Letter from the President

Dear ENY/ACRL members,

What a hot summer we have had. And, once again, it went by so quickly. Luckily, I was able to fit in some regional outings – to the Adirondacks, some Finger Lake wineries, and, of course, the NY State Fair. All of this is to say that I appreciate New York state, and all it has to offer. And the same is true of our chapter. While working with the Board and Committee members, I continue to be amazed by the wealth of talents, good ideas, and good humor of my colleagues. I offer my thanks to all.

In June, I represented our Chapter at the Chapters Council meeting in Anaheim, and had the opportunity to learn about the activities of some of the other chapters. For those interested in reading more about other Chapters’ activities, please see Chapter Topics. The Council discussed orientations for new officers, as well as the relationship between Chapters and ACRL, and ways in which each can and do support the other.

The Board is in the midst of officer handbook updates. I am very much aware that one of the challenges of rotating leadership is passing along institutional knowledge. Our handbooks serve that purpose, and we are trying to record helpful details and keep them up to date for the next person. That person could be you! John Cosgrove (jcosgrov@skidmore.edu) will be heading up the nominating committee; please let him know if you are interested in getting involved.

Thanks to Kathryn Frederick (Communications Chair), Suzanne Preate (Membership Chair), and Yu-Hui Chen (Treasurer), the Chapter implemented online conference registration last May and online membership renewal in August. Each of the above deserves thanks for working out all the details, and for moving this initiative forward.

Speaking of thanks, the Local Arrangements planners for the spring conference deserve a huge round of thanks. Louise Charbonneau of Mohawk Valley Community College (MVCC) led this group and kept track of an amazing number of details. I hope Louise and the other local arrangements group members, Barbara Grimes (SUNY IT), Glynis Asu (Hamilton College), Debi Ivarson (Colgate University) were able to enjoy a few minutes of relaxation following the conference. Stephen Frisbee, Director of Libraries at MVCC also deserves a round of thanks for his assistance to the conference.

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The Program Committee has begun planning for the next year, including planning our fall brown bag discussions. The theme will be ebooks, and these sessions will be held in three regional locations. I hope you can join a discussion near you!

ENY/ACRL is once again co-sponsoring an Open Access week event in Albany, scheduled for October 23, 2012. A presentation by Edward Corrado, Director of Library Technology at Binghamton University, and lightning rounds by students in the library school at the University at Albany will be part of this event. Additional details are forthcoming. All are welcome!

Before I close, I wanted to share some reflections on libraries and conference planning. Last spring’s theme of assessment fits in well with ongoing discussions about the value of libraries, for example ACRL’s Value of Academic Libraries: A Comprehensive Research Review report. I am thinking about how the thoughts and ideas we share at our annual conference can continue throughout the year. I welcome suggestions from members as to ways we can continue to inform our practice through application of new thoughts and lessons learned. Ideas may always be shared on the Chapter’s discussion list, forum@lists.enyacrli.org, but there are plenty of other venues as well, including this newsletter! If you have information about an innovative practice or ideas for discussion at a future Chapter meeting, please send them my way (nacoop01@syr.edu).

I look forward to the brown bags, and send thanks to all – and particularly Suzanne Preate for her contributions to this column,

Tasha Cooper, ENY/ACRL President

Call for Board Members
John Cosgrove, ENY/ACRL Past President

Three positions on the ENY/ACRL Board will be up for election in spring 2013:

- Program Chair/President/Past President (3-year term),
- Communications Chair (2-year term),
- Government Relations Chair (2-year term).

Please consider throwing your hat in the ring for one of these positions, or suggesting the idea to a colleague. Our organization is always stronger when we have participation at the Board-level from librarians in different types of settings—small colleges and large universities, private schools and public schools, community colleges and research institutions.

In the last few years, we have seen the unfortunate trend of uncontested seats for the ENY/ACRL Board. Often it has been a struggle to find even one person to run for a Board position. Please help make these trends a thing of the past. Our goal should be to have at least two names on every ballot line. That means we need six people. You could be one of the six. Your talented colleague, especially the one at the beginning of her or his career, could be one of the six. If you win, there will be some work involved, but it will be gratifying and it will make ENY/ACRL the better for it.

For more details regarding each position, consult the Officer’s Handbook on the ENY/ACRL site.

If you are interested or have questions please don’t hesitate to contact me (jcosgrove@skidmore.edu/(518) 580-5522).

Thanks!
Using Gimlet to Justify Reference Services
Michelle L. Young, Director of Libraries, Associate Professor, Clarkson University

If you are reading this as a bartender’s guide to good gin, then you are in the wrong place! When I talk about Gimlet, I don’t mean the delicious gin & lime juice cocktail but Gimlet, the tool that allows you to track, search, and report library transactions - http://gimlet.us/. Libraries are always searching for better ways to serve their clientele. Most often, this involves data-driven decision making, especially when outside funding is involved. At Clarkson University, the University Libraries is continually striving to better itself despite the obstacles libraries face including, but not limited to, the need for more funding, staffing and collections.

Background

For several years, reference services in the main library at Clarkson had been through different iterations in an attempt to service the public while coping with a lack of adequate staffing in the library. Librarians staffed several different shift models exploring hours of service with little data to support change. There was a period where on-call reference was utilized to free up librarians’ time in response to the need for other work to be accomplished and also a time where reference was not a visible service due to construction.

Librarians collected data through a variety of tick-mark methods, journaling and there were even time periods where no data was collected. In 2009 in particular, reference services were difficult because the library was under phase one renovation that primarily impacted circulation, interlibrary loan, and reference services.

Post construction, the library staff was in agreement that reference service was necessary and important but logistically, things needed to change. This determination was made primarily because our clientele is predominately residential and they typically tend to seek assistance in the library rather than by email or other technological means. The thought of abandoning in-person service was unpalatable to the library staff, and it was recognized that this was the best time to start fresh and get it right since the facility just received a face-lift.

The location of the reference service would change not only because of construction but, because there was a desire to have a focal reference point that also allowed for privacy. Reclaimed furniture was acquired from across campus as there was no budget to purchase anything new. In an attempt to distinguish this service point from other study areas, the desk chosen was an older, robust wooden executive model - it stands out as a truly professional location. It also allows for space to work with patrons and for a librarian to work on other projects as they deem appropriate.

The computer and other hardware were replaced with a newer model including dual-screen monitors and an individual printer. Name placards were put in place to identify with whom a patron was speaking, business cards and brochures were printed and placed at the desk, and a procedure manual was put into place to ensure continuity for the staff.

Finally, physical staffing and hours of service would be reestablished. It was thought that the pervious on-call system was beneficial for the library staff but not for the people it served. Paraprofessionals and professional librarians were all in agreement and excited to staff the service point in its new location.

A great deal of time was spent talking about how to collect data for reference service as a way to inform future decisions. The last iteration of data collection was accomplished by using a tick-mark sheet. However, this form was very complicated to code later for analysis and it did not always answer the questions we were asking. People found it frustrating and not overly useful which meant it often-times was not used at all.

Need & Solution for Data Tracking

During a fall 2010 Library Business meeting, the University Libraries’ staff realized that they needed to forge ahead and make a change in data collection for the revitalized reference service. The desire was to identify something inexpensive and easy to implement that allowed for simple and robust reporting of reference questions and answers. The goal was to transition from using a paper-based system (where data were eventually tabulated using software) to an online tool that would meet our needs and save time.

Continued on Page 14.
The College at Brockport uses Digital Commons to Promote Student Success

Kim L Myers, Digital Repository Specialist, The College at Brockport

The College at Brockport went live with Digital Commons in January 2012. In support of the strategic goal of The College: “To be a nationally recognized comprehensive master’s institution focused on student success,” we decided to use Digital Commons as a way to showcase student success. Although the library has always been a partner with our graduate students, by providing research help, obtaining resources, and curating their most important piece of scholarship, their Master’s thesis, Digital Commons gave us the opportunity to do more.

Since January, we have added 217 theses to Digital Commons. They are our most popular work; having generated almost 18,000 downloads to date. In contrast, our circulating collection of 1734 print theses, have circulated 6,101 times from 1967 – present.

In addition to our thesis collection, we also publish two student journals: The Spectrum – A Scholars Day Journal, and Dissenting Voices – An Undergraduate Journal by the Women and Gender Studies Senior Seminar. Future plans include adding student conference presentations and award winning papers. We are very pleased with the response and participation from the college community.

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Ending Reference Roulette: Staffing by the Numbers

Kathryn Farrell, University at Albany

The University at Albany’s University and Science Libraries’ reference desks are staffed based on compiled reference statistics. Jean McLaughlin, Reference Assessment Librarian, and I presented the poster Ending Reference Roulette: Staffing by the Numbers at this year’s Spring 2012 Conference. Our poster highlighted some of the staffing decisions the Head of the Reference Department made based on statistics gathered at the reference desks.

The ENY/ACRL Spring Conference was my first opportunity to participate in a poster session, and I was encouraged and excited about the questions and discussions our poster generated. There were several questions about how the University Libraries keep track of reference statistics. The University Libraries use Desk Tracker, a subscription-based data entry and reporting system. Desk Tracker allows the University Libraries to track the time and date a reference question was asked, patron type (phone, in-person, etc.), and the level of complexity. It is then possible to generate reports based on the entered data: limiting to days of the week, time of day, and much more.

To determine level of difficulty, the University Libraries use the READ Scale (Reference Effort Assessment Data). The READ Scale is a six point scale used to rate the complexity of questions answered at the reference desk.

Looking at reference statistics helps the University Libraries better understand how to staff the reference desk and better serve patrons. It even saves money! By tracking phone and instant message questions, the University Libraries saw a significant drop in phone questions between 2008 and 2012. During this same time period, instant message questions almost doubled. There was no longer a need for two phones at the reference desk and one phone line was eliminated. This saved $600 annually!

The number of questions and complexity level play a role in how the reference desk is staffed. For example, due to a decrease in the number of reference questions and level of difficulty on the READ Scale, the decision was made to staff the reference desk with a graduate library school student instead of a librarian on Saturday afternoons. Graduate library school students are also part of the Sunday reference schedule.

Assessing reference statistics is an ongoing process at the University Libraries and the Head of the Reference Department is always tweaking how the desk is staffed in order to better serve the University at Albany community. The poster session was a positive and engaging opportunity for us to present our findings.
Membership Moves Online

Suzanne Preate, ENY/ACRL Membership Chair

I’m very pleased to report from the Membership corner that we have accomplished a long-standing objective to offer an online Join/Renew component to our website. The 2012 annual conference registration provided the perfect opportunity to pilot an online payment service. Since this addition was so well-received, we felt confident expanding the functionality and launching it for the 2012-2013 membership year. (Reminder: the ENY/ACRL membership year follows the academic year: September 1 – August 31.) This effort was led by our Communications Chair, Kathryn Frederick, with input from our current and recent Board members. (Thanks to all!)

What does this mean for you? You have options!

Instead of printing and mailing a paper form and a check, all members complete an online form and choose to pay with a check or through PayPal. If you prefer the check method, you simply complete the online form and mail the check to the Membership Chair, as usual. When your check arrives, it is reconciled with your membership information and you are effectively renewed for another year. When you pay through PayPal, your renewal is immediate. Regardless of method, once payment is reviewed and confirmed, the Membership Directory is sent to you via email.

If you are new to PayPal, here is some background information from their website:

WHAT IS PayPal?
PayPal is a service that enables you to pay, send money, and accept payments without revealing your financial information. PayPal acts like a digital wallet where you can securely store all your payment options, such as your bank account and credit card. When you want to make a payment, you don't have to pull out your credit card or type your billing info every time. When you pay with PayPal, your financial information isn't shared with retailers or organizations. It is securely protected to minimize fraud and help safeguard your identity.

It's free to sign up for a PayPal account. PayPal does not charge any fees when you pay for goods and services within the US using your account.

Once you establish a PayPal account, you can use it for any purchases where PayPal is accepted, as well as for money transfers and even sales of your own.

We see several benefits to moving in this direction. The online membership option requires less paper, since there is no need to print and mail a paper form. The data entered in the online form is sent to a secure account which is exported to a spreadsheet or imported directly in to the membership database by the Membership chair. This is also a time saver because it obviates the need for hand-keying personal information (and reading sometimes-cryptic handwriting) and it provides fewer opportunities for human error when transcribing data from paper forms. For those members who prefer secure, credit card or electronic bank account payments, PayPal now provides that option. When you choose to pay with your credit card, you collect your credit card reward points as with any other purchase. It is also convenient, since it is available 24/7, does not require a stamp, a checkbook (unless you want to pay by check), or even a printer, and you can cross off that to-do item in under 5 minutes! Finally, this is a first step toward further exploration of secure, online membership account options for our members.

Please share your comments, concerns or suggestions regarding this new feature. Your input is always appreciated!

Highlight from the ENY/ACRL Spring Conference

Wenli Gao, Instructional Services Librarian from Morrisville State College (MSC) presented Assessing Credit-bearing Information Literacy Class using ACRL Information Literacy Competency Standards. This presentation was based on the pre and post tests for GNED 104 Basic Research Methods, a one credit information literacy class offered for Natural Resources majors at MSC. 15 questions from both pre and post tests are categorized by ACRL Information Literacy Competency Standards. The result shows GNED 104 Students scored higher in each standard in the post-test. Statistical analysis indicates that total post test scores improved significantly, mainly as a result of increase in correct answers to questions aligned with standard 2, which is that the information literate student accesses needed information effectively and efficiently. Click here for more information.
Getting Faculty and Students to Participate in an Information Literacy Assessment Project

Catherine L. Crohan, Coordinator of Library Instruction, Siena College

A successful information literacy assessment project requires the cooperation of administrators, faculty and students. During the 2011/2012 academic year, the Standish Library at Siena College administered Project SAILS (Standardized Assessment of Information Literacy Skills) to a large sample of the senior class. This was an opportunity for Siena College to systematically measure the information literacy competencies of graduating seniors. This was my first time administering such a project, but I knew I would have to get the cooperation of others for it to be a success.

The initial plan was to administer the Project SAILS’ cohort test to students taking capstone courses, but not all majors have capstone courses. For some majors without official capstones, I identified upper-level courses primarily taken by seniors. Although there was an attempt to require participation from faculty teaching the capstone in a specific major, it did not work out. Armed with my list of capstone and senior-level courses, I approached individual faculty. A couple of department heads gave me some assistance by recruiting faculty. Based on recommendations from Project SAILS and colleagues on the SAILS listserv, I envisioned the following scenarios for administering the test:

- Faculty agree that their students will take the test during class time. (best scenario)
- Faculty require students to take the test outside of class time with an incentive. (next best scenario)
- Faculty encourage students to participate outside of class time with no incentive. (least desirable scenario).

We never seriously considered emailing the entire senior class or putting an announcement on our web page asking students to participate. I am aware of seven surveys that Siena seniors were asked to take last year. This does not count class/faculty evaluations and research project surveys from other students. Also, students get a lot of email and many have told me that they do not open college emails unless they are from faculty whose courses they are taking.

The library offered an incentive in the form of a drawing for gift cards. However, my experience at Siena has convinced me that the $20-$50 gift cards we can afford are not a strong enough incentive. The most effective incentive is having faculty give course credit for participation.

Students participated in Project SAILS based on the following scenarios, listed in order of descending effectiveness:

1. Faculty agreed that students would participate during class time with no extra incentive. These classes were held either in the library computing lab or the regular classroom if pcs or laptops were available. In all but one case, the course professor was present. In a few cases I visited the class a week before the testing and talked for ten minutes about Project SAILS and what we wanted to accomplish.
2. Faculty required participation outside of class time, and gave extra credit points to those who did so. Three extra credit points turns out to be a great incentive. It can mean the difference between a B and a B+ as a final grade. This scenario required the use of the library’s computer lab with a librarian or staff taking attendance.
3. Faculty required participation outside of class time, but did not give any incentive. Times were set up for testing (there was choice) and attendance was taken. I do not know if there were any consequences for students who did not take the test.

In cases where faculty said they would encourage participation, but would not actually require it, participation was almost non-existent. However, I was pleasantly surprised by the one exception. I was invited to speak at a meeting of all thirty seniors in a specific science major. The professor who invited me told me that if he and I told the students that this was important, the students would take the test. The professor gave no incentives. I distributed information on how to access the test. Although the testing was done anonymously, I could track numbers by major. All thirty students participated. I believe that this was due to the culture within that particular department.

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Ebooks Are Topic of 2012 Brown Bag Lunch Series

The ENY/ACRL Brown Bag Lunch Series, which began in 2007, is an opportunity for librarians within a region to get together informally for lunch, discussions, and networking. This year's series will focus on ebooks, which seem to be in the news every week and present both challenges and opportunities for libraries. Is your library buying ebooks? Providing ebook readers? Undertaking a patron driven acquisition pilot? Subscribing to an academic ebook collection? Bring your lunch and join your colleagues at other academic libraries to share what you are doing in relation to ebooks and hear what others are doing.

- Sage College of Albany - Tuesday, October 30, 11:30 - 1:00
- SUNY Potsdam - Tuesday, October 30, 11:30 - 1:00
- Syracuse University – date and time to be announced

Watch your email for more details, including registration information.

Wordle Me This: Textual Analysis of Reference Question Logs

Beth Ruane, Reference & Emerging Technologies, Skidmore College

Often, looking at reference question logs at the end of an academic year and extracting a meaningful analysis can be the most challenging part of delivering useful performance metrics in an annual report. Enter Wordle. For a quick, surface level textual analysis, Wordle gives you an appealing visual representation of your most often asked keywords. The resulting tag cloud is also easily inserted into reports and offers a starting point for discussing reference traffic.

Wordle (wordle.net) is a free, web-based tool that runs in the browser of your choosing and quickly analyzes demarcated text for patterns of word usage. The more times a word appears in your reference question logs, the bigger that word will appear in the ensuing tag cloud. This gives you a rough idea of how often particular keywords appear in questions asked by patrons, such as citation, article, or scissors. Wordle will also produce a word count for each word appearing in your tag cloud, giving you concrete numbers for how often certain words appear in reference interactions.

While Wordle can't replace a thorough examination of reference logs to extract significant data about what types of questions are being asked and at what point in the day or the week, it can help in capturing the big picture regarding commonly asked keywords over the course of a year. A Wordle view of the Lucy Scribner Library’s reference logs for 2011:
Assessing Information Literacy at Le Moyne College
Kari Zhe-Heimerman, Reference Librarian, Le Moyne College

It became clear to me in 2005 that my Biology faculty wanted higher quality lab reports from their students. At the same time, I wanted Biology students to be more information literate. When I met with the faculty, we quickly realized that all of us wanted data to show how information literate our students are (or are not). So we decided to embark on a cohesive information literacy plan (with assessment built in) which targeted all four biology “core” courses in order to reach each Biology major four consecutive times early in their Le Moyne studies.

How did we design it?

The faculty and I worked together to design our program, a collaboration that was the key to its initial and continued success. First, we set some overall program objectives by considering what we wanted our students to be able to do when they finished this four-course series. We examine objectives and rework them each year. Second, we set individual course objectives by considering what we want our students to be able to do when they have finished the first course in this series (BIO 191). As we tackled subsequent courses in the series, we set the course objectives each time, building from that first course.

Another key to the success of this program is the fact that we give students GRADED opportunities to use the specific skills we are focusing on. The graded aspect adds a great deal of legitimacy to the assignments, and also increases the student’s motivation to pay attention! There are typically two to three information literacy assignments in each course. The first is usually a “practice” assignment graded by me and the next two to three subsequent assignments are existing course assignments in which students must utilize their newly honed skills. Continued on Page 15.

Measuring Research Output:
Connecting to Faculty through Citation Metrics
Anne Rauh, Engineering and Computer Science Librarian, Syracuse University Library

The poster I presented at ENY/ACRL Spring Conference demonstrated how to use citation metrics to connect to faculty and others within a university. My poster focused on: the tools available to librarians and researchers to determine these measures; the definitions of the metrics used by these tools; and opportunities I have had to connect to faculty through discussions of citation metrics.

The traditional tools that I highlighted were Thomson Reuters’ Journal Citations Report, Cabell's Directories of Publishing Opportunities, Web of Science, and Scopus. The newer tools that I presented were Google Citation Profiles and a suite of altmetric tools including Total Impact and Reader Meter.

Three of the metric definitions I explained were Journal Impact, H-index, and altmetrics. I spoke with conference attendees about the strengths and weaknesses of each of these measures. One of the strengths we noted was that these metrics are the only way to get quantitative information about scholarly output. We also noted that when these tools are used together they give a broad picture of the impact of journal publishing activity. One weakness that we discussed was the fact that the two most popular tools (Web of Science and Scopus) only measure the work that they index. Another drawback of the traditional tools is that they don’t capture grey literature such as conference proceedings and technical reports which are both very important in my subject areas (engineering and computer science). We also explored how these tools were developed to measure scientific scholarly output and are now being applied to other disciplines where the measures may not be appropriate.

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Assess It After Dark! Reflections on Combining Gaming with Research Skill Assessment
Tarida Anantachai and Camille Chesley, Learning Commons Librarians, Syracuse University Library

An after-hours game night seems an unlikely way to assess students’ library research skills. Although it is perhaps less traditional, we have discovered over the course of hosting many such events that there can be great value in approaching assessment through student outreach activities.

At this year’s ENY/ACRL Spring Conference we presented on our experiences assessing research skills through Bird After Dark, an annual library competition and social event hosted at Syracuse University’s E.S. Bird Library. This heavily attended event has grown from its origins as a “library lock-in” game night to a dynamic program collaboratively organized by our Learning Commons department and the Office of Residence Life. Students work together in two-person teams to complete question sets about library resources and services, with the stipulation that they can use only library resources to do so (i.e., no Googling!). Also sprinkled throughout the building are skill challenges designed after NBC’s Minute to Win It, board games, music, free food, and other takeaways; this allows us to provide participants with multiple opportunities to have fun with their classmates in a safe environment, while emphasizing the Library as an active and friendly place on campus.

Although Bird After Dark did not originate as an assessment tool, after compiling and analyzing the question sets results we noticed that patterns were emerging regarding how certain questions were being missed. Bearing this in mind, we began doing a more detailed evaluation of the types of research skills we were testing and the way(s) in which they were being missed. We identified six main question categories – call number reading, catalog searching, citation reading, database searching, physical location searching, and library website searching – and calculated the percentage of correct, partially correct, incorrect, and blank responses received. Of these categories, we discovered that physical location and library website searching received the most correct answers (64% and 63%, respectively). Citation reading, on the other hand, proved to be the most challenging for students, with a 33% correct rate. This corroborated what other library staff members had noted in reference interactions and instruction sessions. For instance, although students were often able to locate articles within databases, they sometimes failed to recognize what makes up a citation, e.g., confusing a journal title with an article title or, in some cases, the name of the database from which it was retrieved.

Continued on Page 16.

Highlight from the ENY/ACRL Spring Conference
Benjamin Andrus, Rachel Jaffe, and Julie Wang presented a poster titled “Going Global: New Frontiers in Academic Librarianship” at this year’s ENY/ACRL conference. The poster focused primarily on the international scope of scholarship and collection development work that is being done at Binghamton University. Ms. Wang presented on the book exchange program she established with Beijing Normal University in China. Ms. Jaffe exhibited images from a recent gift of Kurdish books and artifacts she helped catalog. Mr. Andrus discussed some of the topics he presented on in “The Future of Academics in the United States,” which was presented at “Institutions in Context: The Welfare State” in Tampere, Finland.
Citing It Right from Electronic Resources
Mary Van Ullen and Jane Kessler, University at Albany

Many academic research databases include features designed to help students cite sources and create bibliographies. We’ve been following these features for a number of years and have published two studies looking at their availability and accuracy in several widely-used databases.

Help comes in several forms. Many databases contain help files which provide general information about citing sources and examples of citations. Some databases, such as Project Muse, provide preformatted citations in all styles supported by the database, which is usually found in the bibliographic record. Other databases, such as EBSCO Academic Search, provide a citations-on-demand feature, which generates a bibliography when the user selects records and a citation style.

For our most recent study, we looked at EBSCO Academic Search Premier, Credo Reference, CSA Sociological Abstracts, Wilson Education Full Text, ArticleFirst, Proquest Criminal Justice Periodicals Index, Scopus, and Project Muse.

Unfortunately, we found an error rate of 3.4 errors per citation in the most recent study. In fact, every single citation contained at least one error. In our earlier study published in 2006, we found an error rate of 4.4 errors per citation. In both studies, retrieval statements were the source of most errors, followed by syntax errors, which include errors in the order of elements, or missing or unnecessary elements.

Further analysis of the citations revealed that many of the errors were entirely preventable. The rules for punctuation and capitalization in various styles are clear, and yet many databases systematically had errors in these areas. Other errors arose because the database did not contain the necessary information in the bibliographic record to complete the citations accurately. For example, databases which contain only author initials will routinely generate incorrect citations for MLA style, which requires the author’s first name. Even more difficult to understand are errors in static examples. In one database, the general form for a citation was provided, and the example below failed to follow the format provided.

We applaud vendors’ efforts to include citation features in their databases, but while it’s clear that some vendors are on the right track, others need to put more effort into ensuring that they are providing accurate information to students for these features to be helpful.

As librarians, we need to be aware of the shortcomings of these features and warn students to check citations for accuracy. Examination of citation features should be a part of database evaluation. We should communicate to vendors that while we value these features, accuracy matters. To read more about our studies, see:


Skidmore Students and Faculty Return to a New Library

In July 2011 demolition began on the Scribner Library as the first step in a multi-year, building-wide renovation project. The library building closed to the public in May 2012 and then reopened on August 20 as a newly reconfigured and remodeled library that includes most of Skidmore’s Information Technology personnel and services.

The move of the Information Technology Department into the library enables the public service areas of IT to both expand and improve their service presence on campus. Students and faculty now have access to the Reference Desk, Writing Center, ESL Office, GIS Lab, IT Help Desk, Media Services as well as the library’s traditional services and collections all in one location.

Two new electronic classrooms are available, one specifically for faculty to experiment with new teaching tools and technology. A Media Viewing Room, requested by faculty in two different focus groups, is now available for teaching and collective examination of academic, commercial and student created videos. The addition of 250 seats, including 12 new individual study carrels as well as 13 new group study rooms, organized using an electronic scheduling system, allows the library to enhance its role as the preferred study/research location for students at Skidmore.
Notes from the Field

Binghamton University

New staff members: Leslie Vega, Visual Arts Librarian; Lee Cummings, Subject Librarian for Engineering.

Jill Dixon, Acting Director of Public Services, co-presented a Leadership Study Group with April Davies, Stephan Macaluso, and Mark Smith as a pre-conference workshop at the SUNYLA Annual Conference in New York, NY in June.

Erin Rushton, Web Services Librarian, presented Building a DIY Mobile Website for the Library to the RUSA MARS Hot Topics in Electronic Reference Discussion Group at the American Library Association’s Annual Meeting in Anaheim, CA in June.

John M. Meado, Jr., Dean of Libraries, Edward Corrado, Director of Library Technology, and Sandy Card, Director of Technical Services were invited to brief the 3rd Rosetta Advisory Group Meeting on Building Our Digital Library Using Rosetta and Primo in Hannover, Germany in July.

College at Oneonta

Michelle Hendley published the article, “Citation Behavior of Undergraduate Students: A Study of History, Political Science, and Sociology Papers” in the peer-reviewed journal, Behavioral & Social Sciences Librarian 2012 31(3): 96-111. The study is an analysis of the bibliographies of 378 research papers completed by SUNY Oneonta undergraduates between the spring 2006 and spring 2008 semesters. The results of the analysis demonstrated that even with the availability of other types of sources, particularly Web sources, the students still cited books and scholarly journals to complete their research papers; however, the use of traditional library sources varied across academic discipline. The study also examined the students’ citations of specific website domains, the most cited scholarly services.

Binghamton University

Notes from the Field

College at Oneonta

College at Oneonta

Burke Library at Hamilton College, in partnership with our town’s public library, the Kirkland Town Library, has been awarded an NEH Small Grant to Libraries and Other Nonprofit Institutions, to present America's Music: A Film History of our Popular Music From Blues to Bluegrass to Broadway in the fall of 2013. Professor of Music Lydia Hammesley and Lisa McFall, Metadata and Catalog Librarian at Hamilton College, are project scholars and Anne Debraggio, Director of the Kirkland Town Library, is program coordinator. The Series is being offered by the Tribeca Film Institute (TFI) and the National Endowment for the Humanities, in collaboration with the American Library Association and in consultation with the Society for American Music. Event programming will be announced later in 2013.

Hudson Valley Community College

At Hudson Valley Community College, major building renovations were completed coinciding with the start of the academic year. The library is now known as the Dwight Marvin Library (we are now using Mr. Marvin’s first name) and is part of the Marvin Learning Commons. The learning commons includes the library, the Learning Center (academic support programs, tutoring, and the technology help desk), and the Instructional Media Center. Librarian offices were moved from inaccessible back office spaces to pleasant, light-filled offices on the first floor. The first floor atrium now features a cafe, browsing collections, exhibit space, and furniture designed for use with technology; the first floor is now designated entirely for student collaboration (bring in da noise!). The second floor features the new Writing and Research Center, the merger of the Reference Desk and the Writing Center, and silent study areas. Students now get assistance from the start of the research process to completed papers and projects all in one location. The lower level features an area for quiet study and is designed for students to bring their own devices; it’s adjacent to the large academic computing area and help desk. It was a long process but worth the wait!

Fall semester also introduced college-wide print management, moving away from unlimited free printing to a model with an allocated balance for printing with the option to purchase more as needed. Students now have both black-and-white and color laser printing available. Next year, photocopiers are expected to be integrated with this model. So far, no major outcry from the study body. The college expects to realize cost savings from excessive printing waste.

Katie Jezik joined the library faculty in September 2012 as the new systems/cataloging librarian. Katie was previously at SUNY Orange and had assistantships and internships at University Libraries, University at Albany, SUNY, and other local academic libraries.

Librarians are experimenting with untethered delivery of services using iPads in the building and across the campus. This is next step after introducing iPad lending services to students one year ago. We anticipate that use of our mobile website will continue to increase.

Hudson Valley Community College

College at Oneonta

College at Oneonta

Empire State College

Dana Longley is delivering several upcoming professional development opportunities on library instruction online: 9/18 - Teaching Information Literacy to Distance Learners (via SCRL); 9/19 - Small Group Learning Activities in Synchronous Online Library Instruction (via SUNY Center for Professional Development); 11/8 - Information Literacy for Distance Learners (NYLA Annual Conference).

Hamilton College

Gisella Stalloch joins us as a Metadata and Cataloging Assistant. Gisella is a 2011 graduate of the Syracuse School of Information Studies.
Notes from the Field
Continued

RPI

The Rensselaer Libraries is happy to announce the addition of Jen Kuba, Assistant Institute Archivist, to the Archives & Special Collections staff. Jen is a graduate of University at Albany and also holds a BA in art history from Skidmore. She has worked with the Essex County Historical Society, the Adirondack History Center Museum, the Essex County Adirondack Garden Club and the Tang Teaching Museum on various archival and digitization projects. One of the projects she is already involved in at RPI is the RPI History Revealed blog, which can be seen at http://archives.rpi.edu/blog/.

Siena College

John Vallely, Coordinator of Cataloging and Metadata Services Librarian, retired in July after 40 years of service to Siena College. Of the 364,698 volumes in the library’s collection, it’s not an exaggeration to say John cataloged most of them. Of note among his many contributions to Siena is the development of a strong history book collection with particular emphasis on U.S. military history. Throughout his career, John served on numerous faculty and college committees, many of which he chaired. John’s daily presence will be missed in the library, but he continues as an adjunct professor in Siena’s History Department.

SUNYIT

SUNYIT’s Cayan Library is now sharing Morrisville State College’s Library Director, Christine Rudecoff. Both campuses were involved in shared services talks throughout the Spring semester. As a result of these talks and the interest of SUNY’s Central Administration, a new SUNYIT/MSC organizational chart of the campuses was announced in mid-July. Chris has been busy meeting the staff and learning how things have been done at SUNYIT. We are happy to have Chris on staff and look forward to working with her to help our campus community be better served.

SUNY Oswego

Tina Chan, has been elected to the Executive Board of the Asian Pacific American Librarians Association, 2012-2014. Yay Tina!

This year Penfield Library created the Lake Effect Faculty Research Grant Initiative. Grants in the amount of $350 each were awarded to nine faculty members in May 2012 to support research interests or program/course curriculum needs of students in their courses. Faculty were asked to write a short rationale for the material requested. The material purchased will be a part of the Penfield collection and will serve to enhance the chosen subject areas.

Additional exciting tidbits can be found in our latest newsletter.

SUNY Plattsburgh

Holly Heller-Ross has been appointed Dean of Library and Information Services (LIS) at SUNY Plattsburgh. Holly has formerly served as Interim Dean of LIS and has been a long-time member of the Feinberg Library Faculty. Congratulations, Holly!

Feinberg Library is also delighted to announce that Cerise Oberman, SUNY Distinguished Librarian, has returned from sabbatical and rejoined Feinberg Library as a member of the Library Faculty.

Feinberg Library is also excited to announce that Visiting Assistant Librarian Joshua Beatty has been appointed Senior Assistant Librarian and will continue to develop the SUNY Plattsburgh Institutional Repository.

Syracuse

Suzanne E. Thorin, Dean of Libraries and University Librarian at Syracuse University, was nominated to the National Museum and Library Services Board by President Obama on March 12, 2012. She is one of three individuals nominated by the President to serve as an advisor to the Institute of Museum and Library Services (IMLS) on general policy and practices and on selections for the National Medal for Museum and Library Service. The board includes the IMLS director and deputy directors, and 20 members of the general public with demonstrated expertise and commitment to libraries or museums.

Melinda Dermody, Head, Access & Resource Sharing, moderated a panel “Riding the Publishing Rollercoaster: Practical Strategies from Research to Writing” at ALA Annual in Anaheim. The session, sponsored by ACRL’s Publications Coordinating Committee, included panelists Char Booth, David Lankes, Wendi Arant-Kaspar, Katherine O’Clair, and ACRL Content Strategist Kathryn Deiss, and was well-attended and enthusiastically received. In addition she has accepted an appointment to serve as Vice-Chair of ACRL’s Publications Coordinating Committee.

Suzanne E. Guiod has been appointed Editor in Chief at the Syracuse University Press. She has served as editorial director of the University of Rochester Press in Rochester, New York since 2004. Prior to her appointment at Rochester, Suzanne was Northeast publisher for Arcadia Publishing and managing editor of the Encyclopedia of New England (Yale University Press, 2005). She holds a master's degree in English literature from the University of New Hampshire and is a graduate of Arizona State University's Scholarly Publishing Program. She is a native of Boston.

Charlotte Hess, Associate Dean for Research, Collections, & Scholarly Communication, was invited to become a member of the Communication Policy Research Network – a national consortium of non-partisan and multidisciplinary social scientists, legal scholars, journalists, and communication experts – convened by the University of Southern California Annenberg School for Communication & Journalism. Hess was also one of the contributors to the Federal Communications Commission project on Critical Information Needs of Communities and Diversity this past May.
Notes from the Field
Continued

Syracuse Continued

Lisa Moeckel. Associate Dean for Undergraduate Education, was selected as a participant in the 2012 Frye Leadership Institute, held June 3-8, 2012, in Washington, DC. The Institute is designed for leaders in higher education, including CIOs, librarians, information technology professionals, and administrators, who are interested in working collaboratively to promote and initiate change on critical issues affecting the academy.

John Olson. Librarian for Government Documents, Geography, Earth Science, Geographic Information, entered and won the 2012 Documents to the People (DttP) Cover Contest sponsored by the Government Documents Round Table of the American Library Association (ALA-GODORT.) Olson's photo of a U.S. Geological Survey topographic map of Jamestown, NY being held by a hiker on the south shore of Lake Erie depicted on the map – became the cover photo for the spring issue of DttP.

Shannon Pritting. Access & Resource Sharing Librarian, presented at NYSHEI annual meeting on the IDS Project and IDS Search. The presentation provided an overview of the open source tools for resource sharing that the IDS Project has developed since its creation. This presentation focused on IDS Search, a resource sharing focused catalog, and ALIAS, a licensing database that helps facilitate sharing of e-journals via ILL. Syracuse University has been using ALIAS and other IDS tools since it joined the Project in 2009. Shannon also chaired the IDS Project Executive Director Search Committee and serves on the IDS Project Technology Development Team. Effective August 16, Shannon’s duties have been expanded, and he now oversees a combined Circulation and ILL unit.

Fantasia Thorne. Learning Commons Librarian, has a chapter in the new book, The 21st-Century Black Librarian in America: Issues and Challenges. Her chapter (the first in Part VII: From Library Technology) is entitled; "Technology Skills for the 21st Century." In addition she is beginning her 1 year term as Chair of the ALA Office of Literacy and Outreach Services Advisory Committee, and participated in the “Grownups Just Want to Have Fun! Programming for College Students of All Ages” panel session during ALA’s Annual Conference in California. Other panellists were Pauline Lynch Stoshack, Couter Library, Onondaga Community College, Scott Nicholson, iSchool, Syracuse University, and Mary Broussard, Snowden Library, Lycoming College.


Michele Combs has been promoted to the rank of associate librarian with permanent status. Ann Skild has been promoted to the rank of associate librarian with permanent status. Nancy Turner has been promoted to the rank of librarian. Scott Warren has been granted permanent status at the rank of Associate Librarian. Patrick Williams has been promoted to the rank of associate librarian with permanent status. Sean Quimby has been promoted to the rank of librarian.

University at Albany

Jerry Burke. Bibliographer of Humanities, and Jane Kessler, Reference Librarian/Bibliographer, were recipients of the President’s Award and the Chancellor’s Award for Excellence in Librarianship.

Mary Van Ullen and Jane Kessler's article, Citation Help in Databases: The More Things Change, the More They Stay the Same, was published in Public Services Quarterly, volume 8, issue 1.

Open Access Week 2012
Events @ University at Albany Libraries

The University at Albany Libraries are celebrating Open Access Week 2012 with exhibits and a program of activities on Tuesday, October 23.

Open Access Week. a global event now entering its 6th year, is an opportunity for the academic and research community to continue to learn more about the potential benefits of Open Access, to share what they’ve learned with colleagues, and to help inspire wider participation in making Open Access a new norm in scholarship and research. Open Access to information – the free, immediate, online access to the results of scholarly research, and the right to use and re-use those results as needed – has the power to transform the way research and scientific inquiry are conducted. It has direct and widespread implications for academia, medicine, science, industry, and society as a whole.

Tuesday October 23, 11-2:30pm. All events held in the Standish Room, 3rd Floor, Science Library

11:00 - 12:00 Lightning Round Presentations: Join us for several exciting and thought-provoking lightning round sessions on a variety of issues concerning the Open Access movement. Q&A to follow sessions

12:00 - 1:00pm Buffet Lunch. R.S.V.P. Irina Holden itholden@albany.edu by October 19, 2012

1:00 - 2:30pm Talk entitled “Preservation and Research Data at Binghamton University Libraries” by Edward Corrado, Director of Library Technology, Binghamton University

Co – sponsored by the Eastern New York Chapter Association of College and Research Libraries (ENY/ACRL)

Thanks to University Auxiliary Services for its generous support of these programs.
Using Gimlet to Justify Reference Services
Continued from page 3

I tasked two library staff members (a librarian and a senior library paraprofessional) with looking into potential solutions. They were given as much latitude as they needed and were to report back at the next meeting. When we came reconvened to discuss their findings, both had discovered a few options and each independently identified Gimlet as the best. The staff unanimously agreed to trial Gimlet and in January 2011, the product became our reference services data tool. We tweaked it to respond to our needs and our reference and instruction librarian trained the staff on its use. Although it is a free product, we opted to pay the monthly fee of $10 to have the reporting feature.

Outcomes

The University Libraries at Clarkson have used Gimlet for almost two years now and it has been a fantastic product. We captured the typical data: duration of contact, question type, asked by whom, format of interaction, location, question, answer, tags, time of question, and initials of the person responding. We currently have a databank of over 1170 interactions. Another great feature of Gimlet is that these transactions can be forwarded to the appropriate person via e-mail for follow-up, there is a star system that can be used to cull-out certain questions (we’ve not used this yet), and this data is searchable by most fields.

The Gimlet reporting feature has been invaluable. Not only is it useful in reports about the service but it has leant itself to the big issue; justifying reference service. There has long been a question at many institutions if staffing a reference point was even necessary in today’s library model or if a triage at the circulation with an on-call system was adequate. Libraries are all understaffed and overworked – Clarkson is no exception.

Based on the number of interactions and reports (anecdotal and data-driven), the staff still holds firm that their decision to continue and to improve the reference service is important to the University Libraries. Questions and their content seem to be elevating, most likely due to the ramped up information literacy initiative, and the service point is typically busy. Nonetheless, the question of when to staff this service point arose during the spring 2012 semester. It was perceived that we were not busy during certain times and days of the semester and that perhaps we could shut the service point down during those periods. My response was to review the data in Gimlet to allow it to better inform us of what was really happening at the reference desk. We wanted to see what the traffic patterns were and were the times of services still appropriate.

Having this resource proved to be very important. We changed our schedule by reducing weekend hours based on the data. We remained open during those days and times that we had perceived as less busy because Gimlet showed the traffic was still present. The staffing model was also changed to include undergraduates on a few shifts when the staff needs to attend meetings.

The Future

Gimlet gives us the ability to see the library from a different vantage point. There is a lot of data sitting and waiting to be extracted. We plan to continue using the product in the future and to implement it at out Health Sciences Library. It should be noted that that location is staffed part-time by one librarian so, although there is not a reference desk per se, this tool is seen as a potentially valuable resource to inform future decisions for the branch.

Additional pieces of the reference puzzle include addressing the lack of signage, reference collection, website, and reference workshop planning. We have worked on some signage that includes clever ways to draw patrons in. This semester there is a sign that tells patrons to please interrupt the person at the desk! Working with the campus sign committee, we hope to install a large ceiling-mounted sign to draw people’s attention to the reference service point. Through grants and other opportunities we look to weed and make procurements for the reference collection (print and electronic). A web-redesign will be underway in 2013 and workshops are being planned.
Getting Faculty and Students to Participate in an Information Literacy Assessment Project
Continued from Page 6

Two hundred fifty one students took the Project SAILS test. Of these, 240 were seniors. At the start of the academic year, there were 814 seniors enrolled at Siena, giving us a 29% response rate from seniors. Although I would have liked a higher response rate, I was satisfied. This was a learning experience and will affect how I tackle such a project in the future.

A few words of advice for anyone contemplating a similar project:

1. Get approval or an endorsement from your academic administration. The size of your institution may influence how far up the hierarchy you should go, but I started with our Vice President for Academic Affairs. She then arranged for me to make a presentation to the academic deans. I also sent a memo to all the academic department heads informing them of the project.
2. Early in the planning, seek out advice from your library’s faculty advisory committee.
3. Leverage the relationships you have already established with faculty through collaboration on information literacy projects, attending some of their programs, etc.
4. Always thank students for participating—even when they are required to do so.
5. Recognize that there will be some issues, usually of the campus politics variety, over which you will have no control.

Assessing Information Literacy at Le Moyne College
Continued from Page 8

How do we assess?

We collect a great deal of different data on this process in order to assess it at the course and program level each year.

- I give pre-tests in each course with a set of questions that mirror our program objectives. We are able to compare our data over the years and across courses to see if the information literacy initiative is making a significant difference.
- We have all of the graded assignments for each course that allow us to assess the individual student’s progress. The repeated assignments allow us to see whether the students grow in their skills as the semester continues.
- We also collect considerable qualitative feedback from the faculty and lab instructors who grade the lab report assignments. It’s important for us to see whether these faculty/instructors are satisfied with the articles students are finding for their lab reports. And this qualitative feedback also alerts us to problems, common mistakes that the students make, and suggestions for improving the assignments (and my instruction).

Tips for getting started:

If you are considering such a program, here are some suggestions for getting started.

- Build one course at a time. It can be daunting to think about a whole series of courses, or a whole program. Just tackle one course at a time and you can build a program over a series of years.
- Your faculty knows what they want from students and their assignments, and they know what their students are lacking. Work with them to set information literacy objectives, and to find ways to reach those objectives. If it’s a true collaboration, your chances for success are much greater!
- You don’t have to invent assignments. Use graded assignments that already exist in the course. Identify existing assignments that can be improved by information literacy skills and start there!
Measuring Research Output: Connecting to Faculty through Citation Metrics 
Continued from Page 8

Citation metrics tools are widely used by academic departments to inform decisions on promotion and tenure. It is vital for librarians to understand how these tools work, including their strengths and weaknesses, so that we can keep library users informed. Along with Tasha Cooper and Patrick Williams, I spoke to new faculty at Syracuse University about finding their scholarly impact. This was an opportunity to discuss citation metrics with faculty as they were still forming research and organization habits and could begin thinking about how to use these tools while gathering information for their promotion and tenure portfolios.

Citation metric work has also been a great opportunity to promote other library services such as our institutional repository, SURface, and SelectedWorks pages. Once faculty become more aware of how their work is being disseminated and used by other researchers, they are interested in learning about other ways to increase the visibility of their work. By both depositing work in the repository and promoting it via an up to date author profile, faculty and researchers are able to increase the discovery of and access to their work. For more information about Citation Metrics and using these tools, please see our Citation Metrics Research Guide (co-authored by Linda Galloway). You may also view the original poster presented at ENY/ACRL 2012 by visiting my SelectedWork page.

Assess It After Dark! Reflections on Combining Gaming with Research Skill Assessment 
Continued from Page 9

Based on our results from Bird After Dark 2011, there did not seem to be a clear correlation between the types of responses received and the students' class year or discipline. (It is worth noting that although the participants do come from all disciplines and years, the majority are freshmen and sophomores majoring in the arts and sciences, engineering, and computer science.) This may suggest that the types of challenges students face in doing library research are similar across the board, but a further analysis of previous years’ results and a combination of other more formalized assessments may shed more light on this. Results from this program have also helped us to reconsider general library issues and assumptions, such as our use of signage and library terminology, and how to adjust in-person and virtual instruction to better support our students.

Because this event is also designed to be a social activity, we recognize that Bird After Dark will (and should!) never be a completely controlled method of assessment. Doing so would take away the level of fun that has allowed us to develop it into the successful outreach program it is today. For instance, given the highly active nature of the event, we also have to consider various factors that are more challenging to detect, such as foul play, random guessing, and time constraints. But again, there is still much that can be learned from these less formalized assessment methods. They have provided us with a quick yet valuable snapshot of students' knowledge and behaviors. As we now approach our seventh year hosting Bird After Dark, we have already begun the process of modifying the activity in order to gain clearer data: redesigning the questions in terms of levels of difficulty and targeting particular skills, gathering more student demographic information during registration, possibly conducting a follow-up assessment after the event, and incorporating commonly missed questions into our instruction session activities. Just as with any event or assessment procedure, Bird After Dark has proven to be rife with potential, and we look forward to further investigating it and our students in the years to come.

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