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Photo by [Edmund Garman](#)

Letter from the President

Fall is here and with it comes a new academic year, filled with possibility.

The Brown Bag Lunch series continues this year, with sessions at the University at Albany on October 30th, Clarkson University on November 1st, and SUNY College of Environmental Science and Forestry on November 7th. The topic for discussion is MOOCs (massive open online courses). The brown bag lunches are a great way to get together informally with colleagues in the region. Directions and details on how to register are available on the [ENY/ACRL web site](#).

The Program Planning Committee, headed by Andy Krzystyniak from Skidmore College, has made excellent progress in planning for our 2014 spring conference. The conference will be held on Monday, May 19th at SUNY Oswego, and will focus on the First Year Experience, so mark your calendars. I encourage you to share your experience with others by presenting a poster session or lightning round.

In other news, we have two new Board members. Jennifer Fairall, Assistant Librarian, Coordinator of Cataloging & Metadata Services at Siena College's Standish Library, is our new Archivist. Many thanks to Jennifer for volunteering. Susan Kline, who had been our Archivist since 2011, has taken a new position as Project Archivist at Columbia University Libraries. We are grateful to Susan for her service and wish her all the best in her new position. We also welcome Ali Larsen, Serials & Web Resources Librarian at Siena College's Standish Library, as Government Relations Chair, and thank Bill Walker of Bard College for his service.

The strength of our organization depends on the involvement of our members, and we are lucky to have so many committed and enthusiastic volunteers. If you haven't been involved, please consider volunteering for a committee, or running for election to the Board. It's a great experience.

I look forward to seeing everyone at the spring conference. *Jane Kessler, ENY/ACRL President*

How One Library Redefined Itself to Support Digital Scholarship

Joanne A. Schneider, University Librarian and Professor in the University Libraries
Colgate University

The Need for Change

Digital technology is transforming how libraries must function to promote learning, advance knowledge and provide access to important information resources. These changes compel library leaders to rethink central goals and reconsider longstanding practices. Focus on the advancement of institutional strategic initiatives and distinguishing what is essential from that which is expendable is necessary. At Colgate, we have posed fundamental questions of practice and reconfigured our positions and organization. By realigning staff skills and core services, we have been able to help the university meet a strategic goal of providing enhanced support to faculty and students for digital scholarship.

Re-Imagining the Library

Colgate had an early vision for re-inventing library services based on changing information technologies. In 1999, the Chief Information Officer and the University Librarian announced a new initiative to provide coordinated support to faculty who wished to rethink courses combining information literacy pedagogy and the use of technology to enhance student learning. The initiative was called the *Collaboration for Enhanced Learning* (CEL) and was composed of an alliance of four technologists and three librarians. The librarians would provide expertise on finding, organizing and managing information and the technologists would contribute knowledge of delivering information using technology. In theory, a librarian and a technologist together would meet with interested faculty to discuss their goals and map these to appropriate information literacy objectives and technology tools.

The model experienced modest early success - particularly around the use of Blackboard as a learning management system and diffusion of the Libraries' information literacy program within the curriculum - and was adopted by the campus in 2002 as a university strategic goal.

The means of realizing the goal became a renovated and expanded "library for the future". The new Case Library and Geyer Center for Information Technology would feature the co-location of library and technology staff and new cutting-edge technologies and was scheduled to open in 2007.

Redefinition and Reengineering to Support the Vision

In 2005, with construction underway, the Libraries seriously appraised our readiness to carry out the vision in the face of several obstacles. First, Colgate had long taken pride in "doing more with less" and "being lean and mean" regarding staffing. As a result, with 14 FTE librarians, 2800 students and 264 faculty members, the Libraries had consistently ranked in the lowest quartile of our benchmark group of libraries in terms of staffing per faculty and student. Second, our information literacy program had deeply penetrated the curriculum resulting in significant instruction loads for most librarians. With a flat, traditional organizational structure and a greater proportion of librarians in cataloging and collection management than in public services units, it was difficult to see how we would provide the necessary

staff resources to support CEL without engaging in significant change prior to the new facility opening in 2007.

Without the time to do a major reorganization, we instead decided to create a cross-functional affinity group that teamed librarians across traditional department lines to collaborate on developing support for digital scholarship, publication and archiving. Governance changes followed such as creating a small senior management team, establishing the provision of support for digital scholarship and digital publishing as strategic priorities, and creating qualitative goals for librarians in teamwork, collaboration, 360-degree communication, and leadership. Finally, we updated our collective awareness of proficiencies needed to create digital libraries by reading research reports from organizations such as the Council on Library and Information Resources (CLIR), OCLC and EDUCAUSE.

With a more collaborative management structure in place and support for digital scholarship and digital publishing as priorities, we then focused on obtaining new skills. The easiest way to do this was by reengineering vacancies as they occurred and hiring people with new expertise in digital learning and media, data management, mapping and instructional design. Additionally, some librarians in existing positions sought change through retraining and redefinition. As a result, over the past eight years, 13 positions have been either re-engineered or redefined.

Inventory of Reengineered and Redefined Positions

As an outcome of reengineering and redefinition, the concentration of librarian positions have been shifted from cataloging and collection management and, enriched with new skills, relocated to the Reference and Instruction and Special Collections and University Archives departments where they are available to support both the Libraries' information literacy program and work with technologists on CEL projects. As a complement to CEL work, librarians with reengineered duties have created digital access platforms that archive and showcase digital work. Based on these efforts, we have been successful in obtaining added budget support for 1.5 FTE incremental librarian positions and for two sequential two-year temporary archives and digital projects librarian positions despite losing a position in 2009 to the economic downturn.

Currently, the CEL group is larger than ever with five librarians and five technologists plus one visual resources coordinator from the Art and Art History Department. Two additional librarians are available to support CEL projects that involve research in the Special Collections and University Archives. The group has developed a mission statement and a nuanced project management process that consistently involves identifying learning and teaching objectives and capturing assessment results. In the past two years, the institutional role of CEL has become more formalized by having been repeatedly leveraged as a resource in recent strategic planning reports and featured in a successful Mellon grant application supporting faculty collaboration in the classroom involving the digital humanities.

Providing Support for Digital Scholarship

A key objective of Colgate's "library for the future" has been support for "digital scholarship" which means work that is interdisciplinary, involves critical engagement with scholarship and is multimodal in terms of being integrated with digital platforms and methods. The researchers involved are both faculty and students. Librarians draw upon their traditional expertise in inquiry-based negotiation relationship building, information literacy pedagogy, digital content management, and archiving. Routine assessment has been uniformly positive. Faculty goals for enhanced student engagement with and communication

about scholarship have been met. Students report working harder overall while doing more research and putting more effort into formulating theses and arguments of interest to a broader audience beyond their professor.

Last year proved to be defining in terms of success with teams of librarians and technologists providing support for faculty in 29 courses involving digital scholarship projects (612 total students). These projects included digital video narratives posted to YouTube, visual literacy posters ingested in our scholarly archive, Digital Commons @ Colgate, Google Earth mapping, Wikipedia articles, and podcasts made available through iTunes. The numbers achieved represent a significant increase over previous years. Since fall 2008, librarians have been working with technologists on a fuller range of digital projects that have involved a total of 42 faculty members and 1,485 students working on 62 projects.

The Vision Diffused

For the Libraries, this represented success in an eight-year effort to transform librarians' skills in delivering information fluency across formats and digital platforms. Moreover, for the university it signified the realization of an early vision to provide "one-stop shopping" for integrated support for faculty who were interested in combining pedagogy with emerging information technologies to improve student engagement in learning.

In summary, the work done by librarians to support digital scholarship has allowed the Libraries to help the university make progress in meeting its goals for the use of digital technology to enhance student learning and to be diffused across the faculty and the curriculum. Significant discipline was needed to distinguish the essential from the expendable along with sustained focus on realigning resources with the university's strategic objectives. However, we recognize that we cannot stand still. As long as information technologies keep evolving, the librarians will need to continually develop new skills and value-added services.

Below: a CEL team at work



From Information Commons to Makerspace

Emily Thompson, Learning Technologies Librarian, SUNY Oswego

MakerSpaces: they're all the rage these days. This trend started in public libraries, but is starting to creep into academic libraries. In these days of ever smaller budgets, I would like to propose we re-examine the Learning or Information Commons. If we do so, we can see that there isn't much difference between a MakerSpace and an Information Commons. It's not so much the name of the space as it is the spirit of problem solving, creativity, and ingenuity that infuses these library services.

According to Bailey & Tierney (2006) and Britton (2012), both ideas combine expertise and tools to help their patrons learn something new. The Information Commons focuses more on technology, writing centers, and collaboration, while MakerSpaces combine tools and machines with knowledgeable patrons and library staff to help users make something new. At the core of both ideas is the desire to help users learn how to do something. The difference is that the Information Commons focuses primarily on traditional academic work, while a Makerspace supports that work as it changes to include projects like videos and podcasts.

In order to support these projects, libraries' Information Commons have invested in computers, software, microphones, cameras, and spaces for recording and editing. The only thing needed to cross over into a Maker mentality is expert support. This support often takes the shape of student workers, but here at Penfield we have added a librarian position as well. This librarian is available for individual appointments and teaches one-shot workshops on the basics of multimedia creation. This encourages projects professors would ideally like to assign, but may have shied away from without dedicated support.

While MakerSpaces have become conflated with 3D printers, laser cutters, and robotics, these machines are not necessarily required. We have a MakerBot Replicator 2 at Penfield, and it has proved itself to be an asset, but it would not be right for every library. There has to be someone who is willing to maintain it and teach others how to use it. More importantly, there has to be a base of users beyond one department who are interested. The informal rule of thumb here is, "Tell me three departments besides yours who will use it." For 3D printing, the answer here was Art, Theatre, Human-Computer Interaction, Psychology, and Biology. Other machines may be something departments choose to invest in for themselves –and that's okay. This is one of the advantages of being part of a larger, formal learning community: the machines will still be somewhere on campus.

Although our Information Commons may not be called MakerSpaces, full of power tools, table saws, and sewing machines, they can still embrace the movement. All we need to do is shift focus slightly: from research and writing, to making scholarship. From there, we can decide what tools and support our students need to jump start their creativity.

Beagle, D. R., Bailey, D. R., & Tierney, B. (2006). *The information commons handbook*. New York, NY: Neal-Schuman

Britton, L. (2012, October 26). *A Fabulous Laboratory: The Makerspace at Fayetteville Free Library*. Public Libraries Online. Retrieved from <http://publiclibrariesonline.org/2012/10/a-fabulous-laboratory-the-makerspace-at-fayetteville-free-library/>

Automated Content Delivery Systems and the User Experience

Beau T. Bradley

Circulation, the process of getting things into patrons' hands, is an aspect of library service that has varied little over time or across institutions.

While the typical circulation model is still valid, changes in both our patron base and current technology are necessitating a change in our content delivery systems. Our patrons are increasingly accessing data and our collections from mobile devices, and are in turn using these devices for creation purposes. We should also take note of our retail cousins, video rental chains, and how the brick and mortar manifestations of such entities have largely died in favor of vending machines that fulfill the same purpose. These changes should serve as indications to librarians striving for the optimal user experience that alternate content distribution systems are a viable and necessary addition to libraries.

Three options in particular are low cost, entry-level options for libraries wishing to explore the possibilities of these alternative delivery mechanisms; book vending machines, Zine Machines, and LibraryBoxes. Each option reflects the changing expectations of our patron base, and will allow us to capitalize on new trends while also highlighting collections and services in an innovative fashion. While these are just a few of the options for entry into this new model of service, they are also the most likely to elicit a strong, positive response from our patrons.

Book vending machines are likely the most familiar and accessible of the technologies discussed here. Many libraries have already implemented the idea, and documentation of these efforts has been widely distributed. The idea is to make use of vending machines that are more commonly employed to sell snacks to instead accept library card swipes in exchange for the hottest new titles. These systems can be deployed either within the library or at small, satellite locations. Book vending machines allow librarians to highlight collections, and are often employed to quickly and easily garner interest in new acquisitions. This idea is interesting, but limited. However, there are much more innovative ways in which to seize upon this concept.

Librarians at the University of Iowa found themselves with a problem. On one hand, they had an excellent collection of zines. On the other, their patron base had very little interest in zines or zine creation and culture. To remedy this, a collaboration of librarians, students, and the Art Education Department produced the Zine Machine, a repurposed snack vending machine that now vends zines created and submitted to the library (see links at the end of this article for more information). As a result, the library now fosters a zine creation community that feeds the machine and, by accepting donations from any source, supports the entirety of zine culture. While this solution only handles physical objects, there is another technology that supports digital distribution as well.

The LibraryBox is a repurposing of the PirateBox technology originally conceived by David Darts (see links). Jason Griffey took the idea of the PirateBox, an anonymous wireless access point where files can be both uploaded and downloaded to any number of devices, and adapted it to create a small, portable, wireless digital library (see links). A LibraryBox is made up of a wireless router and a portable memory device running specialized software that allows for the digital resources stored on the memory device to

be distributed to anyone accessing the LibraryBoxes' wireless network. The LibraryBox software comes with a selection of ebooks that are in the public domain, though a librarian maintaining the collection can add any number of digital files for distribution. With the collection in place, the LibraryBox can be deployed anywhere in the library or, with the addition of an external power source, made into a mobile distribution point.

Each of these technologies presents an innovative way of distributing content. They can serve to highlight collections of varying nature, and will draw in patrons who are curious about the new devices. These devices can also become influential additions to our libraries and the community. A recent article on Slate.com (see links) details the way in which iPads are put to use in Swiss classrooms. Swiss teachers do not focus on the iPad as a method of delivering content to their students. Instead, the iPad's input functions, including the touch screen, camera, and microphone, are utilized to allow students to create and to log their educational progress. What goes into the iPads becomes vastly more important than what is coming out of them. This is the mentality that librarians should have when implementing their own content delivery systems. Instead of focusing on what is going to come out of these machines, we should instead focus on what we can put into them. This mentality is what makes the Zine Machine so successful. The Zine Machine, by functioning as an outlet for the zine community, has fostered larger interest in creating and reading zines. The LibraryBox can also serve as a platform for fostering creative efforts within the library, such as student publications, artistic endeavors, or scholarship.

In many ways, these technologies are novelties; fun ways for our patrons to access our materials. If used correctly, though, these technologies can foster creation in our communities, while also reaching out to patrons in a manner that they are both familiar with and more likely to embrace. By implementing an automated content delivery system, libraries give themselves new options for distribution of material and innovative ways to enhance the standard circulation model; all at a low point of entry.

Links

- Zine Machine <http://www.lib.uiowa.edu/preservation/zine/>
- Pirate Box http://wiki.daviddarts.com/PirateBox_DIY
- LibraryBox <http://jasongriffey.net/librarybox/index.html>
- Slate Article <http://tinyurl.com/d6wjxqf>

Save the date! The 2014 ENY/ACRL
conference will be held on Monday,
May 19th at SUNY Oswego.

data x (big + science + sets) = big data + data science + data sets

David Fuller, GIS and Data Librarian, Union College

Anyone introducing the topic of “big data” usually does so with a measure of skepticism and an observation that analyzing large amounts of data is nothing new. Then, follow by explaining that what is actually new is the rate at which data is being produced by both machines and humans and the relatively inexpensive storage devices needed to preserve it. George Dyson quipped that the era of big data began when the cost of storing data became less expensive than the decision to throw it away.

Once we have it we should do something with it. Is there anything useful that can be done with data besides analysis? The existence of all that data, and open-source software tools like Hadoop that facilitate access, has given rise to a new profession known as “data science.” The term was introduced in a 2001 paper by William Cleveland, then with Bell Labs, who called for a new super-science of statistics which includes coding (computational algorithms) and visualizations. This definition still stands, though you might include familiarity with business practices and an ability to develop and communicate a narrative based on the [presumed] intelligence gathered from analysis. Necessary software skills might include familiarity with javascript, Java, Python, and a statistical analysis package (“R” is usually recommended because of the availability of libraries like “ggplot2” for visualization). The specific tools and methods may change but the practice of analyzing big data is not going away.

The purpose of data science is to improve processes and make better decisions. Loan officers that may have once made a decision based on a firm handshake now have 20 or 30 data points to evaluate. The ability to more accurately predict the arrival of an airplane is estimated to save the airlines \$60 million dollars every minute. Facebook, a pioneer in using data science, redesigned its user interface after discovering certain factors that may cause users to stay active. They centralized the news feed and began updating in real time rather than batch, among other things.

In October 2012, the Harvard Business Review published “Data Scientist: The Sexiest Job of the 21st Century”, a description that puzzled many practicing Data Scientists. By their own account they spend 80% of their time “wrangling” with data in order to get it into a form that is suitable for analysis. Additional time is spent developing and debugging their code. Whatever time is left over may then be spent in data exploration, the development of models, hypotheses and actual queries. The use of big data computing tools makes it possible to view the landscape and texture of a big data set first before making any assumptions. A positive correlation may be noticed where one wasn’t expected. This sort of “ground-up” approach is different from the more traditional method where a hypothesis was needed first, before the painstaking process of collection and analysis could begin.

New York University already has announced a program in Data Science and Columbia University is pioneering it as an academic discipline. Rachel Schutt has a blog detailing her struggles to define and develop an introductory course. UC Berkeley announced this past July an online Master’s Degree beginning in January 2014. This is all due to a shortage of data scientists. The McKinsey Institute estimates that by 2018 there will be a shortage of up to 190,000 data scientists and another 1.5 million analysts and managers who are schooled enough to make wise of the data in decision making.

A job shortage in an era of high unemployment? What can academic librarians do? As always, we can begin by educating ourselves and understand that data science is inter-disciplinary. We can assist patrons in finding and using data. Some knowledge of statistics is helpful along with the understanding that statistics are only really useful when combined with subject expertise. Knowing how to find and evaluate data, the version of data being used, who is responsible for it and how to cite it represents the core of data literacy. An academic library is ideally situated at the crossroads of the curriculum to provide support for inter-disciplinary skills like these.

The phenomenon of big data and the field of Data Science are coincident with an explosion of publicly available data sets and analytical tools on the web. A "data set" generally refers to a collection of raw (unprocessed, unaggregated) microdata. A single completed Census form is an example of microdata. The term can also refer to the collection of data used for a particular research project. Organizations like the Pew Charitable Trust now make their data sets available along with their reports. Gallup will soon be doing the same. Organizations like the World Bank, the United Nations, etc., are making data sets available. Quandl is a search engine which indexes a growing list of over 400 data set providers. Data sets may seem peculiar at times. You find downloadable files like "Amtrak Ticket sales, October 2007". It may seem odd for librarians accustomed to evaluating resources based on coverage and completeness but a file like this can be useful for researchers or software developers in a variety of ways. Data is effective in samples. The practice of making research data available is also growing among academic institutions. The Inter-University Consortium for Political and Social Research (ICPSR) provides a hosting service for data sets. Dryad is another hosting service, with an emphasis on medical and scientific research. Data curation is another emerging field. Purdue University offers a directory of Data Curation Profiles as well as a toolkit. Nesstar, a Norwegian company, offers a client/server software solution for data curation which includes the ability to search other Nesstar servers on the internet.

In his 2010 TED Talk, "[The year open data went worldwide](#)," Tim Berners-Lee refers to a movement toward open government and the sharing of data which is now visible at sites like data.gov. Perhaps even more significant than all of this freely available data is the development of [linked open data](#) which is stored in formats like RDF (Resource Description Framework). This means, among other things, that the data can be related semantically and queried more easily by applications other than a web browser. It isn't hard to imagine statistical computing engines that can perform interactive queries in real time across a diverse array of data sources. Rensselaer Polytechnic Institute has already converted the 417 data sets on data.gov to RDF format and uses a new language "SPARQL" (pronounced "sparkle") for queries.

RDF data can be represented as a graph and stored in a graph database. Graphs are data structures consisting of nodes and edges which is ideal for representing relationships. Facebook, for example, is a large graph consisting of profiles (nodes) and friends (edges). The entire WWW can be represented as a graph with pages (nodes) and hyperlinks (edges). Graph databases are more flexible than traditional relational databases and provide a model that more closely resembles real world situations. With a graph database it isn't necessary to plan an exhaustive schema ahead of time. New nodes can be added and relationships defined continually without affecting the existing structure. As the database grows, performance remains relatively constant since the majority of queries are local to the data already being accessed. Relational databases, on the other hand, degrade in performance as the data set grows.

Google's Knowledge Graph is an example of a graph database being used to improve the user experience. Its mantra is "people search for things not strings." Could this be Web 3.0?

Links

- [Big data: The next frontier for innovation, competition, and productivity](#)
 - [2013 DataEdge Conference at UC Berkeley](#)
 - [Rachel Schutt's Blog](#)
 - [Linked Open Data](#)
 - [Google Knowledge Graph](#)
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Call for Board Members

Do you have good ideas for programs? Enjoy working with friendly and knowledgeable colleagues? ENY/ACRL is always looking for volunteers who would like to be involved with a regional professional organization. If you have an interest in being part of the program planning committee, running for a board position, or getting involved in some way with ENY/ACRL please let a member of the Nominations & Elections Committee know! The benefits include meeting people from regional colleges and universities, as well as creating and participating in professional development opportunities.

A full list of board positions is available at <http://enyacrl.org>. This year, there will be elections for:

- **Vice President, President Elect & Program Chair**
(3 year term; responsibilities include coordinating the conference and programs (first year), leading the organization as President (second year), and in the third year, serving as Past President and chairing the Nominations & Elections Committee, among other activities)
- **Secretary**
(2 yr term; responsibilities include taking minutes for Board meetings and participating in Board activities, among other activities)
- **Treasurer**
(2 yr term; responsibilities include handling the organizations' finances and participating in Board activities, among other activities)
- **Membership Chair**
(2 yr term; responsibilities include processing new memberships, maintaining the membership database and participating in Board activities, among other activities)

If you have questions or need additional information, please contact any of the Nominations and Elections Committee members (listed below). We look forward to hearing from you.

Tasha Cooper, Past-President, nacoop01@syr.edu

John Cosgrove, Nominations & Elections Committee member, jcosgrov@skidmore.edu

Katherine Moss, Nominations & Elections Committee member, mossk@mail.strose.edu

Le Moyne College's Core Curriculum to Benefit From "Assessment in Action" Project

Kelly Delevan, Instructional Services/CORE Librarian, Le Moyne College

As Instructional Services Librarian at Le Moyne, I am tasked with developing and implementing a plan to integrate library instruction across all disciplines at the College. Our library has had a strong information literacy program embedded in the Sciences for some years, but we've struggled with reaching students in other departments. When the Le Moyne faculty voted to implement a new core curriculum, I saw an opportunity to get in on the ground floor!

Information Literacy Embedded in the Core

First Year students entering Le Moyne College this fall are taking Core 100, the first course in a new core curriculum that embraces Information Literacy (IL) as a learning goal. Core 100 is a first year seminar that introduces students to the ethos of a liberal arts education by guiding them to reflect on their personal engagement with the course material. Students are encouraged to develop a variety of communicative and critical thinking skills and competencies, including written and oral expression and information literacy. The library is playing a lead role in cultivating information literacy in the new core by partnering with faculty to deliver IL instruction to all students taking the first year seminar. This marks the first time that all students entering Le Moyne College will receive library instruction!

Assessment in Action

While this is a great achievement for our library, we needed to be sure that we had a plan to assess the program and communicate our results to our institution. The timing couldn't have been better when ACRL called for applicants to the Assessment in Action program. I knew Le Moyne would be a perfect fit and was thrilled to get the opportunity to design an authentic assessment project with support from fellow librarians and experts in the field.

The assessment project is being conducted as part of the program "Assessment in Action: Academic Libraries and Student Success" which is undertaken by the Association of College and Research Libraries (ACRL) in partnership with the Association for Institutional Research and the Association of Public and Land-grant Universities. The program, a cornerstone of ACRL's Value of Academic Libraries initiative, is made possible by the Institute of Museum and Library Services.

At the 2013 ALA Annual Conference I joined representatives from 74 participating institutions from the U.S. and Canada for two days of workshops focusing on assessment design, team leadership, and institutional collaboration. I'm leading a campus team comprised of four librarians, the Assistant to the Provost for Student Learning Assessment, and the Core 100 Seminar Director in a project to assess the impact that IL instruction has on student selection of sources in Core 100. Direct and indirect assessment methods will include a rubric aligned to ACRL IL standards, focus groups, and student surveys.

We are currently teaching an Information Literacy session in all 34 sections of the Core 100 class. The instruction session is centered on source evaluation. After the session, students complete an assignment that requires them to locate and evaluate sources relative to the content of their Core seminar. Instruction is expected to be completed in late October and data collection for the assessment project will begin in November. Data analysis will commence in the spring semester and results will be reported at ALA 2014 in Las Vegas this summer. Look to future newsletters to see how it all turned out!

Partnering with Human Resources to Offer Health Literacy Programming for Staff

Janet Pease, Syracuse University Libraries

The single largest expense for most organizations is employee salaries and fringe benefits, including health insurance. As these costs skyrocket it makes even more sense for employers to protect their investment in staff by promoting good health through the creation of a healthier work environment and by increasing staff awareness and use of quality health resources that are available to them in the workplace. The library can take a leadership role in partnerships with Human Resources (HR) and other campus organizations to improve employee health!

Focusing on Syracuse University (SU) staff, the goals for this collaboration are to 1) increase awareness of the library's health and wellness-related resources and increase the visibility and use of library collections; 2) help make positive improvements in employees' health and wellness; and 3) establish partnerships with the University's HR Department and other areas of the university to raise the libraries' profile with university administration.

Building on previous participation in campus advisory groups and faculty liaison work in my subject assignments, I had an opportunity to include a question about the library in a staff wellness survey that was administered by HR in late January 2013. The purpose of the survey was not only to find out what people would like to see for programming, but was also a chance to find out how aware the staff was of what was already available to them. For example, there was a rollover on the Health and Wellness Library Resources awareness question that included a description of what we have: "The library provides free health and wellness related materials (video/audio, print and electronic books, journals)." Over 50% of employees completed the survey, which was impressive and showed widespread interest in the topic. I subsequently proposed offering an introductory session for staff called "Finding Credible Health Information on the Internet." (HR offers one hour "Staff to Staff" sessions about once a month and all proposed classes must be vetted and approved by a committee there.) HR approved the session and I presented it in March 2013. The attendance was capped at 40, but ultimately 42 staff members registered for the class. The feedback was positive and some suggestions for future topics were made, including finding reliable complementary and alternative medicine resources and finding rankings of health specialists.

One of the more disappointing things I learned was that despite all the work we do to promote ourselves, many staff are still not aware that they can use the library or that the library would have anything of interest to them unless they are a student. So, much more work needs to be done in marketing our resources and services. Some of the other things I have learned so far:

1. It is not necessary to spend a lot of money to put something like this together. Libraries can repackage and promote what they already have using pamphlets, LibGuides™, linking to other administrative and campus groups' websites that offer services to staff and asking them to link to yours. (Resources such as the Wellness Essential Collection in Books 24x7™ are no-brainers!)
2. Include free online health resources that you have evaluated for quality.
3. Look at government and professional associations for free training and teaching materials. The National Network of Libraries of Medicine, Middle Atlantic Region (NN/LM, MAR), the CDC Healthy Worksite Initiative, and the Medical Library Association all have robust resources that can be adapted to just about any work environment.

Integrating LibGuides, Catalog links, and Delicious: A User-Centered Strategy for Connecting Patrons with New Materials

Patrick Williams, PhD, Associate Librarian, Syracuse University Libraries

“What’s new in the library?” is a frequent question to anyone working in collection development. My unsatisfying stock answer to this question is “lots of things,” but until recently, I didn’t have another way of directly addressing the question—a question whose answer truly differs with each patron who asks it. It is a question that illustrated of two related and all-to-familiar problems for many of us:

1. Patrons are generally unaware of the depth, scale, & continuity of our collection development activities.
2. We have few adaptable, systematic ways to display new materials to patrons.

This article reports on a method I have been using to promote awareness of new materials in our library that has resulted in benefits to both patrons and librarians in my library.

Visibility of New Materials

I don’t mean to imply that patrons are completely ignorant about what is coming in—they may be aware of the acquisition of items they’ve requested, or, aware that certain titles they were looking for have not arrived, but there is no easy way for them to provide them with a fuller picture of what’s coming in.

Additionally, within the walls of the library, we’re already fairly good at promoting new books. We have a small new book section, which experiences heavy circulation, but there is nowhere near enough space to showcase everything. This section also tends to be a victim of its own success: as soon as enticing new titles are added to the shelf, the can be quickly checked out by patrons.

Our catalog does have a new titles feature, but it’s something that can easily overwhelm a user if they happen encounter it. The most general search for the last week’s acquisitions, for example, includes 350 titles, with no support for filtering by subject. Furthermore, many of the titles are not “new” in the sense patrons expect, but just those which have been newly added to the catalog. It’s a great resource for librarians, but it’s not really what patrons expect.

At the request of the faculty in my departments, I began investigating methods for alerting patrons to the new titles a way that made sense for them, as users, and for me, as a librarian. What I decided I needed was a user-friendly, low-threshold tool for discovering new, relevant materials without the need to search, filter, or physically visit the library.

As the heaviest user of this tool myself, I had my own list of demands. It needed to be sustainable, flexible, and harmonious with my own work practice—something that leveraged what I was already doing and didn’t demand much of my time for processing and analysis. What I came up with was an approach that leans on some very familiar systems to create customized, sharable, and straightforward lists of new materials.

Building Blocks

This method for promoting new books links my review of our monthly Orders and Approvals reports with persistent links to catalog records for new books. I then share the new books I choose, via Delicious, through custom lists that I can deploy anywhere I like, most visibly in a LibGuide.

It's an approach that demands the use of several different technologies, to be sure. But once in place, only about ten seconds is required to add a book to the list. Most of this process was already part of something I was doing—reviewing firm orders and approval plan titles coming in each month.

Here's how the process works: I open an O&A report and our catalog in a separate browser window. I go through my reporting funds in the report to select books I'd like to add. I don't select them all—I skip “not-necessarily-new” items like reprints and replacements. Once I navigate to the persistent link for an item, I click the bookmarklet to add my link to Delicious, and cut and paste to item's call number to accompany the link.

After that, I include a few tags based on the subject headings or local interests. After submitting the like, the title automatically appears in whatever categories it fits on my LibGuides for new books and I am on to the next title.

On the primary LibGuide I have built for this process, [New Books of Interest to English Department Faculty & Students](#), I have a central list for everything in the subject area, with smaller boxes around the guide highlighting particular tags. When a patron clicks the link to the title, they're brought directly to the catalog record.

There is also a tab on my guide which points patrons to lists of books grouped as tags. When someone clicks on early_modern, for example, they are taken to a list (at Delicious.com) of everything in that category.

A third tab in this guide supplies feeds for some of other categories to which users might wish to subscribe.

Benefits of this Approach

These lists and tags prevent users from having to sift through pages of irrelevant titles, and any title they click on can be immediately requested for hold or delivery or can be recalled in the case it is checked out. Furthermore, patrons can subscribe to the RSS feed for a subject so they needn't remember to visit the guide for updates.

The Big List

This list includes highlights of SUL's new acquisitions that are likely of interest to English Department faculty and students. For more focused lists of new titles, see the other boxes on this page, or click the **Explore new titles by topic** tab at the top of this page.

- ▶ **Crime and punishment in the Middle Ages and early modern age : mental-historical investigations of basic human problems and social responses / edited by Albrecht Classen and Connie Scarborough.**
PN682.C72 C75 2012
- ▶ **The complete poems of James Dickey / edited with an introduction by Ward Briggs ; foreword by Richard Howard.**
PS3554 .I32 2013
- ▶ **A companion to David Foster Wallace studies / edited by Marshall Boswell and Stephen J. Burn.**
PS3573.A425635 Z65 2013
- ▶ **Clavics / Geoffrey Hill.**
PR6015.I4735 C53 2011
- ▶ **Charles Bukowski, outsider literature, and the beat movement / Paul Clements.**
PS3552.U4 Z625 2013
- ▶ **Caribbean women : an anthology of non-fiction writing, 1890-1980 / edited by Veronica Marie Gregg.**
HQ1501 .C365 2005
- ▶ **The Cambridge companion to the Victorian novel / edited by Deirdre David.**
PR871 .C17 2012

There are also benefits to me. While I was already going through the O&A reports, this process forces me to pay more systematic attention to what's coming in (or not coming in), in terms of both my firm orders and my approval plan. It also allows me to choose which new materials get promoted or don't. I can use these lists to push electronic resources and trials, and I am able to exclude materials that don't need to be on these lists. Most importantly, I'm able to keep a fresh stream of new materials coming throughout the year. I've heard from others in the library that these lists have helped them to choose materials to showcase in library displays and recommend to patrons.

Setting Up Your Lists

For this particular approach, you'll need a Delicious account and access to edit a LibGuide. Once you install the "Add to Delicious" bookmark to your browser's toolbar, these are the steps you need to follow.

1. Navigate to the persistent link to a new item in your catalog.
2. Click the "Add To Delicious" bookmarklet.
3. Cut and paste the call number of the item into the "Your Comment" field.
4. Add tags from the subject headings to the "Tags" field.
5. Click "Add Link".

In order to include your lists on a LibGuide, you'll need to copy two pieces of code into the "Plain-Text Editor" of a box in the desired position on your LibGuide. The code snippets and instructions for customizing them (to include your account and style preferences) are available at <https://gist.github.com/activitystory/>.

Once you add the customized code snippets for your LibGuide, each new title you add to your Delicious account will appear automatically.

Going Forward

I have to admit that it feels a bit quaint, in 2013, to be promoting the use of these artifacts of early Web 2.0—Delicious social book marks and Tag Clouds—but I really believe they have been useful in this situation, and they have been stable for the couple of years I've employed them. However, there are definitely pitfalls to relying on free, third-party tools. I suspect that Delicious will not be around in its current form forever, and one never knows when the feature set will change. For that reason, my future plans for this project include experimenting with Zotero instead of Delicious as a mechanism for sharing catalog links.

Additionally, I've only been able to assess how much these lists are being used through LibGuides data and through anecdotal evidence. In the future, I'd like to explore the use of Google Analytics and FeedBurner to get a sense of how, when, and where patrons are using these lists.

Reflections on Digital Literacy

Matthew Gunby

On May 20, 2013, I participated in the lightning round presentations at ENY-ACRL's Conference on User Experience. My focus was on the impact of academic libraries on digital literacy. This was the second lightning round presentation I had given since beginning as an MLIS student at Syracuse University in July of 2011. For this reason, as well as practicing for a significant amount of time before the event, I felt confident about my presentation. However, the one element that differed from both my Pecha Kucha presentation at NYLA and my practice presentations was that this was the first time I had a projector involved. As a result, I stood directly in front of it, and it was only from feedback from my audience that I realized this as quickly as I did and I shifted out of the way. This caused an immediate dip in my confidence; however, I was pleased by how relatively quickly I recovered.

So, while this made the event far more memorable to me, I mention it here because I believe it is an incredibly important insight into presenting and instruction. We can and should put as much preparation into a presentation or lesson as we can. However, we must also recognize that particularly if technologies and a diverse audience are a part of our activity we might need to adapt to unexpected occurrences. Part of this comes with experience, but part of it is personality related. I believe that instructors need to be effectively adaptive, and that this trait should be gauged and instructed far more than it currently is.

I mentioned that technologies can often present unexpected challenges, and while dealing with these challenges in the moment is incredibly valuable, as information professionals it is incredibly important that we are as tech savvy as possible. I believe there are two primary components to this. First, there are a number of resources available to librarians. ACRL and ALA provide great opportunities online for technical training. There are also free resources such as Coursera and W3C that give tutorials. There are also tech tutorials on YouTube and wikis both through Wikipedia and educational institutions.

Many consortia provide technology training through membership in organizations such as lynda.com and on-site training. The value of in-person technology training can often be understated, but having someone knowledgeable in a technology roaming a room and helping with specific questions is incredibly important. Perhaps the greatest challenge of the age of online learning is not access to information (though I do not wish to understate the need for democratic access to information), but how this information can be presented in a palatable, memorable and salient way. Technologies such as screen-sharing can enable some of this direct interaction but one of the goals of online learning, to reach as many students asynchronously while limiting the number of instructors, is obviously not met in this one-on-one interaction.

Universities are one of the key places where the debate on instructional design is taking place, and many of their libraries are taking an active role in this debate, particularly in how it relates to literacies. This brings me to the topic of my presentation: digital literacy and how the academic world can impact it ([slides](#) are available on Slideshare). Many academic libraries have effective information literacy programs but, with incredibly diverse students, if we are not also looking to their digital literacy needs, we may not accomplish our overarching goal of helping our community be effective learners and ultimately effective professionals. This means having more adaptability in information literacy courses, particularly those designed for freshman and others just beginning their student career.

Academic libraries are part of their university, and the university is part of its broader community. This varies from school to school, but in general, both private and public academic institutions are anchors in their communities. Providing a space and technologies for these communities can be incredibly valuable. They can also help in evaluating services and providing trainers or training in digital literacy support. Many digital literacy programs in public libraries involve one-on-one training with a librarian, but are there ways that we can reach more learners, and at the same time place librarians in a position where they can be best utilized?

Academic libraries can also aid twelfth graders as they prepare to make the transition towards college. This is a focal point of a Megan Oakleaf article in *Teacher Librarian*. Digital literacy could become an increasingly important focal point of this. Part of the reason for this is that there is a misconception that digital emergence and digital literacy are connected. Using Facebook does not mean that a student understands how to effectively find information online or even that they know how to use Facebook appropriately. However, students may be ashamed to admit this or they may believe they are digitally literate.

The final area I would like to address is why academic libraries need to be a part of the digital literacy movement. Philosophically, digital literacy is a part of librarianship. This is a matter of social justice and equity. It may be one of the largest civil rights movements of the twenty-first century. I note a number of references in my presentation that show how digital literacy is impacted by a number of factors: ethnicity, age, education level, and economic standing. As libraries and institutions of higher learning, we must be at the forefront of this movement and I believe that through broad collaborations and wide reaching efforts we can play a fundamental role in the future of digital literacy.

Oakleaf, M. Owen, P. (2010). Closing the 12-13 gap: Schools and college librarians supporting 21st century learning. *Teacher librarian*. <http://meganoakleaf.info/oakleafowensyllabi.pdf>

Brown Bag Lunches

The ENY/ACRL Brown Bag Lunch Series, which began in 2007, is an opportunity for librarians within a region to gather informally for lunch, discussion, and networking. This year's Brown Bag events will focus on Massive Open Online Courses (MOOCs). Will this online model develop into a recognized education tool within higher education or is it simply marketing hype? Are MOOCs better geared towards educating the public or can they be utilized in emerging online classroom environments? Come join colleagues from your area to discuss the possible benefits and pitfalls MOOCs present to institutions of higher learning. Events will be held at:

- University at Albany on Wednesday, October 30th;
- Clarkson University on Friday, November 1st;
- and SUNY College of Environmental Science and Forestry (ESF) on Thursday, November 7th.

Please visit the ENY/ACRL website for additional details and updates: <http://enyacr.org>.

Notes from the Field

Colgate University

In September **Melissa Hubbard** joined the Colgate University Libraries as the new Rare Books, Manuscripts, and Digital Projects Librarian. Melissa holds an MA in English from University College London, and an MSLS from the University of North Carolina at Chapel Hill. For the past five years, she has served as the Rare Book Librarian at Southern Illinois University, where she managed a major backlog cataloging and organization project, and grew the Special Collections instruction and outreach program substantially. She currently serves as the Senior Web Editor for the Rare Book and Manuscripts section of ACRL.

Francis Kayiwa joined the Colgate University Libraries as Systems Librarian in September. He has a BA in History from St. Bonaventure University and a MLS from SUNY Buffalo. For the past 12 years he was Library Systems Coordinator at the University of Illinois at Chicago. He has extensive experience managing UNIX servers and was responsible for coordinating the national 2012 Code4lib meeting in Chicago.

University Librarian **Joanne A. Schneider** was invited speak on work in the digital humanities in liberal arts settings targeted at undergraduate teaching and research to members of the Five Colleges Consortium in Massachusetts at the Digital Humanities for Liberal Arts Colleges Symposium on June 18, 2013.

Peter Rogers, Information Literacy and Social Sciences Librarian, took part in a panel discussion on Shale Gas Development at the Annual Meeting of the Association of Environmental Studies and Sciences held on June 19-22 at Duquesne University in Pittsburgh. He spoke on Hydro-

Fracking Maps and Counter-Maps, and the information resources discussed in his presentation [are available here](#).

Emily Hutton-Hughes, Head of Collection Development, was invited to speak at an ALCTS Pre-conference on Shared Print Monographs in Chicago on June 27, 2013. Her talk was entitled: "*The Lady or the Tiger: the timing of the MOU in a shared print archiving program*".

College of Saint Rose

The College of Saint Rose is pleased to announce that we have hired a new Library Director, **Andrew Urbanek**. Andrew was most recently the Director at Herkimer Community College. Andrew has also worked as a librarian at SUNY Canton, SUNY Potsdam and SUNY Oswego. Welcome Andrew!

Empire State College

This fall, **Sara Hull** will be heading up an Empire State College pilot study to test a new service, SIPX, based out of Stanford University that offers the potential to replace traditional eReserves systems, and streamlines the copyright permissions process for articles and other materials used in online courses.

College libraries participate by providing SIPX with access to their institutional holdings. SIPX uses this information to create an integrated system that also connects to: royalty-free and public domain content, providing users with "one-stop" access to a wide variety of documents; real-time copyright information; and manages direct requests for copyright permission to publishers whose materials are not included in the above.

Instructors find articles or other documents through a simple search in SIPX, and embed links to those articles in the course syllabus.

Students click on the provided link, are authenticated for applicable discounts, pay any necessary royalties, and then access the digital content for electronic reading, printing, or both.

Hamilton College

Hamilton would like to welcome two new colleagues.

In early June **Beth Bohstedt** assumed the role of Director, Library Access Services at Hamilton. Beth oversees circulation, interlibrary loan and operational aspects of the Burke and Music libraries. She has a BA in Education from the University of Northern Iowa and a MS in LIS from the University of Illinois, Urbana-Champaign. She comes from Grinnell College (IA), where her accomplishments included introducing significant changes to the configuration of circulation supervision, designing and implementing a peer mentoring program at the public service desks, and initiating collaboration among interlibrary loan departments of selected Iowa college libraries. Beth recently co-authored a chapter on student engagement with academic libraries in *Excellence in the Stacks: Strategies, Practices and Reflections of Award-winning Libraries*.

Lisa A. Forrest serves as Burke Library's newly appointed Director of Research and Instruction Services. A Minnesota native, Lisa arrives to Hamilton from SUNY Buffalo State. She is the recipient of the Excellence in Library Service Award from the Western New York Library Resources Council (2008) and a fellow of the Western New York Library Resources Council's Leadership Institute, led by immediate-past ALA President, Maureen Sullivan (2009). Lisa's scholarly writing has appeared in a variety of publications, including *American Libraries*, *A*

Leadership Primer for New Librarians (Neal-Schuman Publishers), *Journal of Library Innovation*, *Thinking Outside the Book* (McFarland), *Urban Library Journal*, *Writing and Publishing: The Librarians Handbook* (ALA Editions), and *Job Stress and the Librarian* (McFarland). Her academic interests include the use of innovative technologies in library instruction, library leadership, and creative programming and outreach. Lisa's creative writing has been featured in a variety of small press publications, including the *Buffalo News*, *Damn the Caesars*, *eco-poetics*, *elimae*, *foursquare*, *The Great Lakes Review*, *Hot Metal Bridge*, *Kadar Koli*, *WordWrights*, and *Yellow Edenwald Field*. Other honors received include Pushcart nominations, the "Best of Buffalo: Best Poet" award (ArtVoice, 2011), and the National Public Radio News Directors Incorporated (PRINDI) Award for her radio commentary. Lisa's first collection of poems, *To the Eaves*, is available from BlazeVox Books.

Jefferson Community College

As part of a significant reorganization on campus, the library is now part of a new Instructional Support Division. Along with the library department, the division includes the Scanlon Tutoring Center. Both departments report to our new Dean, **Jerilyn Fairman**.

The physical move of the tutors into the library area was completed two years ago and foot traffic and demand for tutoring and library services continue to rise. The library is a busy place a great deal of the time.

Our first residence hall is taking shape at a rapid pace and the campus expects our first residents in the fall 2014 semester. We have begun planning for accommodating what we think will be a need for expanded hours.

We have one new employee this fall; **Brooke Hartle** has joined our staff as a part time Library Assistant. She is enjoying working with students in a variety of capacities and comes to us with a bachelor's degree in information science and is working on her master's at Syracuse University. In other staff news, Library Director **Connie Holberg** has successfully obtained a grant from the Northern New York Library Network for the acquisition of 10 iPads that students will be able to borrow and library staff will use for roving reference. Assistant Librarian **John Thomas** has been busy with increased embedded librarian duties and campus Middle States Steering Committee work.

This fall we have also had the pleasure of hosting **Brittani Ellis**, a SUNY Potsdam student who is considering a career in information science. She has been involved in a series of projects, including writing a significant amount of documentation for a new collection in our archives.

Rensselaer Polytechnic Institute

Fran Scott, former Manager of the Architecture Library and Reference and Instruction Services, has left the Institute to accept the position of Director of Library Services at Georgian Court University in Lakewood, New Jersey.

Scott joined Rensselaer in January of 1994 as Architecture Librarian. While here, she established a world-class architecture library, held leadership positions in the Art Libraries Society of North America (ARLIS), and implemented the New Reference Model at Rensselaer, including an online reference knowledge and metrics database. According to Library Director Bob Mayo, "While her leadership as Manager of the Architecture Library and Reference and Instructional Services –plus experience as Architecture Librarian - will be missed, this is a

wonderful opportunity for Fran. She returns to her home state, very close to her hometown, and will take the helm of an impressive library on a gorgeous campus."

Siena College

Alison M. Larsen has published "Examining Housing Policy: A Select Annotated Bibliography of Housing Policy--Focused Periodicals" in *The Serials Librarian* 65 (2013): 181-210.

Samantha Fagan has recently been hired as an adjunct Reference Librarian.

Skidmore College

Susan Zappen, Associate College Librarian for Collections, will be presenting her paper, *More or Less*, on November 6 in the Serials Resource Management Preconference at the 33rd Annual Charleston Conference: Too Much is Not Enough!

Skidmore is pleased to announce that **Yvette Cortes**, Fine Arts Librarian, has been promoted to the rank of Associate Librarian. Congratulations Yvette!

Kathryn Frederick recently presented for the Capital District Business Librarians Group and the South Central Regional Library Council. She also published an article in the June/July issue of *Computers in Libraries*.

SUNY Binghamton

In June, **Dean John M. Meador, Jr.** was a keynote speaker at the "Development Forum for Academic Libraries in China 2013" sponsored by the Society for Academic Library, Library Society of China in Changchun. The title of his

presentation was "A Survey and Critique of Trends among Academic Libraries in the U.S.A."

In June at the ALA Annual Conference in Chicago, **Ben Andrus** presented as part of the New Members Round Table President's Program Panel Discussion on "Job Searching while Juggling a Part-time Job"; **Rachel Jaffe** presented "Using and Enhancing Embedded Metadata" for the Metadata Interest Group; and **Anne Larrivee** moderated the Anthropology and Sociology Section's discussion on "Studying Ourselves: Libraries and the User Experience."

In June, **Julie Wang** and **Bern Mulligan** had the following chapter published in *The Global Librarian* (ACRL/NY & METRO, 2013): "A Global Book Exchange: Creating Partnerships across the Sea."

SUNY Oswego

Penfield Library is pleased to welcome our new Online Instruction/Instructional Design Librarian, **Brandon West**. A recent MLIS graduate of Texas Woman's University, Brandon also has an MEd in Educational Technology from Grand Valley State University. He has hit the ground running and we are excited about his plans for our online instructional offerings.

Our MakerBot 3D printing program has been going since March. So far we've printed everything from skulls to squirrels, but we're most excited to see students starting to make their own models.

We're also pleased to announce a second round of our Faculty Research Grants. 16 faculty members were given \$400 each to purchase materials of their choice for the library.

Please check out our newsletter for more exciting news!

http://www.oswego.edu/Documents/library/Newsletter/At_Penfield_issue_18.pdf

SUNY Potsdam

College Archivist **Matt Francis** resigned his position in June to assume a new job at Penn State University as Archivist for Collection Management. While we are excited for Matt and the new opportunities that await him, he will be sorely missed. SUNY Potsdam currently has a 6 month hiring freeze for all positions. We are optimistic that the search for a new archivist may begin sometime in January.

Music Librarian **Edward Komara** (SUNY Potsdam) spent January-June 2013 on sabbatical, co-writing with Greg Johnson (University of Mississippi) the book *100 Books Every Blues Fan Should Own*. It consists of 100 entries for the best books about blues music, each of which contains a bibliographic heading, a description of the featured book's contents, a contrast and comparison to other blues books, and collector's points if it appeared in multiple editions. The order of entries is according to historical coverage, presenting first the overviews, then the books about the 1890s, those about the 1900s, those about the 1910s, and so forth. Through this arrangement, a kind of literate history of the blues emerges. A historical introduction and a bibliographic afterword about blues reference books round out the volume. The manuscript was submitted to Scarecrow Press that June, and it is scheduled for publication in January 2014.

Discovery Metadata Librarian **Abby Smith** was very busy this summer implementing the College Libraries instance of EBSCO's Discovery Service. "Ask Max", the name we have chosen for the discovery service is a nod to SUNY Potsdam's mascot, Max C. Bear. The discovery search box is now featured at the top of the College Libraries website and users may select

"Ask Max" or "BearCat", our local catalog. "Ask Max" went live at the beginning of September, and student response, so far, has been very positive.

User Services Librarian **Elizabeth Andrews** has been leading a total overhaul of SUNY Potsdam's first-year library orientation. After years of inviting students to a 2-hour library open house, we're launching an asynchronous, team-based murder mystery called Library Quest in fall 2013. Over a six-week period, students enrolled in First-Year Success Seminars will come to the library to play an online game, explore the building for clues, and take an associated Moodle quiz to receive course credit. In early September, Elizabeth and her librarian working group (**Nancy Alzo, Carol Franck, and Abby Smith**) successfully implemented Library Quest for the first wave of players.

What's especially notable about this project is our collaboration with faculty members and graduate students from outside the library. Two students enrolled in a course called "Simulation and Games in Teaching and Learning" conceptualized the game structure, and one stayed on as a summer intern to build the online game. The course instructor has lent us his expertise in game design and beta testing. We've also coordinated with our Director of Student and Family Transitions to communicate instructions to FYSS instructors and students.

Elizabeth has received IRB approval to assess the results of the Moodle quiz and run a follow-up student survey that measures both retention of content and overall enjoyment of the activity. She hopes to share results from her study sometime next spring or summer.

Syracuse University

Effective on **July 1, 2013**, the Library's official name changed from "Syracuse University Library" to "Syracuse University Libraries." There were several reasons for this change. Among them helping to move the Syracuse University community away from its Bird-centric orientation; helping to identify the network of facilities we manage for members of the SU community; beginning to adjust notions of principal or special collections being tied to a specific building, and instead begins to foster inclusion of our collections within a system of facilities; facilitating future conversations about movement of collections to the Library Facility on South Campus.

The National Endowment for the Humanities (NEH) has awarded the Syracuse University Library a \$280,000 grant for phase two of a project that created a digital scholarly edition of the works of Bauhaus architect Marcel Breuer. The new project, entitled "Marcel Breuer, Architect: Life and Work, 1953-1981" will unite source materials from the latter half of Breuer's career, during which his services were sought by powerful business, governmental, and religious institutions. These new source materials will be integrated in the Marcel Breuer Digital Archive web portal created in the first phase of the project, which was funded by an NEH grant in 2009.

The Syracuse University Libraries Learning Commons Department hosted a panel on "Interesting Reference Transactions" on August 8. The panel was moderated by **Abby Kasowitz-Scheer**, Syracuse University Libraries, and panelists included **Michael Pasqualoni**, Syracuse University Libraries; **Jane Verostek**, Moon Library, SUNY College of Environmental Science and Forestry; **Christine Demetros**, Barclay Library, SU College of Law; and **Amy Slutzky**, Upstate Health Sciences Library. Panelists answered questions about odd and

challenging questions as well as rewarding experiences.

Nicolette A. Dobrowolski presented a poster titled *Inspiration, Influence and Interpretation: integrating special collections in performing arts instruction*, at the 54th Annual Rare Book and Manuscript Section of ALA Preconference held in Minneapolis, Minnesota, June 25-26, 2013.

Jenny Doctor and her husband, composer **Stephen Ferre** were featured live on the Society for New Music's (SNM) *Fresh Ink* program, a weekly radio program dedicated to airing contemporary compositions, on April 7 in the WCNY-FM studios.

Sophie Dong returned to Syracuse as Catalog Librarian in Acquisitions & Cataloging. Previously she worked at the University of Georgia Libraries and at Princeton University Firestone Library in the past 11 years. Sophie is not new to the Syracuse University Libraries -- she did her MLS internship and served as a temporary cataloger in the same department that she's working in now. To her, this is the place where she started her professional career. Sophie holds an MLS from Syracuse University (2001), a graduate certificate in musicology from the Chinese Academy of Arts (1995, Beijing, China), and a BA in music education from the Hebei Normal University (1987, Shijiazhuang, China).

Linda Galloway, Janet Pease, and Anne Rauh had an article accepted in *Science & Technology Libraries*. "Introduction to Altmetrics for Science, Technology, Engineering, and Mathematics (STEM) Librarians" will appear in the fall issue.

Neyda Gilman the new Resident Librarian in the Learning Commons, is originally from Utah where she earned a Bachelor of Science degree in Medical Laboratory Science from the University of Utah. She worked as a Medical Technologist for five years in Salt Lake City, Portland (OR), and

Cooperstown before deciding to return to become a librarian. Neyda received her MLS from the University at Buffalo this past February.

Marianne Hanley, recipient of the 2013 Jan Merrill-Oldham Professional Development Grant given by the Preservation and Reformatting Section (PARS) published an article for ALCTS, *The Association for Library Collections and Technical Service Newsletter Online*. The article gives a summary of her adventures while attending ALA Annual in Chicago which was funded by a grant from the American Library Association.

Steven Hoover presented on several panels and workshops. Among them the workshops "Flip It, ... Flip It Good!: Adapting the Flipped Classroom Model to One-Shot Library Instruction Sessions with Understanding by Design" and "Meet Us on the Corner of Intentional and Strategic: Integrating Information Literacy Learning through Curriculum Mapping," and the panel "The One-Shot Mixtape: Lessons for Planning, Delivering, and Integrating Instruction," all held at the ACRL Annual Conference, April in Indianapolis, IN. In addition participated in the panel discussion "Lessons for the librarian: 10 tips for teaching the one-shot instruction session" at the ALA Annual Conference in June.

Yuan Li, Suzanne Guiod, and Suzanne M. Preate published the chapter "A case study in Open Access Journal Publishing at Syracuse University: Library and University Press partnership furthers scholarly communication," in the *Library Publishing Toolkit*, edited by Allison Brown, Cyril Oberlander, Katherine Pitcher, and Patricia Uttaro, Geneseo: IDS Project Press, 2013. The book is available as a free download or in paper for purchase.

Stephanie McReynolds will be joined the Libraries on September 16 as Subject Librarian for Business/Management. Stephanie comes to Syracuse from Hickey College, a business college

in St. Louis, Missouri where she served as Librarian. Stephanie also worked as a library technician in the Government Information department of the St. Louis Public Library. Stephanie holds a MA in Library Science from the University of Missouri-Columbia, and a BA summa cum laude from St. Louis University. She is an active member of the Special Libraries Association.

Anne Rauh was elected to the officer track of the Engineering Libraries Division of the American Society for Engineering Education. ASEE is an organization made up of engineering faculty, librarians, and other academics interested in engineering education. The Engineering Libraries Division is the primary professional organization of librarians supporting academic engineering programs. The officer track is a four year commitment beginning with secretary/treasurer for a year, program chair, president, and finally past president.

Nancy Turner spoke at the October 4th fall meeting of the Western New York chapter of the Art Libraries Society of North America on "Libraries and Assessment: Goals, Directions and Challenges" held at the in Painted Post, NY.

Amy Vanderlyke joined the Syracuse University Libraries on August 26 as new Copyright Librarian. Amy holds a JD from Syracuse University College of Law; an MS in New Media, an MA in Magazine, Newspaper and Online Journalism, and an MS in Instructional Design, Development and Evaluation – all from Syracuse University; and a BA in Journalism from the SUNY College at Oswego. Amy most recently worked at the Sugarman Law Firm, LLP as an Associate Attorney while also teaching as an adjunct professor in the S.I. Newhouse School of Public Communications. Previously she worked for the New York State Office of Science, Technology, & Academic Research as a senior Research Associate, and taught as an adjunct professor of Journalism at the SUNY College at Oswego.

Peter D. Verheyen presented the webinar *Archival 101: Dealing with Suppliers of Archival Products* during ALA's annual Preservation Week on April 25. In addition, he was one of 11 binders and book artists from the US and Europe invited to interpret an historical binding for the exhibition and catalog entitled *Limp bindings from the Vatican Library*. Exhibit venues include the Dalarnas Museum and Stankta Eugenia katolska församling, in Sweden and the Swedish Institute of Classical Studies in Rome, Italy. In addition to participating in the exhibition, Peter edited the technical sections of the catalog.

Patrick Williams was selected to attend the NEH Office of Digital Humanities-funded Early Modern Digital Agendas Summer Institute at the Folger Shakespeare Library in Washington DC in July. This three-week program focused on extending the early modern corpus, organizing major digital projects, and defining new approaches to early modern scholarship using a variety of analytical, literary, and linguistic tools.