# Eastern New York
## ACRL Chapter

## IN THIS ISSUE

Photo by Frapestaartje

## Letter from the President

Dear ENY/ACRL Members,

Greetings from cold and snowy Albany!

Our Program Planning Committee, headed by Andy Krzystyniak of Skidmore, has worked hard this year to bring you programs worth attending. The Brown Bag Lunch series, now in its 7th year, has been very popular, providing an opportunity for librarians within a region to gather informally for lunch, discussion, and networking. The series continued this past fall with discussions at 3 campuses on the timely topic of MOOCs, massive open online courses. Lunches were held at Clarkson University, SUNY College of Environmental Science and Forestry (ESF), and the University at Albany. Read more about the session held at SUNY ESF on page 14. Many thanks to our host campuses and presenters. If you'd like to host a brown bag lunch next year, please let Andy know.

The committee has an excellent conference planned for May 19th at SUNY Oswego, and we hope you'll join us. The theme for the conference will be "Setting Out on the Right Path: Academic Libraries and the First Year Experience."

Colleen Boff, Professor and Associate Dean of Libraries at Bowling Green State University, will present the keynote.

In February, I wrote to you that the Middle States Commission on Higher Education proposed revised accreditation standards do not contain any mention of libraries or information literacy. I'd like to remind you of steps you can take if you are concerned about this omission:

- Attend the town hall meeting scheduled for April 1, 2014 in Albany. To register: http://tinyurl.com/MSCHEAlbany.
- Email your comments to MSCHE at policy@msche.org.
- Get in touch with faculty and administrators on your campus, and ask them to send an email to MSCHE or to attend a town hall meeting.

I'm looking forward to warmer weather and to seeing everyone at the conference.

*-Jane Kessler, ENY/ACRL President*

# ENY/ACRL 2014 Board Candidates

This year, the ENY/ACRL Board has decided to shift to online voting for our Board election using Cornell University's Condorcet Internet Voting Service (CIVS). An email message from CIVS will be sent to eligible ENY/ACRL members (i.e., current as of 12/31/2013) for each of the positions for which there is more than one candidate. Each round of voting will contain the name of the candidate and a link to candidate information on the ENY/ACRL site. As was the case with print ballots, all voting is confidential. Voting will begin soon and be open through March 31, 2014. Please expect to receive two email messages, one for each contested position.

## Membership Chair

### Regina Vertone

Regina Vertone has been Access Services Librarian at The Sage Colleges since 2012. Her prior positions included working at College of Saint Rose, Albany College of Pharmacy and Health Sciences, New York State Library and for Memorial and Samaritan Hospitals Schools of Nursing. She has been active in other library organizations such as CDLC, NYLA and UNYOC with committee service. Working in departments of management, interlibrary loan and reference services, Regina understands the value of excellent service and the need to fulfill patron expectations. ENY/ACRL allows librarians to grow in their professions with networking and continuing education opportunities which will help us serve our library patrons successfully. Serving as Membership Chair, Regina will share the many opportunities that are available to ENY/ACRL members and help the organization continue to serve its members and the profession.

### Patrick Williams

Patrick Williams is Associate Librarian, Subject Specialist for English, Linguistics, and Communication & Rhetorical Studies at the Syracuse University Libraries. In addition to his reference, instruction, and collection development duties in those areas, he serves on the Editorial Board of Syracuse University Press and is an editorial advisor for the Open Access journal Evidence Based Library and Information Practice. Patrick joined the Syracuse University Libraries in January, 2009. Prior to arriving in Syracuse, he served as Web and Instructional Design Librarian at the College of Staten Island / CUNY and Coordinator of CSI's Center for Excellence in Learning Technology. He holds a B.A. in English from The University of North Carolina at Greensboro and an M.S. and Ph.D. in Information Studies from The University of Texas at Austin. His research interests include in digital humanities, social interaction in reading and writing environments, and information literacy.

# Program Chair/Vice President

**Tarida Anantachai**

Tarida Anantachai is a Learning Commons Librarian at the Syracuse University Libraries, where she has worked since receiving her MSLIS from the University of Illinois at Urbana-Champaign (UIUC) in 2011. Prior to coming to Syracuse, she worked at UIUC's History, Philosophy, and Newspaper Library, in public library adult services, and for an academic publisher. Since coming to Syracuse, she has contributed to ENY/ACRL in a variety of capacities, including presenting at a prior Spring Conference and as part of the Program Committee. For the past two years within the Program Committee, she has helped in the planning of the Spring Conference, in overseeing its poster sessions, and in coordinating the Fall Brown Bag sessions hosted in the Syracuse area. Tarida is also an active member of several national library association committees, including those within ALA, ACRL, and APALA.

# Secretary

**Katie Dunn**

Katie has been the Technology & Metadata Librarian at Rensselaer Polytechnic Institute since 2008. She has attended the ENY/ACRL annual conference and the ENY/ACRL-sponsored Data Curation Profiles Toolkit Workshop, and believes ENY/ACRL plays an essential role in bringing affordable local professional development and networking opportunities to Eastern New York. As a member of the ENY/ACRL Board, she would look for other opportunities for ENY/ACRL to facilitate events that allow our members to learn new skills, share ideas, and strengthen professional relationships across institutions.

**Brandon West**

Brandon West is the Online Instruction/Instructional Design Librarian at the State University of New York at Oswego. In this position, he develops new online instructional initiatives. Brandon is new to the field of librarianship, but brings with him teaching experience from his former life as a fourth grade teacher. He believes in being active on-campus and in the community, and he currently serves on a number of campus committees and the School Library Council for Oswego County BOCES. He looks forward to sharing his talents and meticulous personality with ENY/ACRL if elected as secretary.

## Treasurer

**Yu-Hui Chen**

I am the Bibliographer and Outreach Librarian for Education at the University at Albany Libraries. While serving ENY/ACRL as Treasurer, I have augmented my knowledge by implementing new initiatives with other Chapter officers, such as e-payment option for membership dues, online conference registration, etc. As always, I work closely with the other Board members to ensure that the Association continues to provide high quality professional development programs for its members with reasonable conference registration and membership fees. With this enriched experience, a firm commitment to our members' professional development, and the desire for the success of the Association, I look forward to the opportunity of working with a group of talented colleagues to continue the professional enhancement and growth of our members.

# Call for Nominations:
# The ENY/ACRL Library Innovation Award

Do you know an individual, team or library whose projects, scholarship or other contributions have demonstrated a commitment to innovation in libraries? We are currently seeking nominations for the ENY/ACRL Library Innovation Award. The ENY/ACRL Library Innovation Award recognizes a chapter member or group whose creativity, vision and leadership have contributed to positive changes within the academic library community. The award includes a plaque and a $500 honorarium, which is presented at ENY/ACRL's spring conference.

Full information about the award, including the nomination form, is available at
http://enyacrl.org/site/awards-3/.

The nomination deadline is March 15, 2014. Please think about who has come up with a great idea in your organization! Self-nominations are also welcome.

Nominations will be reviewed by those who agreed to serve on the selection committee:
- John Cosgrove, Lucy Scribner Library, Skidmore College; jcosgrov@skidmore.edu
- Beth Hoppe, Schaffer Library, Union College; hoppee@union.edu
- Tom Keays, Noreen Reale Falcone Library, Le Moyne College; keaysht@lemoyne.edu
- Kate Moss, Neil Hellman Library, College of St. Rose; mossk@mail.strose.edu
- Lyndsie Robinson, Milne Library, SUNY Oneonta, Lyndsie.Robinson@oneonta.edu

If you need additional information, please feel free to contact Tasha Cooper (nacoop01@syr.edu), or any member of the Library Innovation Award Selection Committee.

# 2014 ENY/ACRL CONFERENCE
## SAVE THE DATE: Monday, May 19th, 2014



# @SUNY Oswego

## Setting Out on the Right Path: Academic Libraries and the First Year Experience

Keynote presentation by Colleen Boff
Professor and Associate Dean of Libraries
Bowling Green State University

Visit http://enyacrl.org for more information

**ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES**
**EASTERN NEW YORK CHAPTER**

# Empire State Digital Network
## *Working to Bring New York's Digital Collections*
## *to the Digital Public Library of America*

Jason Kucsma, Executive Director, Metropolitan New York Library Council (METRO)

The Digital Public Library of America presents a great opportunity for providing innovative access to our digital cultural heritage. It solves one of the key problems we've been trying to address for years in libraries; how can we effectively bring disparate digital collections together for rich, meaningful, and infinitely unique discovery experiences. To date, there are more than 5.7 million resources in DPLA. And while it is growing daily with contributions from libraries, archives, and museums throughout the United States, one piece is missing from the rich DPLA mosaic  — digital content created by many of New York's cultural heritage institutions. Empire State Digital Network aims to change that, and we'll need your help.

**Background**

The Digital Public Library of America launched in Spring 2013 after a two-year planning process that included input from experts and stakeholders nationwide. DPLA's purpose is threefold, as explained in the "3Ps" of DPLA." It is a portal for discovery, a platform on which to build, and an advocate for a strong public option for access to digital content in the twenty-first century.

But how does a small staff of dedicated cultural heritage professionals actualize such an ambitious charge? It relies on a hub and spokes model to distribute the work necessary to build an inclusive nationwide digital collection project. Digital content from libraries, archives, and museums is fed to the DPLA via hubs: content hubs are repositories with 250k+ resources and service hubs work with small, medium, and large institutions within a state or designated geographic region to prepare and feed content to the DPLA. In New York, only New York Public Library, at this point, has been identified as a content hub. There are currently nine service hubs throughout the country serving content to the DPLA. These hubs build on existing statewide or regional digital library collaborations.

**Existing Networks**

In a recent yearlong planning session coordinated by the NY 3Rs Association, Inc. (Information Infrastructure for New York, I2NY), an ad hoc working group formed to discuss the topic of improving access to digital collections. The group identified participation in the Digital Public Library of America as a key priority for libraries, archives, and cultural heritage institutions throughout the state. Building on I2NY activities, an exploratory meeting was held in New York City with DPLA leadership and stakeholders from around the state. Attendees included representation from NY 3Rs, academic, public, and special libraries, and there was enthusiastic support for moving a plan for a New York service hub for DPLA forward, and the Empire State Digital Network (ESDN) was launched.

ESDN will be administered by the Metropolitan New York Library Council (METRO) in collaboration with eight allied regional library councils collectively working as NY 3Rs Association, Inc (NY 3Rs). Together, they will provide the necessary personnel and technological infrastructure needed to contribute digital

resources from hundreds of New York's libraries, archives, museums, and cultural heritage institutions to the Digital Public Library of America. The NY 3Rs councils, with their diverse regional memberships of libraries, archives, and cultural heritage institutions, are a natural host for a statewide collaborative project like this. Many NY 3Rs Councils have been helping members digitize collections for ten years now through workshops, grants, and consulting, and they continue to expand their digital services today.

**Timelines**

ESDN will be rolled out in two initial phases. During phase one (November 2013-December 2014) we will be hiring necessary personnel (program manager, metadata specialist, technology specialist). After the announcement of ESDN at the DPLAFest in Boston in October, METRO began recruiting for and recently hired a program manager who will start at the end of March 2014. We will turn our attention to filling the remaining two positions, installing and testing the open source harvester/aggregator, and ingesting content from phase one contributors. Contributors to phase one will aggregate digital collections hosted by NY 3Rs councils (METRO, NY Heritage, Hudson River Valley Heritage, and Long Island Library Resource Council) as well as "DPLA-ready" collections at larger institutions in the METRO membership region.

At the conclusion of phase one (approximately May 2015), ESDN will focus on recruitment of digital collections outside of the initial cohort. These include libraries, archives, museums, and cultural heritage institutions not working directly with NY 3Rs regional councils to host their digital collections (i.e. NY State Library, NY State Archives, larger academic libraries upstate, smaller cultural heritage institutions, etc...). Recruitment will be facilitated through regional workshops, webcasts, onboarding documentation, and unified statewide workflows. In the future, DPLA service hub participation "subscriptions" may be made available for institutions outside of each NY 3Rs regional council that are interested in participating without becoming members.

It's important to note that ESDN does not aim to create a new dedicated New York portal to digital collections. Rather, ESDN will focus on backend aggregation of metadata and thumbnails to pass along to DPLA. And DPLA's open API allows for the possibility of building a reverse-engineered New York portal from content contributed to DPLA from New York Institutions (or *about* New York from other institutions) in the future.

**Distributed Work**

As mentioned above, the strength of the DPLA hubs model is the distributed work approach that ensures all components of the DPLA network are contributing to the success of the project. The NY 3Rs councils will, through the Empire State Digital Network, begin incorporating the following support services into the digital services they already provide;

- Assisting members in digitizing collections.
- Assisting members in preparing existing digital collections to get them ready for DPLA ingest.
- Developing guidelines for participation in the service hub in collaboration with other DPLA/NY partners and distribute these guidelines via regional councils' websites.
- Hosting workshops, webcasts, and provide one-on-one consultations for existing and potential regional partners.

As we move into phase two of the program, ESDN will open participation up to collections that are not locally hosted with NY 3Rs Councils. These institutions will be expected to:

- Manage collection development and set priorities for digitization of resources.
- Secure funding for digitization of their resources.
- Digitize resources into acceptable format(s) following ESDN standards, either in-house or using one or more of the following:
    - o Collection hosting services in the partner's NY 3Rs region
    - o Another ESDN Collections Partner
    - o Commercial digitization center
- Assure and clearly designate usage rights according to requirements listed above.
- Assure privacy and other legal considerations.
- Assign metadata according to requirements and standards established by the ESDN.
- Notify ESDN when new collections are ready for harvest and promotion.

**Oversight**

An initiative as complex as ESDN will only be as strong as its participants and the responsible governance of the program. While day-to-day operations will be administered by METRO, the ESDN Advisory Committee will provide advice and recommendations that may center on policy-level matters pertaining to the ESDN's strategic direction, technology, content infrastructure, partnerships, program development, administration, or other matters relevant to the network or its users, staff, and stakeholders. The advisory committee will meet for the first time this spring and is comprised of representatives from New York's diverse cultural heritage institutions. Additional support for ESDN activities will be provided by an outreach committee and a content and metadata committee.

**Get Involved**

ESDN is still nascent, but it's not too early for New York cultural heritage professionals to start thinking about how they will participate in the fully realized statewide digital network. New York has 16 DPLA Community Reps working on community outreach for DPLA, and with ESDN gaining momentum, you will certainly be hearing more news with more frequency in the coming months. To sign up to receive ESDN news or register your institution's interested in contributing to ESDN and the DPLA, please take a moment to share some information with us.

# Infographics + Annotated Bibliography =
# Adding Fun to the Equation

Barbara Norelli, Social Sciences & Instructional Services Librarian
Lucy Scribner Library, Skidmore College

It was the Project Information Literacy (PIL) infographic that first caught my attention.[1] You know the one I mean, the one with lots of vibrant colors, interesting statistics, and a powerful message about college students' information seeking behavior, the very behavior that sends most librarians, and certainly instruction librarians, into heart palpitations. Infographics are not new, but as a genre they have recently caught the eye of marketers, researchers, and other professionals as a way of delivering often complex information in a visual format to quickly convey a message. The widespread adoption of this visual communication tool is understandable, as research has shown that people more readily consume information and remember it longer when it is presented visually (Felder, 1993; Toth, 2013). According to Clarke, Flaherty, & Yankey (2006), approximately 40% of college students are visual learners, another reason to present information in visual form.

The term *infographic* is an amalgamation of the words *information* and *graphic*. According to Google Trends, since 2009 *infographic* and *infographics* have significantly spiked in use as Google search terms. This ranking reasonably suggests that the creation and use of infographics has become more pervasive and popular. A recent Google search on the term infographics retrieved 21.7 million results, confirming their popularity in the digital world.





Popularity of Search Term on Google From Google Trends: Ranked 0-100 [2]

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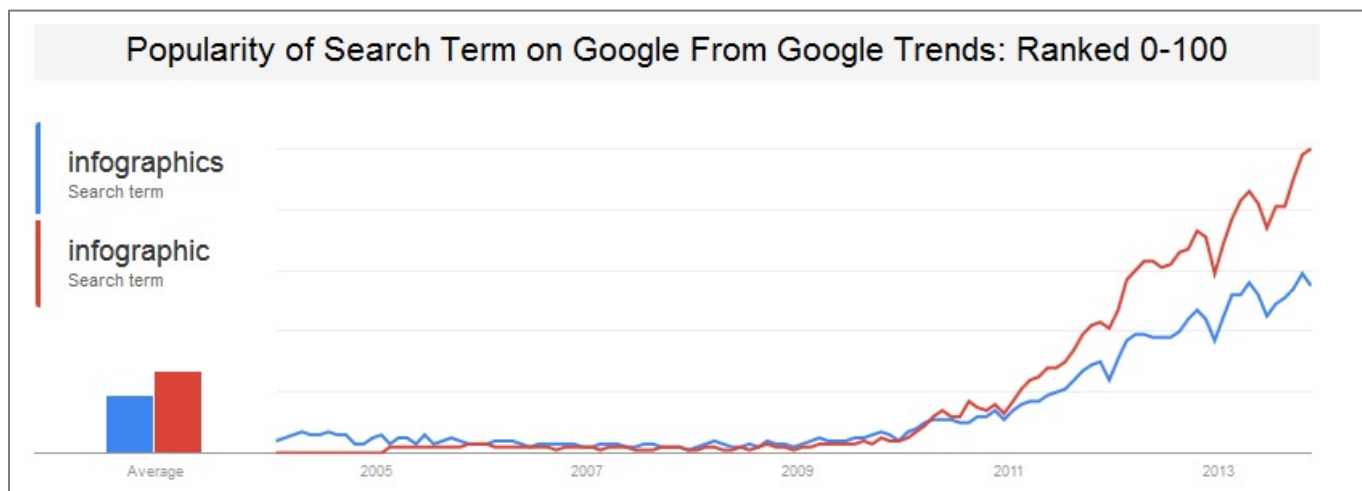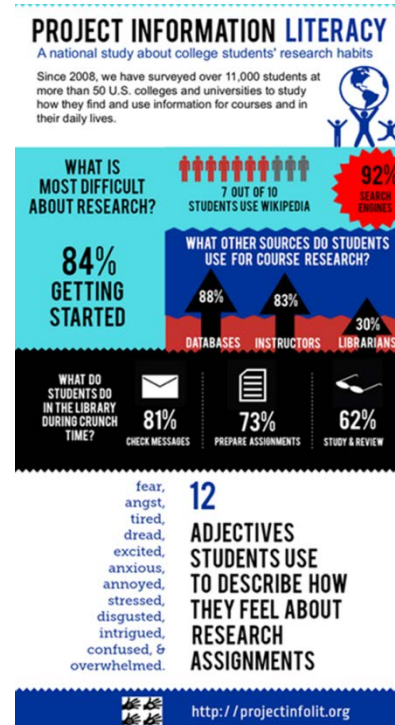
[1] Project Information Literacy: College Students' Library Research Habits Infographic
    http://projectinfolit.org/
    http://projectinfolit.org/images/PILResearchIGLarge.png
[2] http://www.google.com/trends

I began to wonder if an infographic was the solution to a problem I often encountered with students in the one-credit information literacy course, LI 100, that I teach at Skidmore College. As a final project for the course, students must prepare a brief annotated bibliography with a requisite number of sources and required elements.  Inevitably, students questioned if they had to write a paper, too.  Students seemed to want an outlet beyond the annotated bibliography for the research they had to complete; they were perplexed by the notion of doing the research, but then not writing a paper.  So I asked the class, "how about creating an infographic?" The students' initial response was, "infographic, what's that?" With the help of a LibGuide on infographics, the term was explained and free infographic software possibilities explored.[3] The students became intrigued; they wanted to do an infographic along with the annotated bibliography. Since this assignment was an experiment for me, the instructor, as well as the students, credit for the infographic was designated as 10% of the final project grade.

The results of the experimental assignment were quite good.  The students were excited about the work they had done. At the last class, when the final project was due, many students volunteered to share and present their infographic.  Students expressed their eagerness for learning about an appealing communication tool and had fun doing so. The students seemed to enjoy learning from one another about how they created their infographic, with the class favoring Piktochart as the infographic software of choice.[4] I plan to assign the dual infographic-annotated bibliography project again, but next time will require the students include their references in the infographic, making this an assignment that adds up for all the right reasons.

## References

Clarke, I., Flaherty, T. B., & Yankey, M. (2006). Teaching the visual learner: The use of visual

summaries in marketing education. *Journal of Marketing Education*, *28*(3), 218-226.

doi: 10.1177/0273475306291466

Felder, R. (1993). Reaching the second tier: Learning and teaching styles in college science education.

*Journal of College Science Teaching, 23*(5), 286-290.

Toth, C. (2013). Revisiting a Genre: Teaching Infographics in Business and Professional Communication

Courses. *Business Communication Quarterly*, *76*(4), 446-457.

doi: 10.1177/1080569913506253

[3] http://libguides.skidmore.edu/infographic
[4] http://piktochart.com/

# INFOGRAPHICS:

## Where Information Literacy and Visual Literacy Meet

## 1 EVENT

**FRIDAY, MARCH 21, 2014**
**9:00 - 11:00 A.M.**

Lucy Scribner Library, Room 113
Skidmore College
815 North Broadway
Saratoga Springs, NY 12866

## 2 SPEAKERS

### LIZ BLUM

Current trends in lecture methods and information data are moving towards pictorial communication but how did this happen? By highlighting sections from my Graphic Storytelling course will begin to explain this journey and the relevance in the creation of graphic image making.

### BARBARA NORELLI

"Infographics, what's that?" students asked in a one-credit information literacy course. Once the term was explained and the possibilities for creation were explored, students were intrigued. The traditional annotated bibliography assignment took on new meaning as it combined information and visual literacies. Come learn about infographics and how you might use an infographic assignment in your course.

**FROM THE SOUTH**

- Take Exit 15 off the Northway (I87) toward Saratoga Springs.
- Turn left onto Route 50 at the end of the exit ramp.
- At the fourth traffic light, turn right onto East Ave.
- Follow East Ave. to the top of the hill and at the stop sign turn right onto North Broadway.
- Turn left at the main entrance (large granite Skidmore sign)
- Follow the access road up the hill, go straight at the stop sign.
- Turn right into the Arts Quad B lot to park.

Scribner Library is located in the center of the green. Follow the walkway with the overhang, the Library entrance is on the south side of the building.

For more directions and campus map see: http://cms.skidmore.edu/map/index.cfm

**Please RSVP by March 18th**
Chris Poehlmann: cpoehlmann@albany.edu / 518-442-3582

## Capital District Business Librarians

Piktochart
make information beautiful

# Call for Lightning Round and Poster Session Presenters

The Eastern New York Chapter of ACRL invites presenters for Lightning Rounds and Poster Sessions at its Spring Conference, "Setting Out on the Right Path: Academic Libraries and the First Year Transition," which will be held Monday, May 19, 2014, at SUNY Oswego in Oswego, NY. This meeting will focus on the first year transition experience, including connecting with first year students, integrating information literacy into first year curricula, technical services in support of the first year transition, etc.

**Lightning Rounds**

Presentations are limited to 5 minutes!! Share a quick overview of your ideas, experience, and programs related to any and all forms of supporting the first year transition: for collections, public services, internal work, IT, cataloging, outreach, metrics, what works, what doesn't, etc. Presenters must be available to discuss their topics between 11:00–11:50am.

**Poster Sessions**

Poster sessions are an excellent opportunity to share your ideas, research findings, projects, solutions to problems, or best practices. Posters should relate to the conference theme of the first year transition. Posters will be on display throughout the day. Presenters must be available to discuss their topics from 2:00–2:30pm.

Proposals should include:

- Presenter's name (If there is more than one presenter, choose one person to be the contact.)
- Institution
- Contact information including phone number, fax number, e-mail, and mailing address
- Title of presentation
- Technology, electricity and space needs
- Summary description of less than 250 words

Send Lightning Round proposals to:

Anne Larrivee, larrivee@binghamton.edu
607-777-2181
Binghamton University Libraries
P.O. Box 6012
Binghamton, NY 13902

Send Poster Session proposals to:

Tarida Anantachai, tanantac@syr.edu
315-443-9780
Syracuse University Libraries
222 Waverly Avenue
Syracuse, NY 13210

**Deadline for proposals is March 10, 2014**. Proposals received after this date may be considered if there is still space available for participation. Candidates will be notified of acceptance by March 31, 2014.

We look forward to seeing you in May at SUNY Oswego!

# Update from the New York State
# Higher Education Initiative (NYSHEI)

Jason Kramer, <u>NYSHEI</u>

The New York State Higher Education Initiative (NYSHEI), in partnership with ENY/ACRL, continues its mission to protect and promote the critical role of academic and research libraries. As the 2014 state legislative season begins in earnest, NYSHEI is advancing a comprehensive agenda that supports our member institutions be they public or private, large or small.

We believe that New Yorkers deserve access to the published results of research they fund. Emulating the successes of federal initiatives, NYSHEI is promoting the Taxpayer Access to Publicly Funded Research (TAPFR) act. Currently being considered by legislative committees in Albany, our TAPFR legislation has already inspired similar efforts in California and Illinois, and has secured the support of the higher education sector here in New York. Publishers are expected to again make a grand effort to derail TAPFR, but with broad support we believe we can find success in 2014.

In addition to open access, NYSHEI is advancing a new proposal for Open Educational Resources. The plan is to initiate a pilot program with state funding that will allow libraries to serve as publishers of open electronic textbooks written by participating faculty. The result will be lower costs and improved access to thousands of students.

The two "open" initiatives are part of our continued march toward a common information infrastructure for all New York. Working in collaboration with allied groups and innovative policy makers, NYSHEI continues to promote the dramatic benefits, economic advantages, and cost-savings that would come from adoption of a partially-publicly financed statewide collection.

To support and protect the work of places like the Syracuse University Belfer Audio Archive, NYSHEI is working to eliminate a quirk in state copyright laws that could actually inhibit the digitization and use of pre-1972 historical recordings.

Later this summer, NYSHEI will launch a new joint venture with Siena College and its Institute for Leadership Development. Specifically designed for academic library directors, and those who aspire to become one, we have developed a week-long certificate program with multi-disciplinary Siena faculty members. The program will help academic library leaders master skills such as budgeting, marketing, and management.

Governmental advocacy is never easy, but with solid ideas and the support of academic librarians from every corner of New York, NYSHEI is working to advance our shared concerns.

# ENY/ACRL Brown Bag Discussion – Libraries and MOOCs
This discussion took place on November 7, 2013 at the
Moon Library, SUNY College Environmental Sciences and Forestry, Syracuse, NY.
Notes by Tarida Anantachai, Tasha Cooper, Suzanne Preate; photo by Tarida Anantachai

Thinking about starting a MOOC?   Approximately two dozen participants from academic and public libraries, library consortia, and university schools and departments engaged in a brown bag discussion about MOOCs and Libraries. Attendees of the event, hosted at SUNY ESF on November 7, 2013, addressed the basic question of what a MOOC is, along with the many elements those planning MOOCs must consider.

Jill Hurst-Wahl, director of the LIS program at the School of Information Studies, led off by defining a MOOC word-by-word: Massive, Open, Online, Course, and reminded us that MOOCs are not the output of one person, but a team effort.  Michael Morrison, Manager of Online Learning Services, and Elizabeth Liddy, Dean of the School of Information Studies (iSchool), at Syracuse University shared their experiences and thoughts about MOOCs, as well.  The iSchool was (at the time of the session) launching its third MOOC, and Michael Morrison was working with two new SU MOOCs.  Essential ingredients include an inspired content creator/teacher; content and technology teams; 24x7 support; teaching assistants; someone to arrange for CEU credit if offered, and a group effort.

Additional questions and comments raised included:

- the value of including conversation in an online MOOC-like experience (differentiating that experience from a non-interactive tutorial which a student might work on in isolation); Jill Hurst-Wahl noted that in some cases the content may reside outside of the MOOC, for example on a blog
- the importance of realizing a MOOC requires intensive 24/7 support for users who may be in many time zones; this results in unique staffing challenges
- the numerous copyright and fair use considerations, including ownership and work-for-hire; might we  work on relationships with publishers to allow access for students in open courses? How long is the content open and available?
- access/delivery obstacles; for example, content placed on YouTube would not be accessible to students in countries that block YouTube. MOOC organizers need to think of ways to provide multiple versions, making MOOCs accessible to users with disabilities, users with low bandwidth, etc. (e.g., YouTube alternatives, captioned video, audio-only)
- questions of description and promotion, as well as clear definitions of returns and benefits. What constitutes a success? Over what period of time? By whom?

MOOCs can provide a way to share knowledge that needs to be common in a particular environment. Jill Hurst-Wahl encouraged us to think about what needs libraries have in common, and what MOOCs might be put together by a library or group of libraries to meet that need.   Examples include:  ILL training; RDA training; management and supervisory skills; research methods/assessment; collections and publishing world; statistics.

An idea for a MOOC may result from the intersection of an interesting, popular, or unique topic, subject experts to deliver the content, a specific institutional goal, and a perceived need. Before moving forward, however, the reality of institutional and personal commitment must be viewed through the perspective of all participants: instructors, students, staff/team, technologists, librarians, the college/university, etc.

Monetizing a MOOC may be necessary in some organizational contexts and one suggested method was to offer different levels, i.e., for credit, for CEUs, or for free. Charging does change delivery expectations somewhat, and assessing participants' engagement in order to award credits or CEUs affects the way the MOOC would be structured. Alternately, it was suggested that MOOCs could be offered to augment and serve as a resource for existing courses; or begun before a conference, supporting engaged interaction around the content while at the conference.



Although no obvious income streams exist in the current model here at SU, MOOC providers must think creatively about their definition of returns, benefits and overall success. What is the return for campuses that provide support? For example, two concrete measures for SU were engagement with registrants who had no prior relationship with the University as well as measurable registration increases in subject related "traditional" courses. Finally, happy and energized staff were/are an excellent benefit, one that cannot be quantified by percentages or dollar amounts.

It's important to note that in reality, a MOOC spectrum exists. Nancy Turner (Research and Assessment Analyst at SU Libraries) explained the existence of two types of MOOCs with philosophical and practical differences: xMOOCs and cMOOCs. An xMOOC contains largely traditional course components such as material presentation, quizzes, and discussions. This is the university-sponsored and Coursera model. A cMOOC (where c stands for constructivist) is an extension of an online course where the participants engage in, contribute to, and essentially create the course content through community interaction, often through some form of social media.

By the end of the session, participants gained a more comprehensive understanding of the varying ideas about what MOOCS are, their benefits and challenges, and their fast paced change – next year, we will likely be talking about something that looks quite different!

Nancy Turner graciously facilitated the discussion, and shared a reading list (see below: Resources on MOOCs and Libraries). An additional article was recommended during the discussion:

Kyle K. Courtney, "The MOOC Syllabus Blues: Strategies for MOOCs and syllabus Materials," College & Research Libraries News, v. 74, n. 10, 514-517.

**Keeping the conversation going**

- A blog developed to documenting librarian and library involvement in Massive Open Online Course at: http://moocsandlibraries.blogspot.com

- News of upcoming conferences, posting of presentation slides on Twitter: #mooclib

- Academia and the MOOC on Google+: https://plus.google.com/communities/112243817982502760507

- Mendeley bibliography on MOOCs and librarians at: http://www.mendeley.com/groups/3599501/moocs-librarians/

**Recent Presentations on MOOCs and Libraries**

- MOOCs and Libraries: Massive Opportunity or Overwhelming Challenge? A forum sponsored by OCLC and the University of Pennsylvania held in Philadelphia, PA on March 18-19, 2013. In-person and remote attendees learned from "the pioneers" how library content and services can be represented in these new learning environments, and about opportunities for new discussions with partners in supporting learning on campus. The panel on Production & Pedagogy may be of particular interest for those wanting to understand what goes into making a MOOC. The archive of six blog posts and video recordings at: http://hangingtogether.org/?cat=58

- Pushing the Envelope in Education: Roles for Libraries -- MOOCs, eLearning &Gamification. Symposium at the University of Toronto iSchool Institute Symposium in partnership with Dysart & Jones Associates. Sept 30 and Oct 1, 2013Links to slides from the program at: http://www.moocsandlibraries.org/program.html including presentations from Stephen Abram, David Lankes and additional case studies from Stanford and San Jose State University.

**Library MOOC Projects of Note**

- David Lankes' update on the New Librarianship: http://quartz.syr.edu/rdlankes/pod/2013/MOOCLondon.mp3

- Account of Wake Forest University's MOOC on Web Literacy:

    Blog post: "ZSRx: The MOOC that wasn't a MOOC" at http://cloud.lib.wfu.edu/blog/gazette/2013/05/10/zsrx-library-mooc/

    Slides and audio: "ZSRx: A (mini) MOOC for Web Literacy" http://slidespeech.com/s/7dnDXr0wen/?autoplay=true#slide1-slide

- University of North Carolina at Chapel Hill. MOOC on Metadata by Jeffrey Pomerantz: https://www.coursera.org/course/metadata

# Notes from the Field

## Colgate University

**Matthew Smith** began as Head of User Services at the Colgate University libraries in January of this year. He came to the University after six years as Access Services Librarian at SUNY Sullivan and two years as Library Director at Manor College. He holds a Bachelor of Arts in History and a Master of Science in Library and Information Services.

**Allyson Smally** began a two-year term as a Processing Archivist at Colgate University in November 2013. Her focus is on organizing and describing Colgate's University Archives materials to ensure that they are in good order in the years leading up to Colgate's Bicentennial in 2019. Allyson has an undergraduate degree in History from the University of Chicago, an MA in Public History from North Carolina State University, and an MSLS from the University of North Carolina at Chapel Hill. As a graduate student, she worked at NC State, UNC, and Duke University. She also completed internships at the Connecticut Historical Society and the Hartford (Connecticut) History Center.

## Hamilton College

**Ken Herold**, Director of Library Information Systems, attended CoLIS 8, the Eighth International Conference on Conceptions of Library and Information Science at the Royal School of Library and Information Science, Copenhagen University, August 19-22, 2013, attended and presented at "Philosophy of Time and Computation" International Conference on Philosophy of Information, Xian Jiaotong University, Xian, China, October 2013, and published: "Intuition, Computation, and Information" Minds and Machines, 24(1): 85-88, February 2014 and "Intuiting Information" Cybernetics and Human Knowing, forthcoming 2014.

Renowned performer and scholar of medieval music Anne Azéma, director of The Boston Camerata and AZIMAN, in conjunction with Director of Special Collections **Christian Goodwillie**, presented an illustrated lecture examining Ezra Pound's work with the troubadour repertoire on Saturday, February 15, 2014. Azéma performed some of the troubadour songs that were translated by Pound, and discussed what has been learned since his pioneering work.

"Apple & Quill: Creative Arts at Burke," developed by Director of Research & Instruction Services **Lisa Forrest** and Research & Outreach Librarian, **Kristin Strohmeyer**, is a new creative arts series which focuses on writing, music, and the visual arts. The series debuted fall 2013 with a student- faculty reading series, drawing crowds of 50-60 audience members to Burke Library's newly configured atrium space. The spring 2014 programming highlights "Book Arts at Burke", and includes a curated Book Arts exhibit, book making workshops, and a lecture and reading by renowned poet and Book Arts curator, Michael Basinski. With support from Hamilton's Digital Humanities Initiative (DHi), this series is being recorded and archived for future teaching and research opportunities. For more information on this ongoing series, please contact Lisa Forrest at lforrest@hamilton.edu.

## Herkimer County Community College

The College was sorry to say farewell to our Director of Library Services, **Drew Urbanek**, in the fall. We welcome **Fred Berowski**, the new Director hired recently. He received his MLIS from the University at Albany. Before becoming Director of Library Services at Herkimer College, Fred served as reference librarian at the National Baseball Hall of Fame in Cooperstown, in charge of the A. Bartlett Giamatti Research Center, and as part-time reference librarian at Herkimer. He has served on editorial and writing staff for numerous publications, and is a credited author in the book "Inside the Baseball Hall of Fame".

## Siena

Siena College Library Director **Gary B. Thompson** presented "An Integrated Model of Information Literacy Based Upon Domain Learning" (co-written with retired adjunct Librarian Jonathan W. Lathey) at the Eighth International Conference on Conceptions of Library and Information Science, Copenhagen, Denmark, 19-22 August 2013.

## Skidmore College

**Kathryn Frederick**, Systems Librarian, and **Barbara Norelli**, Instructional Services/Social Sciences Librarian, presented on ways to embed the library in BlackBoard at November's Bb Never Stop Learning Tour, a regional conference for faculty, librarians, and technologists, hosted by Skidmore College.

**Susan Zappen**, Associate College Librarian for Collections, presented "More or Less" at the Serials Resource Management Pre-Conference on November 6 at the 33rd Annual Charleston Conference: TOO Much is NOT ENOUGH!

In January, **Yvette Cortes**, Fine Arts Librarian, became President of the Upstate New York Chapter of Art Libraries Society of North America.

## SUNY Albany

**Sue Kaczor** and **Mary Van Ullen** published articles in Science & Technology Libraries:

Kaczor, Sue. "A Citation Analysis of Doctoral Dissertations in Atmospheric Science at the University at Albany." Science & Technology Libraries (2013). Web. 25 Feb. 2014.

Van Ullen, Mary. "Analysis for Science Librarians of the 2013 Nobel Prize in Chemistry: The Work of Martin Karplus, Michael Levitt, and Arieh Warshel." Science & Technology Libraries (2014), DOI: 10.1080/0194262X.2013.879271

## SUNY Binghamton

In October, **Bern Mulligan** and **Benjamin Andrus** had the following chapter published in The Machiavellian Librarian (Chandos, 2013): "Breaking the Mold: Winning Allies via Self-Discovery."

In January, **Benjamin Andrus** facilitated the Reference and User Services Association's Reference Services Section discussion group "SKYPE? Face Time? Why Has Face-to-Face Not Been the New Wave in Digital Reference?" and **Stephanie Hess** moderated a discussion table for the Creative Ideas in Technical Services Interest Group at ALA Midwinter in Philadelphia.

In February, **Juan Denzer** and **Benjamin Andrus** presented "Leap Motion + Rare Books" at the EDUCAUSE Learning Initiative Annual Meeting in New Orleans.

## SUNY Oswego

Penfield has has a busy couple of months!

**Tom Larson** retired after serving over 30 years at Penfield Library. Most recently he was the library's webmaster. Prior to that he served as Head of Reference and as Government Documents Librarian. He was also our long-time Building Coordinator who literally knew every crack and crevice in the building, and was kind enough to give us a tour before he left.

We were also happy to welcome two new librarians! **Marilyn N. Ochoa** (Associate Director) joins us from University of Florida George A. Smathers Libraries and she currently serves on the Board of Directors for ACRL. She is also the chair of the Information Literacy Education Special Interest Group for the Society for Information Technology & Teacher Education. **Emily Mitchell** (Webmaster) comes to us from Ferris State University. She earned her Master's of Library Science from Indiana University in 2008 and her M.A. in Educational Technology from Central Michigan University in 2012.

Additionally, we have added a 3D scanning service to our 3D printing program, which we hope will make it easier for faculty and staff to get started with making their own objects.

There is much more afoot at Penfield and we encourage you to check out our newsletter to hear all about it!

http://www.oswego.edu/Documents/library/Newsletter/At_Penfield_issue_19.pdf

## SUNY Potsdam

Music Librarian **Edward Komara** 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.

*Instructional Technology Center*

The Instructional Technology Center (ITC), previously an office under Computer and Technology Services, has been re-assigned to the College Libraries. Instructional Support Specialist, **Paula Willard**, has officially joined the library staff. Physical offices still reside in Stillman Hall. The ITC provides services such as poster printing for scholarship, research, and professional presentations; optical scanning; DVD conversion; and classroom assistance for faculty teaching in classrooms with technology.

*Open House for Faculty*

The College Libraries held a Faculty Open House and luncheon on January 16th, 2014. It was an opportunity for teaching faculty to learn about library resources that are available to assist them with their teaching and research. The open house consisted of four workshops, a lunch discussion on information literacy issues (facilitated by Carol Franck), and a tour of the spaces and resources of the College Libraries.

The four 30-minute workshops were well attended:

1. Demo of what Information Literacy librarians can do for you and your students—**Elizabeth Andrews**

2. AskMax (Ebsco Discovery Service): What is it, and what information does it help you and your students find?—**Abby Smith**

3. How to enrich an assignment for Information Literacy Skills—**Carol Franck**

4. Using streaming media and other library-provided information resources in your courses—**Nancy Alzo**

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## Syracuse University

**Tasha Cooper** was presented with the Libraries' Distinguished Service Award. Tasha was honored by her coworkers with this annual award, which recognizes a Library staff member who has made significant contributions to the service of the Syracuse University Libraries user community. Tasha was recognized for over 10 years of exceptional service to the Libraries. She was praised for her skills in developing the Libraries' print and digital collections and her service to assisting users to develop information literacy skills. She was described as "an extraordinary librarian who has a proven record of leadership, service, and exceptional competence... [She] is truly a model academic librarian."

**Linda Galloway, Janet Pease** and **Anne Rauh** co-authored "Introduction to Altmetrics for Science, Technology, Engineering, and Mathematics (STEM) Librarians." The article was *Science & Technology Libraries'* most downloaded publication for 2013. *Science & Technology Libraries* is the oldest and most cited journal in its field. The article is available online at: http://libnews.syr.edu/su-librarians-author-most-downloaded-article-of-2013-in-science-technology-libraries/.

A chapter by **Linda Galloway** and **Anne Rauh** appears in the book *How to STEM: Science, Technology, Engineering, and Math Education in Libraries* published December 5th. Their chapter is titled "Embedding Librarians into the STEM Publication Process."

**Linda Galloway** authored a chapter in *The New Academic Librarian, Essays on Changing Roles and Responsibilities*, a book that provides 19 chapters authored by 22 individuals, all of whom are working in new fields in library science or who have experienced a library transition. The book was edited by Syracuse University School of Information Studies (iSchool) MLIS graduate Rebeca Befus Peacock '08.

A chapter by **Anne Rauh** and Carolyn Rauber (University of Minnesota, Twin Cities) appears in the book *Marketing with Social Media: A LITA Guide*. Their chapter is titled "Foursquare: A New Marketing Tool".

**Yuan Li, Suzanne M. Preate**, and **Sarah Theimer** will have an article "Campus partnerships advance both ETD implementation and IR development: A win-win strategy at Syracuse University," published in *Library Management special issues* (2014). (Accepted) Yuan also presented a paper based on the article at the 16th International ETD Symposium in Hong Kong.

**Pamela McLaughlin** is a member of a new statewide group related to the NY3Rs' I2NY initiative. The group, Library as Publisher, will host a series of webinars over the next several months, and will offer a Library as Publisher incubator grant that will be open to all libraries in the state. Fuller descriptions of the group's activities are outlined on the web page.

**Lucy Mulroney** presented a paper titled "Archiving Dissent" as part of a panel on "Public Histories of Dissent" at the American Studies Association Conference in Washington, D.C. this past November. The paper was based on the Special Collections Research Center's (SCRC) Ray Smith Symposium "Positions of Dissent." Earlier in February she also presented a paper at the

College Art Association Conference in Chicago entitled "Going Public: Artists' Publications before the Digital Age." Lucy also has an essay published in <u>Reading Andy Warhol</u>, the catalog for the first major exhibition on the publications of Andy Warhol which is currently touring Europe and the US. The essay is about the making of Warhol's philosophy book THE, a signed copy of which was donated to the SCRC by William Gaske in 2011.

**Nancy Turner** has accepted a new position as Assessment and Organizational Performance Librarian at Temple University in Philadelphia, and will begin her new job duties on March 1. Nancy joined the SU Libraries in 2002 and has contributed to the Libraries in several areas including digital and electronic resources management and assessment. She will be missed by her colleagues and we wish her all the best.

**Scott Warren** represented Syracuse University Libraries at a daylong ARL Strategic Process event at ALA Midwinter. There, he also moderated a panel discussion sponsored by the Publisher/ Vendor Relations Discussion Group of the ACRL Science & Technology Section. Session was entitled "Packaging e-Resources: Changing Models, Changing Expectations," featured executives from Taylor and Francis, Wiley, Springer, and Elsevier on the panel, and had over 100 attendees. In addition, he was invited to join the Institute of Physics's Library Advisory Board.