



The Quarterly Newsletter of ACRL / NY

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President's Message

Marilyn Rosenthal

As incoming 2001 President of our chapter, I would like to express my gratitude to all the members of the Executive Board and the Symposium Planning Committee for their assistance in coordinating our 20th anniversary symposium, *Information Literacy and the Academic Library: Choices and Challenges*. Furthermore, I would like to mention the names of the Committee members individually. They are: Addie Armstrong, Heather Blenkinsopp, Sheau-yueh Janey Chao, Francie Davis, Madeline Ford, Harriet Hagenbruch, Lucy Heckman, Laurie Lopatin, Dona McDermott, Anca Meret, Zary Mostashari, Lisa de Paolo, Irina Poznansky, Susan Rubin, George Sanchez, Marsha Spiegelman, Paolina Taglienti, Bellinda Wise, Maureen Wren, and Tian Xiao Zhang. Because of their hard work, the event was a success. A record number of 181 individuals registered.

Certainly, our 20th anniversary proved to be a new beginning, and for the first time, the symposium was held at the Donnell Library Center. The program consisted of award winning speakers. Both keynote speakers, in fact, were coincidentally chosen from the same institution, the University of Washington. Inspirational, both excelled in their delivery. Betsy Wilson, this year's ACRL National President and an ACRL Miriam Dudley Librarian Award winner, is the newly named Director of Libraries, and Michael Eisenberg is the University's dynamic Information

School Director. Three of the afternoon's panelists were also award winners: Patricia Carroll-Mathes and Clara Fowler both for the ACRL Innovation in Libraries Award, and Carol Kuhlthau for the ACRL Miriam Dudley Librarian Award.

The Committee's efforts were rewarded with luck in that all the pieces fell into place. According to the feedback from an initial review of evaluations, the audience enjoyed all presentations as well as the new location. Even the weather was accommodating for the attendees and speakers who had to travel both by car and by air from distances as far away as Washington and Texas. Members of the Executive Board and the Symposium Planning Committee treated the speakers to a luncheon at Giovanni Ristorante two blocks from the auditorium. Once again, one of our past presidents and a current Board member, Lois Cherepon, demonstrated her skill as a moderator. We cannot thank her enough for her presence and expertise.

To celebrate our anniversary and the millennium, tee-shirts with the ACRL/NY insignia were distributed. Lois Cherepon, always helpful, also created an exhibition of materials collected over the years from the archives and past presidents. The colorful, well-designed posters highlighted activities of our chapter. Packets distributed at the event included a

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listing of past symposia with dates, topics, and chairs to remind us of our accomplishments over the years.

Every year, in memory of our past president, Rochelle Sager, the chapter awards scholarships in the form of free registration to two library students from schools in the area. This year's attendees were Ms. Natasha McCall from Pratt Institute and Sr. Joan Hroncich from St. John's University. Both were given a gift of a monograph published by ACRL, edited by Patricia Libutti, a past Board member, and written by members of our chapter. The monograph, *Librarians as Learners, Librarians as Teachers: The Diffusion of Internet Expertise in the Academic Library*, grew from an ACRL/NY initiative.

The ACRL/NY Chapter has evolved during the past year due to the efforts of many individuals. Fortunately, we have been able to continue to meet on

a monthly basis at the Fashion Institute of Technology Library, thanks to the former Director, Howard Dillon, and the new acting director, Lorraine Weberg. We are in the process of accomplishing the arduous task of incorporation through the endeavors of Bellinda Wise and Tian Zhang. As Recording Secretary, Laurie Lopatin continues to record our minutes in a timely, meticulous fashion, and as Treasurer, Bellinda Wise manages our resources with determination. Marsha Spiegelman spearheaded the task of updating the membership form and raising our fees. Through the diligence of our Webmaster, Constantia Constantinou and the Technical Advisor, Ree DeDonato, our web page has been updated with information on the Symposium, including registration and membership forms, upcoming events, and the mission and officers of our organization. A subcommittee formed by Rebecca Albrecht, Mary Habstritt, and Susan Rubin has been working on revising our constitution and bylaws.

Several events sponsored by the sections and interest groups took place in 2000. Amy Beth formed the Access Services Interest Group that had its first meeting in June at New York University. Thanks to Harriet Hagenbruch, the Education/Curriculum Materials Center Interest Group continues to meet and sponsor events. All three sections have run workshops and presentations through the hard work of Dona McDermott, Harriet Hagenbruch, Amy Beth, Tammy Wofsey, Susan Rubin, and Rebecca Albrecht. Tian Zhang and Lucy Heckman represented our chapter at ACRL Chapters Council meetings, as did Susan Rubin, Legislative Liaison, at legislative workshops. Most importantly, I must recognize the many accomplishments of Tian Zhang in coordinating all our efforts and in helping and encouraging me in my role as Chair of the Symposium Planning Committee.

As usual, the beginning of the year is a time to say good-bye to retiring Executive Board members and to welcome new ones. This year, the Board has three who are not continuing. I want to take this opportunity to express a special thanks to the retiring members: Lucy Heckman, Dona McDermott, and Mary Habstritt. While in the previous two years Lucy devoted herself tirelessly as President, Vice President, and Chair of the Symposium Planning Committee, she has acted as an advisor during this past year. As Vice Chair and Chair of the Long Island Section, Dona prepared several

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**ACRL/NY
P.O. Box 8331
New York NY 10116-4652**

Edited by:

Jennifer Schwartz
Bobst Library, Mezzanine
New York University
70 Washington Sq. South
New York, NY 10012

Comments and submissions may be sent to
jennifer.schwartz@nyu.edu

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<http://www.nyu.edu/library/bobst/acrlny/acrlny.html>

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excellent workshops, and Mary went beyond the call of duty in performing the difficult and time-consuming job of Newsletter Editor. All three will be missed. Certainly, they added to the smooth operation of the Board.

On a more positive note, we will be gaining three new additions. Francie Davis will serve as Chair of the Long Island Section, Eloise Bellard the Vice Chair, and Jennifer Schwartz the Newsletter Editor. Harriet Hagenbruch will take over as Vice President and Chair of the Symposium Planning Committee, and I wish her well in her new role. We welcome all and look

Corrections:

Please note that Vol. 19:3 of **ACRL / NY Connections** erroneously listed Tammy Wofsey as Chair of the NYC Section. Tammy Wofsey is Vice Chair, and Amy Beth is Chair. Our apologies for the error.

forward to their input. I offer my wishes that the new millennium will bring ACRL/NY a brilliant future. ?

Marilyn Rosenthal
President, ACRL / NY
Nassau Community College

Information Literacy and the Academic Library:

Choices and Challenges

2000 Symposium Summary

ACRL/NY's annual symposium, *Information Literacy and the Academic Library: Choices and Challenges*, was held November 17, 2000 at the Donnell Library Center. The Keynote Speakers, Lisabeth Wilson and Michael Eisenberg spoke in the morning, and a panel discussion was held in the afternoon. Summaries of the day's activities are provided below.

Betsy Wilson's keynote address centered on the

answers to four questions: Why should academic librarians care about Information Literacy? What is Information Literacy? Where are we now? How can we integrate Information Literacy into the curriculum and beyond?

Why should academic librarians care about Information Literacy? Technological advances have led
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ACRL / NY would like to thank the following companies for their generous contributions to the 2000 Symposium. Their support is greatly appreciated.

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to a new information age in which there is too much information. A new information literacy has emerged and it is urgent that we respond to it. The ability of students to analyze and sort out information is crucial. Jobs now demand basic skills in acquiring and using information in a variety of settings even for entry level employees. The academy is demanding critical thinking skills of its students. A new information literacy has emerged and it is urgent that we respond to it.

What is information literacy? Although there is no one definition, it is important to tailor the concept to fit the individual needs of each organization. To this end, there are several definitions that can be used as a starting point. In 1989, the American Library Association defined an information literate person as one who: "must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information." ACRL has devised a set of competency standards that elaborate on their definition of information literacy. These can be found at the following website: <http://www.ala.org/acrl/ilc/omstan.html>. The National Research Council defined Fluency in Information Technology (FITness) as a process of lifelong learning in which individuals continually apply what they know in adapting to change and acquire knowledge to become more effective at applying information technology optimally to meet one's needs.

Where are we now? To help each person in the audience determine this for their institution, Wilson handed out an "Information Literacy I.Q. (Institutional Quotient) Test." This test is used to help determine the readiness of an institution integrating information literacy into their curriculum. The test includes sections on librarians at the institution, recognition of the importance of information literacy, learning/teaching infrastructure, and information infrastructure. An attachment helped test takers figure out from their score into which category their institution fell, whether it was: 1) first steps; 2) on your way; 3) experimenting; 4) full speed ahead; or 5) model program.

How can we integrate Information Literacy into the curriculum and beyond? One way is to look at best practices. Wilson has developed her own list of best practices for information literacy. They include: 1) that it is integral to the mission of the institution; 2) having a high degree of collaboration; 3) that technology serves teaching and learning; 4) that there be a

student-centered approach; and 5) it should incorporate faculty learning and development. She also included seven principles of good learning: 1) student/faculty contact; 2) collaboration among students; 3) active learning; 4) prompt and rich feedback; 5) more time on the task; 6) high expectations; and 7) diverse ways of learning.

Wilson stressed the point that one cannot simply pull up a model and use it; it is essential to customize a program to meet each institution's unique needs. She cited several models from which the audience could get ideas, including the program at the University of Iowa and UWired, the program at her own institution, the University of Washington. The UWired program is built on the principle of linked courses: linked to large lecture courses; linked to a discipline; linked to Freshmen interest groups; and linked to the interdisciplinary writing program. Some of the lessons that were learned from UWired include: 1) vision is critical; 2) strategic thinking is necessary; 3) uncertainty must be accepted; 4) frequent collaboration is essential. In addition, she provided a handout listing web sites for other models as well as best practices, and other resources on information literacy.

In conclusion, all participants were asked to go back to their institutions and answer the following questions with respect to creating an integrated program for information literacy: how and with whom; where and how; what approaches to take; what partnerships to form; how you will know you are accomplishing it; and how you can prepare yourself. Participants left with some concrete ideas that they could bring back to their respective organizations to move the integration of information literacy forward.

Dona McDermott
Center for Business Research
C.W. Post Campus / LIU

Michael Eisenberg, Director and Professor at the University of Washington, spoke with both humor and energy about the complex issues facing college librarians today during his talk entitled, "Information and Technology Literacy for Student Success."

He stressed the creative idea of change and how it has become the operative word in the library world. He cited the major reasons why librarians are ready to

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embrace change, and highlighted the practice of using internet information technology to help achieve a break from textbooks and to offer students a broader range of information choices. He stressed, however, that librarians should be fully aware of the problems associated with information overload and its profound effects on students.

Mr. Eisenberg presented his idea of the "Big 6." These six points provide a guide to information problem solving using a multi-task approach. The six steps are: Task Definition; Information Seeking Strategies; Location and Access; Use of Information; Synthesis; and Evaluation.

In summary, Mr. Eisenberg focused on the responsibilities of the college librarian to teach students how to effectively use and apply new information and technology skills to their basic core knowledge.

George Sanchez
Laboratory Institute of Merchandising

Patricia Carroll-Mathes, Professor Emeritus, original Coordinator of Information Literacy at Ulster Community College, and the 1997 ACRL Innovation in Instruction Award recipient, began the panel presentations by describing the program she initiated. A collaborative, required credit-instruction, interdepartmental effort, it began in 1993 with one section, became a multiple-section course in 1997, and has evolved into 50 sections. Presently, librarians, teaching faculty, career counselors, and staff from the Learning Assistance Center conduct the course in various modes: online through the SUNY Learning Network; a one-week intensive with four half-day sessions and a fifth for finals; and the traditional consisting of two 55-minute periods or one double-time period weekly. Because team teaching and faculty involvement are key elements, teaching faculty are paid on an overtime basis, and the initiative has grown to include instructors from other institutions. Accepted institutionally, today the program presents other challenges: the increasing need for more instructors to run an interdepartmental teaching team; keeping up with shifting technology resources, personnel changes, and information overload; working to integrate the new information literacy competencies and skills into the curriculum; and creating information-rich assignments for upper level courses. The measure of the program's

success is its continuation, as new faculty and librarians join the teaching team, its achievement of increased faculty, administrative, and trustee support, external funding through regional training and state library and technology grants, and reinforced visibility on campus through published articles, library awards, and joint librarian-faculty conference presentations.

Professor Carroll-Mathes related the process of creating the initiative. Ten years ago, librarian-faculty collaboration was a revolutionary idea, and the institutional goal of teaching faculty involvement was also a radical approach. When the Library received Internet access, immediately, librarians perceived the opportunity for institutional leadership through teaching information literacy. Early adopters looked for likely supporters in the form of campus faculty members and administrators who then took the course before its further development. Initial resistance from the Curriculum Committee and lack of interest from English faculty were offset by support from other departments including Science, Business, and Nursing and from the best and most influential instructors. Mutual benefits were stressed including greater collegiality, librarians gaining understanding of faculty challenges, and faculty knowledge of librarian stresses. Whereas, in the beginning, librarians tended to want to teach too much, faculty tended to teach less. Nevertheless, focus has been on the teaching of competencies and core concepts to ensure integration into the instructional program.

Administrative support was essential, especially from the President and the Dean of Instruction, for faculty development, scheduling of faculty and staff information and training sessions, campus-wide purchase of Carla List's text, latitude for faculty recruitment, retaining of courses with small enrollment, and funding for conference participation. Change, daunting to both librarians and faculty, presents growth opportunities, but requires commitment, hard work, teamwork, inspiration, advocacy, and persistence. Additional benefits come from the understanding that collaborative results surpass what one can accomplish individually and that the advice and support from faculty can help one become a better teacher.

Marilyn Rosenthal
Nassau Community College

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Kimberly Donnelly, Assistant Professor and Reference Librarian at York College of Pennsylvania teaches two sections of Information Literacy 101 each semester at YCP, and is co-author of the Information Literacy eText for the course, available on the web: <http://www.ycp.edu/library/ifl/>

The title of her presentation was "Beyond Implementation: Reflections About Teaching an Information Literacy Course." At YCP librarians teach a required two-credit core curriculum information literacy course called IFL101. In the three years since its introduction, IFL101 has triggered dramatic changes in the jobs and roles of librarians, and the library has become an integral part of the college's educational mission. The course was originally initiated by faculty/administrative support, but is designed solely by librarian faculty. Academic faculty reinforce what is taught in the course. 624 students are registered for IFL101 each semester. The classes are taught by seven full time library faculty, and between 4 and 6 adjunct faculty.

The advantages of the course are the following: it says to students that these competencies are important, it establishes librarians as information literacy experts, and it enables librarians to develop better rapport with students. Some of the disadvantages are that core courses are not popular with students, and that 1/4 to 1/3 of the librarian's work week deals only with the course. This workload has resulted in students staffing the reference desk for some hours each week.

Susan Rubin
Manhattanville College Library

Clara Fowler is the content leader for the award-winning educational web site TILT, the Texas Information Literacy Tutorial, which introduces students to research sources and skills. Ms. Fowler spoke about designing TILT, the effect it has had on students, and plans for the future.

Designing TILT was a two-year project of the Digital Information Literacy Office at the University of Texas. The design team was led by the project leader, the content leader, and the web designer. TILT has three modules, which are based on three competencies: 1) selecting sources of information; 2) searching databases; and 3) evaluating sources. The interactive tutorial takes approximately ninety minutes to complete,

and there is a quiz at the end of each module which provides real-time feedback. Students at the University of Texas generally take TILT before the 50-minute library instruction sessions taught by librarians. Since students taking TILT learn basic skills such as searching periodical indexes and evaluating web sites, they are better prepared and more participatory during library instruction sessions. As for the future of TILT, Ms. Fowler reported that the University of Texas would like to make the content open and available for other colleges and universities to use and adapt to their own institutions.

Laurie Lopatin
Hofstra University

Carol Kuhlthau, Chair of the Library and Information Science Department in the School of Communication, Information and Library Studies at Rutgers University, ended the panel presentations with a theoretical look at the research process.

When she began her own research, she was working as a high school librarian while earning a PhD at Rutgers. She was reading a good deal of theory about the constructive process, which says that when constructing a new idea or gaining a new understanding of something, the experience is traumatic.

Kuhlthau had always been a very source-oriented librarian, selecting sources to help students and showing them how to find sources. She began to perceive her work differently, and wondered how the students that she worked with everyday actually experienced the process of putting together research papers. She thought that if she found out how very competent students went through this complex task, she would be able to teach it to others. She discovered that competent students actually had a very hard time. And, as her investigations progressed, she found that these students had a great deal of anger because no one had ever talked about this. She concluded that as librarians working with students, we have a responsibility to show students how to put things together. We should teach how to understand, not just to explain where to find things.

Kuhlthau developed the "Uncertainty Principle" in which she identified the six stages people undergo during the research process: Initiation, Selection, Exploration, Formulation, Collection and Presentation.

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The student must move from ideas to understanding, to broadening understanding, to forming a personal perspective, then collecting information to support that personal perspective to create the finished paper. People can not be rushed through these stages. While using information, a student is changing his/her view, not just collecting information. Sources of information are used differently at each stage. As a person's knowledge state shifts, the person's level of confidence changes.

There are also six corollaries, or concepts within the "Uncertainty Principle": Process, or, constructing meaning; Formulation, in which a focused perspective is formed; Redundancy, where things already known are expected and encountered providing a balance to the new and unexpected; Mood, reflecting that the level

of openness to new information changes; Prediction, recognizing that choices are made based on expectations; and Interest, wherein intellectual engagement increases as unique information is encountered.

As librarians, we have to find the "Zone of Intervention." We can't intervene with everyone all of the time, so to make the most of our time we should jump in at the key stages of Exploration and Formulation as the student moves from confusion to clarity. This zone is that area in which an information user can do with advice and assistance what he or she cannot do alone or can only do with great difficulty. This is where we can be the most effective. ?

*Mary Habstritt
Birnbaum Library
Pace University*

Welcome to the New Executive Board Members!

The new officers for 2001 were elected in October. The new officers are: Vice President/President-Elect, Harriet Hagenbruch; Recording Secretary, Laurie Lopatin; Chair of the Long Island Section, Francie Davis; Vice Chair/Chair-Elect of the Long Island Section, Eloise Bellard; Chair of the New York City Section, Amy Beth; Vice Chair/Chair-Elect of the New York City Section, Tammy Wofsey; Vice Chair/Chair-Elect of the Westchester/Lower Hudson Valley Section, Susan Rubin. Thanks to everyone who ran for office and congratulations to our new Board members.

Tian Xiao Zhang

Privacy On The Internet

Long Island Section

On October 13, 2000, the Long Island Section hosted a presentation on Privacy on the Internet at the B. Davis Schwartz Memorial Library, C. W. Post Campus, Long Island University. The speaker was Dr. Martha M. Smith, Assistant Professor at the Palmer School of Library and Information Science at C.W. Post.

Dr. Smith highlighted many aspects of privacy as they relate to academic institutions, and provided much food for thought on the topic. A lively

discussion followed her formal presentation, with participants contributing their own experiences with internet privacy.

Attendees left the meeting with a deeper understanding of how the Internet can affect their privacy in ways they had not previously thought. ?

*Dona McDermott
Past Chair, Long Island Section
Center for Business Research
C.W. Post Campus / LIU*

A Trip to The Horticultural Society of New York Library

New York City Section

The ACRL chapter of New York took the yearly excursion to the Horticultural Society of New York library, an oasis amidst the concrete of midtown Manhattan. This library contains information about plants and gardening for the novice as well as the scholar.

The mission of the society library is to improve the quality of life through horticulture information and to make the library available to the public. Members have circulating privileges.

Katharine Powis, the librarian, gave an introduction and tour. She talked about several recent accomplishments, including expanding the volunteer force, creating new allies in the horticultural community, and revitalizing the library committee.

Another advance for the library was the creation of

an OPAC using Sydney Plus. Holdings are now shared in OCLC. In addition, the library is currently seeking funding for putting their catalog on the Internet.

Joan Nichols who is in charge of the archives talked about her work organizing material and ephemera. This also included preparation of displays for the centennial that The Horticultural Society is currently celebrating.

The tour ended with a very informative demonstration by Carol Bolt who teaches botanical illustration and painting at the society. She showed the materials and techniques used for painting watercolors.

Tammy Wofsey

Vice Chair, NYC Section

Marymount Manhattan College

Shanahan Library