departments and to library users.

## **Ewa Dziejic-Elliott (Education Librarian)**

- Presented "Empowering Minds & Bridging Gaps: The Crucial Role of Information Literacy" at the New Jersey Academic Librarians conference with Brenda Boyer (Rutgers University). The presenters shared their recent research points regarding existing gaps in information literacy instruction, corresponding instructional design solutions and discoveries about the research strategies students learned in high school that served them well in college.
- Co-hosted a panel discussion on teaching information literacy and the high school to college transition during a joint conference of the New Jersey Library Association and New Jersey Association of School Librarians.
- Co-presented a poster "Bridging the Gap: Updating the NJ Information Literacy Progression Standards for Higher Education" at a joint conference of the New Jersey Library Association and New Jersey Association of School Librarians. The poster discussed committee work and progress on the NJ Information Literacy Progression Standards for Higher Education.



Sewell, Dziejic-Elliott, and Tosaka at the NJAL Conference



Dziejic-Elliott with co-panelists at the joint NJLA/NJASL Conference

## **Jia Mi (Electronic Resources/Serials Librarian)**

- Presented "Between Innovation and Integrity: Evaluating AI in Library Databases and Discovery Tools" at the 2026 New Jersey Academic Libraries Conference. The presentation offered practical approaches for assessing emerging tools and communicating balanced insights to peer librarians, students, and administrators.
- Presented "Beyond the Big Deal: Micro-Cancellations, Package Transfers, and AI-Assisted Workflows" at the 2026 Electronic Resources & Libraries Conference. The session highlighted the workload impact of "micro-cancellations"--title cuts, package transfers, and ongoing maintenance--and shared strategies to manage tasks, prioritize essential work, and make invisible labor visible to stakeholders.

# LIBRARIAN ANNOUNCEMENTS

## **Bethany B. Sewell (Access Services and Reference Librarian)**

- Presented "Cross-Institutional Collaboration in Resource Sharing: Lessons and Insights from the VALE Rapido POD," with librarian colleagues from NJIT, WPUNJ, Seton Hall, and Drew University at the 2026 New Jersey Academic Libraries Conference. They discussed their recent adoption of Rapido, a next-generation interlibrary loan and resource sharing platform, which has resulted in improved turnaround times and broadened access to scholarly resources, and further demonstrates how shared strategies enhance each library's impact, streamline operations, and advance resource sharing.
- Has been elected Member At Large on the Executive Committee of STARS, the Sharing and Transforming Access to Resources Section of the American Library Association's Reference and User Services Association division.



Sewell with co-panelists at the NJAL Conference

## **Dr. Yuji Tosaka (Cataloging/Metadata Librarian)**

published a peer-reviewed article, "[Marking gender: A critical analysis of gender representation in Library of Congress Subject Headings](#)," in the April 2026 issue of *Library Resources & Technical Services*. The article is co-authored with Sungmin Park (Resource Description Librarian, Rutgers University). The problem of bias, prejudice, and marginalization has long been a subject of critical reflection and inquiry in library knowledge organization systems. The article conducts a comprehensive examination of how gender is represented (or not represented) across headings for classes of persons within Library of Congress Subject Headings, the most widely used multidisciplinary thesaurus in the US library community.



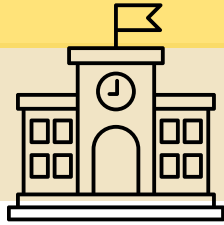
TCNJ Librarians at the NJAL Conference



# WHERE ARE THEY NOW?

## Zay Farzan

Physics Major - Class of 2025



When TCNJ graduate Zay Farzan reflects on her undergraduate experience, one theme stands out clearly: staying open to possibility can lead to unexpected and meaningful paths.

Zay graduated in December 2025 with a major in Physics and a minor in Filmmaking—an interdisciplinary combination that reflects both analytical rigor and creative exploration. During her time at TCNJ, she immersed herself in both academic and community-oriented experiences. She conducted research in optics and laser labs under Dr. David McGee, through which she explored diffractive patterns, light polarization, and innovative methods of laser printing on azopolymer films. In addition to her research, Zay served as a Learning Assistant for Modern Physics, supporting fellow students as they navigated complex concepts.

Her journey as a student library employee began in her final semester, when she accepted a position in Printing and Design Services to help cover the cost of her last course. What started as a practical decision quickly became a meaningful and transformative experience. Through her work, she developed strong troubleshooting and problem-solving skills—abilities she now describes as not just useful, but genuinely enjoyable. The supportive environment, along with mentorship from library staff—especially her supervisor, Katy Robinson—helped reinforce her confidence and encouraged her to think creatively, incorporating her interests in film and digital media into her work. Zay would also like to recognize the coworkers who made her

experience especially rewarding: Bintou Fofana, Danny Martin, Linda Jiang, Paisley Perez, Samantha Kwok, Marvin Carbajal Calix, Evan Ziccardi, Allie Farr, and Omoni DiPasquale. This experience became another important chapter in her journey and contributed to her desire to make a meaningful impact in academic settings, particularly in working with college students.



Zay Farzan

An earlier chapter of Zay's story began when she immigrated from Pakistan to the United States at a young age and learned English as a second language. Education became a powerful tool for understanding the world and shaping her identity. Her experiences have taught her not to limit herself to a single path, but instead to embrace growth, curiosity, and change. As a nontraditional student, she chose

to live on campus and fully engage in the college experience. "I met amazing, passionate, brilliant people," she shared. "That sense of connection is part of why I've continued on the path I'm on now."

Today, Zay works full-time at TCNJ as a Tutoring Support Specialist in the Tutoring Center, located in Roscoe West. In this role, she focuses on supporting students through systems, operations, and mentorship. As part of her work, she helps coordinate tutoring services that support more than 200 tutors, assesses workflow needs and limitations for office staff, and aids in the organization of tutoring center events and workshops for wider campus outreach."

Her approach is grounded in systems thinking—breaking down complex processes into manageable components and continuously improving them to better serve students. She credits her background in physics with strengthening her logical reasoning and problem-solving mindset, both of which are essential in her current role.

At TCNJ, Zay is in a unique position to advocate for students' well-being both inside and outside the classroom. She describes herself as

stronger than ever, balancing her professional responsibilities with a continued passion for helping others. She often serves as a mentor, offering guidance and support informed by both her personal experiences and professional growth.

When asked what advice she would give to current TCNJ students, Zay emphasizes the importance of curiosity and openness: "Keep a beginner's mindset. Stay open to opportunities, even if they don't fit into your original plan. When you follow your interests, things begin to open up in ways you don't expect." She also highlights the importance of self-awareness and well-being: "Pay attention to your body. There's a connection between mind and body that we often overlook, but it can guide you in important ways."

She expresses deep gratitude for the supportive environments she found at TCNJ, including within the library, where she felt encouraged to share ideas and be her authentic self. From physics labs to student support systems, Zay's journey is a testament to the power of curiosity, resilience, and keeping an open mind.



# LIONS ROAR!

## FOCUS ON STUDENT WORKERS

**Paula:** Hi Ian! What brought you to TCNJ?

**Ian:** I graduated from Cherry Hill High School East and was looking for a strong college with an excellent teaching program. My goal after graduation is to become a high school physics teacher. I've always enjoyed physics, and I want a career I can feel proud of—one where I can truly make a difference.

**Paula:** That's great. Has TCNJ lived up to your expectations?

**Ian:** Absolutely. One of the best parts of being a TCNJ student is the opportunity to work alongside so many incredible people. It's a really supportive and inspiring environment.

**Paula:** How has your experience working in the library been?

**Ian:** I actually have a long history with libraries—I started volunteering back in sixth grade. At the Gitenstein Library, I spend my time shelving, working on projects, and helping with library statistics. I like staying busy, and there's something really satisfying about completing a big project. Putting in weeks of effort and then finally seeing it all come together—it's a great feeling.

**Paula:** Have you ever considered a career in libraries?

**Ian:** I have! Depending on how things go with physics, I could see myself pursuing an online MLIS and working in a library. It's definitely something I'd keep as an option.



**Paula:** Tell me one fun or unique fact about yourself.

**Ian:** I own the entire modern LEGO Architecture collection. The only problem is that I'm running out of shelf space, so I've had to slow down on buying new sets!

**Paula:** Wow, that's impressive!

**Ian:** Also, last year I was the inaugural recipient of the Dr. Fred Pregger Scholarship, which completely surprised me. It was a really meaningful honor.

**Paula:** Thanks, Ian. We are so glad that you are here with us!

**IAN CHAPMAN**

Physics and Secondary Education  
Class of 2028  
(Access Service)

Interviewed by Paula Rainey



# STAFF SPOTLIGHT

## Celebrating Many Years of Service and Impact: Honoring Louise Pezzullo-Bizon and Judy Marks

By Paula Rainey

As the summer of 2026 approaches, the library is preparing to say goodbye to two valued members of its community: Louise Pezzullo-Bizon, who is retiring after 15 years of dedicated service, and Judy Marks, a proud TCNJ graduate who has contributed 24 years to the institution. Together, their stories reflect not only commitment and adaptability, and also the deep sense of connection that defines the library workplace.

Throughout their time at the library, both Louise and Judy witnessed and contributed to significant changes. From working with library systems like Voyager to transitioning to newer platforms such as Alma, they embraced the evolving technological landscape of library services with professionalism and enthusiasm. Judy recalls, "I remember navigating the implementation of Alma with processing invoices. It was challenging at first, but we figured it out together." Their work on these systems kept the library running smoothly and made library services possible.

Both behind the scenes or at the library's service points, their work centered on helping people. Both Louise and Judy were deeply committed to customer service, ensuring that students, faculty, and staff had access to the right tools and information. They understood that libraries are not just knowledge, but spaces of support, learning, and discovery. Whether processing books and media, helping students and faculty at Access Services or helping users navigate electronic resources and streaming titles, their contributions and teamwork will not be forgotten.

Their involvement extended beyond daily responsibilities. Professional development was a highlight of working here. Louise says, "Through the TCNJ's training sessions, workshops, and shared learning opportunities, I got to expand my knowledge and skills." Louise and Judy also contributed to Library



Judy Marks (left) and Louise Pezzullo-Bizon

# STAFF SPOTLIGHT

Governance by serving on committees. Louise contributed to Building Services initiatives and the Strategic Plan, while Judy participated in the Steering Committee, demonstrating their commitment to shaping the library's future.

Of course, their time at the library was not without challenges. The COVID-19 pandemic brought unexpected changes, altering daily routines and interactions. Louise reflected, "Even during that period, moments of recognition—like when Access Services staff won the Helen Shaw Award in Fall 2021—reminded us of the importance of our work and the appreciation of our community." Both Louise and Judy agreed that they see the library as an extension of the classroom where the librarians and staff are crucial to students' learning and success.

As they prepare for retirement, both Louise and Judy reflect on what they will miss most: the people. The friendships, collaboration, and shared purpose defined their experience and made their years at the library truly meaningful. They fondly recall the camaraderie among colleagues, describing the library as a "family." Working alongside their library staff colleagues such as Ann Wittik and Ellen Radowsky brought not only professional growth but also moments of personal joy. They attended events together off campus, including a memorable trip to New York to see Jersey Boys, as well as library dinners with colleagues at local favorites like Uno's and shared lunches that strengthened their bonds. To this day, they continue to meet monthly with a group of current and former library staffers for their "Library Ladies" lunch. Judy shares that "another favorite was Administrative Assistant Day, when management would serve breakfast. The ice cream socials and picnics also helped create a fun and welcoming community."

Looking ahead, they are excited to spend more time with their families. Louise looks forward to enjoying time with her grandchildren, June and Autumn, and the rest of her growing family, while Judy anticipates making memories with her grandchildren, Laurel and Sammie. These next chapters promise the same warmth and joy they brought to their professional lives.

Louise and Judy leave behind a legacy of dedication, kindness, and excellence. As the library community celebrates their retirement, it does so with gratitude for their years of service and best wishes for all that lies ahead.



Sharing time with past and present co-workers in 2017



# CONTACT YOUR LIBRARIAN

Librarians can help you wrap up your semester! With reading days and finals coming up, remember there is more than one way to contact a librarian. You can find Reference hours on our website at <https://library.tcnj.edu/about-the-library/hours-of-operation/>.

## Text your Question: SMS: (609) 482-3981



Librarians are available during Reference hours. Regular text messaging rates apply.

## Submit your Question by E-mail



Librarians will respond during Reference hours. For questions submitted after hours, librarians will respond when Reference opens.

## Ask Your Question by Chat



Librarians will respond during chat hours. If chat is unavailable, you may ask your question by email instead.

## Schedule a Research Consultation



Librarians are available for virtual research consultations and instruction. Check the list of [Librarians by Subject/Major](https://library.tcnj.edu/research-help/contact-a-subject-librarian/) (<https://library.tcnj.edu/research-help/contact-a-subject-librarian/>) for assistance.



**CLICK HERE TO ASK A LIBRARIAN**



# REGULAR LIBRARY BUILDING HOURS

## Main Library Building

Monday-Thursday 8:30 AM - 11:00 PM

Friday 8:30 AM - 5:00 PM

Saturday 11:00 AM - 6:00 PM

Sunday 12:00 PM - 10:00 PM

## Extended Study Area

Monday-Thursday 7:30 AM – 8:30 AM &

11:00 PM – 2:00 AM

Friday 7:30 AM – 8:30 AM & 5:00 PM – 2:00 AM

Saturday 10:00 AM – 11:00 AM & 6:00 PM – 2:00 AM

Sunday 11:00 AM – Noon & 10:00 PM – 2:00 AM

**For hours of other services & library special hours, please visit:**

<https://library.tcnj.edu/about-the-library/hours-of-operation/>