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Letter from the President

Current ENY/ACRL President Kathryn Frederick is unfortunately resigning in order to pursue other interests. Below is her message to the membership:

Dear ENY/ACRL members,

I am writing to you with a heavy heart because I am resigning from Skidmore and from my position with ENY/ACRL. Thank you all so much for your support and camaraderie over the six years I've been on the board. I've had such fun getting to know many of you. I am deeply sorry for not finishing my term, but I've decided to take a hiatus from the library world and start my own business (crazy, I know!). I will miss this organization, and all of you, and wish you all the very best.

I'm on Facebook if anyone would like to keep in touch.

Fondly, and with gratitude,
Kathryn

Please join us in wishing her all the best! For the remainder of Kathryn's term, Vice President/President-Elect/Program Chair Ali Larsen (Siena College) will be assuming the role of ENY/ACRL President. She and the rest of the Board will be working together during this transition to ensure that ENY/ACRL can continue to effectively serve the our membership.



Call for Board Member Nominations

Tarida Anantachai, ENY/ACRL Past President

Want to contribute to the growth of ENY/ACRL? Have some great ideas to share? We are now soliciting nominations for Board members our upcoming spring elections. This year, the following positions will be open:

- **Vice President/President-Elect/Program Chair** (3-year term): Responsibilities include coordinating the Spring 2018 conference and other programs (1st year as Program Chair), then in leading and serving as the spokesperson of the organization (2nd year as President), and then overseeing the Board elections and Professional Development Grants (3rd year as Past President).
- **Communications Chair** (2-year term): Responsibilities include coordinating the organization's communications activities, including the newsletter, website, and social media accounts.
- **Government Relations Chair** (2-year term): Responsibilities include monitoring information on any legislative issues related to libraries to share with the membership.

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. This is an incredible opportunity to get involved and directly impact the continued development of our organization, while also working closely with a dynamic and supportive group of your regional colleagues. If you have any questions, please feel free to contact me at tanantac@syr.edu or 315-443-9780.

Thanks for your consideration!

Announcements

Joint ENY/ACRL-Northern New York Library Network Information Literacy Discussion “Reboot the Mission”

On March 30th librarians from several colleges, St. Lawrence-Lewis BOCES, and the Northern New York Library Network met at the Northern New York Library Network for conversation on academic library instruction. Topics ranged from the formation of plans to more accurately track information literacy instruction, learning objects, ideas for dealing with varying degrees of library experience within groups of students attending instruction sessions, pre and post assessment of library instruction classes, and helpful resources for improving library instruction. Fostering collaboration of high school and college information literacy efforts was also discussed and it seems future discussion and collaborative efforts relating to library instruction and information literacy are likely.

Rescue Damaged Books tutorial from Syracuse University

The Preservation Unit at Syracuse University put together [an informational video](#) on how to rescue a book that has been water damaged featuring staff and students. As a research library, we are proud to raise awareness of the importance of preserving our collections, so we are passing along a fun tutorial on what to do when your book gets wet and how to dry it the correct way to minimize long term damage.

If you have any questions contact Marianne Hanley, Preservation Librarian @ mhanley@syr.edu



ENY/ACRL Professional Development Grants: Computers in Libraries Conference 2016

Yu-Hui Chen, Bibliographer and Outreach Librarian at SUNY Albany

With the help of an ENY/ACRL professional development grant, I was able to attend the Computers in Libraries 2016 Annual Conference held from March 28th to the 30th in Washington, DC to present my research and participate in work-related programs. The conference was packed with good programs in various areas of library operations. I found the following sessions on user experience, LibGuides design, evaluating and selecting Web-scale discovery services particularly useful:

Amy Deschenes at Harvard University indicated that when conducting UX (User Experience) Research, we should keep in mind that we are not our users, observing users is different from asking their opinion, and self-reported data is typically 3 steps from the truth.

When conducting UX Research, start with our goal. Think about what do we want to learn from this UX research? Be sure that we make our goals S.M.A.R.T. (specific, measureable, actionable, relevant, and trackable), and avoid starting with methods.

Amy Deschenes introduced three UX research methods:

- The think aloud approach - giving real users some typical test tasks and asking them to think out loud while they perform the tasks
- Paper prototyping - creating paper versions of user interfaces for real users to test them before they are designed online.
- Microfeedback – using microfeedback to collect user feedback. For example, using iPads with stands to gather feedback on noise level at a site being renovated in the library.

She emphasized that before determining a method, think about the kind of data to be collected and reported based on the goals (e.g., qualitative vs. quantitative).

Kris Markman at Harvard University shared her experience of redesigning Harvard's LibGuides with the audience. The think-aloud usability testing was performed on their library's LibGuides version 1, eye-tracking method was used to test version 1 and version 2 of LibGuides, and guide analytics and focus groups were employed to gather quantitative and qualitative data. The results of the user studies showed that in terms of

- purpose: many users had no clue what a LibGuide was
- amount of content: the content of LibGuides presented the issue of information overload
- user need: many users thought the LibGuides complicated and there was a misalignment between the content and their actual needs
- presentation: the fonts for version 1 were too small
- functionality: users preferred searching to browsing
- navigation: left navigation menu was much more favored over top tabs
- popularity: how-to guides were used significantly more than other types of guides

Kris Markman offered five pieces of advice for designing LibGuides:

- Try to design guides that attract users' attention
- Authors of guides should organize and present the best and most relevant content
- Designers and authors of LibGuides should follow principles of writing for the Web
- Try to support searching functionality
- Make online help for users intuitive.

Joseph Deodato at Rutgers University provided guidelines on best practices for evaluating and selecting Web-scale discovery services. Deodato mentioned that building an evaluation process involves the following steps:

1. Form an evaluation team that encompasses broad cross section of library units and representatives, as well as key stakeholders including intended or potential users. Also, it is critical to draft a charge defining the team's vision and goals, tasks and responsibilities, and timetable of deliverables.
2. Educate library stakeholders by providing product information, relevant literature, and results of environmental scan. Additionally, keep library stakeholders informed through project website, staff workshops, and progress reports.
3. Set the agenda for vendor demonstrations and schedule visits in close proximity. Record each session for future reference, and invite feedback from the community.
4. Assess user needs and develop a list of product requirements. Categorize the requirements, and prioritize them within each category. Evaluate products to determine how well they meet the requirements for each category.
5. Issue an RFP that includes an institutional profile, product requirements, timeline of deliverables, as well as terms and conditions.
6. Get insights into strengths and weaknesses of the product from its current customers, their experiences in working with the vendor, how well the product is received, data collected from their user studies, and any implementation-related questions.
7. Set up trials and test the product with local collections, staff, and users on coverage, usability, and relevance.
8. Use collected data to make an informed decision. When drafting a recommendation report, document decisions and supporting data.

Deodato emphasized that being inclusive, goal-oriented, data-driven, user-centered, and transparent are key principles for best practice.

At a subsequent presentation, Deodato reminded the audience that no matter how much product evaluation we do before making a commitment, some problems won't be discovered until well into (or after) product implementation. Thus, building partnership with the vendor based on a shared interest in quality assurance is important. He presented a case study on testing the discovery tool at his institution. The goals for their user testing were to: 1) identify issues that have negative impacts on the user experience, and 2) recommend strategies for product customization, product enhancement, and user education. Observations and recommendations shared by Deodato were captured in the table below:

Observation	Recommendation for		
	User Education	Product Customization	Product Enhancement
Most users rely on natural language or basic keyword searching more often than Boolean or field searching	Improve user education on search query construction including keyword selection, field searching, search operators, facets, and limiters	Change default search mode from Boolean/Exact Phrase to Find All My Search Terms	
Most users have difficulty searching for known items even when the exact title of an article is entered			Improve searching and relevance ranking for known items
Most users do not navigate beyond the first page of results		Increase number of results per page	Replace paginated results with infinite scrolling
Most users have difficulty distinguishing between content types and formats	Improve user education on content types and formats		Improve format icons and content type definitions
Most users find the interface to be too cluttered, particularly the right column of the search results screen		Remove the right column to simplify the search results screen and find alternative ways of integrating this content using contextual or on-demand controls	

Again, I am grateful to ENY/ACRL and the Professional Development Awards Committee for their support in funding this professional development activity.

A brief history of gender-neutral pronouns

**Debbie Kraemer, Associate Professor and Digital Learning & Media Librarian
at Colgate University**

Starting the Spring of 2016, Colgate started to allow students, faculty and staff the option of identifying a preferred pronoun on their banner information. Individuals have the option to select "he/him/his," "she/her/hers," "ze/hir/hirs," "they/them/theirs," or one can request to be referred to by only their name. This service is an outgrowth of the Preferred Name service already available at Colgate.

The use of gender-neutral pronouns is becoming a norm for universities across the US, though some have notably taken a step back from it. For example, UT Knoxville¹ chose to remove all references to gender-neutral pronouns from their campus based on the generated controversy that rose up around false reports that traditional pronouns were completely banned on campus.

Efforts to raise the awareness around and availability of preferred pronouns are more about allowing people to self-identify the ways they wish to be referred, rather than mandating university-wide usage of those pronouns in everything from official policies to research papers. For many years, everyone at Colgate has been allowed to select a preferred name. But as the announcements about the changes were made, many people asked, why are we bringing in more options for pronouns? He, she... doesn't that cover everyone?

"They" used to be the common singular gender-neutral pronoun for English, according to the OED, starting from the 14th century. An oft-cited passage in Chaucer's *Pardoner's Prologue* is used to illustrate this typical use: *And whoso fyndeth hym out of swich blame,/They wol come up...*

Interestingly enough, most copies I could find of this line had actually translated it as "He wol..." I had to use an 1892 microfiche copy² of an older manuscript in our collection to find the original text. This is because in the 1700s and 1800s, many grammarians advocated for "he" to replace the singular "they." For example, Josua Poole³ stated in his grammar of 1646, "The Masculine gender is more worthy than the Feminine..." as justification for using "he" as a generic pronoun. This type of thinking carried forward quite a bit in the dominant English grammar in the US. Using "he" to refer to any single person of indeterminate gender in legal materials was made part of Federal Law in the US Code⁴ through the "Dictionary Act" in 1871.

The singular "they" never really went out of style; writers such as Austen and Swift used it regularly, and the OED⁵ cites examples throughout the 18th and 19th centuries. Many linguists and feminists of the 1970s and 1980s advocated heavily for a return to the singular "they." In her article "Androcentrism in Prescriptive Grammar," Ann Bodine⁶ examined 33 grammar textbooks being used in American junior and senior high schools in the 1970s. She reported that 28 of them "condemn both 'he or she' and singular 'they', the former because it is clumsy and the latter because it is inaccurate. And then the pupils are taught to achieve both elegance of expression and accuracy by referring to women as 'he'." *New Fowler's Modern English Usage*⁷ lists it as being back into common usage as early as 1984.

Dennis Baron, Professor of English & Linguistics at the University of Illinois Urbana-Champaign, even selected the singular "they" as the Word of the Year in 2015⁸, pointing out that it first appeared in English in 1365. His article making the announcement has an excellent summary of the use of "they" in English.

So if we have a perfectly fine singular gender-neutral pronoun, then why do we need something else? If one looks back through the scholarship as well as the general conversation around pronouns, one will find many references to the need for an 'epicene' pronoun. Epicene, essentially meaning gender-neutral, pronouns were pointed out as necessary as far back as 1839 in the United States, and even further back as referenced by Baron⁹, because grammarians had reduced the singular pronouns for humans to just he and she.

Other words that had some following but never really caught on to mainstream usage include "thon," "e/ey," "co," and the "sie/zie/xie/se/ze/xe" variants. These words may have roots as far back as the 1880s, and most gained some notoriety in the 1970s and 1980s. Ze/hir has a deep history in trans communities. Trans activists such as Leslie Feinberg¹⁰ and Kate Bornstein¹¹ popularized the "sie/zie/ze/hir" construction through their publications in the 1990s. Trans and intersex communities have embraced and developed gender-neutral pronouns to the point that several are in common usage today, though ze/hir and xe/xir continue to be the most popular ones.

(Pronunciation of ze and xe has changed over the decades, but the most common current usage is "zee." Hir is commonly pronounced "hear," while xir is "zear.")

Why is it important for librarians to be aware of the complexities of preferred pronouns? An enduring theme of librarianship has always been "Libraries Change Lives." For marginalized persons, especially transgender and gender nonconforming individuals, libraries can serve as a safe space where one can explore vast information resources during the process of discovering one's gender identity. Being aware of gender-neutral pronouns and the ways that people might refer to themselves is one way librarians can show others that their libraries are a place open to all people. One way to ease into using gender-neutral pronouns is to start using the singular "they" in conversations. If anyone tells you it's wrong, then it's a great time to direct them to some information resources on gender-neutral pronouns.

For a fascinating and well-researched look at the history of these and other non-binary pronouns, check out Dennis Baron's ongoing timeline <<http://www.english.illinois.edu/-people-/faculty/debaron/essays/epicene.htm>>. Developed originally for his book *Grammar and Gender*, Baron has continued to update it. This, along with many other bibliographies and similar works, can be found on the Colgate University LGBTQ Studies Guide Pronoun page: <<http://libguides.colgate.edu/lgbtq/pronouns>>

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2. Chaucer, Geoffrey. *Specimens of All the Accessible Unprinted Manuscripts of the Canterbury Tales: The Doctor-Pardoner Link, and Pardoner's Prologue and Tale*, edited by Julius Zupita. England: Chaucer Society, First Series, no 81, pt. 1, card 2 of 30. <<http://library.colgate.edu/record=b1736309~S5>>
3. Poole, Josua. *The English Accidence*. London: Scolar Press facsimile, reprint of 1st edition, 1646.
4. 1 U.S. Code § 1 <<https://www.law.cornell.edu/uscode/text/1/1>>
5. Oxford English Dictionary Online, s.v. "they." <<http://www.oed.com/view/Entry/200700>>
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9. Baron, Dennis. *Grammar and Gender*. New Haven: Yale University Press, 1986.
10. Feinberg, Leslie. *Trans Liberation: Beyond Pink or Blue*. Boston: Beacon Press, 1998.
11. Bornstein, Kate. *My Gender Workbook: How to Become a Real Man, a Real Woman, the Real You, or Something Else Entirely*. New York: Routledge, 1997.

Timely Library Marketing

**Johanna MacKay, Instructional Design Librarian,
and Barbara Norelli, Instructional Services and Social Sciences Librarian,
at Skidmore College**

During the 2015-2016 academic year, Lucy Scribner Library (Skidmore College) experimented with several timely marketing campaigns targeted toward our students, a primarily traditional undergraduate population. Barbara Norelli and Johanna MacKay presented a poster at the 2016 ENYACRL Conference held at Skidmore College that illustrated the most successful of these promotions including book displays, creative contests, and collection celebrations. The poster quantified the programming by preparation time and budget in an effort to share some of the logistical aspects that should be considered when undertaking a marketing event. The poster also illustrated how to best align outreach and marketing throughout an academic year. In addition to descriptions of the events, activities, and displays, the poster highlighted what worked best and what Scribner Library plans to improve.

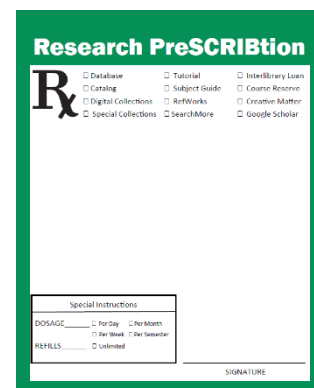
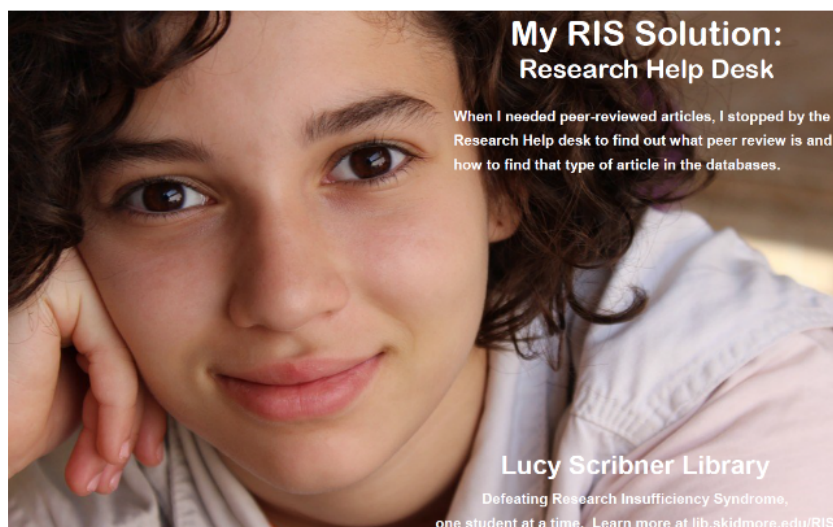
The following campaigns were some of the most successful in reaching our targeted market:

<p>Get Down with Dogs</p> <p>Students "Pawshed" their studying for some stress relief with dog therapy. They downward dogged their worries away with library yoga and coloring while chilling out with a snow cone.</p> <p>Student Academic Services and the Library coordinated efforts to make this event a hit. Use certified therapy dogs, provide plenty of water for handlers and canines, and be prepared for messes.</p>     <p>Activity & Event / Moderate / \$\$\$\$ / (🕒)(🕒)(🕒)</p>	<p>LC Stack Signage & Magnets</p>  <p>Stack signs and magnets provide navigation and help to promote parts of the collection. Take advantage of Flickr Creative Commons or Pixabay for images.</p> <p>Promotion / Easy / \$\$\$\$ / (🕒)(🕒)(🕒)(🕒)</p>
<p>Popular Reading</p> <p>A favorite bimonthly display features our popular fiction collection (McNaughton), which includes an iPad to browse this collection's LibGuide by genre.</p>  <p>Popular Reads You still have time to read for fun!</p> <p>In general displays showcasing popular fiction, graphic novels, films, and poetry are the most borrowed.</p> <p>Display / Easy / \$ / (🕒)</p>	<p>The Great Pumpkin Challenge</p>  <p>Teams of library staff, including students, designed literary-themed pumpkins to compete for the coveted library Skull trophy. With so much interest generated, future contests will be open to the entire Skidmore community with heavier promotion across campus.</p>    <p>Event / Moderate / \$\$\$ / (🕒)(🕒)</p>

While Scribner Library will continue some of these marketing campaigns in their current form this year, others will be modified or expanded based on feedback, participation, and priorities. For instance the 50th library building anniversary celebration included a popular altered books contest, which will debut on its own as a signature event in the spring.

One of the primary library goals this year is to increase students' use of reference services including the research help desk and one-on-one research consultations. As a result signage highlighting subject librarians will be incorporated within the current LC stack signage. A new marketing

campaign utilizes the fictitious illness Research Insufficiency Syndrome (RIS), which occurs when an individual is unable to conduct effective research because of a lack of appropriate resources. Launched in September, the campaign incorporates videos, posters, displays, giveaways, preSCRIBtion pads, and a spring event, the Research-a-thon. Visit lib.skidmore.edu/RIS for more information and click [here](#) to view the entire poster.



From Nimble to Brittle: Complexity and its Surprising Costs to Libraries

Mark Wolfe, Curator of Digital Collections, University at Albany, SUNY

When annual library budgets are cut, library personnel are required to do more with less. While alternative revenue streams and new efficiencies may plug budget gaps, why does it seem that library function costs seem to increase, often in an unpredictable manner? I have been researching issues surrounding sustainability in the library and archival professions since 2008. I have recently discovered the research of noted anthropologist, Joseph Tainter who may benefit librarians who grapple with sustaining library automation systems and digital repositories, as well as other functions in the library. I will highlight the evolution of library standards and technologies, and how they can evolve from simple and affordable standards to ones that are brittle and costly. MACHine-Readable Cataloging (MARC) and the Integrated Library System (ILS) are used to explore this concept under discussion.

Institutions tend to rely on complexity to solve problems. As challenges emerge, we tend to select inexpensive solutions first. Over time, problem-solving becomes a more expensive process as managers deal with the deleterious effects of solutions that have mounded up over time. Sustainability emerges from the ongoing act of solving day-to-day problems, not as a result of passively consuming fewer resources. Problem-solving (i.e., sustainability) is so common in the library profession that we rarely reflect on its long-term benefits, and especially its costs. As

challenges emerge, we tend to select solutions that are the quickest to adopt and cheapest to implement. As Joseph Tainter states: "Human societies often seem to become progressively more complex— this is, comprised of more parts, more kinds of parts, and greater integration of parts." [1] In the daily work life of a librarian, these "parts" may be understood in how we adopt new procedures to processing workflows, and new software applications, to name just a few. Complexity extends beyond the daily work of a librarian. As each moving "part" is added to the library profession over time, it has increased the costs of the profession in a myriad of ways:

- new education requirements (credentials and training);
- increased flow of information (conferences and journals);
- more staffing and specialized roles;
- increased organization and oversight (standards bodies and councils).

Indeed, our profession has become increasingly complex. Yet, if complexity is harmful to the long-term sustainability of organizations, why is it so widely employed? Tainter notes:

"It is important to emphasize that complexity is not inherently detrimental. If it were, we would not resort to it so readily. Complexity is always a benefit-cost function. We increase complexity to solve problems because most of the time it works, and the costs either seem affordable, are not evident or can be shifted onto others or the future. It is the cumulative cost of complexity that causes damage." [2]

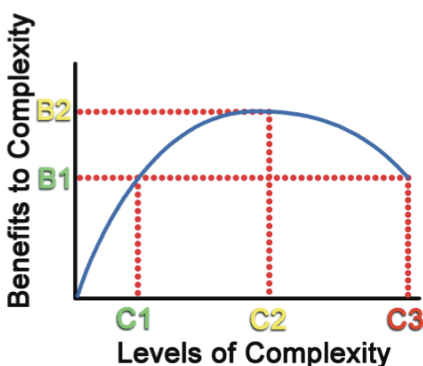
As the library profession grows, the act of sustainability (i.e., problem-solving) leads to an accumulation of solutions, which may become pernicious over time. Paradoxically, managers follow conventional wisdom by often choosing simplest solutions available, so complexity is not a choice, but rather a *result* of solution(s) that are employed over time. The economic function of our problem solving, Tainter suggests, is not a static or linear one; problem-solving tends to follow an arc, which eventually reaches a point of diminishing returns over time. As library institutions become more complex, inexpensive and highly effective solutions of the past gradually disappear, which compels the librarian to move to the next level of more costly and less effective problem-solving. Each new level of complexity, according to Tainter, yields a little less in return.

Case Example: Library Standards

Our profession's problem-solving may be seen in the proliferation of standards and technologies. The advent of MARC and its various versions have brought unprecedented efficiencies to managing and providing access to book collections. The MARC standard was arguably one of the biggest and most speedy technical leaps made in the profession of cultural heritage organizations in recent history. MARC was almost largely conceived and developed by Henriette Avram in 1966, which emerged at a time when few standards existed, and when the library profession had few moving parts to wrangle. Combined with the advent of computer terminals and later PCs, libraries were able to electronically disseminate library holdings locally and online.

Discussion

MARC's successful run in the library community is unparalleled, and its success is perhaps part of its current day problem—MARC is everywhere. The push to do retrospective conversion of the old card catalogs to online is mostly complete. The profession's foray into cataloging and descriptive standards might be better understood using Tainter's diagram, seen below. Initially, MARC resided at the Complexity 1 (B1 C1) level where marginal benefits were high and the costs were low, at which point MARC might be understood as the "low hanging fruit" of solutions.



As libraries respond to challenges and seek opportunities, MARC and the traditional ILS environment, have become increasingly brittle due to technical lock-in. Rather than reinventing the wheel, institutions tend to build new solutions on past successes. For example, patrons expect Google-like search and the ability to access all information silos in the library. Rather than reengineer the ILS or the MARC format, the profession developed discovery layer software that works in tandem with legacy systems. As Tainter points out, "increases in complexity work in part because they are implemented rapidly, and typically build on what was developed before." [3]

In contrast to the birth of MARC, developing today's standards must be done in a packed field of other interrelated standards, each one having to be interoperable with the other. As standards (markup or content) grow in number and in size, they tend to require increased oversight, more consultants and coordination that cross national and professional boundaries. Managers prefer the ability to freely swap out processes or parts in a system. But, as complexity grows, those parts become interdependent. In Roy Tennant's "MARC must Die" article, he suggests that as the ILS has become more tightly coupled with cataloging standards, the process may be too costly to untangle and require starting over from scratch. [4] It is not just AACR2 or RDA, today's typical ILS ecosystem is surrounded by applications that all must walk in lockstep together. According to Tainter's chart, where might today's librarian assign the cost/benefit ratio of MARC and the traditional ILS?

Conclusion

As library technology and standards become increasingly integrated with Web standards such as Linked Data, complexity will inevitably rise. The only precedent as costly and complex as getting out of MARC was our profession's push to get into it in the first place. BIBFRAME promises modern access to book collections, but its benefits must be weighed against its costs to implementation. Repositories that migrate to the next markup standard must invest in new technical and procedural steps, IT infrastructure, staff training, and new lines of communication among disparate departments.

In cases where the technical complexity is pushed onto a cloud based service model, what new costs will arise in yearly licenses and vendor library coordination? The Library Services Platform approach promises new efficiencies, but what happens if the vendor fees become unaffordable? Will vendors provide exit strategies when their customers suffer financial hardship? If the promise of Linked Data is not fully realized, Angela Kroeger suggests that "BIBFRAME might only move library bibliographic data from the MARC silo into a different silo." [5]

Notes

[1] Tainter, Joseph "Problem solving: complexity, history, sustainability" Population and Environment Vol 22 No 1, 2000 (p.6)

[2] Tainter, Joseph "Social complexity and sustainability" Ecological Complexity Vol.3 No. 2 (p. 99)

[3] Ibid, (p.93)

[4] Tennant, Roy "MARC Must Die" Library Journal, October 15, 2002 (p. 26)

[5] Kroeger, Angela, "The Road to BIBFRAME: The Evolution of the Idea of Bibliographic Transition into a Post-MARC Future," Cataloging & Classification Quarterly, 51:8, (p.884)

Notes from the Field

University at Albany

Recent Publications

Alonso-Regalado, Jesús. "Latin American Online Videos." In *Handbook of Latin American Studies*, edited by Katherine D. McCann and Tracy North, 605-614. Austin: University of Texas Press, 2015.

Fuller-Thomson, Esme, Senyo Agbeyaka, Deborah LaFond, and Mercedes Bern-Klug. "Flourishing After Depression: Factors Associated with Achieving Complete Mental Health Among Those with a History of Depression." *Psychiatry Research* 242 (August 2016): 111-120.
doi:10.1016/j.psychres.2016.04.041

Poehlmann, Nancy M., and Christian H. Poehlmann. "Involving Subject Librarians in Batchloading." *Technical Services Quarterly* 33, no. 3 (June 2016): 227-239.
doi:10.1080/07317131.2016.1169777

New Hires/Appointments

Stephanie Sampsen was hired on May 5, 2016 as the Lending & Access Services Clerk, at the Science Library. Stephanie worked previously as a Library Clerk at the Guilderland Public Library.

Cathy Dwyer was appointed Director of Scholarly Communications and Head, Dewey Graduate Library, effective July 14, 2016. In this role, Cathy will oversee scholarly communication and research data management initiatives, including the Libraries' institutional repository, Scholars Archive. She will also provide administrative leadership, develop goals and objectives, and monitor progress for the Dewey Graduate Library. Cathy will continue to serve as a member of the Library Policy Group.

David H. Dickinson was hired as Interactive Media Center Training Specialist on July 28, 2016. David has an MA in Interactive Multimedia from Long Island University and a BA in Communications from SUNY Plattsburgh and is currently pursuing a PhD in Educational Leadership. Prior to joining the University

Libraries, he taught media at Snow College in Utah.

Kelsey O'Brien was hired on August 10, 2016 as Information Literacy Librarian. Kelsey had been Visiting Assistant Librarian, Information Literacy, since August 2013. Kelsey has an MS in Information Science from the University at Albany and a BA in English from Siena College.

Camille Chesley was hired on August 11, 2016 as Reference Librarian. Camille has a BA from Oberlin College in East Asian Studies and an MS in Library and Information Science from the University of Illinois at Urbana-Champaign. Prior to joining the University Libraries, Camille was the Reference and Instruction Librarian at the University of Montevallo in Alabama and before that, the Learning Commons Librarian at Syracuse University.

Jennifer Moore was hired as part-time reference librarian on August 11. Jennifer also works part-time as a reference librarian at Siena College.

Rebecca Mugridge was appointed Dean of University Libraries effective August 26, 2016. Mugridge has served in the capacity of Interim Dean & Director of the University Libraries since July 2015. She joined the University at Albany Libraries in 2013 as Associate Director for Technical Services and Library Systems. Prior to her appointment at the University at Albany, she held positions at a number of academic libraries, including The Pennsylvania State University, Yale University, Robert Morris University, and the University of Pittsburgh.

Binghamton University

Binghamton University Libraries welcome the following new librarians:

In August, **Heather Hannan** became Head of the Science Library. She recently worked at George Mason University.

In August, **Rachel Turner** became Cataloging Librarian. She is a recent graduate of the MSIS

program at the University of Texas.

In August, **Julia Glauberman** became Instructional Outreach Librarian. She is a recent graduate of the MSLS program at the University of North Carolina.

In September, **David Schuster** became Director of Library Technology and Special Collections. He recently worked at Texas Women's University.

In November, **Neyda Gilman** will become Pharmacy and Nursing Librarian. She is currently Assistant Professor-Liaison Librarian at Colorado State University.

Colgate University

Michelle Smith joins us as the new Collections Archivist. She comes most recently from the Jacob Rader Marcus Center of the American Jewish Archives in Cincinnati, Ohio.

Emily Brock is Colgate's Digital History Project Manager for our bicentennial projects. She was recently the Photo Archivist for the New Mexico History Museum in Santa Fe.

Anastasia Wells is our Temporary Reference and Cataloging Librarian, joining us from DePauw University libraries in Greencastle, Indiana.

Hamilton College

Gisella Stalloch was appointed to the position of Metadata & Cataloging Librarian, effective July 1. Gisella has been our part-time Metadata and Cataloging Assistant since 2012, supported by the DHi grant from the Andrew W. Mellon Foundation. Prior to coming to Hamilton College, she held positions with the Syracuse University School of Information Studies, Rocky Mountain Herbarium, O'Brien and Gere Life Science Laboratories, and SUNY College of Environmental Science and Forestry Library. Gisella received her M.S. in Library and Information Science from the Syracuse University School of Information Studies in 2012.

Greg Lord was appointed to the position of DHi Lead Designer & Software Engineer, effective July 1. Since 2010, Greg's work in Hamilton's Digital Humanities Initiative (DHi) has been funded by a grant from the Andrew W. Mellon Foundation. Greg will continue to support the mission of DHi through his work in the design and development of interfaces for digital scholarship and his innovative approaches to virtual reality and game development. Greg has a background in creative writing and worked at the Maryland Institute for Technology in the Humanities (MITH) prior to coming to Hamilton College.

Aaron Neslin joined Hamilton College as Discovery and Delivery Systems Analyst on September 12th. In this position he will oversee the integrated library system, support the library's technical infrastructure and collaborate on digital projects. Aaron previously worked at Onondaga County Public Libraries, where he managed the integrated library system, performed collection analysis and provided technical support for 32 libraries. Aaron received his M.S. in Library and Information Science from Syracuse University in 2013.

A chapter written by **Lisa McFall, Janet Simons, Greg Lord, Peter MacDonald, Angel David Nieves, and Steve Young** was published in the book *Technology-Centered Academic Library Partnerships and Collaborations*, edited by Brian Doherty and published by IGI Global, 2016. The chapter, titled "Collaborations in Liberal Arts Colleges in Support of Digital Humanities" presents the model developed by the Digital Humanities Initiative at Hamilton College and focuses on the role of collaboration within and across institutions to support research in digital humanities.

Rensselaer Polytechnic Institute (RPI)

Andrew White joined Rensselaer as director of the Rensselaer Libraries this summer. He most recently served as associate chief information officer for health sciences at Stony Brook University. Previously he held positions of

increasing responsibility in various Stony Brook libraries, including interim dean and director of university libraries. He has also served as Associate Dean for Technical and Automated Services at Adelphi University Libraries. White holds bachelor's and master's degrees in music from Stony Brook University, a master's in library science from Queens College, and a doctorate in historical musicology from the Graduate Center of the City University of New York.

Siena College

Alison Larsen, Serials Librarian, published an article. "To Plan, or Not to Plan, Is There Even a Question? A Select Annotated Bibliography of Urban Studies Periodicals Focused on Planning" in the 71 (1) issue of *The Serials Librarian*.

Kelly MacWatters, Coordinator of Reference & Electronic Resources, and **Alison Larsen** presented "The ABC's of EBSCO Subscriptions & Services at Siena College: an Analysis of Accessibility, Budget and Content" at the EBSCO User Group Conference held in Boston in May 2016.

Jennifer Fairall, Coordinator of Cataloging and Metadata Services, spoke about the Library of Congress Digital Preservation Outreach and Education (DPOE) curriculum at *A Look at Digital Preservation*, a program sponsored by the Capital District Library Council on September 13, 2016. Jennifer also participated on a panel about recording retentions at the EAST member meeting in Boston on October 14, 2016.

Skidmore College

Scribner Library welcomed new staff member **Warren Schultz**, on October 14th to the position of Weekend Public Services Coordinator. Warren previously worked in library circulation departments at Saint Michael's College and Champlain College. He is also an award-winning writer (including a James Beard award!) who has

worked extensively in magazine publishing, public relations, and college communications and marketing over the years. Just days before his job interview at Skidmore, Warren returned from a Peace Corps volunteer assignment in Senegal.

Scribner Library launched a new marketing campaign to help students overcome their "RIS" (Research Insufficiency Syndrome), a condition which affects us all from time to time. This fall the focus is on identifying RIS and the many treatment options available. In the spring we are holding a Research-a-thon to help in the fight against RIS. Learn more at lib.skidmore.edu/RIS

SUNY Oswego

It's been a busy several months at Penfield Library! Over the summer, we said goodbye to Barbara Shaffer as she retired from the position of Library Director. Tempering that, we've also gotten to say hello to several new librarians:

Sarah Weisman is the new Library Director. For the last 10 years, Sarah was the Associate Dean of Learning Resources at Corning Community College in Corning, NY, overseeing the library and a number of other departments. While at CCC, Sarah played a key role in the total renovation and expansion of CCC's library and established many successful partnerships with faculty and staff across campus. Sa-rah has Master's degrees in Library Science and Information Resources Management from Syracuse University and her undergraduate degree from Barnard College. She is thrilled to join the talented library team at SUNY Oswego!

In August **Tim Berge** began working at Penfield as the new Temporary Instruction, Reference, and Collection Development Librarian. He will work as a liaison to the Biological Sciences and Art departments providing collection development and instruction. He comes to Oswego fresh from Bloomington, Indiana where he spent the last two years at Indiana University earning his Master's in Library Science. Before that he lived in Idaho. He is happy to be at SUNY Oswego and looks forward to cutting his library teeth at Penfield Library.

Francesca Yates also began in August as a part time reference librarian. She grew up in the Central New York area. As an undergraduate, she attended SUNY New Paltz. Francesca completed her master's degree in Library and Information Science at the University of Pittsburgh, with a specialization in health resources and services. She also substitutes part time at the public libraries in Syracuse.

We've also been growing Penfield's Maker Services. Our Learning Technologies Librarian, **Sharona Ginsberg**, is piloting a 3D printer training program for students and other library users. We're offering more making-related items for checkout, too: patrons can now check out circuitry kits, Arduino kits, crochet hooks, and knitting needles.

Syracuse University

Michael Pasqualoni partnered with the Newhouse School of Public Communications, Public Relations Department, in presenting Avoiding Plagiarism workshops for that program's entering graduate students.

At the 2016 ALA Annual Conference, **Tarida Anantachai** co-presented a poster, "Selfies, Hashtags, and Zombies, Oh My! Instagram as a Tool for Interactive Library Orientations."

At the National Diversity in Libraries Conference, **Tarida Anantachai** co-presented both a panel, "ACRL Diversity Standards Revised: Intersectional Approaches to Cultural Competency," as well as a roundtable discussion, "Grow Your Community: An Exploration of Peer Mentoring for People of Color."

Tarida Anantachai co-wrote a chapter, "Establishing a Communal Network for Professional Advancement among Librarians of Color," published in *Where Are All the Librarians of Color: The Experiences of People of Color in Academia*, a Library Juice Press title edited by Rebecca Hankins and Miguel Juárez.

Tarida Anantachai was also awarded an IFLA 2016 National Committee Fellowship Grant to support her attendance at the IFLA 2016 World Library and Information Congress.

Nicolette A. Dobrowolski was appointed Assistant Director of Collections and Access Services for the Special Collections Research Center (SCRC) at Syracuse University Libraries. Dobrowolski will lead the department's strategic plans to assess and continuously improve management of the collections held in the SCRC, Belfer Audio Archive, and University Archives. By providing key oversight for thousands of linear feet of unique and rare materials and ensuring that those treasures will be preserved in the state-of-the-art addition to the Syracuse University Libraries Facility, this position aligns with Libraries' strategic goal to enable learning, scholarship, and the creation of new knowledge through our rich collections.

Peter Verheyen is the recipient of the Guild of Book Workers 2016 Lifetime Achievement Award for his pioneering use of digital technology to build community by sharing information and encouraging discourse on all aspects of the book arts. In 2009 he was awarded the Laura Young Award, which recognizes members who have made an outstanding contribution of service to the Guild of Book Workers. The Guild's 2016 Lifetime Achievement Award recognizes the global impact of his work. From the [official announcement and article written by Karen Hanmer in the Guild of Book Workers Newsletter, August 2016](#). The [Guild of Book Workers](#) is the national organization for bookbinding and the book arts in the United States).

Anne E. Rauh and **Stephanie JH McReynolds** co-authored a case study about the DRS blog, titled Telling Our Story: A Case Study of a Collaborative Departmental Blog at Syracuse University Libraries, which was published in the "Academic Librarians as Communicators" themed issue of the New Review of Academic Librarianship.

On Sunday, August 21st, **Anne Rauh** presented an invited talk entitled, "Altmetrics in the library" at the American Chemical Society National Meeting

in Philadelphia, PA. This talk was part of the symposium, "Beyond Citations: Challenges & Opportunities in Altmetrics" organized by the Chemical Information Division. Other speakers in the symposium included Todd Carpenter, Executive Director, NISO; William Gunn, Director of Scholarly Communications, Mendeley; Stuart Cantrill, Chief Editor, Nature Chemistry; Matthew Hartings, Associate Professor of Chemistry, American University; Antony Williams, National Center of Computational Toxicology at EPA; and Jeff Lang, Assistant Director of Platform Development, American Chemical Society.

Patrick Williams's book chapter "What Is Possible: Setting the Stage for Co-Exploration in Archives and Special Collections" was published in Pagowsky, N. & McElroy, K. (2016) *Critical Library Pedagogy Handbook, Volume 1: Essays and Workbook Activities*. ACRL Press. <http://www.alastore.ala.org/detail.aspx?ID=11883>

Patrick Williams attended the Digital Humanities 2016 conference in Krakow, Poland in July. With colleagues from dh+lib and the ADHO Special Interest Group Global Outlooks:: Digital Humanities, he led a workshop entitled *Translation Hack-a-thon!: Applying the Translation Toolkit to a Global dh+lib*, in which participants designed workflows for lightweight translation and engaged in collaborative translation activities intended to encourage broader linguistic diversity among DH communities.