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## Letter from the President

Dear ENY/ACRL members,

I hope the fall semester has been treating everyone well so far! It feels like we only just wrapped up our Spring Conference, and already the planning has begun for this year.

We collaborated with the Mid-Atlantic Regional Archives Conference (MARAC) to co-sponsor two Digital POWRR workshops, "[From Theory to Action: A Pragmatic Approach to Digital Preservation Strategies and Tools](#)," on October 22 and 23 (the same content to be provided on both days). Made possible through a major National Endowment for the Humanities grant, the Digital POWRR (Preserving Digital Objects with Restricted Resources) Project has been offering these workshops across the country. Many thanks to Katie Dunn for helping to bring it to our region, the University at Albany for hosting this event, MARAC for partnering with us.

Another opportunity is the launch our [ENY/ACRL Professional Development Awards](#), a new initiative intended to foster our members' continuing education and engagement in the profession. Members can apply for the chance to receive a stipend up to \$300 to help support their attendance at a professional development event of interest. Applications will be reviewed on a rolling basis, so apply today!

In other event news, our Program Committee, led

by our new Vice President/Present-Elect/Program Chair Kathryn Frederick from Skidmore College, has organized our 2015 Fall Brown Bag Lunch Series, "Getting the Word Out: Tips and Tools for Marketing Your Services," to be held in late-October. They've also begun planning our 2016 Spring Conference, which will be hosted at Skidmore College in May and focused on the theme of Digital Scholarship. Stay tuned for details, including calls for proposals, later in the winter and early spring.

I also want to welcome the newest members of the ENY/ACRL Board: Jesi Buell from Colgate University is our incoming Communications Chair and Mary Van Ullen from the University at Albany is our newly appointed Secretary. Our former Secretary, Katie Dunn, is leaving her position at RPI for a position at the University of Wisconsin. Many thanks to Katie for her contributions over the years, and best of luck in Wisconsin! And a hearty thanks to Mary for taking over the remainder of Katie's term.

It's shaping up to be an exciting year, and none of it could be done without the generous support of our members and committee volunteers. If you'd also like to contribute to our ongoing growth, I highly encourage you volunteer, whether for our Program Committee or as one of our officers. The Call for Nominations can be found on page 2.

Wishing you all a wonderful and successful fall!  
Best regards,  
Tarida Anantachai, ENY/ACRL President

## Call for Nominations

Andrew Krzystyniak, Past-ENY/ACRL 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 four positions that need to be filled:

- Vice President/President-Elect/Program Chair
- Secretary
- Treasurer
- Membership Chair

The Vice President serves a three-year term, first as Program Chair, then as President, and finally as Past President. The Secretary, Treasurer, and Membership 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. Feel free to call or email me at (518) 580-5465 or [akrzysty@skidmore.com](mailto:akrzysty@skidmore.com) if you have any questions about serving on the Board.

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## Save the Dates: Fall Brown Bag Lunch Series!

"Getting the Word Out:  
Tips and Tools for Marketing Your Services"

### **Mount Saint Mary College**

330 Powell Ave, Newburgh, NY 12550

Date: Wednesday, October 28<sup>th</sup>

RSVP: Jen Park, [jen.park@msmc.edu](mailto:jen.park@msmc.edu) and Tiffany Davis, [Tiffany.Davis@msmc.edu](mailto:Tiffany.Davis@msmc.edu)

### **St. Lawrence University**

23 Romoda Dr, Canton, NY 13617

Date: Wednesday, October 28<sup>th</sup>

RSVP: Paul Doty, [pdoty@stlawu.edu](mailto:pdoty@stlawu.edu)

### **Siena College**

515 Loudon Rd, Loudonville, NY 12211

Date: Wednesday, October 28<sup>th</sup>

RSVP: Catherine Crohan, [crohan@siena.edu](mailto:crohan@siena.edu)

### **SUNY Poly**

5701 Horatio St, Utica, NY 13502

Date: Monday, October 26<sup>th</sup>

RSVP: Barbara Grimes, [grimesb@sunyit.edu](mailto:grimesb@sunyit.edu)

### **Syracuse University**

222 Waverly Avenue, Syracuse NY 13244

Date: Wednesday, October 28<sup>th</sup>

RSVP: Lesley Pease, [ldpease@syr.edu](mailto:ldpease@syr.edu)

# Whip Your Website (Culture) Into Shape: Non-techie Ways to Improve the Website

**Emily Mitchell, Webmaster Librarian, SUNY Oswego**

Imagine this: You're cruising your library's website when all of a sudden--horrors!--you realize that the link you just clicked on took you to the library's schedule of open hours from three years ago. Or, imagine this: You're working the reference desk, and when a faculty member's spouse asks if they can use interlibrary loan, you find two different answers on two different pages. Or this: You keep showing students and faculty members the page with library tutorials and links for faculty members to request instruction sessions, but you are still the only person using that webpage.

All of these might seem like big, bad, scary website problems that require mad technical skills to fix. But here's the thing: You can help fix these problems even if you don't know any HTML, scripting languages, graphic design, or really anything beyond your regular job. It's all a matter of asking some pretty simple questions whenever you add to or change the words, images, or files on your library's website.

## **Question #1: What is the goal of this content?**

Anything you want to put on the website should have a goal. If you're not trying to accomplish something, why are you wasting your own or anyone else's time on changing the website? Figure out what you want this new/updated content to do. Then get to the point.

## **Question #2: Who is the intended audience for this content?**

Know what group you're addressing, and then meet that group's needs--and only that group's needs. Is this a page for students? Then don't include that link to a form that only faculty members are allowed to fill out. Content that isn't targeted at a page's users is clutter that will get in their way and discourage them from using your site.

## **Question #3: Do the answers to the first two questions align with your website's goals?**

Yes, your website needs to have goals. It's a bit of extra work up front, but once the website goals are written, they really will make your life easier. After all, now you can have some idea of what your website ought to accomplish, and how well it's doing. Knowing what needs work is half the battle!

If you're curious, the Penfield Library website goals look like this:

1. Students, faculty, and other users should be able to:
  - a. Conduct the research necessary for their growth as scholars.
  - b. Get help or guidance on their research.
  - c. Find out about and access relevant library services, policies, and resources.
2. The library should be able to:
  - a. Teach information literacy concepts and strategies.
  - b. Promote services, events, resources, etc. that are relevant to our patrons and to the library's mission.

If content or its format does not support these goals, it does not belong on our website or server space.

## **Question #4: Who will maintain this content?**

Website content is a commitment; it will need updating from now until the day it's removed from the

site. Library sites have a tendency to include hundreds of pages, and no single person (even a super-awesome webmaster) can keep track of all of that. If the content you're asking to post isn't important enough for you commit to maintaining it, it isn't important enough to belong on the website.

### **Question #5: When does the content expire?**

If you're creating content that will expire on a specific date--after an event occurs, at the end of the semester, etc.--make note of that expiration date before you get the content added to the website. Make sure your webmaster knows it too. Mark it on your calendar! That way you won't forget, only to stumble across out-of-date calendars three years later.

### **More About Content Strategy**

Asking the five questions above whenever you change the library website will put you well on your way to making your website relevant and easier to use. This is actually an application of "content strategy"--a whole discipline that focuses on improving websites by carefully crafting the words, images, files, etc. that we put on them. And there are no technical skills required!

If you're interested in learning more, there are a great many resources out there that can help you sink your teeth into content strategy. I particularly recommend the book [Content Strategy for the Web, by Kristina Halvorson](#), as an easy and informative read.

## **Celebrate Open Access Week with the University at Albany Libraries**

The University Libraries, as a center of scholarly communication on campus, will be celebrating Open Access Week with a full day event in the **Science Library's Standish Room, 10 a.m. on Tuesday, October 20<sup>th</sup>**.

The event will feature Dr. P.D. Magnus and Paul Rapp, Esq. as speakers. Dr. Magnus is a member of the Philosophy faculty at UAlbany and also the author of *forall x*, an open access introductory textbook on formal logic. Rapp is an attorney who specializes in intellectual property law. Rapp writes about issues related to copyright for the [Rapp on This](#) blog, which is featured on the Metroland website.

Attendees will also have the opportunity to learn more about the University Libraries' Scholars Archive, an institutional repository for faculty scholarship that currently features work by Dr. Magnus and many other contributors.

The event is free and open to the public. Lunch will be provided. [Please RSVP if you plan to attend.](#)

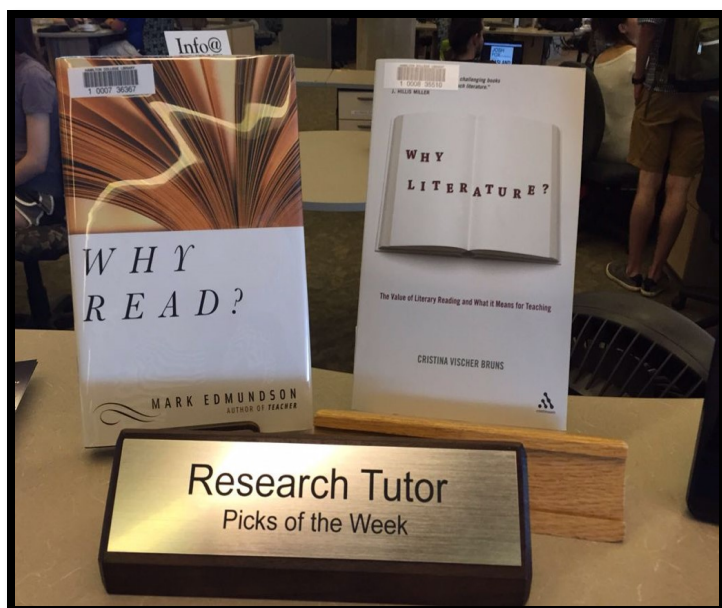
**Contacts:** Elaine Lasda Bergman, [elasdabergman@albany.edu](mailto:elasdabergman@albany.edu), (518) 442-3695

# Partners in Teaching & Learning: Peer Research Tutors in the Library and Across Campus

**Glynis Asu, Instructional Support Librarian, Hamilton College**

This article is based on a presentation given at SUNYLA 2015 by Lisa Forrest, Director of Research & Instructional Design, Glynis Asu, Instructional Support Librarian, and Tanapat Treyanurak '17, Research Tutor, Hamilton College.

At Hamilton College, a small liberal arts college with an enrollment of 1,850 students, the student workforce is an important part of the culture. Hamilton's academic resource centers (writing center, oral communications center, quantitative & symbolic reasoning center, etc.) depend on peer tutors to provide student academic support. Some centers are staffed completely by students with administrative oversight. Many students prefer to learn from their peers, and we have definitely witnessed this preference during the "pilot" phase of the Research Tutor program.



Why a Research Tutor program? We have been able to expand research desk coverage to midnight, provide our student staff with a unique and meaningful skill set, and free time for librarians to concentrate on in-depth research queries, outreach, instruction, and strategic professional initiatives.

Information Literacy Ambassadors: We view our research tutors as an extension of our Information Literacy program. In formal and informal settings, they pass along not only discipline-specific research skills, but the mindset of developing a balanced and unfiltered approach to information consumption and decision making as a life skill. Outreach occurs

across campus, in interactions with resident advisors, peer tutor collaborations between academic resource centers, first year experience events and programming, support for summer research and opportunity students, and among friends in dorms and classes.

Where do you start? We began by examining other institutional models (see list of resources at the end of this article). Two major concerns voiced by our research librarians were: 1) that an effective practice of referral was an integral part of the program, so that the professional quality of our service was not diminished, and 2) that students were highly trained in the art of the reference interview. We determined that the outcome of the training would not create "student librarians", but rather students who could effectively mentor their peers.

Find the right students: An important feature of the selection process was to invite faculty and academic resource center administrators to recommend students based on a detailed job description. Our criteria emphasized intellectual curiosity and the ability to think creatively to solve problems, but did not insist on prior library experience.



Training highlights: Weekly group meetings were important to create a cohesive team, where questions encountered during the week were reviewed, and targeted workshops and subject-based tutorials were provided by research librarians. Detailed recording and review with [LibAnalytics](#) allowed students to learn from librarians' and other tutors' interactions. The tutors viewed the extensive time engaged in 'shadowing' librarians at the information desk, and then being 'shadowed' in turn by the librarians, as the most meaningful part of their training. Tutors were trained for a full semester, before they worked "solo".

Fun elements of the program emerged as the research tutors developed their skills and interests. Each tutor created a workshop to offer in the library or across campus; titles included "RefWorks Rocks", "Anatomy of a Citation", and "Speedy Research for Assignments". Books recommended by tutors started to appear on display at the desk, so we applauded the initiative and created some signage for the "Research Tutor Picks of the Week." As partners, our tutors are outspoken in asking questions and defining expectations regarding our services and resources, and they push us to evaluate our online and physical access and interfaces; we value their insights from the student perspective. To keep things interesting, librarians take turns evaluating and choosing the "Answer of the Week", with the winner receiving a coffee shop gift card.

Was the pilot a success? Yes! In one semester, tutors answered 100 additional questions from students during the late night hours. The initial concerns over the ability of tutors to effectively refer, or to conduct a high level reference interview, were well answered by the extensive time spent in training: research tutors now match the librarians' referral rates, and have learned to ask open-ended questions and engage in active listening, to understand the "real question".

What's next? This year, we have added two more research tutor positions, and our goals include development of the one-to-one peer tutor appointment, more outreach across campus, and a new collaboration with our Digital Media Tutors, in a paired assistance model to provide both content resources and technology tools.

Interested in learning more? View resources and training materials here: [Hamilton College Research Tutor Program - Resources](#) or contact: Glynis Asu, [gasu@hamilton.edu](mailto:gasu@hamilton.edu)



# Developing Library Services for International Students @ SUNY Cortland Memorial Library

**Maaïke Oldemans, Technical Services Librarian SUNY Cortland Memorial Library;  
Liaison to the Departments of History, International Studies & Modern Languages**

When I became the liaison to the International Studies Program in the fall of 2014, I realized that our library does not provide particular library services for our international students. These students arrive at SUNY Cortland with unique cultural backgrounds and different library experiences than their American peers. Being international myself, having lived in 4 different countries on 3 different continents I can relate to these students and I believe I have an understanding of the challenges they face when moving to another country. I am planning to investigate if our international students would benefit from developing more specific services tailored to their specific needs.

SUNY Cortland is one of the 64-university colleges within the State University of New York system. Approximately 7200 students are pursuing degrees within the College's three academic divisions: School of Arts and Sciences, School of Education, and School of Professional Studies: 6400 undergraduates and 800 graduate students. Currently around 100 international students from 11 countries are enrolled in our programs, a number we would like to double within the next few years.

Developing library services for International Students encompasses several phases: establishing collaboration with all offices involved; conducting a literature review to understand the challenges international students encounter when using an American academic library; conducting a needs assessment; and finally creating services.

## **Collaboration:**

To ensure possible services to be successful I needed to establish collaboration with all offices involved with International Students. In the Spring 2015, I met with the Chair of the International Studies Program and the Coordinator of the International Students Office. Both showed an interest in developing library services for these students.

## **Literature Review:**

To get an understanding of the challenges international students face when using an American Library, I performed a quick, initial literature review. Literature research shows that while using the library, international students experience the following three inter-connected challenges: environmental, cultural-linguistic and affective:

- **Environmental challenges** are challenges associated with unfamiliarity with the academic library and its processes and technologies as well as unfamiliarity with online information resources such as databases. Environmental challenges often lead to uncritical information seeking approaches. Furthermore, an unfamiliar library can be intimidating for international students (Hughes, 2010).
- **Cultural-linguistic challenges** are associated with adjusting to unfamiliar linguistic and cultural practices, different communication styles and learning approaches (Hughes 2010). Language issues can create anxiety for asking questions at the reference desk (Curry & Copeman, 2005). Misunderstandings about the roles of librarians might make international students reluctant in seeking assistance (Hughes, 2010).
- **Affective challenges** are related to the unfamiliarity with the library: size, practices and technologies can be overwhelming and frightening for international students.

### **Needs Assessment:**

To get a better understanding of what type of services would be needed for these students to better use our library and its resources it is also important to learn about their home library conditions and prior library experiences. To obtain an understanding of their needs, home library conditions and library experiences I am planning to create a survey and conduct interviews among the international students.

### **Creating Services:**

The outcomes of the needs assessment can be used to define services. In addition I will investigate library services for international students provided at peer institutions. Services for international students do not differ that much from services to regular students:

- Tour and intro to library services during orientation week for International students
- Workshops: meeting them where they are
- Embedded information literacy instruction in classes for international students
- Formal library Instructional sessions
- Information literacy instruction
- Language handout
- Libguide for International students

For the Fall 2015, I am planning to conduct a survey among our international students to obtain information about their needs. Additionally I am considering starting providing short, informal evening library workshops during some of the weekly gatherings of the international students.

### **Literature:**

Curry, A., & Copeman, D. (2005). Reference Service to International Students: A Field Stimulation Research Study. *Journal Of Academic Librarianship*, 31(5), 409-420.

Ganster, L. (2011). Reaching Out to International Students: A Focus-Group Approach to Developing Web Resources and Services. *College & Undergraduate Libraries*, 18(4), 368-384.

Hughes, Hilary (2010). International students' experiences of university libraries and librarians. *Australian Academic & Research Libraries*, 41(2), 77-89.

Sullivan, P. & Jackson, P. (2011). *International students and academic libraries: initiatives for success*. Association of College and Research Libraries.

Ying Chau, M. (2003). Helping Hands: Serving and Engaging International Students. *Reference Librarian*, 38(79/80), 383-393.



# Quick Tips for Improving Your Research, Or How We Spent Our Summer at Research Boot Camp

**Lee Ann Fullington, CUNY Brooklyn ([LAFullington@brooklyn.cuny.edu](mailto:LAFullington@brooklyn.cuny.edu))**  
**Brandon West, SUNY Geneseo ([westb@geneseo.edu](mailto:westb@geneseo.edu))**



What happens when you convene twenty librarians on a beautiful campus overlooking the Pacific Ocean in Los Angeles to learn about research design and methodologies? No, this is not a crazy reality show experiment, rather it is the premise of the Institute for Research Design in Librarianship (IRDL), an IMLS-funded fellowship program that we both had the honor of participating in this past July. IRDL grew out of the idea that librarians need help in developing their research skills - a statement that is likely true for many of us who often serve the somewhat awkward (and always busy) hybridized role as practitioner/faculty member. This statement is not a criticism, but there seems to be a gap in training that is common for many academic librarians, as many MLIS programs either do not offer or do not require a research methods course. IRDL is an attempt to remedy this situation by pulling together a group of early career or novice researcher

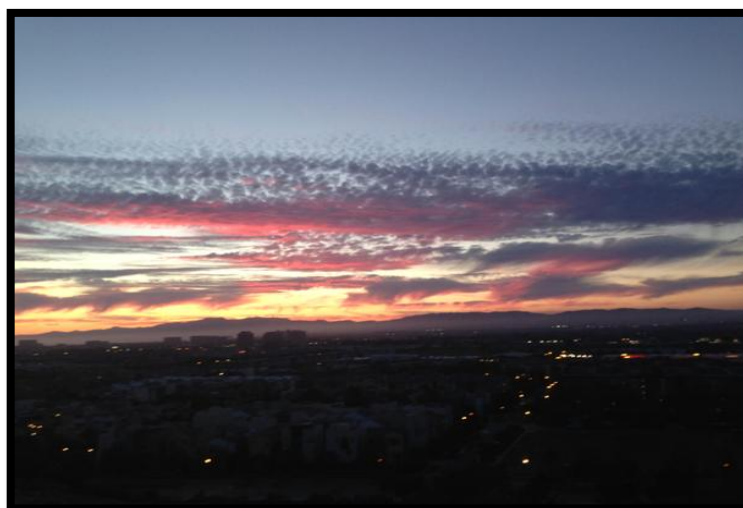
librarians to work on developing their research design skills while growing their Personal Learning Networks (PLN). We went into the two-week program with the research proposals we had written as our applications for the program, and we left with revised proposals for much stronger and well-designed projects and a broader and stronger PLN.

Over this two week research boot camp, we learned how to formulate better research questions, explored various sampling designs, learned how to develop better surveys, practiced conducting focus groups, and dabbled in both quantitative and qualitative analysis. While we cannot cover everything we learned over the course of this program, here are some practical tips for improving the quality of your research:

- Research design is an iterative process and you'll make mistakes, but learn from them. Think of designing a study like writing a paper, you don't submit the first draft; you re-read, re-write, and ask for others to lend their perspective in the editing and revision process.
- Set objectives. Just as you set learning objectives for providing library instruction, it is necessary to do so for your research, regardless of how you go about collecting data. Each research question should always support your research objective(s). If it doesn't, re-write the question or revise your objectives.

- Pilot test your questions and data collection instruments, no matter what method you use, be it a survey, focus group question guide, or interview questions. You'll uncover any potential issues with how people may misunderstand or misinterpret your question this way. Ideally, you want to ask someone from your target population to review the questions, or run through a mock interview or focus group. When this is not possible, ask a couple of colleagues to be your test population.
- While surveys are popular in library research, they are not always appropriate as a research method. If you need in-depth information, then try in-depth interviews or focus groups. Surveys are best when you only need brief snippets of information.
- Speaking of surveys, sending out surveys to listservs is a form of convenience sampling, no matter how you try to justify it. This is considered the least desirable form of sampling methodology.
- Become friends with your institutional research office, as it always helps to have someone who can assist with the IRB process. Sometimes, this person may be able to offer you advice on how to improve your research design. Also, it is a good practice to get IRB approval, even if you do not plan on presenting or writing about your research.
- Your Personal Learning Network consists of colleagues, friends, family and other professionals with whom you have active research conversations. PLNs are dynamic and evolve over time.
- Immersion programs are awesome for making connections with people. You're thrown together in an intense setting and the shared experience makes the bonds stronger.

Conducting research takes time, practice, and patience. The big takeaway we have learned is that it is okay to start small and ask for help in the process. Whether you ask your colleagues at your home institution or people in your PLN, outside feedback on the various stages of your research project, from framing the research questions in the very beginning to data analysis and writing up near the end, your project will be all the stronger for it. IRDL has been a transformative experience for both of us and we strongly encourage any librarians interested in becoming better researchers to participate. Visit <http://irdlonline.org> for more information or email us with any questions.



PHOTOS:

William H Hannon Library at Loyola Marymount University and a sunset from LMU

**Do you find yourself coming up short on good programming ideas?  
Looking for creative program opportunities for your library?  
Want to meet some performers and presenters  
who can fill your programming void?**

**Answers to these question can be found at the  
Second Annual Programs<sup>2</sup>Symposium**

**October 16, 2015 / 12:00 - 2:00 pm / University at Albany, Campus Center Ballroom**

The University at Albany IST666 class for Summer 2015 is bringing new and innovative types of programming information to libraries, schools and other institutions across the Capital District region and beyond. This event features exhibits of programs from educational, entertainment, social, and cultural programming specialists. We will also have fabulous door prizes and light refreshments. And it's FREE.

This year's Programs<sup>2</sup> Symposium includes over 50 presenters who offer a variety of programs, workshops, classes and demonstrations. Example presenters include the Dudley Observatory, WHMT, the Tang Museum, the Community Loan Fund of the Capital Region and many more. Please go to our website for additional information: <http://libraryprogramssquared.wordpress.com/>  
An RSVP would be nice (not necessary but appreciated) either to [cgermain@albany.edu](mailto:cgermain@albany.edu) (our instructor) or via the RSVP link at <http://libraryprogramssquared.wordpress.com/>.

## **Translation, Articulation and Communication: Report on the Hunter College Libraries lightning talk**

Stephanie Margolin, Instructional Design Librarian, CUNY Hunter College  
Sarah Laleman Ward, Outreach Librarian, CUNY Hunter College

At Hunter College, one of the senior colleges in the City University of New York (CUNY) system, librarians provide instruction in roughly 100 freshman composition courses in the fall and 70 in the spring. This is the single largest multi-section course that has a required library instruction session and is therefore our best opportunity to reach nearly all incoming students at the start of their college careers. Most of the professors for these classes are adjunct faculty members. In any given semester, there are between 10 and 15 librarians who provide instruction for these classes. The teaching librarians have varying levels of experience with the material and with the classroom instructors.

Last summer the authors began developing an instruction menu with the purpose of bringing some structure to these instruction sessions. The menu would also make it easier to assess student learning in each session and over a semester's worth of sessions. In our Lightning Round presentation, we walked participants through our process.



## DRAFT Instruction Menu (aligned to ENGL 120)

Title	Asking research questions	Searching is strategic	Making connections
<b>Prerequisites</b>	Students should know the project requirements (e.g. length, number/type of sources) and the general topic/subject area for the project  <i>Can we recommend an assignment that they bring to the library??</i>	Students should have their written research question in hand. Question should already have received faculty approval if necessary. Students should have completed some background reading, have some general knowledge of their topic and some relevant keywords.	Students should bring at least one article (that they have read) as well as the annotation that they have written for that article. Ideally, this session should be scheduled <u>after</u> they have received faculty feedback on their first annotation assignment.
<b>Learning Objective(s)</b>	Based on Research as Inquiry frame, specifically: (1) formulate questions based on student's own knowledge gaps or those of the literature/readings (2) determine an appropriate scope of investigation (3) deal with complex research by breaking complex questions into simple ones, limiting the scope of investigation, conducting a series of investigations, and performing subsequent steps	Based on Searching is Strategic frame, specifically: (1) utilize divergent (e.g. brainstorming) and convergent (e.g. selecting the right source) thinking appropriately when searching (2) refine and adjust needs and search strategies during the process, as needed, and apply the results to new searches	Based on the Searching is Strategic and Scholarship as Conversation frames, specifically: (1) realize that sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search (2) evaluate and make connections between different sources and ideas (3) recognize that a given scholarly work may not represent the only – or even the majority – perspective on the issue at hand
<b>ENGL 120 related objectives</b>	Develop nuanced and persuasive research questions and/or thesis statements	Identify, evaluate and effectively incorporate a variety of sources to explore the research question and thesis statement  Apply effective evidence to academic writing situations	Identify, evaluate and effectively incorporate a variety of sources to explore the research question and thesis statement  Apply effective evidence to academic writing situations
<b>Proposed activities</b>	Mind-mapping, brainstorming, discussion of how/why some research questions work better than others. Strategies: stases and/or who/what/when/where.  Background readings exercise	Introduction to databases, including (but not necessarily restricted to) Academic Search Complete. Showing students how to translate their question into keywords. Showing how to refine searches and how to compose new searches based on results of first search. Looking at database tools (e.g. how to download or email article)	Activities will be determined based on faculty and librarian assessment of students' needs. Possible activities might include: <ul style="list-style-type: none"> <li>Looking at different databases</li> <li>Finding a book (or other source) on the same topic</li> <li>Looking at the bibliography to find more good sources</li> <li>New searches in the database that match the metadata found on the original source.</li> </ul>
<b>Assessment idea(s)*</b>			

Figure 1: Early version of our instruction menu

## Translation

For some of our teaching librarians, explicit learning outcomes are new; for others they might be used in multi-session courses, but not in one-shots. For this project, we developed three possible topics for lessons based on the new ACRL Framework: Asking Research Questions; Searching is Strategic; and Making Connections (see Title row, in menu above). We believe that these three are the most relevant topics to cover in the context of a freshman composition course, and that each topic can be covered in an introductory lesson of 50-75 minutes (our standard class time). In order to develop the learning outcomes for these topics, we started with the Framework which we then

simplified to remove jargon and distill to its most salient points. For example, using the 160-word description of the “Research as Inquiry” frame we created a word cloud to identify the most frequently-used words. From there we simplified the language to the concept of “Asking Research Questions” and built learning outcomes around this topic.

## **Articulation**

We then needed to figure out what we were trying to say and how we could ensure that librarians, composition instructors, and administrators all understood what we were talking about. We boiled down the most pertinent Knowledge Practices to outcomes that were practical in the context of a 50-75 minute class session. We kept things as simple as possible given that the classes are primarily comprised of incoming freshman who might not have a lot of experience with seeing research in this context. These were hard choices, and they are contained in the specific learning outcomes listed on our menu. Our outcomes are also aligned with the appropriate learning outcomes from the freshman composition course itself.

For example, working with these Knowledge Practices and Dispositions from the Framework:

### **Knowledge Practices**

Learners who are developing their information literate abilities do the following:

- Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information
- Determine an appropriate scope of investigation
- Deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations
- Use various research methods, based on need, circumstance, and type of inquiry
- Monitor gathered information in meaningful ways
- Synthesize ideas gathered from multiple sources
- Draw reasonable conclusions based on the analysis and interpretation of information

### **Dispositions**

Learners who are developing their information literate abilities do the following:

- Consider research as open-ended exploration and engagement with information
- Appreciate that a question may appear to be simple but still disruptive and important to research
- Value intellectual curiosity in developing questions and learning new investigative methods
- Maintain an open mind and a critical stance
- Value persistence, adaptability, flexibility and recognize that ambiguity can benefit the research process
- Seek multiple perspectives during information gathering and assessment
- Seek appropriate help when needed
- Follow ethical and legal guidelines in gathering and using information
- Demonstrate intellectual humility (i.e., recognize their own intellectual or experiential limitations)



We were able to articulate these discrete learning objectives:

<b>Learning Objective(s)</b>	Based on Research as Inquiry frame, specifically: (1) formulate questions based on student's own knowledge gaps or those of the literature/readings (2) determine an appropriate scope of investigation (3) deal with complex research by breaking complex questions into simple ones, limiting the scope of investigation, conducting a series of investigations, and performing subsequent steps
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### Communication

Ultimately, we believe that the instruction menu is first and foremost a communication tool. We concluded our presentation with a status report on this project that reflected how we had used it to communicate thus far. At that point we had done some outreach, presenting our ideas both to our colleagues in the library and to a small pool of the adjunct instructors who regularly teach the composition class each year. We have since followed up with additional feedback from our library colleagues. The English 120 coordinators supported our work and included the instruction menu in the English 120 instructors' handbook. We have posted the menu to the Instruction page on our library's website: <http://library.hunter.cuny.edu/instruction-menu>. The menu has already facilitated easier communication between librarians and English 120 instructors this semester by clarifying what material can be adequately covered in a one-shot library instruction session. Moving forward, we plan to work with librarians and the composition instructors to brainstorm sample activities for each menu item. We will also discuss possible assessment activities, both immediate, in-class formative assessments, and ideas for later summative assessments that the classroom instructors might administer.

# Supporting Student Success: Library and Student Academic Services Collaboration

**Barbara Norelli, Instructional Services & Social Sciences Librarian, Skidmore College**

**Supporting Student Success: Library and Student Academic Services Collaboration** was the title of Barbara Norelli's (Social Sciences & Instructional Services Librarian at Skidmore College) lightning round presentation at ENY/ACRL's 2015 Annual Conference held at Binghamton University on May 19, 2015. At Skidmore College there has been a renewed and more intentional effort for Lucy Scribner Library to collaborate with the Student Academic Services (SAS) office in order to strengthen the instructional efforts of both organizations. The SAS office at Skidmore College includes academic support services for all students, but in particular, "international students, English Language Learners, students of color, student athletes, and students with disabilities."

The alliance began with a casual conversation between SAS and the library, and the recognition of our similar mission, to support and aid in the success of student learning. An introductory library instruction session was held for the various SAS academic counselors and service coordinators as a way of showcasing what the library offers in terms of services and resources; a train the trainer type of session. This event was soon followed with a coffee/tea break meet and greet for all staff of SAS and the library. It wasn't long before ideas began to percolate concerning the ways in which the collaboration might take shape. From providing more specific library instruction for the academic counselors and their student counterpart, the peer coach, to developing integrative online tutorials and customized Libguides, the partnership is leading to tangible results. It was extremely helpful to have the library's interactive online tutorials reviewed by SAS staff while the learning objects were in development. The expert guidance the library received ensures compliance with ADA standards and improves the final tutorial products for our international student population among others. Also, the library was able to participate in SAS's "First Six Weeks" series of programming aimed at first year students with a successful event called "Be a Library Superhero." Additionally, SAS counselors help to promote the library's one-credit courses through their recommendations and advisory roles. The library is now in the process of providing regularly scheduled and consistently located space for SAS sponsored peer coaching sessions and workshop training.

Networking with other members of the academic community besides faculty, namely SAS, in order to better reach the students the library seeks to serve and support has already proven to be a winning strategy. Using Humphrey Bogart's line from *Casablanca* to describe the SAS and library collaboration, we "think this is the beginning of a beautiful friendship."

Have you explored the ways in which your library might engage with the student academic affairs office (or equivalent) on your campus to begin a productive and reciprocating relationship to the benefit of all students?

# Notes from the Field

## Binghamton University

The Binghamton University Libraries would like to thank all those who attended the 2015 ENY/ACRL Spring Conference here last May. We hope it was a rewarding professional experience. Come and visit us again when we host the 2016 SUNYLA Annual Conference, June 8-10.

**Curtis Kendrick**, former University Dean for Libraries and Information Resources at the City University of New York (CUNY), has been appointed Dean of Libraries.

In July, the Libraries hired **Kristen Gallant** as the new Fine Arts and Music Librarian.

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## Colgate University

At the end of December, Colgate will lose two long-time employees.

**Mary Jane Walsh**, Government Documents Librarian and Professor in the University Libraries has served Colgate for 31 years in various roles, including Coordinator of Bibliographic Instruction, Head of Government Documents, Maps, and Microforms, and Coordinator of Undergraduate Research. She has been the ENY ACRL Treasurer and a member of the Program Committee. In 2014, she was the recipient of the NYLA GODORT Mildred Lowe Award for her contributions to government documents librarianship, particularly her work within the 18-member ConnectNY consortium of academic libraries. Over the years she has provided support to faculty and students working in Political Science, International Relations, Music, and to the Athletics division.

**Ann Kebabian**, longtime Head of Cataloging at Colgate will also retire. She is our "Create Lists" expert and can explain just about anything about cataloging to anyone. She shepherded our catalog database from the III Inopac, through GuiCat and Millennium, to Sierra. She gave back

to the profession in many ways, including beta testing and bug reporting GuiCat, as a consultant, a frequent contributor to cataloging and Innovative Interfaces lists, and III User Group conferences. Her legacy is a clean, beautifully controlled database and well-trained, meticulous staff.

**Peter Rogers**, former Information Literacy Librarian, became the Data Librarian at Colgate University Libraries on July 1. In his pre-library life, Peter conducted mixed-methods environmental studies research and taught research methods and GIS. In this position, he will be providing research data services for quantitative, qualitative, and geospatial data including reference assistance, some support of data analysis, and working with faculty and students on data management and data repositories. Peter is also working with teaching faculty at Colgate to develop data-based assignments and research projects.

Additionally, Colgate Libraries has recently hired three new librarians: **Cindy Li** - Associate Director of Library Technology and Digital Initiatives, **Mark Sandford** – Systems Librarian, and **Lynne Kvinnesland** – Information Literacy Librarian.

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## Rensselaer Polytechnic Institute

After 14 years of service in the Rensselaer Libraries, Library Director **Bob Mayo** retired June 6, 2015. Bob began working in the Folsom Library in 2001 as the Administrative Librarian. In 2005, he was appointed Acting Director before his promotion to Director in 2009. Bob maintains that his "most major accomplishment is providing Rensselaer's students, researchers, and faculty with the materials they need despite ever-decreasing budget and staff." Bob earned his Master's degree in Library and Information Science in 1973, concentrating in College and University Library Management. His Bachelor's degree is in German Literature, which he received from SUNY Plattsburgh. He also has an Associate in Applied Science degree in Aircraft Electronics from the Academy of Aeronautics. Before coming

to Rensselaer, Bob worked for 22 years for the IBM Corporation in Systems Test, Cost Engineering and Market Development. He also held positions at InfoEd International and the H.W. Wilson Company in New York City.

**Jeannie Keefe**, Architecture Librarian, retired July, 2015. Jeanne came to Rensselaer in 1980 to work as an assistant archivist on the Armenian

Architecture Archives Project. In 1988, she received an M.S. in Science, Technology and Society from RPI and in 1998 and M.L.I.S. from the University at Albany. Shortly thereafter, she became the Visual Resources Librarian in Rensselaer's School of Architecture Library. In 2009, Jeanne became the Media and Digital Resources Librarian and in 2013 the Architecture Library's Librarian, the position from which she retired after almost 35 years!

**Colette Holmes**, Instruction Librarian, retired effective on May 31st. She taught high school mathematics in Rhode Island for a few years before earning an M.L.S. in Library Science from the University at Albany. She joined the Rensselaer Libraries in 1980, where she served Rensselaer in many capacities, including Engineering Librarian, Management Librarian, and Instruction Librarian. Colette provided bibliographic instruction to assist both faculty and students with several engineering and

**Katie Dunn**, Technology and Metadata Librarian, leaves RPI for a new position at the University of Wisconsin Law Library, effective Sept. 18th. Katie has led RPI in selecting and implementing our discovery tool, she has been heavily involved in every digitization project, and is an expert at moving data here and there. She has been influential in projects both inside the library and with the larger campus community. Katie is also the current secretary of ENY/ACRL.

RPI extends its best to all our staff, either retiring or moving on to new jobs.

In case you're wondering if anyone is left, **Patricia Hults**, along with **Bart Harloe**, retired director of CNY, and **Adam Traub**, now of Syracuse University, co-authored an article for the Journal of Library Administration titled,

"What's the Use of Use? Return on Investment Strategies for Consortial DDA."

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## Siena College

Siena College welcomes **John Raymond** as Access Services and Technology Librarian. John comes to Siena from Schaffer Law Library, Albany Law School, where he was Circulation & Interlibrary-Loan Specialist.

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## Skidmore College

Skidmore welcomed **Marta Brunner** as the Lucy Scribner Library college librarian in July 2015. She came to Skidmore from UCLA where she served as interim director of teaching and learning services and head of Powell Library, and before that, as subject librarian and head of Collections, Research, and Instructional Services at the Charles E. Young Research Library. Marta joined UCLA Library in 2006 as a Council on Library and Information Resources Postdoctoral Fellow, after working as an access services library assistant at the University of Chicago. She obtained her doctoral degree from the History of Consciousness Program at UC Santa Cruz. She also holds a masters in English (rhetoric and composition) from the University of Arizona and a bachelors in English from Goshen College.

The **Lucy Scribner Library website** has a new look thanks to the creative talents of **Kathryn Frederick**, Head of Digital and Collection Services, and **Yvonne Kester**, Library Systems Analyst. See: <http://lib.skidmore.edu/library/>

**Kathryn Frederick**, Head of Digital and Collection Services, presented **ArchivesSpace: A Love Story** at the *Open Source Software and Tools for the Library and Archive* online conference on September 17, 2015, in which she discussed Skidmore College's implementation of the open source ArchivesSpace platform. Installed locally in 2014, the staff spent a year working with ArchivesSpace before moving to Lyrasis' hosted version in May. An overview of

ArchivesSpace, including demonstrations of the public and staff interfaces, comments on training staff, and a review of the pros and cons of local versus hosted installations were provided.

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## SUNY Cobleskill

SUNY Cobleskill has a new librarian joining us Sept. 10. **Don LaPlant** comes to us from

completing his degree at the University of Tennessee, but he is no stranger to the Cobleskill area, as he grew up here. Prior to receiving his library degree, he earned a PhD in theater, and taught for about ten years in that field.

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## SUNY Oneonta

**Michelle Hendley** presented a poster entitled "Are Physical Spaces Still Essential in Academic Libraries? The Results of Milne Library's Locked Carrel Survey," at the Association of College and Research Libraries/New England Chapter's annual conference. The conference was held on May 8th, 2015 at the College of Holy Cross, Worcester, MA. Michelle was also promoted to the rank of Librarian on September 1, 2015.

**EK Lee** joined the library faculty in July as the Continuing Resources & Metadata Librarian. Prior to coming to SUNY Oneonta, EK was a project archivist at the University of Arizona.

**Lyndsie Robinson** participated in the ACRL Information Literacy Immersion Program – Teacher Track in Seattle, WA from August 2-7 2015. This competitive program provides instruction librarians the opportunity to work intensively on all aspects of information literacy and focuses on individual development for librarians who are interested in refreshing, enhancing, or extending their individual instruction skills.

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## SUNY Oswego

Penfield Library has three new librarians since the last ENY/ACRL newsletter!

**Sharona Ginsberg** became our new Learning Technologies Librarian in June, taking over responsibility for the library's 3D printers, multimedia workshops, and much more. Sharona also founded and coordinates an online community called [MakerBridge](#), which explores the maker movement, especially with regards to libraries and schools. Her work on this recently earned her recognition as a [Library Journal Mover & Shaker](#).

**Mike Paxton** joined Penfield Library as Resource Sharing Librarian in August. Mike's previous position was Interlibrary Loan & Document Delivery Supervisor at the University of Washington in Seattle. His prior experience includes interlibrary loan at multiple Indiana University campuses.

**Meghin Roberts** joined Penfield Library in August as a part time reference librarian. She earned her Master's of Library and Information Science from Syracuse University in 2015.

We've also kicked off the start of the new school year with our second annual Rep Your Hall challenge, organized by First Year Experience Librarian **Michelle Bishop**. Taking place during the first week of classes, this event is an experiential learning activity intended to be the first step in easing the transition of new students to the college library. Students visit various library locations and resources, and take (often

humorous) pictures of themselves doing so. The residence hall with the most new students to complete the challenge wins a trophy, and students can also win individual prizes for "best of" categories.

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## Syracuse University

**David Seaman** was appointed University Librarian and Dean of Syracuse University Libraries, effective August 3, 2015. David comes to Syracuse after library leadership positions at Dartmouth College, The Digital Library Federation, and the University of Virginia. He has lectured and published extensively in the fields of humanities computing and digital libraries, and for many years has taught at the University of Virginia's Rare Book School. The official announcement of his appointment can be read at <http://libnews.syr.edu/liddy-selects-david-seaman-as-dean-of-the-university-libraries/>.

**Tarida Anantachai** co-presented a program at the 2015 ALA Annual Conference in San Francisco entitled "[Diversity in a Flash: A Lightning Showcase of Residency Diversity Initiatives](#)." The panel, led by former and current resident librarians, was co-sponsored by ALA's Ethnic and Multicultural Information Exchange Round Table (EMIERT) and the ACRL Residency Interest Group. Additionally, this past spring, Tarida was elected to the ACRL University Libraries Section Executive Board as a Member-at-Large and was promoted to Senior Assistant Librarian.

**Michele Combs** presented "*M-O-O-N, That Spells Archives! Archival Material in Stephen King's The Stand*" at the Society of American Archivists' annual conference in Cleveland. The paper was part of a three-person panel on "Reading from the Crypt: Tales of Archives, Horror, and Dystopia" Other panelists presented on Lois Lowry's *The Giver* and Stephen King's *The Shining*. Their session was the third-most-[tweeted-about session](#) at the conference

**Nicolette A. Dobrowolski** attended Rare Book School 2015 for the week-long intensive course titled *The Medieval Manuscript in the Twenty-First Century* at the University of Pennsylvania in Philadelphia, PA.

**Abby Kasowitz-Scheer** co-authored an article with Corey Jackson, PhD candidate, and Yun Huang, Assistant Professor, both from the School of Information Studies at Syracuse. The article was entitled "Face-to-Face Matters: Inspirations from the Human Library", published in the *International Journal of Mobile Human Computer Interaction*, 7(3), 2015.

**Sarah Kim** has joined the Libraries staff in Access & Resource Sharing as a Technical Specialist in the Preservation Unit. She was employed as a work study student in Preservation during her undergraduate years at SU and recently worked as a library clerk in the circulation department at Onondaga Community College. Sarah holds a BA in Psychology from Syracuse University. She plans to take graduate classes in the Library & Information Science Master's Program.

**Barbara Opar** has been awarded the [2015 Distinguished Service Award from the Association of Architecture School Librarians](#) (AASL). The annual award recognizes an individual member of the library profession who has, over a significant period of time, made an outstanding national contribution to architecture librarianship and to the development of architecture schools.

**Janet Pease** published two articles that appeared in the spring 2015 issue of the [Healthy You](#) newsmagazine, published by SU's Falk College of Sport and Human Dynamics. The titles are "Wellness@ SU Libraries", "Go Kale Crazy."

**Lesley Pease**, published the article "[A New Learning Commons Connection with Art Students and Their Faculty](#)" about the Learning Commons's art program this year in *College & Undergraduate Libraries*, Vol 22, Issue 1, 2015. (107-116)

**Anne Rauh** presented at the Syracuse University Future Professoriate Program annual retreat on May 14th. Along with four faculty members from mechanical engineering, biology, and

chemistry, Anne presented a session entitled, "Creating Your Own Peer Mentoring Group." In addition, she presented a poster at ACRL entitled, "[Faculty Perceptions of Open Access Author Fees](#)." She also presented in the Elsevier exhibit hall booth. The talk was entitled, "[Embedding Engineering Resources in the Curriculum: A Case Study in Chemical Engineering](#)."

**Anne Rauh and Linda Galloway** presented at breakout session entitled, "[Leveraging Academic Networks for Promotion and Tenure](#)" at the Eastern NY ACRL Chapter Annual Conference on May 19th. Their session led participants through the many different academic social networking tools and helped them to inventory their own work and determine the best tools for representing themselves and their work online. They also published a guest blog post on the Wiley Exchanges blog, "[How can I use Google Scholar Citations for scholarly profiling?](#)" The authors were invited to contribute after blog editors read Linda and Annie's recent article in *Issues in Science and Technology Librarianship*.

### **Jennifer Vaughn and Patrick**

**Middlyng** attended the 46th Annual International Association of Sound and Audiovisual Archives conference in Paris September 27-October 1. In the spirit of the conference theme, "All for One — One for All: Common Concerns — Shared Solutions," they presented their paper "Revisiting Records Revisited: Processing the Morton J Savada Collection at Syracuse University Libraries," which detailed the development of a minimal records database (MrDB) for sound recordings. MrDB is an ongoing collaborative project between Cataloging and the Belfer Audio Archive that allows interns and graduate students to assist in the processing and creation of metadata for many of the audio collections within Belfer's extensive backlog.

**Peter D. Verheyen** contributed technical diagrams and photographs for an article titled "De Springrug" (The Springback) by Karin Cox in *Handboekbinden*, the journal of the Stichting Handboekbinden in the Netherlands, Vol 8, Number 2, 2015. In addition he was represented in two international bookbinding exhibitions - *Contemporary Bindings of Private Press Books*, An Exhibition of Designer Bookbinders that opened in London, before traveling the US and closing in San Francisco ([book](#)), and the Society of Bookbinders 2015 Bookbinding Competition on display at Keele University, UK ([book 1](#) | [book 2](#)).

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