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Letter from the President

Dear ENY/ACRL Members,

Hurricanes, earthquakes, tornadoes, a difficult economy and a new academic year--turbulent times indeed! It seems like our Spring Conference in May was either just last week, or a long, long time ago. I hope that all of you have weathered the recent months without too much difficulty.

Like many of you, my introduction to ENY/ACRL was through colleagues who took the time to mention that ENY/ACRL was a great organization and invited me to attend ENY/ACRL events. This fall, we'll all have some good opportunities to show how powerful word of mouth can be. Please consider reaching out and inviting a colleague to attend one of the excellent ENY/ACRL events happening this fall.

In October, our Brown Bag lunch series is scheduled to coincide with Open Access Week. These discussions will be held at SUNY/ESF, University at Albany and Clarkson University. As part of the Brown Bag series, ENY/ACRL is co-sponsoring, with the U Albany Libraries, a presentation by Dr David Hogg, entitled "Open Science, Free software, and Citizen Astronomers."

In November, ENY/ACRL is sponsoring a Data Curation Profiles Workshop at Cornell through a grant from the Institute of Museum and Library Services (IMLS).

As you can see, Tasha Cooper and the Program Committee have been very busy planning and organizing. In addition to these events, the Spring Conference, at Mohawk Valley Community College, is shaping up to be another good one.

Please help make these events successful by attending if you can, but also by inviting a colleague, especially a junior colleague.

> Hurricanes, earthquakes, tornadoes, a difficult economy and a new academic year–turbulent times indeed!

It's a "soft sell," but very effective way to get new folks aware of and involved with ENY/ACRL. (Plus these events are going to be excellent!)

On another topic--I'm happy to announce that Susan Kline, from Syracuse University, has agreed to become the new ENY/ACRL Archivist. We're very grateful that she is willing to share her expertise with us in this position, and we are confident that she will continue the good work that Michelle Perry did in keeping our organization's archives usable and useful.

Hope to see you this fall.

-John Cosgrove, ENY/ACRL President

A Transformational Teaching/Learning Method

Trudi Jacobson
Head, Information Literary Department
University at Albany, SUNY

Consider this scene, taking place in a one-credit information literacy course: Students, within their permanent teams, are debating a class topic. They are engaged, and listening carefully to their teammates. They call upon the course readings to buttress their points (they have actually done the homework!). The teacher is at the side of the room, keeping an eye on things, but her participation isn't really needed. In fact, the teams might see it as intrusive at this point.

Is this wishful thinking? Nirvana? No, actually, it is team-based learning in action. A number of the librarians at the University at Albany who teach our one-credit information courses have begun using this new teaching/learning method, and have gotten remarkable results. Team-based learning (TBL) was developed by Professor Larry Michaelsen at the University of Oklahoma in the late 1970s. It is used in a variety of disciplines, particularly the health sciences. UAlbany's Institute for Teaching, Learning, and Academic Leadership (ITLAL) has introduced this instructional method to campus, and more and more professors are adopting it . TBL goes far beyond simply dividing students into teams. There is an entire framework into which the teamwork fits, and it is the cohesive package that makes TBL such a powerful avenue to student learning. Team-based learning has four key components: team formation and management; accountability; feedback; and assignment design. Continued on Page 10.

UAlbany students in Info. Lit. Course, photo by Elizabeth Taylor

Citation Fox at the University at Albany Libraries

Carol Anne Germain, John Pardavila, and Daryl Bullis

The University at Albany Libraries is proud to announce its newest online citation tool, CitationFox. For years, the Information Literacy Department provided handouts, in-class and Internet-based instruction, and other resources to meet the style guide needs of students, researchers, faculty and other patrons. At times, we felt these resources were limited since we could not provide information about a variety of publication formats (e.g., online television show, online-only book chapter). To expand upon this assistance, we explored the creation of a more comprehensive, Web-based application to better assist our users. A collaboration between the Information Literacy Department and the Systems Department made it possible to bring this project to fruition.

The end product, CitationFox, available in both APA and MLA, includes over 900 nodes with templates, examples, and notes. Library users can easily toggle between these two styles. This tool includes resources in print and online formats. CitationFox was proudly built with precision tools of the open source community. Utilizing the richness of PHP, the team entered valuable citation data into the application to create a dynamic teaching tool. The citation data and examples were stored in a MySQL repository. The fluid nature of the CitationFox is due to the nature of jQuery for user interface effects and AJAX server calls. The whole package is a true open source, collaborative effort between library literacy and IT.

CitationFox, at http://library.albany.edu/cfox (APA) or http://library.albany.edu/cfox?type=mla (MLA), has been well received and is becoming one of the most frequently viewed sources on the University Libraries' homepage. This summer, CitationFox was added to the PRIMO (Peer-Reviewed Instructional Materials Online) database.

Please feel free to browse this utility and encourage users to link to the site.

Folsom Library Institutes a New Reference Model

Bob Mayo, Director
Fran Scott, Manager, Architecture Library/Reference & Instructional Services,
Rensselaer Libraries

Rensselaer Libraries has recently implemented a new reference model in an effort to maximize efficiency and patron satisfaction during a time of declining staff resources. Information Desk (i.e. reference desk) use statistics have indicated a drop in patron demand. As a result of this change, it was determined that full-time coverage at a reference service point was no longer needed.

Our first step in implementing the new model was to physically remove the Information Desk and to work toward the establishment of a purely on-call system for in-person inquiries. This also presented the opportunity to free up staff time for the development of new projects such as enhanced online tutorials, additional digitization of high profile institute collections, and the investigation of the libraries' future role in the possibility of curating data for grant recipient researchers on campus.

Once the decision was made to physically eliminate the Information Desk, other steps were taken to support that transition. The original Circulation Desk was renamed the Service Desk. The Public Services staff, who would be staffing the newly renamed Service Desk, participated in a customer service training program sponsored by our Human Resources Division. In addition, an intern from the University of Albany's Department of Information Studies, who had an interest in examining new models of reference service, was recruited to assist the reference unit in preparing for this change. At the beginning of the academic year, the following on-call, tiered level of reference service was initiated.

Tier A   Full-time public services staff members were designated as the first point of contact for Service Desk reference questions. To successfully accomplish this several additional stipulations were put in place: At least one full-time public services staff member should be present at the Service Desk at all times during the week; Supplement staffing with just one or two college work study student assistants to handle routine circulation and collection management activities; Folsom Library's Administration Office coordinator (adjacent to the Service Desk), was assigned as a Level A back-up for times of either peak demand at the Service Desk or if there was a shortage of Level A (i.e., public service) personnel available. The staff member maintains an online calendar of the reference librarians' schedules and posts it weekly or daily, if need be, at the Service Desk.

Tier B   Three reference librarians to be primarily available to answer any referrals that Level A staff members feel unsure in handling.

Tier C   Three additional library staff, with an interest in reference work and strong customer service skills, to help field questions when the reference librarians are unavailable. One library specialist from public services, one library specialist from technical services, and a technical services librarian were selected for this Tier.

In order to maintain reference statistical metrics, the manager of the Reference and Instructional Services Department researched and implemented an open source software and web based application called *Libstats* (*website: http://code.google.com/p/libstats/*) to serve as an online tool that any library staff member could access, as needed. This application is still being tested by librarians, but the expectation is that it will eventually serve as a knowledge base for reference questions and provide a statistical tool to help analyze and manage the new reference model.

iPads, configured with applications such as "iBooks," "PLoS Reader," "Skype," "Wikipanion," "WorldCat Mobile," "Dropbox," "Evernote," and other reference and productivity tools, were provided to Tier B (reference librarians) and Tier C (back-up support from Public Services and Technical Services staff) in order to conduct one-on-one consultations with patrons at any service point. Tier B & C staff plan to meet periodically to further investigate the use of the iPad in reference and to share information on iPad applications and the effectiveness of the new reference model in general.

Librarians at FMCC Explore Ways to Connect with Student-Athletes

Michael Daly, Public Services Librarian
Daniel Towne, Systems/Electronic Services Librarian
Fulton-Montgomery Community College

Academic librarians have long been masters of inventing (or re-inventing) services to offer to their users; committed to an on-going process of allowing students to discover the relevance of libraries and librarians in their academic careers. Many of the new services being tried by librarians are technology-based. The librarians at the Evans Library at Fulton-Montgomery Community College (FM) are no different. We have begun circulating Kindles. We have joined a virtual reference cooperative. We are on Facebook. We are Tweeting. But, we have found other ways to provide essential library services to specific user groups and at the same time make ourselves more visible on campus.

A group that we have begun to work with more closely is our student-athletes. The evolution of our partnership with the student-athletes has its roots in the typical. Our librarians have division liaison responsibilities and are members of campus committees. One librarian is the liaison to the Health, Recreation, and Physical Education (HPER) division - comprised of the Physical Education and Health instructors and the Athletic Director. Not surprisingly perhaps, many members of this academic division are also coaches of various athletic teams at FM. Another librarian is a member of the Student Life Committee. We found ourselves presenting the typical library services to the members of these groups in a typical setting and with a typical delivery system: we sat around a table and told them about all the wonderful things the library can do for them and their students.

We needed to break away from the typical but we were unsure how to do it. An opportunity arose when the Coordinator of Specialized Student Services needed a place to hold student-athlete study halls. We volunteered our information literacy classroom and an informal partnership was born. Our interactions with the student-athletes became more frequent. The interactions were not, and are still not, completely academic in nature. We talk about games and players. How their team is doing and what or who is next on their schedule. As a result, we began to build relationships – and trust. As we all know, it is easier to ask someone you know and trust for help than is it to ask a "stranger" for assistance.

"Mini" Library Sessions at SUNY Plattsburgh

Elin O'Hara-Gonya, Associate Librarian
SUNY Plattsburgh

As Coordinator of the course-related library session program at SUNY Plattsburgh, I have heard students sigh "A librarian AGAIN?" on many an occasion. I wondered if students, in fact, benefitted from these sessions as much as I hoped. I also wondered if there might be a better model than the 75-minute "cram in as much as we can" format for delivering one-shot library sessions to students. It was necessary to ask myself "What do students really need?" and "From which aspects of sessions have students benefitted most in past library sessions?" My answers to these questions were:

- Students require point-of-need instruction, a more pedagogically-sound model for library instruction than 75-minutes delivered at the start of the semester.
- Students benefit most from library session content tied more closely to course and assignment content.

Having come to these two conclusions, the path to more effective library sessions became obvious. I decided to pilot a new method of providing course-related library instruction services via a series of mini-instruction sessions tied to immediate research needs students had demonstrated or verbalized to their professors. Instead of a lengthy once-semester library session for a course, I would drop-in to a class for roughly 15 minutes several times a semester to address a specific research need the students had demonstrated to the professor within a week of identifying the need.

The James Family Celebration

Carol Lee Anderson
University at Albany, University Libraries
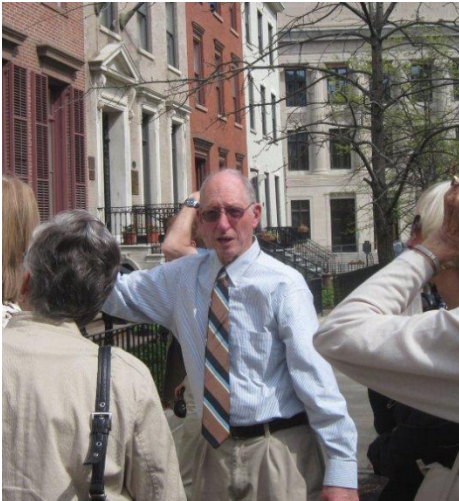
Renowned author Henry James and his brother William, a psychology professor and philosopher, had many ties to the Albany area. Their father graduated from the Albany Academy, and their grandfather, an Albany merchant, made his fortune in real estate. Henry James opened his story, Portrait of a Lady, in a brownstone on Albany's State Street. The significant works and pivotal thought of the two brothers helped shape the twentieth century and more particularly, the intellectual, artistic, and philosophical movement now called modernism.

With funding by a major grant from the New York Council for the Humanities, UAlbany's Center for Humanities, Arts, and Technosciences and its partners engaged audiences in the literary and cultural legacy of the James Family of Albany during a yearlong James Family Celebration. Humanities and social science scholars, historians and archivists animated the imaginative worlds of the novelist, Henry, and the philosopher, William the father of modern American psychology. Interactive events explored and investigated the brothers' impact on society and the humanities and examined their roles in the history of ideas and aesthetics. Events were held between November 2010 and October 2011.

Programs were held at various locations, both on and off UAlbany's campus. Events included a presentation and panel discussion entitled At the Gateway to Modernism: A Celebration of William and Henry James, November 10, 2010; Henry James on Stage, March 4, 2011; Henry James Film Festival at the Linda, WAMC's Performing Arts Studio, April 8 & 9, 2011; Henry James Senior and a Tragic Incident in Academy Park, May 1, 2011, Academy Building, Academy Park; and Albany Rural Cemetery Tour, May 2, 2011. The grant led to collaborations with local public libraries broadening the reach of the James Family Celebration and enriching the communities of Colonie, Guilderland, East Greenbush, Cohoes, Watervliet, Altamont, and Menands by featuring James related films, book discussions, book reviews, and a second film festival.

Extensive collaborations made for successful events. Programming partners included the UAlbany University Libraries; UAlbany Performing Arts Center; UAlbany Department of English; and University Auxiliary Services. Community collaborators included The Linda, WAMC's Performing Arts Studio; the Albany Academies; William K. Sanford Town Libraries (Colonie); Altamont Free Library; Bethlehem Public Library; East Greenbush Community Library; Guilderland Public Library; Menands Public Library; and the Watervliet Public Library.
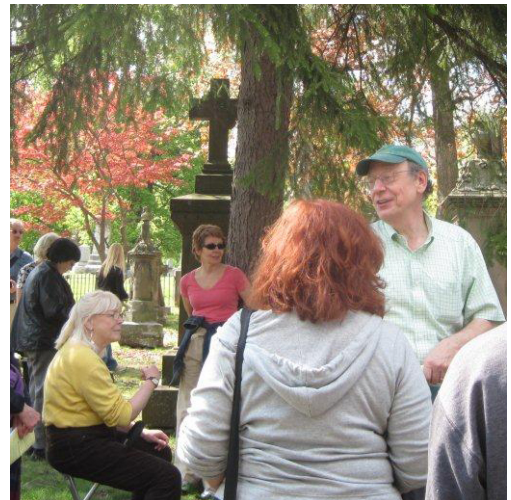
Images

Top: Dr. Warren Roberts, Henry James Senior and a Tragic Incident in Academy Park

Right: Dr. John Pipkin, Albany Rural Cemetery Tour

Left: Henry James Film Festival at The Linda, WAMC's Performing Arts Studio

Notes from the Field

Binghamton University Libraries

New staff members: **Marian Stern**, Technical Services Assistant; **Carrie Blabac-Myers**, University Downtown Center Library Reader Services Coordinator.

Promotions: **Adam Basa**, Science Library Information Services Coordinator; **Jill Dixon**, Acting Director of Public Services.

John M. Meador, Jr., Dean of Libraries, and **Edward Corrado**, Director of Library Technology, spoke at the Rosetta Advisory Group Meeting, Eidgenössische Technische Hochschule Zürich, Zurich, Switzerland, June 15, 2011.

Angelique Jenks-Brown and **Jill Dixon** co-presented the poster session "Engineering a Collaborative Information Literacy Partnership" at the 2011 American Library Association Annual Conference in New Orleans, La.

Ben Andrus, **Anne Larrivee**, and **Jill Dixon** co-presented "In with the New: Training New Hires under a Restructured Framework" at the 2011 SUNYLA Conference at SUNY Plattsburgh.

Rachel Jaffe and **Molly O'Brien** co-presented "Two New Librarians: Two Perspectives on the Future of Cataloging" at the 2011 SUNYLA Conference at SUNY Plattsburgh.

The Binghamton University Libraries showcased the newly acquired Vera Beaudin Saeedpour Kurdish Library and Museum Collection with an exhibition and event on September 23, 2011, featuring speaker Janet Klein, Associate Professor of History from the University of Akron, an expert on Kurdish history.

Hamilton College

Fall 2011 Couper Phi Beta Kappa Lecture: "From Schopenhauer to Schwarzenegger: The Impact of Copyright on Art and Scholarship in the Digital Age."

Please join us on Thursday, October 6 at 4:10pm in the Bradford Auditorium (Kirner Johnson 125) for the Fall 2011 Couper Phi Beta Kappa Lecture "From Schopenhauer to Schwarzenegger: The Impact of Copyright on Art and Scholarship in the Digital Age." Kevin Smith '81, Scholarly Communications Officer at Perkins Library, Duke University, will examine the problems and possibilities for copyright in a digital age over three broad areas - teaching, scholarship and the creative arts.

The Couper Phi Beta Kappa Lecture was established in 2005 to honor Hamilton alumnus Richard "Dick" Couper '44, who died in January 2006. This yearly lecture recognizes Couper's commitment and contributions to the college and the Phi Beta Kappa Society. Each year a distinguished speaker is invited to present on a library-related topic.

Sponsored by the Phi Beta Kappa Society, the Hamilton College Library, and the Dean of Faculty.

Hands On Hamilton History

Hamilton College is celebrating its Bicentennial Year. In recognition, each month, Hands on Hamilton History will feature a small group of documents, artifacts, and visual materials relating to a specific period in the history of Hamilton College. A brief discussion of these materials will happen in the Patricia Pogue Couper Research Room in the Emerson Rare Book Room, third floor Burke Library, at 10 AM and 2 PM on the fourth Thursday of each month. Visitors will be allowed to get up close to the artifacts and even handle some of them. The next day these items will be installed in the display cases on the first floor of Burke Library.

Fall 2011 Schedule:
September 22: Samuel Kirkland
October 20: Von Steuben, Kirkland, and the Revolutionary War;Hamilton-Oneida Academy
November 17: Founding of Hamilton College
December 15: Life and Education in the Early Decades of Hamilton College

Morrisville State College

In June, **Wenli Gao**, Assistant Librarian for Instructional Services, presented "Teaching from LibGuides: Engaging Students with Activities and Embedding Other Media" at the ACRL/New England Library Instruction Group Annual Program, Exploring Creativity in Information Literacy, in Lowell, MA. This presentation discussed how to use functions within Libguides to create class activities, how to use other software to create activities and embed them in Libguides, as well as how to embed a texting activity. The presentation is online at http://people.morrisville.edu/~gaow/nelig/

Working with the Norwich Campus AmeriCorp group, Systems and Electronic Resources Librarian **Angela Rhodes** presented a week-long series of technology and information literacy workshops for Chenango County residents. Topics ranged from introductions to Microsoft office applications to effective internet searching and social and professional networking tools.

RPI

The Rensselaer Libraries recently added a new entry to its digital collection. The Darrin Fresh Water Institute, founded in 1967 as the Fresh Water Institute, has produced research for over 40 years on aquatic, terrestrial and atmospheric systems, with a focus on the ecological consequences of human activities. This rich body of research includes reports, scientific papers, theses, and lectures. Included in the collection are clips of news reports and interviews. You can access the collection at: http://digitool.rpi.edu:8881/R/?func=collections&collection_id= 1211.

Notes from the Field
Continued

Skidmore College

Skidmore College's ambitious plan to redesign and renovate Scribner Library has begun. The renovated library will make space for Skidmore's Information Technology department while providing more group and individual studies, expanded IT services, and enriched collections. Students and faculty will have access to the Reference Desk, Writing Center, ESL office, GIS Lab, IT Help Desk, and Media Services, and, of course, the library's traditional collections and services, in one location.

Yvette Cortes, Fine Arts Librarian is now chair of the ACRL/Arts Publications and Research Committee. Yvette's book review of Wharton Esherick and the Birth of the American Modern by Paul Eisenhauer and Lynne Farrington has been published in ARLIS/NA Reviews (September/October 2011): http://www.arlisna.org/pubs/reviews/index.html

Kathryn Frederick, Systems Librarian, presented on mobile library websites on September 30th at the LITA National Forum in St. Louis, MO.

Susan Zappen, Associate College Librarian for Collections, is presenting a paper titled ""What Gives When Something's Gotta Give" in the Serials Management Preconference at the 31st Annual Charleston Conference: Something's Gotta Give on November 2 in Charleston, SC.

SUNY Oswego

While students were away for the summer, Penfield's building got some much needed attention. First, although few people will see this, we got a new roof. And, a new elevator was installed. Although we had to carry books up and down three flights of stairs all summer, it was definitely worth it to make elevator rides less adventurous! We also had many of the areas in the library painted. Last, and most noticeable, is the replacement of the carpets in the large study areas on the second and third floors. The old orange and blue carpets were installed in the late 1970's, so the new carpets are a welcome addition to the new furniture we've been adding throughout the last several years.

In response to student requests, Penfield Library started the new semester with our new 15 minutes earlier opening time! One of our most popular services at 7:45 AM will likely be our "quick print" stations, where students can make those last minute printouts in time for their 8 AM deadline. This time is also perfect for a little early morning book browsing or getting a head-start on a big research paper before going to class.

Memories of Oswego abound in the Ontarian, the college yearbook. Penfield Library, in collaboration with the Northern NY Library Network, is pleased to announce that a digitization project is underway to preserve those memories in an electronic format. Whether you are seeking classmates, an aerial view of the campus in the seventies, registration before computers, a reminder of an icy day along the Lake Ontario Shoreline,or images of performers who have come to campus like Harry Chapin and Bruce Springsteen there is something for everyone who has attended SUNY Oswego. Check back frequently, as this collection continues to grow.

Library resources & services are now even closer to your fingertips thanks to the Library's new mobile web site. Using your smartphone or other mobile device you can check library hours, work on research, or consult with a librarian. The mobile Ask-A-Librarian site allows you to talk, email, text or chat with our librarians. The mobile catalog allows you to find books, ebooks, government documents, cd's and dvd's – and you can even read the ebooks on your smartphone or device! You can search databases for journal articles, too. The mobile site includes links back to the full site for more in-depth research and services.

Librarian **Mary Bennett** retired in June after 29 years of service at Penfield Library. She wore many hats during her time here, most recently as Government Documents Librarian, Assistant Coordinator of Reference Service and liaison librarian for the departments of Biology and Health. We have missed her friendly smile and the excellent help she gave all our students and faculty, so we're really glad she's returning for fall semester as an adjunct Reference and Instruction Librarian. Penfield Library welcomes temporary assistant librarian **Tina Chan** to the staff. Tina comes to us from Syracuse University, where she worked in the Learning Commons, and was also the librarian liaison to the English Language Institute. At Penfield, Tina is part of the reference team and is the librarian liaison to the Art and Biology Departments, teaching information literacy classes in those areas.

SUNY Potsdam

Edward Komara received the SUNY Chancellor's Award for Scholarship and Creative Activities at a May 2011 recognition event for SUNY Potsdam employees. Ed has been the Crane Librarian of music at College Libraries since 2001. As stated in the program, "his contributions to the published literature on jazz and the blues, as well as music collection development activities, have established him as a scholar with vision." His most recent monographs are the 2-volume Encyclopedia of the Blues (Routledge Press, 2006) and The Road to Robert Johnson (Hal Leonard Corporation, 2007). His current publication project is serving as an associate editor for the Music Library Association's buying guide A Basic Music Library.

Jane Subramanian served as a grant reviewer for New York State Archive's Documentary Heritage Program in May 2011. She also gave several presentations, including "The Nature and History of Crane Chorus" for the students in Crane Chorus for Spring Semester, on January 26, 2011, which was then repeated as part of the campus Spring Festival lecture series on April 30th, and "Large Conference Benefits and Highlights of the 2010 Society of American Archivists Annual Conference" at the

Notes from the Field
Continued

SUNY Potsdam, Continued

Northern New York Library Network's 2nd Annual North Country Archives and Special Collections Conference on April 8, 2011 in Lake Placid. She also gave a presentation regarding how the permanent exhibit on the college's history was accomplished at SUNY Potsdam for the college's Alumni Weekend in July. She continues to serve on the board for the New York Archives Conference organization and has recently assumed the position as President of SUNY Potsdam's chapter of the Honor Society of Phi Kappa Phi.

The College Libraries is pleased to welcome **Matt Francis** as the new College Archivist.   Matt received his M.A. in public history from Wright State University in 2008. Most recently he worked as an Assistant Archivist at the American Heritage Center, University of Wyoming, 2008-2011. Matt currently serves on the SAA (Society of American Archivists) Issues & Advocacy Roundtable Steering Committee.

Senior Assistant Librarian **Dan Newton** has left SUNY Potsdam for a position at Scottsdale Community College in his home state of Arizona.

On Sept. 8th, the College Libraries hosted its 6th annual Library Expo. The event is held for incoming freshmen to help orient them to the library building, services and friendly staff. Over 311 freshman participated this year. Give-aways included a crossword puzzle, pencils, rulers and a raffle. Candy, popsicles and gooey desserts helped launch them on their way to gaining their "Freshman 15." Photos of the poster sessions are available on Flickr: http://tiny.cc/expo2011

Syracuse University Libraries

Ted Koppel, original anchor of the ground-breaking ABC News program Nightline, has agreed to make a donation of videotapes and other items he has prepared or received during his career in broadcast journalism to the Syracuse University Library. Koppel began his broadcasting career at Syracuse University in 1956, ultimately serving as SU radio station WAER's Program Director in 1959-60. Now, 51 years later, the largest body of his work, including programs that ran in the late 1950's on WAER, is finding its home on the Syracuse campus.

Sound Beat, a public radio program originating in the Belfer Audio Archive at Syracuse, was awarded a $15,000 Arts on Radio and

Television grant from the National Endowment for the Arts (NEA). Sound Beat is a daily 90-second public radio show and companion website that uses historic sound recordings from the 1890s through the 1960s, along with entertaining back-stories, to educate listeners about the arts and history. <http://www.soundbeat.org>.

The Syracuse University Board of Trustees recently approved the Library's plan to construct the South Campus Library Facility (SCLF), a high density storage facility to be located adjacent to the Hawkins Building on Jamesville Avenue. The design-development phase of the project will begin immediately, with construction expected to be completed in 2012. The 20,000 square foot building will house approximately 1.6 million volumes and will include a processing area and conference room. Most important, this facility will enable the library to support the long-term research needs of the faculty by providing space for collections growth.

Tasha Cooper was selected as the 2011 ENY/ACRL Librarian of the Year Award recipient. She was chosen as an outstanding member of the chapter whose contributions have benefited the chapter and the library profession. The award is in recognition of an ENY/ ACRL member who has exhibited a dedication to fulfilling the ACRL mission and furthering the goals and objectives of ACRL and ENY/ACRL in particular. The award includes a plaque and a $250 honorarium, which is presented at ENY/ACRL's spring conference. The only other SU librarian to win this award was Elaine Coppola in 1996

Tarida Anantachai, Resident Librarian, received her MLIS from the University of Illinois at Urbana-Champaign (UIUC) and her B.A. in English and American Literature from Brandeis University. Prior to coming to SU, she worked at the UIUC History, Philosophy, and Newspaper Library. In the past, she has also worked in public library adult services and for an academic publisher. Tarida will also be serving as (general & interdisciplinary) liaison to international students.

Michele Combs has been contracted by the Newberry Library in Chicago to create a new XSL style sheet for their EAD finding aids. This upgrading of the Newberry's finding aids display and functionality is part of a grant to the Library to process the records of the Chicago, Burlington & Quincy Railroad Company. In addition she was invited to chair a panel on EAC-CPF at SAA's annual conference, but due to some annoying woman named Irene and the transportation sector's paralyzing fear of imperfect travel conditions was unable to do so."

Rachel Fox von Swearingen is the Librarian for Music, Dance, Musical Theater in SCRC. Rachel holds a MLIS degree from Kent State University and a Bachelor of Music degree in Music Theory from Ohio University. Before joining SU, Rachel held two positions at the Boston Conservatory, first serving as the Evening Librarian/Metadata Specialist and later as the Public Services Librarian.

Linda Galloway is the biology, chemistry and forensic sciences librarian at Syracuse University Library. She helps expedite access to scholarly resources using a variety of tools and techniques. Linda is passionate about connecting researchers to the library by promoting value-added content and collaborative initiatives. She came to Syracuse from SUNY-ESF.

Notes from the Field
Continued

Syracuse University Libraries, Continued

Susan Kline is now Project Archivist for the Council on Library and Information Resources (CLIR) grant funded project to process the Grove Press Records. Prior to this, she worked on the Marcel Breuer project (funded by the National Endowment for the Humanities) and was Cartoon Archivist for National Historical Publications and Records Commission (NHPRC) project which involved processing the cartoon collections at the Special Collections Research Center.

Yuan Li is the new Scholarly Communication Librarian and will be instrumental in developing Surface, Syracuse's newish digital repository. She comes to Syracuse from the University of Rhode Island, where she was Digital Initiatives Librarian.

Amber Moore, Safire Project Archivist in SCRC, received an MLIS with a concentration in Archives Management from Simmons College (Boston) and holds a bachelor of liberal arts degree cum laude in history with a concentration in African American history from Spelman College (Atlanta). Most recently, Amber was Project Archivist at the Amistad Research Center in New Orleans.

Suzy Morgan was the Gaylord Preservation Intern at Syracuse during this summer. She received her MSIS from the University of Texas at Austin, where she was trained in book and paper conservation. She has previously interned at the Cincinnati Art Museum, The Ringling Museum, and Northwestern University. Before coming to Syracuse, Suzy is a conservator in private practice in Chicago.

Lucy Mulroney, Curator in SCRC, is currently completing her Ph.D. in Visual and Cultural Studies at the University of Rochester. Her research and teaching focus on the intersection of 20th-century avant-garde art, independent publishing, and social history. This October, Lucy will present her research at the Art Book Fair Conference at the Museum of Modern Art PS1. Lucy also received her B.A. in Art History and Criticism from the University of California at San Diego in 2004. In addition to her academic work, Lucy has several years of experience in archives and museums, working as a research assistant at the George Eastman House Rare Book Library and as the Editor and Publicist at the historic San Francisco Art Institute where she worked with curator and critic Okwui Enwezor.

Peter Verheyen and **Marianne Hanley** presented Book Repair Basics as webinar for ALA/ALCTS on September. The webinar included several videos demonstrating techniques. Also included were numerous links on where to fine hands-on training... <http://ala.org/ala/mgrps/divs/alcts/confevents/upcoming/webinar/pres/091411.cfm>

University at Albany

Gerald T. Burke and Carol Anne Germain have co-edited a new book, Information Literacy through the Streets of Hollywood. (Library Instruction Publications, 2011). It is number 10 in the Active Learning Series. For more information go to http://library-instruction-pubs.com/als10-info.php.
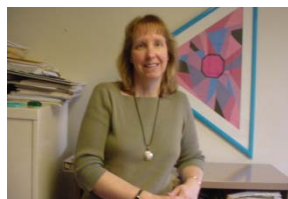
Trudi Jacobson, a University at Albany Libraries faculty member and Head of the Libraries' Information Literacy Department, has been appointed to the rank of Distinguished Librarian. Ms.Jacobson is nationally known for her scholarship in the field of information literacy instruction. Many of her publications are acclaimed as seminal works, transforming our understanding and teaching of information literacy.

Ms. Jacobson has held many leadership positions in national professional organizations. She has chaired numerous Association of College and Research Libraries (ACRL) Instruction Section committees, as well as ACRL's Information Literacy Advisory Committee. She is a member of the Urban Library Journal Advisory Board and was editor of the Public Services Quarterly (2004-2011). She is also past member of the Research Strategies editorial board. In 2009 Ms. Jacobson recieved the Miriam Dudley Instruction Librarian of the Year Award, the highest honor conferred by the ACRL Instruction Section.

Ms. Jacobson is only the fourth librarian to be promoted to the SUNY Distinguished Librarian rank.

A Transformational Teaching/Learning Method
Continued from Page 2

Trudi Jacobson
Head, Information Literary Department
University at Albany, SUNY

Team formation and management: The students are divided into teams using a criterion of the professor's choosing. This may be particular student strengths that he or she wishes to distribute amongst the teams, or might be something more casual. I divide mine based on discipline, which helps to allocate various areas of expertise. Students continue in these teams throughout the course.

Accountability: TBL holds students accountable for their learning. This is manifest in several different ways. Students are tested on their understanding of assigned readings and other homework at the start of each unit. This testing comes **before** the topics are introduced in class. These readiness assessment tests (RATs) are taken first individually, and then in the team. Team discussion surrounding each item on the test is a fertile time for additional learning to take place. Students are accountable to their teams not only for their preparedness for the team RAT, but for other graded work done in class. For example, the team application exercises, which allow students to put their new knowledge into practice, may be graded.

Feedback: Frequent and prompt feedback is critical to the success of TBL. Team RATs involve the use of scratch-off cards, similar to lottery cards, that allow the teams to know right away if they are correct in their thinking or not. Through this process, students also realize how they did on their individual test. Students also receive feedback from their team members. Both a midterm and an end-of-term peer assessment is recommended. This feedback is incorporated into each student's grade.

Assignment design: Assignments are carefully developed to promote team development as well as student learning. Teams grapple with complex problems that shift their knowledge from understanding concepts to being able to apply them.
As you would expect, this brief introduction cannot address many components of this classroom method. There are key resources listed at the end of the article that are extremely helpful for learning more. I also welcome questions about its use, either in credit courses or single session course-related instruction.

I've been teaching our IL course for 11 years, and have used TBL since 2009, in a total of 10 sections. We have always had many seniors in our course, even though the expectation is that our students will meet the IL general education requirement in their first or second year. These seniors bring a great deal to the course, but often don't acknowledge its value at this stage in their academic career. They just want to meet the requirement so they can graduate. In addition, some students have very set opinions about how much outside class work should be required for a one-credit course, and have been inclined to grumble about the actual amount over the years. TBL has changed the dynamic of the course enormously, as shown in the scenario above. After teaching with this method, I can't imagine returning to my previous method, even though students were very active participants in that method. There is just no comparison.

Additional Resources

Team-based learning website: http://www.teambasedlearning.org/

Jacobson, T. E. (forthcoming). Team-based learning in an information literacy course. *Communications in Information Literacy 5* (2).

Michaelsen, L. K. (2008, Winter). Getting started with team-based learning. *New Directions for Teaching and Learning* (116), pp. 27-50.

Michaelsen, L. K., & Sweet, M. (2008, Winter). The essential elements of team-based learning. *New Directions for Teaching and Learning* (116), pp. 7-27.

Michaelsen, L. K., Knight, A. B., & Fink, L. D. (Eds.). (2004). *Team-based learning: A transformative use of small groups in college teaching.* Sterling, VA: Stylus.

Folsom Library Institutes a New Reference Model
Continued from Page 3

Bob Mayo, Director
Fran Scott, Manager, Architecture Library/Reference & Instructional Services,
Rensselaer Libraries

The reference manager provides reference interview guidance for both the Reference and Public Services departments and instruction on the overall workflow processes and methodology for recording metrics. In addition to the web-based tool used by the librarians, the Service Desk staffers are keeping tallies of the number and types of questions they are completing and how many referrals are being made to the librarians.

The reference manager, the reference librarians, interns, and the library administration office coordinator worked together on developing publicity for the new model. They designed posters with Quick Response (QR) codes to be exhibited on the Library's main floor, slides for the Institute's digital signage systems, and bookmarks with QR codes advertising the libraries mobile site. Despite the fact that an Information Desk no longer exists, the decision was made to retain the department's unique phone number for future reference inquiries, which is posted throughout the libraries' web navigation tool, "RensSearch" (http://library.rpi.edu). It was also decided to have any calls made to that original number automatically forwarded to the Service Desk.

Since the implementation of the new model, the main method used to contacting reference librarians is by telephone. There has been some discussion of experimenting with two-way radios for better in-house communications and to give the on-call staff the ability to be more mobile and to more readily ascertain who is available to field a reference question. If implemented, these devices will be made available to all Tiers in order to coordinate the distribution and assignment of difficult questions that Level A personnel at the Service Desk may not feel confident in handling.

Finally, as part of the new reference model, reference librarians are no longer scheduled to handle weekend email inquiries but, rather all librarians and archivists have been asked to occasionally monitor email requests.

Although, it is still in in its infancy, we are confident that this new model of tiered on-call reference service will work, and actually improve our level of reference service.

"Mini" Library Sessions at SUNY Plattsburgh

Elin O'Hara-Gonya, Associate Librarian
SUNY Plattsburgh

I would also answer questions students had generated based on the research they already conducted earlier in the semester. These mini-sessions would be accompanied by LibGuides created specifically to address the professors' and students' identified research needs. I hoped the students would better absorb the library content since it would be given in small, discrete portions at the time they need the information. I also hoped the students would respond more favorably to the instruction because the *students* would have precipitated the library instruction request. I would no longer be teaching the sessions based entirely upon what *I perceived* their needs to be.

In the Fall 2010 and Spring 2011 semesters I tested this new method in two 400-level courses. I selected these courses because these professors had frequently requested library sessions for their courses, but had not been entirely satisfied with the outcome of the sessions. I visited a 400-level Human Development and Family Relations class twice: once to provide APA in-text citation help the students had requested and once to provide subject-specific database searching help that the professor had requested based on student work. The professor reported significantly improved APA in-text citation format as well as improved overall source quality. In the Spring 2011 semester I piloted the mini-sessions in a 400-level Health Education course. In this case I visited three times: once to address the professor's concerns about the quality of the students' APA in-text citations, once to address students' difficulties selecting appropriate databases and controlled vocabulary, and once near the due date to ask simply if anyone had any lingering research concerns. This professor also reported significant improvement in source and citation quality compared to previous semesters. In these courses, moreover, students reported that they felt these sessions were both highly useful and effective.   The professor, in fact, requested I provide these mini-sessions to this Health Education course again this semester. Colleagues and I are curious whether these results can be achieved in foundation-level courses as well. We are, therefore, in the planning stages of testing this mini-session model in an English 101 course next semester, which would include a more formalized assessment mechanism such as pre- and post-testing.

In addition to the positive outcomes, there were several other unanticipated results. Multiple short visits scattered across the semester required less scheduling lead time, but also quickly generated significant numbers of requests for time-consuming individual research consultations. I have also found that the "on-demand" nature of the sessions requires I be very responsive to class needs and very flexible with regard to scheduling. I have also had to be conscientious about "checking in" with both students and faculty about perceived instructional needs. The seamless nature of the mini-sessions across the semester also seems to require that the same librarian provide all the mini-sessions to a given course; therefore, based on workload concerns, more colleagues will need to participate in this program if it becomes a larger, formalized library program in the future. Marketing efforts will also have to be significantly expanded if the pilot becomes a formal program.

Once word-of-mouth spreads news of these mini-sessions' efficacy, we are optimistic that more faculty members will be willing to request this library session model in the future. (My sales pitch will be that improved student research equals lighter professor workload). If more faculty request this model in coming semesters, I hope to see continued improvement in student research outcomes and increasing librarian visibility within the student population. We'll keep you posted...

Photo by Elizabeth Taylor

Librarians at FMCC Explore Ways to Connect with Student-Athletes Continued from Page 4

Michael Daly, Public Services Librarian
Daniel Towne, Systems/Electronic Services Librarian
Fulton-Montgomery Community College

The informal became formal when Dan Towne, our Systems Librarian, became the Head Women's Softball Coach. A direct link between the student-athletes, the athletics department, academic support services, and the library was created. As a librarian/coach Dan is concerned with his players' academic progress. He needs to ensure they are succeeding academically to be able to participate athletically. Contact between the library, academic support services, and the athletics department now happens on a daily basis.

Another unique situation that we are leveraging to expose our student-athletes to library services is the simple fact that many other academic support services are located within our building. The Writing Lab, Math Lab, and the TRiO Study Lab all find a home in the same building as the Evans Library. Many of the student-athletes utilize these services to fulfill a mandatory three hours a week of study time.

Other ways we are trying to work with student-athletes include offering directed study courses with individual athletes and offering our 1-credit College Research class over the winter term. These options help student-athletes that may need to gain credit for eligibility requirements and also prepare them to do effective research project in their fall and spring semester courses.

We have also made conscious efforts to attend as many home games as we can. At a minimum we try to stay aware of game schedules for the sports that are in season. We've found that when a student- athlete knows we are interested in their sport, they start to connect on a more personal level; they approach the reference desk on a consistent basis, more easily become an active participant in information literacy classes and provide us an opportunity to discover how we might further serve this population. More often than not at the end of these interactions, we're asked if we're coming to the next game. We also try to use the campus fitness center on a regular basis as well. This is a great way to connect with students and other college staff members. Allowing ourselves to be seen outside of the library, as people with varied interests, has sparked casual conversations which have led to rigorous reference interactions or direct referrals to other student-athletes, that the "librarians know how to help you".

This outreach service is a natural outlet for us. We are both genuinely interested in sports and we think that shows when we speak to student-athletes in and out of the library. We recognize that some student-athletes may not be aware of library services or may not want to use them. We feel that making a connection with them has opened their eyes to the benefits of utilizing our services, ultimately helping them win what FM truly offers -- a college education.

Do you have questions or comments about the ENY/ACRL newsletter?
Please contact Kathryn Frederick, kfrederi@skidmore.edu