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Letter from the President

Dear ENY/ACRL Members,

As fall approaches and our academic year ramps up, we find ourselves in the most demanding and interesting time of the year. In addition to our day-to-day interactions with patrons and technology, new developments and trends demand our attention. Digital asset management tools, discovery tools, open access repositories, and open software systems are some of the latest products many libraries are evaluating and implementing for this coming year. In this environment of hyper-growth data and technologies, ENY/ACRL seeks to provide an interesting and easy way to share current library developments within our regional academic community. To this end, the Brown Bag series will be offered at the end of October, with this year's theme being "More Than Just Book Buyers: Communicating Our Value as Librarians." Clarkson/SUNY Potsdam, Union College, Mount Saint Mary College, and SUNY Geneseo will all be hosting this event. Plans are being made for the 2015 spring conference as well. The Program Planning Committee, led by our Vice-President /Program Chair Tarida Anantachai from Syracuse University, has selected SUNY Binghamton for our next conference location. Detailed announcements will be coming out in the near future for both events.

The ENY/ACRL Board met this past July and enthusiastically agreed to support the creation of chapter discussion groups. These groups will give our members an additional way to communicate and network with peers in their area of specialization, including, but not limited to: information literacy, collection development, information technology, electronic resources management, and special collections. We are still in the planning stages and are soliciting our members' thoughts on this initiative. The aim of each group may differ slightly, but the possibilities of activities for the groups include events, presentations, and blogs. If you are interested in helping to organize and/or lead such a group, please contact me or any other board member.

In other news, the board has a number of new members. In addition to Tarida Anantachai, Katie Dunn, from RPI, is our new Secretary, while Patrick William, from Syracuse University, will be our new Membership Chair. I would like to thank them and all other members who volunteer their time to our chapter. Without their generosity, we wouldn't be able to provide such a rich menu of events.

Best,

Andrew Krzystyniak, ENY/ACRL President

Call for Nominations

Jane Kessler, ENY/ACRL Past-President

Dear ENY/ACRL members,

One of the duties of the Past President is to solicit nominations in the fall for our spring elections. This year, we have three positions that need to be filled:

- Vice President/President-Elect/Program Chair,
- Communications Chair, and
- Government Relations Chair.

The Vice President serves a three-year term, first as Program Chair, then as President, and finally as Past President. Both the Communications and Government Relations Chairs serve two-year terms. More information about the responsibilities of these positions is available on the Chapter Documents section of our website at <http://enyacrl.org/site/chapter-documents/>.

If you have enjoyed and benefited from your membership in ENY/ACRL, please consider giving back by sharing your skills and running for a position. There is a wealth of talent and energy among our members, and we need your participation! You will have plenty of support and encouragement from fellow board members and excellent documentation, including a monthly calendar, to guide you through the responsibilities of the position. It's rewarding work and a wonderful opportunity to meet other librarians in the region. Feel free to call or email me if you have any questions about serving on the Board.

Fall Brown Bag Dates!

"More Than Just Book Buyers: Communicating Our Value as Librarians"

Clarkson University / SUNY Potsdam @ Clarkson University (Potsdam, NY)
Monday, October 27 from 11:00am-1:30pm

Mount Saint Mary College (Newburgh, NY)
Monday, October 27 from 11:30am-1:30pm

SUNY Geneseo (Geneseo, NY)
Tuesday, October 28 from 11:30am-1:00pm

Union College (Schenectady, NY)
date/time TBD

Engaging First-Year Students at Syracuse University Libraries

Abby Kasowitz-Scheer, Learning Commons Librarian, Syracuse University Libraries
Fantasia Thorne-Ortiz, Distance Learning and Outreach Librarian, Onondaga Community College Library

Learning Commons Librarians at Syracuse University (SU) Libraries provide support to first-year students in a number of programs on campus through creative instructional activities. These activities have included self-guided library tours, research competitions, and games designed to introduce new students to the Libraries' resources, services, and spaces. This article discusses specific examples of these activities that have been used with three special groups on the SU campus.

SummerStart: program that enables incoming first-year students to begin taking classes in July and get a head start on their college careers.

First-Year Forum: small group, seminar-like classes to introduce new students to the College of Arts and Sciences, SU and the surrounding communities.

Posse Scholars: students who receive scholarships and are recruited and trained through the Posse Foundation, a college access and youth leadership program. Students enroll at SU in groups or "Posses" from home cities (Atlanta, LA, and Miami). Some SU librarians are paired with groups of students to provide support.

Outcomes

While specific activities vary depending on the group and the nature of the session, they share a set of common outcomes. The activities provide an introductory level of instruction, as they are offered in the summer and early fall semester to incoming students, before any significant research projects are assigned. As a result of these introductory activities, we expect that first-year students will:

1. become familiar with the Libraries' buildings and spaces;
2. identify key services and resources to use for future research activities;
3. recognize Libraries' staff as friendly, helpful people.

The goal is that students who participate in these activities will return to the Libraries for their research and study needs.

Activities

The activities described below were offered through the 2013-2014 academic year, as presented at the 2014 ENY/ACRL Spring Conference. SU librarians are constantly updating and changing activities to ensure that they are motivating and relevant and have offered some new activities in summer and fall 2014.



Photo Activity: Self-Guided Interactive Tour

One activity that has been used for SummerStart and First-Year Forum students, as well as other groups, is the Photo Activity, a self-guided tour based on photographs of various items found in SU's Bird Library. This activity focuses on key spaces and services and incorporates some trivia as well. A research-break portion requires students to use the online catalog and databases. Used with sessions ranging from 55-80 minutes, librarians begin with a brief introduction to the Libraries and then split the class into groups to participate in the activity. Groups travel between the first and fourth floors of the library to answer questions such as, "On which floor can you find government information?," "What does the sign above these desks say?" (appears above photos of Circulation and Reference desks), and "Can you find which floor I'm on?" (arrow points to a sign reading "Reference Collection").

Students generally appear engaged in the activity, exploring the library's floors and working together to find answers to the questions. At the end of the session, students reconvene in the classroom to go over their answers and ask the librarian any questions of their own.

One SummerStart student contacted us to let us know how much he enjoyed and learned from the photo activity: "...to my surprise, this was the most fun and informative presentation out of all [SummerStart seminar presentations]. It was fun because we played and learned at the same time... Through this game, I also got to know a lot of things about the library."

Library Game Night: Research Challenge

In addition to day time sessions where students participate in the photo activity, SummerStart students are invited back to the Libraries for a game night. Students participate in a Research Challenge activity, which consists of questions that can be answered using library resources. Based on our Library Lock-In event, a larger research competition held during the academic year, students answer questions about library spaces and services, as well as research questions requiring them to use databases and other search tools. About forty students participated in our SummerStart Game Night in 2013, competing in teams of two or three. The winning teams received gift baskets of school supplies donated by the SummerStart office. Students also enjoyed board games and refreshments throughout the evening, including pizza and cookies from the popular bakery, Insomnia Cookies.

The Research Challenge expands on the Photo Activity by requiring students to practice their skills using a variety of search tools and resources on the Libraries' web site to answer questions on different research topics, library spaces, and services. Examples of questions include:

- For how long can a student check out a key for a Team Room with Technology?
- Find our Subject Guide on E-Books. According to our list of SUL E-Book collections, which collection not only contains science and engineering reference books, but also has interactive table and graphing features?
- This retail giant is the subject of a book located at call number HF5429.215.U6 W36 2006. What is the name of the retailer?

During this competition, students can be seen running through the library in order to complete the activity and become the winning team. In addition to having fun, students also learn about library resources, so that they are aware of what is available when they are faced with research assignments. We hope entertaining and educational events like this game night will increase their comfort level with the Libraries' resources and staff. Such activities also provide the Libraries with an opportunity to collaborate with other campus units (e.g., SummerStart and Office of Residence Life) in order to guarantee that the event runs smoothly.

Group Board Game: Wits and Wagers

As an alternative to activities that require students to move around the Libraries and use resources to answer questions, Learning Commons librarians have also used a customized version of the board game Wits and Wagers to introduce new students to the Libraries. This activity has worked well for groups that have limited time for their sessions or are unable to visit the library.

SU Learning Commons Librarians have led this game with students from the Posse Program: both in the library with about 30 students and outside of the library with 10 students. Since individual librarians are assigned to work with specific groups of Posse students, this game provides one way for these librarians to meet the students in a face-to-face setting and share information about the Libraries. The game is played in teams, which allows for some friendly competition (especially when the Posse groups play against each other!). This fun, energetic game is an excellent icebreaker and can be tailored to specific groups.

In Wits and Wagers, questions are asked on a variety of topics, and answers must be given in numbers. The game can be played with the questions included in the box (highlighting specific subject areas if desired), or with original questions. SU librarians have designed their own questions to introduce students to the SU campus and the Libraries. Examples include:

- What is the late fee per day for a digital camera at Bird Library?
- For how many days can an undergraduate student borrow a book?
- How many countries did SU students come from in 2012-2013?
- How many items were borrowed from the Libraries from June 2011-June 2012?

Students enjoy competing with their peers by making guesses and placing wagers on each teams' answers. After our Wits and Wagers session with the first Posse group, we received this message from one of the campus Posse coordinators: "Thank you!! Your presentation was so informative and FUN! Very much how Posse rolls!"

Conclusion

Providing a variety of activities such as self-guided tours, research competitions and board games, allows librarians to share information about the Libraries and to connect with first-year students in ways that are motivating, challenging, entertaining, and, hopefully, memorable. By highlighting helpful resources, services, and staff, librarians are able to present the Libraries as an important support system that will serve students throughout their college careers.

Save the Date!

**The ENY/ACRL Spring Conference will be held on
Tuesday, May 19th
at Binghamton University.**

Library Stress Relievers Help Ease Student Anxieties During Finals Week

Dr. Ray L. Morrison, Coordinator of Access Services, SUNY Oswego

Finals Week is notoriously stressful, due to the propensity for college and university students to save studying for exams until the last possible moment, and because term papers and projects are also due at that time. In recent years, the Library has begun to be the leader on campus in providing a stress-free environment along with food and activities to help these students survive.

Penfield Library

The library staff at SUNY Oswego has developed a number of stress relievers for their students during the semi-annual Finals Week. They include passing out free earplugs at the reference desk, free donuts and coffee, puzzles, additional hours of operation (as well as longer reference desk hours), free massages and even dog therapy.

Of all the activities provided by Penfield Library, students have indicated they especially enjoy having dogs to pet while studying on the lawn outside of the library. In fact, one student recently was asked by the pet handler why she stayed the entire four hours the dogs were available, and her response was, "I miss my dog at home and petting these animals help make me think of her and that is very comforting."

The container of ear plugs, which is kept at the Reference Desk, is also very popular as students use them when the library gets extremely noisy (which is every night during Finals!) The massages are provided by one of the departments on campus and all of the 15-minute slots get filled up rapidly. Coffee and donuts are provided during the evening hours of Finals Week in the Lake Effect Café (located in the Library) and funded by various campus organizations. Finally, a number of puzzles are housed at the main circulation desk for students to enjoy.

The Library Customer Service Committee monitors the Finals Week activities and involves many of the staff and student assistants during the week.

Stress Relievers Provided by Other Campus Libraries

Dog (pet) therapy - A number of libraries provide dog therapy during Finals Week. Library staff work with dog therapy groups to bring in dogs for the students to pet and cuddle. Some libraries also have cats, goats and even horses participate in their program.

Food - Students love food and, in turn, food helps to calm students' nerves. Especially popular are pizza parties, waffle nights, and finals breakfasts. At a smaller level, many libraries provide bottles of water, coffee, and cookies during finals. Library staff may provide homemade goodies for the students, purchase food, or get donations of food from local businesses or campus organizations. One library



even had the president of the college walk around the library at night passing cookies out to all the students who were studying. You can't go wrong providing food to the students, and they appreciate it.

Exercise and massages - Students do not get enough exercise during Finals Week, so some campus libraries are sponsoring exercise classes, yoga sessions, and free massages. These activities are coordinated with the physical education or health and wellness departments at each institution and are usually well attended.

Fun and Games - There are a variety of indoor and outdoor games and activities that students can use to break up the monotony of studying. Board games such as Scrabble, Monopoly and Checkers are placed on tables for impromptu sessions. Card games are also set up for the students, as well as coloring books, graffiti boards and puzzles. Students can make stress balls, pop bubble wrap, make photos in a photo booth or with movie posters, and make tie-dye shirts. If the weather is nice, outdoor activities include hula hoops, bean bag toss, Frisbee or even a piñata.

Other items - There are some very unusual stress relievers a campus library can provide, including a Wave, midnight one-minute screams, pajama parties, dance parties, and even a mariachi band to wake up the students. And for those students who really need to sleep for a short period, napping stations are now set up in several libraries. The sky is the limit as to what activities libraries can provide for students during this stressful time.

Steps in developing final week stress reduction program

If your library does not have a stress-relieving program for their students during Finals Week, the following steps can be used:

1. Set up a committee – Organize a group of library staffers and student assistants that would like to work on such a project.
2. Determine what type of activities to provide and a suitable timeframe - Have the committee search the literature, brainstorm activities and develop a schedule for these events.
3. Contact other campus organizations for their support – Many times, groups such as the food service, student organization and the physical education departments will provide financing, goods and services.
4. Talk to students to see what events they would like to see the library sponsor – Check with students to see what activities they personally would attend, as well as activities they would like to see developed.
5. Determine a budget – After selecting Finals Week activities, a budget needs to be developed and how funding will be attained.
6. Get library administrative support – To make sure that the program is successful, one must first get approval from the Library Director and/or Library Advisory Committee.
7. Get a list of volunteers – These can be library staffers, student assistants, Friends of the Library or campus personnel. The more volunteers you get, the more enjoyable the program will be for all involved.
8. Start promoting and publicizing the event – Finally, start promoting Finals Week activities using posters, newspaper articles, social media, and word-of-mouth.

Providing students with a Finals Week of activities will help relieve some of the stress they experience that week, plus it provides great public relations for the library. There doesn't have to be a lot of expense involved and the legwork is done by volunteers. Go out and make life easier for your students during Finals Week!

The Path to Full Participation: Increasing the Number of First-Year Experience Information Literacy Sessions

Jennifer Little Kegler, Library Instruction Coordinator, College at Brockport, SUNY

At the College at Brockport, SUNY, most first-year students are required to take the Academic Planning Seminar (APS), a one-credit pass/fail course that introduces them to college life, learning skills, careers, and the information and ideas necessary to plan a successful academic program. It is taught by faculty and staff from departments across campus. Some sections are grouped by major, while others are more interdisciplinary in nature. In 2005, the number of first-year experience classes receiving library instruction had dropped to an all-time low, an average of 5 out of 55 sections. The traditional "library tour" was outdated, embedded sessions in an introductory communications class had been tried for one year and failed, and librarians were frustrated at the lack of involvement with first-year students.

Instruction librarians worked together to design a more engaging information literacy session for these first-year students. Curricular strategies included involvement with the training of the first-year experience faculty, a "hands-on assignment" built on the common first-year reading book, and inclusion of the library in the course template and communication board for all APS instructors. Changes were made to the course, based on student feedback collected at the end of each session. Three years ago the course objectives were formalized in collaboration with the English Department's composition program. Many freshmen take English 112 (Brockport's introductory English course) in the fall or spring semester of their first year, so the library instruction was scaffolded so that students would not have information repeated between the two sessions. Currently, the APS session instructs students on how to locate information and the subsequent ENG112 session adds how to evaluate and synthesize information effectively. Over a nine-year period the library instruction team increased the participation of first-year experience sections from less than 10 percent to almost 100 percent. For more information see our APS research guide at: <http://library.brockport.edu/aps/goals>.

During the fall of 2014, librarians were involved in the Assessment in Action program through ACRL, which developed a multiple choice test to test students' learning from these sessions. The results showed that for some questions a significant change in student learning had occurred. See a poster of the results at: <http://digitalcommons.brockport.edu/drakepubs/21>. These results, along with ACRL's revision of the information literacy standards, will influence the evolution of the course's objectives as well as objectives in other areas of the Brockport curriculum. Other co-curricular strategies to reach out to first-year students have included visits from the Freshmen Council, library special events where participation by freshmen is particularly high, and demonstrations of new technologies like the 3D printer. Librarian involvement in Faculty Learning Communities and the College Senate has strengthened our ties with faculty and has led to a campus-wide discussion and revision of information literacy goals in the general education curriculum.

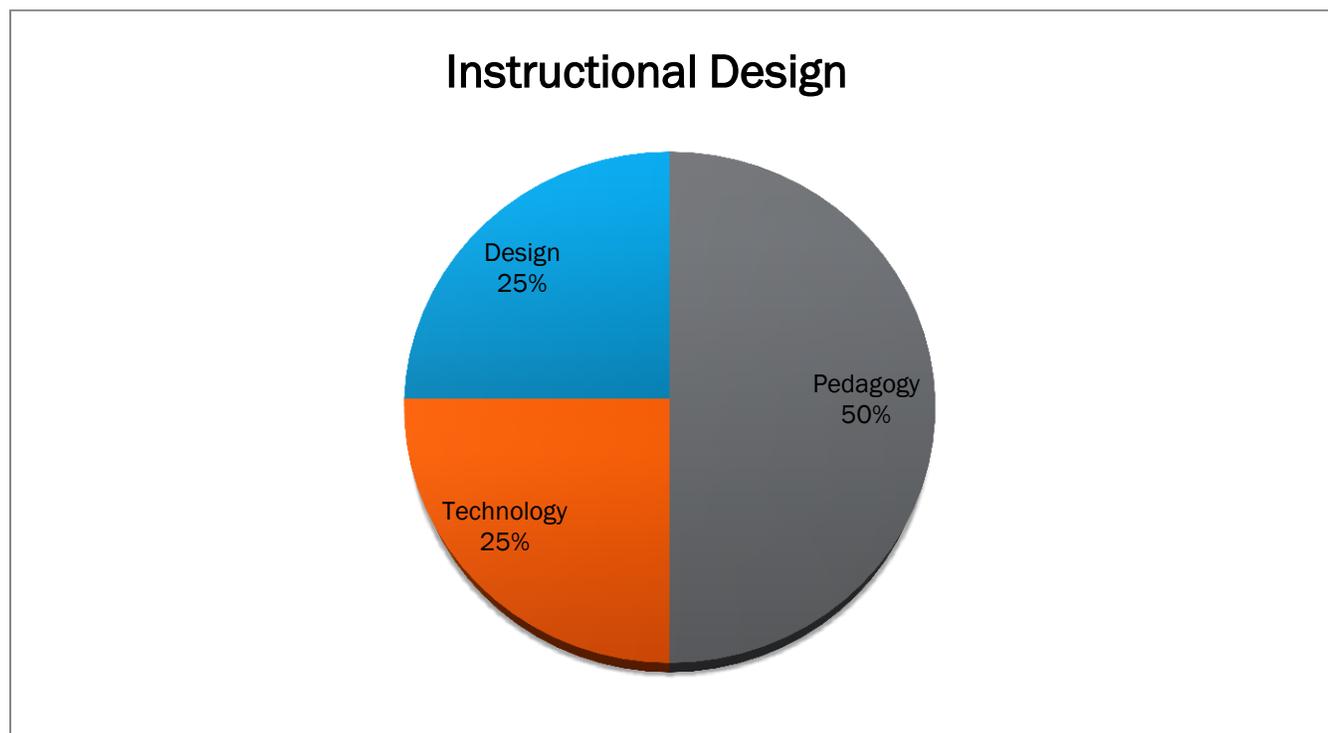
[Re]Defining Instructional Design, or: Qualities to look for in Your New Instructional Design Librarian

Jesi Buell, Instructional Design Librarian, Colgate University

This past spring, I had the opportunity to share a poster at ENY/ACRL's conference at SUNY Oswego. It was entitled, "Discovering Digital Learning Objects: The Role of DLO's in 1st Year Information Literacy Instruction." It summarized how Colgate University is utilizing this specific blended learning tool to promote Information Literacy and expand our services outside of the classroom or the physical library. The poster session spawned great conversations, many of which were about my role as the Instructional Design and Web Librarian. I thought I would take this additional opportunity to share with my colleagues what makes an effective Instructional Design Librarian.

Some may say that Instructional Design is nothing new and they would be right. As long as there has been learning, there has been some sort of instructional design. Broadly, Instruction Design is "the practice of creating instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing." What differentiates the role of Instructional Design Librarians today from previous iterations is the technological component. Instructional Design Librarians, with their knowledge of software and programming, are able to support blended learning initiatives with the creation of online and digital learning materials. This is changing the way people see librarians and their role in higher education.

A successful Instructional Design Librarian has three main skill sets; pedagogical understanding, technological knowledge, and a command of design principles.



The pedagogical understanding component and knowledge of supporting resources is the most important part and fortunately, something that Librarians already provide. We know learning materials and we understand how to teach various literacies. What Librarians as whole do not always have are the other two facets of our Instructional Design circle.

A few weeks before the ENY/ACRL conference, I attended a NERCOMP conference on Instructional Design. To my knowledge and ultimate dismay, I was the only Librarian in attendance. Everyone else I met was a member of IT or Administration. It is important to advocate for Instructional Design initiatives in the Library because technology often plays a minor role in what makes a well-balanced Instructional Designer. Knowledge of scripting languages and specific software programs is undeniably helpful but significantly less crucial than understanding learning theories and the practical application of instruction. Thus, I weigh technological understanding as only a quarter of what skills an ideal Instructional Designer possesses. If you are looking into hiring this type of librarian, helpful technological skills for your candidate would be knowledge of HTML/CSS, basic JavaScript, audio and video-editing software, and collaborative or interactive web-based applications. However, I would not consider an omission of one or more of these skills a sign of weakness. These technologies are relatively easy to learn.

The last component is the most-ignored facet of Instruction Design, despite being right there in the title. Design plays a key role in what an Instructional Designer will be creating, and a successful Instructional Designer will have more than a basic understanding of design principles. They should be able to show evidence of aesthetic appreciation, comprehension, and execution. I cannot stress enough how important it is to have someone who has a Fine Art or Design background. There is a vast ocean of unused (or little used) digital tools that suffer from the lack of good aesthetics. Visual impact can influence the success of your product as much, if not more, than the content itself. It is a mistake to devalue design backgrounds because, much like everyone thinks they could be a writer, everyone thinks they can be a designer despite knowing nothing about it outside their own personal tastes. Thinking you have good taste does not simply make it so. Aesthetic comprehension is much more difficult to learn than its technological counterparts.

As I told the people I met back at SUNY Oswego, I was a User Experience (UX) designer and Information Architect before I became a librarian. That background in website development, interface design, and human-computer interaction is as beneficial to my current position as is my undergraduate degree in Fine Art and freelance graphic design background. I do strongly believe that it is crucial for Librarians to adopt new skills and not rely on their IT colleagues to be a conduit to our users. Yet, while there is no question that technological skills are important so that we do not become alienated from our patrons, I do not see them as more valuable than the ability to create something visually appealing. The user experience is ultimately mitigated by technology and design, so they should be valued equally. For holistically successful projects, great Instructional Design must focus mainly on the content and pedagogy but utilize design to engage the user and technology to make the project available.

For examples of Colgate's current DLO's – please visit:

<http://exlibris.colgate.edu/help/guides/getting-started.html>

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Build on Your Marketing: Host a Library Expo for your Campus!

Michelle L. Young, Director of Libraries, Clarkson University

Each year, the Clarkson University Libraries develop marketing plans to advertise collections, services, and events. We post digital and print signage, send campus-wide and direct emails, use word of mouth, and just about any other avenue to get the word out about why we are important, what we are working on, and how we can help our users. We bring therapy dogs to campus twice per semester, offer stress busters during finals week, and much more. We also started holding a larger, annual event to engage with our population in a broader way. While this event originally targeted undergraduates, we have reached far more people than anticipated. This article covers past initiatives and discusses our most recent event, the Library Expo.

When I arrived at Clarkson in the spring of 2008, I met with my staff to better understand their perceptions of the library, the clientele, and campus. They all had longevity at the institution and had a great deal to share about users, collections, finances, technology issues, and much more. Soon thereafter, I conducted a user satisfaction survey to ascertain what our users expected of an outstanding academic library and their experiences with the Clarkson University Libraries. The goal was to compare the two data sets and make appropriate strategic plans to better meet our users' needs. The survey was completed by 146 Clarkson University faculty, staff, students, and others.

Many projects were inspired by the survey data, contributing to improvements in library atmosphere, collections, and services over the next several years. Although some issues were out of our control, like budget and facilities, we were able to make many small, impactful changes.

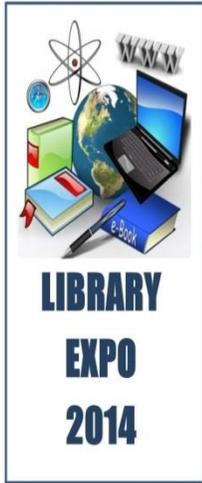
In 2011/2012, the library staff completed a Marketing Challenge. The staff developed the design and content of digital signage, displays, free coffee events, national library-related events like national library and banned books weeks, an author event for Clarkson authors, a faculty poetry reading, new print matter to distribute, alumni/archives events, and much more. Many initiatives were not necessarily library-centric, but engaged the students in different ways. There was initial dissent regarding the challenge but the staff quickly adapted and I assisted when necessary to help complete tasks. This was new to most and initially felt overwhelming.



In the beginning of the spring semester of 2013, we collaborated with the University Marketing Department and conducted a "Comment for a Cupcake – Tell Us Campaign" that offered the campus community an opportunity to write comments or ask questions about the library on a card. We used old card catalog cards – a great way to recycle. Participants posted their cards on pin boards, which were left in the atrium for several days, and, for their participation, they received a cupcake provided by the Marketing budget (no participation, no cupcake). The idea was to encourage any and all feedback: user generated, openly shared, with no filtering. This event reiterated what we had discovered in the 2008 survey: our beliefs about the issues were the same as our users. Our concerns were theirs--we were connected and our mission to solve the issues was the right pathway. We received 320 cards/emails with 508 responses.

Knowing what your users' thoughts are is imperative to responding appropriately, but is not the end of the marketing story. You also need to know what they don't know and find a way to convey your message. Instruction sessions are one route, but they are often one-time opportunities that do not always reach every student. Regarding the freshman class, most institutions have a first-year seminar or English class that allows for interactions with all students. The problem is that students are usually overwhelmed and there is often no meaningful assignment attached to the interaction. At Clarkson, the library staff once again worked with the Marketing Department to host an event to engage our users on a larger scale. In January 2014, we hosted our very first Library Expo. The idea was to have a day-long, conference-type setting, much like the vendor experience at a library affair, but with library departments and library vendors as the booths of interest and the campus as the audience. With the Marketing Department's financial support, we were able to offer free cookies and raffle a Kindle Fire. We also raffled several vendor bags full of goodies thanks to the numerous vendors who sent along giveaway items.

There was a method to this event that made it organized, well attended, and very useful for both our clientele and the library. Each table represented a department and was color-coded with signage and tablecloths that matched a raffle ticket's color, which made data tabulations far easier and helped attendees know if they had stopped everywhere they needed to. For each visit made, the participants chose their level of engagement, but the more tables they interacted with the better. We invited several library vendors to attend: Wolper, Thomson Reuters, Gale, Ebsco, and the Copyright Clearance Center to name a few. Unfortunately, most were busy but helped us by sending giveaways. One vendor did attend (Elsevier) much to the appreciation of those in attendance. The vendor table also had a color theme and a raffle ticket prepared for their table, giving our patrons yet another opportunity to win the prizes. The flyer at right was used to advertise the expo.



The flyer features a central graphic with icons for a globe, a laptop, a book, a magnifying glass, and a network symbol. Below the graphic, the text reads 'LIBRARY EXPO 2014'.

Wednesday • January 15th • 10am- 3pm • ERC

Connect with the University Libraries!

- Explore **research resources** & library services
- Get access to **e-books** & online journals
- Get **24/7 research help**
- Learn about our facilities

refreshments provided

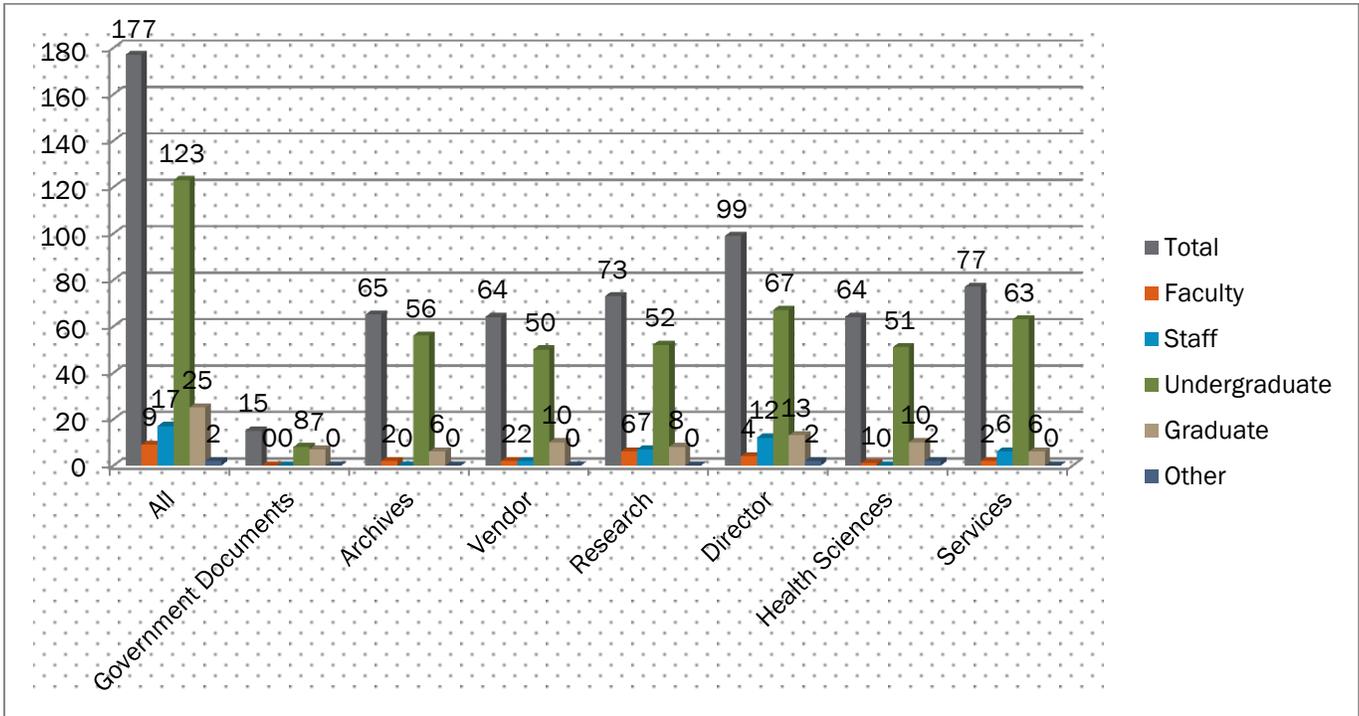
Win a kindle fire

At each table, departments (including the library director) were able to share what was considered the most important information from their area, answer questions, and perform live research assistance. It was akin to instruction and reference on the fly. Most tables had handouts, display items, and were staffed by 1-2 people. The event was held in the atrium of the Educational Resources Center, just outside the main library entrance. This location provided a thoroughfare and the best opportunity for the most traffic. Most in attendance started at one end of the event and moved through each table spending considerable time at various tables depending on their area of interest. My staff was instructed to give a raffle ticket only if they had a meaningful interaction with the participant, which worked very well as each person was able to engage and learn something new from each area, or be reminded of things they already knew. One of the deans covering classes for a faculty member brought a few classes to the event and made it mandatory, but most participants came on their own accord. This event was thoughtfully executed and well attended; our users truly wanted to get to know more about us and the University Libraries.

The tables of interest at the event were: Ask the Director; Archives; Services; Government Documents; Research; Health Sciences Library; Vendor – Elsevier.

After the event, another opportunity presented itself, the follow-up. A message thanking the campus, announcing the upcoming National Library Week events, and an invitation to "Like" our Facebook page allowed the library to close the event and reconnect with the campus. It allowed for those people not in attendance but interested to remember what we do and how to find us at a later event. Every point of contact that you can make is important and impactful. Several messages of thanks and regrets for not attending were received. Our campus took notice of us in a really positive way. To date, several queries about a repeat event have been made and, yes, we plan to do this again!

Library Expo 2014 Attendee Data



The idea of marketing often stops with the undergraduate population, but this is in error. The campus is comprised of far more user groups than most realize and reaching everyone shows true dedication to the campus community. We were thrilled to speak with staff who did not know that they could use our services and products, too. We connected with faculty who had no idea how we could support them in the classroom and with their research. We got to hear from students who had been helped and who brought their friends to the expo to learn more. Limitations on marketing are only in place if your imagination shuts down. I urge all libraries to spend time on training, brainstorming, software and resources, mentoring library personnel, and sharing skill, to market the library in new ways.

Although these events take time, planning, and a great deal of effort, I believe that marketing is imperative and has to be an active exercise. Small as well as large marketing components are important to the overall planning process. Our users don't know what they don't know and we have to find unique and creative ways to spread the positive message about our value and the return on investment when they choose to spend time with us to learn. I participated in a six-month marketing institute and have been able to use many of the skills learned there to improve our efforts. My staff has been proactive in participating, brainstorming, and collaborating, both with one another and other departments on campus to keep the dialogue fluid and active. We are truly not the only game in town and we need to be certain that we can show our true value.

Librarians Play a Key Role in the Assessment of Freshmen Critical Thinking Skills

Melissa Jadlos, Library Director, St. John Fisher College

In 2011, several events occurred simultaneously and created a perfect opportunity for librarians to play a key role in assessment, retention, and critical thinking.

ACRL offered a pre-conference on using special collections and primary sources to teach critical thinking. At ACRL, Peter Carini, College Archivist at Dartmouth, demonstrated a lesson using primary documents. Students were taught how to think critically about documents describing a lurid story of rum-running and murder during Prohibition. Acting as students, the ACRL participants were enthralled as the story unfolded through personal letters, press releases, newspaper articles, and alumni records.

Library staff spent the summer sorting through decades of unorganized material from the College Archives. While sorting through the backlog of the St. John Fisher College Archives, a staff member found a handwritten letter asking the College President, Father Lavery, for forgiveness and admitting he had never been so wrong in his life. The letter was from Joseph Kaestner, the 1968 Student Government President. Throughout the summer, pieces of the puzzle emerged, and we found out more about Joseph, what he had done, and what happened to him.

The College participated in a study to identify areas where we could focus efforts in order to improve student retention. While participating in a campus-wide retention study, library staff learned that involvement in student activities and/or identification with the College and its history may be factors in increasing student retention.

Putting all of this together, we decided to use the information about Joseph Kaestner to create a class session modeled after Peter Carini's ACRL session. We knew this lesson would be most effective in the Freshman Seminar, as one of the course objectives requires students to participate in activities to enhance critical thinking skills. However, while a library session is required for the fall Freshman English class, the Library was not involved in Freshman Seminar (FS). We met with the faculty member in charge of the FS curriculum and presented our idea to her. She agreed the idea was valuable and suggested the best way to get buy-in from seminar faculty was to create a "plug and play" lesson easily replicated by the 20+ faculty and administrative staff who taught in the seminar. Since the lesson was only tangentially related to the Library, it was not important to us who taught the session. We wanted to be seen as supporters of retention, critical thinking, and assessment wherever it occurred on campus.

Nancy Greco, College Archivist and Instruction Coordinator, created a lesson complete with learning objectives, lesson plan, and assessment. She demonstrated the lesson to the FS faculty at their summer training session. Our hope was that a few faculty would adopt the lesson as a pilot group. Everyone was fascinated by Joseph's story and could easily see the value of including the lesson in the FS curriculum. They decided that day to require the lesson in every section of Freshman Seminar. They also decided, since Nancy did such a great job with the lesson, she should teach all of the sessions! Knowing the success of the project rested on her shoulders, Nancy agreed. That fall, Nancy taught 28 sessions. Since that time, more and more librarians have become involved with the project, sharing the course load and saving Nancy's sanity.

The critical thinking skills of freshmen are assessed using a two-part homework assignment. The students have to re-create the series of events relating to Joseph Kaestner in two paragraphs, referring to the artifacts studied during class. They also have to write a reflective paragraph stating what they learned and what they see as the benefits of the lesson. The FS faculty send the student papers to Nancy, who selects a random sample of papers for assessment out of the nearly 500 submissions. At the end of the semester, the librarians gather together and use a rubric Nancy developed to assess the critical thinking skills demonstrated in the student papers. The results are compiled into a report providing a baseline assessment of the critical thinking skills of the freshman class. This report is shared with the administration, Core Assessment Committee, First-Year Program faculty, and the Educational Assessment Leadership Team.

There have been many positive developments from this project. We have been able to educate faculty and administration about the role the library can play in assessment. We have gained a seat at the assessment table on campus. There has been an increased interest in using the College Archives and contributing to the collection. Reading the student self-reflections is heartwarming and provides positive feedback about the effectiveness of the assignment.

This project can be easily adapted for your own institution. There are many human interest stories buried in the Archives. For more information about the Freshman Seminar Critical Thinking assignment, including learning objectives, lesson plan, and rubric, please see: http://fisherpub.sjfc.edu/library_pub/5/.

Using Existing Residential Networks to Promote the Value of the Library

Ben Andrus and Anne Larrivee, Subject Librarians, Binghamton University

Today's academic environment bombards incoming students with loads of information about services, resources, and procedures before they even sit down for their first day of class. The amount of information can be rather overwhelming, making it difficult to notice valuable library services and resources until it's too late to take full advantage. The Library to Dorm Outreach Program (L.D.O.P.), developed at Binghamton University, aims to present helpful, library-related information at a convenient time and place for students.

The original plan for the L.D.O.P. was to work at the administrative level with Resident Directors. This approach proved unsuccessful and there was low attendance at these events in the program's early stages. However, we noticed that events handled by student RAs were more successful and better attended. The RAs had networks of friends who would help promote the event they were planning in their dorms. The original plan was altered to work exclusively with student RAs.

Currently, two librarians attend the annual RA training before classes start to describe the program and ask to be invited into the dorm communities to promote the use of the Libraries. These outreach programs can happen any day of the week, and typically take place between 6-9 p.m., after students have finished their classes. Over the last three years, the program has averaged 6-8 events a semester with average attendance between 14-18 students. Given that attendance is voluntary, we are very happy with both the number of events and how well they are attended.

Update on Le Moyne College's "Assessment in Action" Project

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

In the last fall newsletter I wrote about my participation in the first year of ACRL's Assessment in Action (AiA) program, which brought librarians at 75 institutions across the U.S. and Canada together for a series of workshops on leadership and assessment design at ALA in Chicago. One year later, I am pleased to report that my experience as part of the project has been extremely satisfying. Not only did I design and implement a project aimed at assessing the information literacy skills of an entire class of incoming students, but I also raised awareness at my institution of the role that librarians and libraries can play in assessment.

Structure of the Program

The AiA program was designed to include both face-to-face and asynchronous learning components. After meeting in Chicago, librarians were enrolled in a course on ALA's online learning site, where we formed a community of practice to identify roles, share expertise, and set a learning agenda. I was placed in small cohort with four other librarians, and it was within this small group that we discussed readings, provided feedback on each other's assessment designs, and helped to solve problems and offer advice during the data collection stages of our projects.

We met in person again at ALA Midwinter in January 2014 for another round of workshops, this time centered on qualitative data analysis and institutional communication. Throughout the Spring, we each began our data analysis and reporting at our home institutions, with the support of several webinars and online discussions. It was during this time that having a cohort of librarians that were going through the same experience was the most valuable: we all hit roadblocks at certain points and it was wonderful to be able to share our experiences with each other and receive thoughtful feedback and encouragement.

Takeaways

My participation in the AiA program was beneficial to me on both professional and personal levels. Working through my assessment project in the company of other librarians at other institutions was enlightening and empowering. It was comforting to learn that we all experienced frustration and uncertainty at times. When another librarian was struggling with collecting data or with communicating the project's value to faculty, I felt less alone in my own struggles. I think all members of my cohort would agree that the bonding over our shared experience was just as valuable as the content that was delivered as part of the program.

Our assessment project demonstrated that freshmen at Le Moyne do indeed benefit from library instruction, but on a larger scale, we demonstrated that the library can play a significant role in assessment efforts at our institution. I think it is easy to become mired in the complexities of a particular library assessment project and overlook the broader impact that the process can have on our institutions. In fact, my participation in this project raised awareness at Le Moyne of my interest in and knowledge of assessment so much that I am now the co-chair of the campuswide assessment subcommittee working towards Middle States re-accreditation.

If your library is participating in the second round of AiA, congratulations! You will learn much about assessment design, analysis and reporting and make valuable connections outside of your institution.

If you are considering applying for the third round of the AiA project, I encourage you to do so--it is a challenging and rewarding experience. To learn more, visit <http://www.ala.org/acrl/AiA>.

The work for the AiA project culminated in my poster presentation at the ALA Annual Conference in Las Vegas this summer (click on image below to view larger).

Information Literacy as Catalyst in Assessing a New Core Curriculum

Kelly Delevan, MSIS, Instructional Services Librarian, Dixie Blackley, PhD, Associate Dean for Arts & Sciences, Holly Rine, PhD, Associate Professor for History



A changing environment

In the summer of 2013, in advance of the roll-out of a new core curriculum, Le Moyne implemented Canvas, a new LMS with outcomes assessment capability. Librarians were early adopters of Canvas, designing an assignment that would take advantage of the system's tools to assess learning at a program level.

Information Literacy as catalyst

Core 100, a required course for all first year students, provided us with the opportunity to assess student learning at the institutional level. The librarian led instruction in information literacy seemed like a natural starting point, since the instructional content was consistent across each section of the course. When librarians began planning for assessment, it became clear that Le Moyne lacked a clearly defined set of institutional learning goals. We quickly began advocating for their creation. Sometimes pointing out a gap is enough to spark real change.

Institutional impact

As a result of our advocacy, the culture of assessment at Le Moyne is improving. We successfully campaigned for the establishment of an institutional learning assessment committee; a task force is currently writing learning outcomes for the core curriculum; and the Instructional Services Librarian is on the steering committee for re-accreditation where assessment will be a main focus.

The Project

All First Year students at Le Moyne College took Core 100, the first course in a new core curriculum that was implemented in Fall 2014. The library played 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 is the first time that IL skills assessment was delivered to all first year students.

This project pilots methods for assessing student learning at the program and institutional levels.



This project is part of the program "Assessment in Action: Academic Libraries and Student Success" which is a program of the Association of College and Research Libraries (ACRL) in partnership with the Association of Public and Land-grant Universities. The program is a collaboration of ACRL, the Association of Public and Land-grant Universities, and the Association of American Universities. For more information, please visit www.acrl.org/assessment.

Research Question

Will instruction in the information timeline prepare students to differentiate among the types of sources they will use?

Outcomes Assessed

1. Students can identify characteristics of scholarly and popular information sources.
2. Students can identify characteristics of primary, secondary, and tertiary sources.
3. Students can cite a source accurately.
4. Students describe their search strategy used to locate information sources.
5. Students evaluate a source's context and content to determine if it fits their research needs.

Methods

- Core 100 – 34 sections (619 students)
- One in-class instruction session per section
- Information Timeline focus
- Students located 3 sources for evaluation
- LibGuide created to assist with research
- Analytic rubric embedded in LMS
- Outcomes mapped to ACRL IL standards 1, 2, & 3

Limitations

- Outcomes Reporting in LMS not fully functional
- No Institutional Learning Goals at Le Moyne
- No pre-test
- Rubric not normed

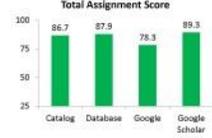
Results

Outcomes were measured on a scale of 1-5 with a score of 3 = mastery



Outcome 5 was measured on a scale of 1-10 with a score of 5 = mastery. Average score was 8.67

We wondered how students' final assignment scores would look when compared to research tool they selected, so we pulled a random sample (n=60) and mapped total assignment score to research method:



Discussion

- **85% of the Freshman class mastered all learning outcomes**
- Students struggled with differentiating between secondary and tertiary sources
- Students located sources through a variety of methods (web, database, catalog)
- Students using Google as search tool performed lowest in a random sample

Recommendations for Fall 2014

1. Re-assess in-class lesson plan: Feedback from faculty and anecdotal evidence suggest that some portions of the in-class lesson could be altered to improve student engagement.
2. Gather pre-assessment data at Orientation.
3. Improve assignment rubric and perform norming process with librarians: The current rubric is vague and inconsistent in some areas, which contributed to a wide variance in some outcome scoring between graders. Also, a statistical analysis of a random sample (n=10) of library assignments showed poor inter-rater reliability across most outcomes.
4. Continue to support creation of Institutional Learning Goals. This project can serve as a case-study for assessment during the Middle States re-accreditation process.

Supporting Hamilton's Strategic Initiatives: Tailored Instruction and Outreach For a Diverse Student Body

Kristin L. Strohmeyer, Research and Outreach Librarian, Hamilton College

Hamilton College, founded in 1812, has long been a school of opportunity, and holds diversity as a core value. In January, 2009, the college adopted a Strategic Plan that aimed to continue to attract and retain a diverse student population as one of its strategic initiatives. Burke Library's research librarians were eager to support this initiative, noting that students come from different backgrounds, both academically and personally. Our ability to meet them on common ground is paramount to their success. Initiatives undertaken in the fall of 2013 included expanded research instruction for First-Year students in both English for Speakers of Other Languages (ESOL) and Opportunity Programs, and outreach to the Days-Massolo Cultural Center.

Hamilton students hail from over 40 countries, varying in experience with academic research and scholarship. Faculty expectations of academic writing in American colleges may differ from those in other countries. We support and assist ESOL students in finding their own conclusions while properly attributing works of other authors. Research Librarians have always made contact to those students through the ESOL Office, but expanded those services last fall to include monthly workshops. On several evenings throughout the semester, research librarians meet with the ESOL students, and their advisor, to discuss citation styles and how to avoid plagiarism. From a broad discussion of what plagiarism is, to finding citations for a paper and getting help citing them in the style appropriate for their discipline, we are able to work with these students at the point of need.

Opportunity Program students, who generally come from disadvantaged high schools or backgrounds, are required to attend a five-week summer program prior to matriculation. The program aims to prepare these students for a successful transition to college and the rigors of a Hamilton education. Librarians are integrated into the Summer Program for Opportunity Program students, teaching them a variety of research skills over the course of several information literacy instruction sessions. Starting with a library tour, we also teach them how to use RefWorks, and have instruction sessions for specific assignments over the summer session.

Hamilton's Days-Massolo Center promotes diversity awareness and fosters dialogue among many groups on campus. Holding office hours at Days-Massolo allows us to build relationships with students we may not reach through formal instruction, and has led to research assistance appointments and library referrals. The informal nature of the office hours helps us begin a dialogue with students that can then transcend to research assistance for coursework.

Hamilton professor of sociology Dan Chambliss states in his book, "How College Works," that the personal interaction, and not necessarily those of advisor or professor, have a profound effect on retention and the student experience. All three of these programs help students build relationships with the research librarians that will help them throughout their careers at Hamilton and help to support Hamilton's strategic initiatives for diversity.

Notes from the Field

Binghamton University

In March, the Libraries hired **Laura Evans** as Metadata and Cataloging Librarian.

In April, after 11 years at Binghamton University, Dean of Libraries **John M. Meador, Jr.** accepted a position as inaugural Dean of the University of Alabama at Birmingham Libraries, effective August 5.

In June, **Provost Donald Nieman** appointed **Susannah Gal**, professor of biological sciences, Interim Dean of Libraries. A national search for a new dean will take place during the 2014-15 academic year.

In August, the Libraries hired **Melissa Perez** as Resource Sharing Coordinator and converted **Nancy Abashian's** Head of Reader Services position from professional to faculty.

Colgate University

Emily Hutton-Hughes retired in June 2014 as the Head of Collections after 26 years of providing leadership and a great sense of humor at Colgate University. **Mike Poulin**, former Head of Digital Initiatives, has taken over Collection Management responsibilities.

Rachel Lavenda will begin as the Rare Books and Manuscripts Librarian at Colgate University in October 2014. She comes to Colgate from the University of Illinois at Urbana-Champaign. Rachel holds her BA in Italian from Bryn Mawr College and received her MLS from University of Illinois at Urbana-Champaign with a specialization in Special Collections.

Colgate University Libraries currently has two open positions: Associate Director of Library Technology as well as Systems Librarian. For details and application information, please visit <http://exlibris.colgate.edu/joinus.html>.

Empire State College

At Empire State College library, we unveiled a new website in August after many months of discussion, design work, feedback collection and usability testing. The site contains many improvements in navigation and appearance and was done in responsive design so it is also mobile friendly. The new site highlights tabs to direct users to the resources most helpful to them, whether they be new users, graduate students or faculty members. Our OneSearch feature is also new to our users and premiered with the launch of the new website design. Our subject guides, Ask A Librarian service, and bibliographic instruction resources are also highlighted on the homepage. Evaluating usability tests as well as feedback from users across the college helped us fine tune the design with our web team and launch a website that provides benefits to all of our users. You can find our new website at: www.esc.edu/library.

Hamilton College

Ken Herold, Director of Library Information Systems, attended the iConference, March 4-7, 2014, Berlin School of Library and Information Science, Humboldt-Universität zu Berlin, covering continuing international outreach on information science and philosophy, including a workshop on research networking: disciplinary and interdisciplinary practices, and relationships between information, technology, and people. He also served as an Advisory Board Member (2013-2014) and is incoming Chair-elect, for the History & Foundations of Information Science Special Interest Group (HFIS/SIG) of the Association for Information Science & Technology (ASIS&T).

Alexandra Rihm joined Hamilton College this July. Serving as the college's First Year Experience Librarian, Alex's focus is on the success of first year students. Her role includes teaching library instruction sessions within the First Year Program and collaborating with key partners that support the first year experience. Alex arrived to Hamilton from Seattle

Washington, where she helped lead Information Literacy instruction for first year students in the University of Washington's writing program. Welcome, Alex!

Rensselaer Polytechnic Institute

After almost 17 years of service, **Matt Benzing**, IT Librarian (and web master) has taken a new position at the University of Miami, Ohio. We all wish him the best in his new opportunity.

Siena College

Gary B. Thompson has retired after more than 17 years as Director of the J. Spencer and Patricia Standish Library. When Gary arrived at Siena in 1997, the College was in the planning stages for the Standish Library, and he guided us through the development of a library of which we are all proud. With his collegial leadership, Gary earned the respect of those he worked with in the Standish Library and throughout the campus. He is well-known for his participation in professional organizations such as ConnectNY, NYSHEI, and NYLINK. In his 44 years as an academic librarian, Gary also served at Cleveland State University, Hobart and William Smith Colleges, and Ohio Northern University.

We welcome **Loretta Ebert** as the new Director of the J. Spencer and Patricia Standish Library. Loretta most recently served for several years as Director of the New York State Research Library. From 1994-2006 she was Director of Rensselaer Research Libraries at Rensselaer Polytechnic Institute. Loretta Ebert is well-known for serving in leadership roles on New York statewide and national library and education boards, committees, and other organizations. Her experience and expertise will be great assets to Siena College.

Rebecca Dyehouse has joined the Standish Library as an adjunct reference librarian. Rebecca is new to the Capital Region having moved out here from the state of Washington. She received her Master's Degree in Library and Information Science from the University of Washington.

Catherine Crohan was the guest speaker at the August 14th meeting of the Upper Hudson Chapter of Sisters in Crime. Her presentation was "The History of Women Detectives in Fiction: The Early Years through the 1960s"

Skidmore College

In June, **Barbara Norelli** was promoted to Full Librarian. **Kathryn Frederick** and **Andy Krzystyniak** were promoted to Associate Librarians.

Yvette Cortes, President of ARLIS/NA Upstate, hosted the ARLIS/NA Upstate NY Fall 2014 Meeting on October 3 at Skidmore. Yvette also had a review of OpenIdeo published in ARLIS/NA's *Multimedia & Technology Reviews* in June 2014.

Kathryn Frederick presented on a responsive web design for the WebVoyage OPAC at the ExLibris Users Group Annual Meeting in May and on the development of a long term preservation plan for digital objects at the SUNY Librarians Association Conference in June.

St. Andrew Hall Jesuit Novitiate

- New library OPAC debuting this fall
- Addition of a reading room for popular titles and books of special interest
- Library instruction expanding to cover search strategies for the incoming class
- A designated area within the library for laptops to rest and be recharged between classes

SUNY Cortland

SUNY College at Cortland has, over the last two years, celebrated the service of our retirees **Ellen McCabe**, **Lorraine Melita**, **Gretchen Herrmann**, and **David Ritchie** and welcomed the following librarians.

Lisa Czirr is the Teaching Materials Center Librarian at SUNY Cortland. She provides instruction, reference, and outreach services to the students and faculty in the School of Education departments. Before coming to academic libraries, Lisa worked in the public library field, with a strong focus on youth services. She received her MLS from the University at Buffalo in 2006.

Maaïke Oldemans is the Technical Services Librarian at Cortland Memorial Library since November 2013. She graduated from the Frederick Muller Academy Library School in Amsterdam, the Netherlands and has a Masters in Information and Library management from Northumbria University in Newcastle, UK. She was the librarian of the School for Physical Therapy (Utrecht, the Netherlands) and The Design Academy, (Eindhoven, the Netherlands) and worked at the Information Center of the Australian Institute of Sports (Canberra, Australia) as well as the Fine Arts Library from Cornell University.

Richard Powell joined the staff of Memorial Library in January as an Instructional Services Librarian following a 1.5 year stint as an Adjunct Librarian. Rick earned his BA from SUNY Potsdam in 1985 and his MLS from Syracuse University in 2000. His previous employment includes stints in the Public Library arena and an 11 year run as a Law Firm Librarian. In May, he attended the Conference on Instruction and Technology (CIT) at Cornell University where he co-presented "Windows to the World of Library Resources".

Sara Quimby is the Information Literacy/Instruction Coordinator and the liaison to Philosophy, Art, and Communication Studies. She earned her BA in Art History and Criticism from SUNY Stony Brook, an MA in Art History from the University of California at Riverside, and her MLIS from Wayne State University. Her interests include but are not limited to: information literacy, art ephemera, obsolete media, neo-Marxist theory, and teaching critical thinking to thirsting undergraduates.

Lauren Stern is an Instructional Services Librarian and liaison to Africana Studies, Interdisciplinary Studies, Chemistry, Kinesiology,

and Sociology. She earned a BA in English from SUNY Fredonia and her MSIS from SUNY Albany.

SUNY Oneonta

Heather Beach, Special Collections Librarian, was promoted to Associate Librarian. Heather's promotion took effect on September 1, 2014.

Andrea Gerberg has assumed the position of Head of Access Services. Andrea was previously the Serials Librarian at Milne Library.

Molly Brown has joined the library faculty as a Reference and Instruction Librarian. Molly was previously at the Collection Development Coordinator/Reference Librarian at Pace Library, University of West Florida.

Librarian **Dr. Mary Lynn Bensen**, Milne Library, SUNY Oneonta, has published the article "Impressionism and 'Various Persons' in *Far From the Madding Crowd*" in the peer-reviewed journal, *The Hardy Review* 2014 XVI(i):46-61. The article demonstrates how impressions tellingly reveal, through a complex interweaving of perception, memory, and imagination, what British novelist Thomas Hardy called the "various persons" that comprise each of the novel's characters.

SUNY Oswego

Michelle Parry retired in June after serving 12 years at Penfield Library. She started off at SUNY Oswego as an undergraduate student, returned to do her library school internship here, and was ultimately hired as our Coordinator of Interlibrary Loan in 2002. We will miss Michelle's daily presence in the library, but we wish her the best as she sets off to enjoy her retirement!

Penfield Library rolled out a [new homepage](#) this summer that includes access to EBSCO Discovery Service. This is the first time a discovery service has been available to SUNY Oswego researchers, and students seem especially enamored with the

ability to search right from the library homepage. The homepage as a whole is the result of a semester-long design and usability testing process that looked at how students actually use the library website to complete tasks.

The Tyler Art Gallery has relocated to the second floor Penfield Library for the duration of renovations to its regular home in Tyler Hall. Construction has been in progress all summer to prepare a new space for upcoming exhibits, and it is hoped that the gallery's location in the library will inspire drop-in visits by library users who might not otherwise visit the art gallery.

Penfield's Instruction Team has also created a new [YouTube channel](#) of short (2 - 2 ½ minute) videos addressing frequently asked questions and information literacy concepts. Librarians and faculty members are encouraged to use these videos in classes, or link to them in course shells or syllabi.

SUNY Potsdam

Due to budgetary constraints, the College Libraries have lost three vacant positions: a Library Clerk 2 in Technical Services; a Library Clerk 3 in Circulation; and the College Archivist. These position cuts are considered permanent. As a result, there has been considerable shifting of responsibilities among clerical staff to ensure that essential services in Circulation and Technical Services are maintained. Senior Assistant Librarian **Linda Hansen** will be working in the College Archives on a part-time basis to meet basic research needs and support coursework.

Elizabeth Andrews has resigned her position as User Services Librarian to return to Minnesota to be closer to family. Elizabeth will be greatly missed, and we wish her all the best in her new position in Minneapolis. The Outreach/Information Literacy position is currently frozen until budgetary restrictions are lifted.

On a happier note, SUNY Potsdam has a new College President. **Dr. Kristin Esterberg** arrived in July to assume leadership of the College. Dr.

Esterberg will be working to increase enrollments and diversity on campus.

Budget cuts: The College Libraries received significant budget cuts this year (25%), which has resulted in reduction in open hours, reductions to monographic allocations and cancellations of several databases and periodicals.

New Budget Model: Collection Development librarians spent considerable time last semester designing a new budget model for allocating collection funds. This fiscal year we eliminated the formula-based allocation-by-department process. Instead, a campus-wide survey will be sent to all teaching faculty regarding the student research projects they assign and the library resources their students use to complete their assignments. Over the years, it has become clear that for some disciplines we are allocating and spending monographic funds for materials that are not needed or used. Rather than spending equitable percentages of the budget for each department based on FTE, credit hours and circulation data, we plan to purchase materials that directly support the research assignments given to students. Faculty input will assist librarians in purchasing the best and most cost effective resources for student research projects. We hope this results in fewer books with zero circulations, and we hope to hear about different types of databases and periodicals that should be considered for purchase. Although the new budget model was conceived before the recent 25% budget cuts, the new process should help to alleviate some of the pain of reduced spending.

Freshmen Orientation: This Fall, Discovery Meta Data Librarian, **Abby Smith** is running our library orientation program using a slightly revamped version of LibraryQuest, a murder-mystery game implemented last year to introduce First-Year Success Seminars students to library research and services. Over a six-week period, freshmen students will come to the library to play the online game, explore the building for clues, and take an associated Moodle quiz to receive course credit.

Syracuse University

On July 1, 2014, Syracuse University Archives & Records Management (ARM) became a division of the Syracuse University Libraries. ARM preserves records that document the history, organization, policies, activities, and people of Syracuse University and makes those records available to researchers. The organization also is responsible for managing all University records from their creation to their final disposition.

The John Ben Snow Memorial Trust has awarded Syracuse University Libraries a \$15,000 grant to expand the impact of its *Sound Beat* public radio program. Funding will enable program staff to enhance *Sound Beat's* engagement with audiences across the country and intensify its academic impact on campus through the *Sound Beat Class Partnership*. Launched in 2011, *Sound Beat* is a daily, 90-second public radio module that highlights the historic sound recordings from the Belfer Audio Archive, one of the largest privately held audio collections in the country. Each episode features a single recording that, along with an entertaining backstory, provides a glimpse into American cultural history.

In May 2013, **Tarida Anantachai** and **Neyda Gilman** co-presented a poster at the [LOEX 2014 Conference](#) in Grand Rapids, MI, entitled "Expand your Palette: Strengthening your Library's Instructional Canvas through Interdepartmental Collaboration."

Additionally, this year **Tarida Anantachai** was selected to participate in the 9th iteration of the [Minnesota Institute for Early Career Librarians](#), hosted by the University of Minnesota. The Institute is offered biennially, and focuses on the development of library leaders from diverse backgrounds.

DeAnn Buss was named to the Academic Preservation Trust (APTrust) Technical Advisory

Group. The Technology Advisory Group is charged to study and make recommendations to the Board in the areas of long-term technology goals and plans, core technology, standards, and any other technology elements relevant to the APTrust preservation repository. The Group also assists the content and certification group with technology matters related to content and uses working groups to achieve aligned goals.

Nicole Dittrich's [book review](#) of *The Encyclopedia of Caribbean Religions*, a two-volume reference work, was published in *Theological Librarianship*. The journal is freely accessible [online](#).

Pamela Whiteley McLaughlin is a member of the NY3Rs "Library as Publisher" working group. She gave a presentation on the group's activities at the Academic Librarians Conference in Albany in June.

Pamela Whiteley McLaughlin and **Michael Pasqualoni** have been appointed as state officers of the newly-created ACRL Library Marketing and Outreach interest group. They are in the process of organizing a meet-up this fall, so be on the lookout for more information. You can follow the group's activities on [Facebook](#).

Lucy Mulroney was named Interim Senior Director of Special Collections, effective September 1, 2014 following the departure of **Sean Quimby** to Columbia University Libraries where he was appointed Director of the Rare Book and Manuscript Library. She received a Ph.D. in Visual and Cultural Studies in 2013 from the University of Rochester. Her dissertation, "Andy Warhol, Publisher," won the Outstanding Dissertation Award in the Humanities and Humanistic Social Sciences and the Henry Luce Dissertation Award in American Art at the University of Rochester. She also holds a B.A. in Art History, Theory, and Criticism from the University of California, San Diego.

Suzanne Preate was named to the APTrust Content and Certification Advisory Group. The Content and Certification Advisory Group is

charged to study and make recommendations to the Board in the areas of content selection, workflows, metadata, certification, rights management, and what is practical and achievable.

At the inaugural [Library Publishing Forum](#) on March 5-6, **Suzanne Guiod**, **Yuan Li**, **Sarah Theimer**, and **Suzanne Preate** created and presented a poster that focused specifically on journal publishing at SUL and that emphasized workflow and examples. The group highlighted a collaborative journal developed with publishing partners SU Press, campus ITS, faculty, and a national organization. The poster shared the roles and responsibilities of each partner and the criteria used to determine the publishing platform and services offered.

From June 15th through June 19th, **Anne Rauh** presented a lightning talk entitled "STEM Faculty Perceptions of Open Access Author Fees" at the American Society for Engineering Education annual conference in Indianapolis IN. She also concluded her term as Secretary/Treasurer and began her term as the Program Chair and Chair Elect of the Engineering Libraries Division of the society.

Anne Rauh and Jeremy Cusker (Cornell University) have had a refereed article accepted for the fall issue of *Issues in Science and Technology Librarianship*. The article, entitled, "A Survey of Physical Sciences, Engineering and Mathematics Faculty Regarding Author Fees in Open Access Journals" is a result of a research project the authors undertook in fall 2013 at Syracuse and Cornell. *Issues in Science and Technology Librarianship* is an open access journal published by the Science and Technology Section of ACRL.

In May 20014, **Sophie Rondeau** presented the paper titled *The Sounds Inside the Library Walls: An Examination of Three National Library Digital Sound Recording Collections* at the CAML

(Canadian Association of Music Libraries) Annual Conference at the Congress of the Humanities and Social Sciences at Brock University, St. Catharines, ON. She was also the recipient of the CAML First-Time Conference Presenter Award, which provided full funding to attend and present at the conference. The paper can be [read online](#).

David Stam, University Librarian Emeritus, has written his autobiography? Titled *What Happened to Me: My Life with Books, Research Libraries, and Performing Arts*, the book was published in 2014 and can be found in the Carnegie Library.

Peter D. Verheyen co-authored an article with Priscilla Anderson (Harvard), Whitney Baker (University of Kansas), and Beth Doyle (Duke) entitled *Open Access: A Model for Sharing Published Conservation Research* published in the American Institute of Conservation's *AIC News*, Vol. 39, No. 3, May 2014. The article was based on *Challenges to the Online Access of Conservation Literature* written for a conservation related blog in 2010. He also published *Stolperstein für Ernst Collin* in the MDE Rundbrief, 2014.2. The article (in German) in the bi-annual journal of the Meister der Einbandkunst honors Ernst Collin, author of the iconic *Pressbengel* (1922) and many other books and articles on the book arts in Germany, who perished in the Holocaust. [An English version of the article can be read here](#).

On June 18 he presented *Preserving Digital Collections- An Overview*, Session 3 of a three-part of the *Library Preservation Today!* ALA/ALCTS Virtual Preconference.

In addition he has a fine binding included in both the Designer Bookbinders UK invitational *InsideOUT* traveling exhibition and the XIth International Forum of Fine Binding (F.I.R.A) in Nimes, France.

Union College

Union College welcomes **India Spartz**, head of Special Collections. India has most recently served as the director of Special Collections at the University of Arizona Libraries. She has also worked at Harvard University, University of Alaska Fairbanks and Alaska State Libraries. She is a certified archivist and has a master's degree from the University of California-Berkeley.

Union also welcomes **Ann Mulfort**, project archivist, who has appraised, rehoused, preserved and arranged institutional program records as well as manuscript collections of elected officials, scientists, environmentalists, artists and others. She also established an online exhibit for processed archival materials in collaboration with Digital Library Services at the University of Minnesota. She holds a master's degree from Dominican University in Illinois and a bachelor's from College of St. Catherine in St. Paul, Minnesota.

University at Albany

Rebecca Mugride published an article on technical services assessment: Mugridge, Rebecca L. "Technical Services Assessment: A Survey of Pennsylvania Academic Libraries." *Library Resources & Technical Services* 58(2) (2014):100-110.

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An RSVP would be nice (not necessary) either to cgermain@albany.edu (our instructor) or via the RSVP link at:

<http://libraryprogramssquared.wordpress.com>

See you on October 9th!

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