



Special
Symposium
Issue

The Global Librarian: Information Without Borders

Special Issue of Connections: The ACRL/NY Newsletter

Greetings from Your 2011 Symposium Chair



*By Caroline Fuchs, Associate Professor/Outreach Librarian
St. John's University*

On December 2, 2011 The Greater New York Metropolitan Area Chapter of the Association of College & Research Libraries (ACRL/NY) held its thirtieth Annual Symposium, "*The Global Librarian: Information without Borders.*" The symposium took place at the Baruch College (CUNY) Vertical Campus Conference Center in New York City. With nearly 200 academic librarians in attendance, the event enabled a formal and informal exchange of ideas, fostered professional networking opportunities, and encouraged an intellectual dialogue on current trends in academic librarianship.

The focus of the symposium was on how academic librarians are shifting their roles and services to meet the demands of an increasingly global environment. Our four key speakers were Lane Wilkinson ("Transliteracy and the Demands of Library Instruction in the 21st Century"), Angela Whitehurst ("Distance Education Librarians: Removing Boundaries and Barriers to Information"), Dr. Kenneth Crews ("Copyright, Libraries, and the Pressure of International Law") and Amy Bryant ("Traveling Librarians: Building Campus, Community and International Relationships Through Support and Leadership of Off-Campus Programs").

The ACRL/NY Symposium has been an annual event since 1981. From the beginning, the goal has been to introduce and encourage discussion of timely issues relating to academic librarianship. A review of some of the topics gives a delightful window into the evolution of academic librarianship over the past 30 years. Some previous symposia include: "*The Paperless Library — Advance Technology in the 80's*" [1981], "*Access to Excess? Issues of the Information Explosion*" [1990], "*Libraries in Transition: Learning and Communicating in the Electronic Environment*" [1995], and "*Library 2.0: A New Social Model*" [2007] — just to name a few!

We hope you enjoy our first "Symposium Special Edition" of our Newsletter and we look forward to seeing you at our next Symposium on **December 7, 2012!**

Cheers,
Caroline Fuchs, ACRL/NY President 2012



The Speakers : Lane Wilkinson

*By Kathryn Shaughnessy, Associate Professor/Librarian
St. John's University*

Lane Wilkinson's presentation, *Transliteracy and the Demands of Library Instruction in the 21st Century* illustrated the "global theme" of librarians helping engender "skills that travel"

If the library is considered a hub then the librarian should act as a guide to help navigate how users access information. Wilkinson firmly stated that "transliteracy is not a panacea" but it is a necessary (if insufficient) set of skills that facilitate "reading, writing, interacting & adapting across platforms, tools, media." Wilkinson distinguished Transliteracy from Information Literacy thusly: Information Literacy is about evaluation of content, Transliteracy deals with figuring out the "container" (exclusive of the content), and the interconnectedness between containers.

Wilkinson proposed 3 principles for global librarians, to encourage development of transliteracy:

- (1) Do not just promote our "library" resources for academic research; rather show how all information sources interact.
- (2) Information resources are linked. Avoid the "our database" vs. "Google" mentality in approaching research skills; doing so problematically re-enforces silos, rather than interaction.
- (3) Emphasize skills that transfer

The model for guiding students' development of "transfer skills" is to show the similarities — not just differences — between tools and help students learn to make inferences. For example, cover "non-library" research resources and tools, (including Facebook & Google) and look at them in a scholarly way. By building on the research skills the student already knows, and tweaking them into transfer skills, instructional librarians help students better engage a "world of information."

Harkening back to the traveling theme, Wilkinson points out that a good guide will tell you that you "can't pack everything"—so focus attention on the resources and skills that are flexible enough to work with any platform, using any browser, in any country!

*Lane Wilkinson is a librarian at the
University of Tennessee. He can be
reached at:*

lane-wilkinson [at] utc [dot] edu

The Speakers: Angela Whitehurst

By Patricia Keogh, Head of Cataloging, Long Island University

Angela Whitehurst, originally the Distance Education Coordinator for East Carolina University, currently its Interim Head of Reference, outlined a practical approach for librarians supporting distance education. Her presentation, *Distance Education Librarians: Removing Boundaries and Barriers to Information*, began with an overview growth of how distance education has evolved in academic libraries over the last two decades, as well as changes to the information landscape such as the growth in the use of computers, the internet, social media, e-commerce, and other new resources, the movement toward globalization and the need for “global understanding,” and the movement toward continuous learning.



Ms. Whitehurst began with a discussion of the skills that distance education librarians need to serve distance education students effectively, specifically interlibrary loan and document delivery best practices. These are skills that are often not easily acquired in library school, as are other skills that help to make distance lending programs a success, such as: expertise in marketing and public relations, facility with technology, networking, evaluating policies, flexibility, and knowledge of the ACRL Distance Education Guidelines. Other areas that she has found important for providing service to distance education student include, pedagogy, instructional design, negotiation, collaboration, and familiarity with other guidelines: administrative guidelines; information literacy guidelines; and regional accreditation guidelines.

Ms. Whitehurst illustrated the need for Distance Education services by sharing statistics from her own institution, including total enrollment, the percentage of student who are completely dependent on distance education; the number of faculty who have taught distance education classes; total number of student credit hours delivered via distance education; and distance education student credit hours by college.

Ms. Whitehurst highlighted the need for foresight and anticipation of users' service needs, including unpredictable situations which inevitably arise when serving users in far-flung areas. Using examples from her own institution and experience, she showed how proactive and creative problem solving is required to solve for problems including overseas shipping; services for distance faculty; special attention for special populations like students in the military; timing of servers; and copyright issues — regarding the faculty. She underlined the importance and usefulness of maintaining flexibility and collaborating with colleagues, especially with regard to matters of interlibrary loan and document delivery.

Ms. Whitehurst concluded her presentation by saying that distance education librarians need to be organized and create a plan, keep the “big picture” in mind; take baby steps; and remember it is a collaborative process.

Angela Whitehurst is the Interim Head of Reference at East Carolina University. She can be reached at whitehursta [at] ecu [dot] edu

The Speakers : Dr. Kenneth Crews

*By Mark Aaron Polger, Instruction/Reference Librarian
College of Staten Island, CUNY*

Dr. Kenneth Crews, the Director of the Copyright Advisory Office at Columbia University gave an engaging talk entitled *Copyright, Libraries, and the Pressure of International Law*. His talk interweaved how international copyright law applies to libraries and how librarians can become more educated in the field. He began with a basic introduction to copyright basics, including U.S. Copyright Law and the scope of rights for copyright owners, and exceptions and limitations to copyright.

Then Dr. Crews delved into the intricacies of the major laws governing international copyright: the Berne Convention, the WIPO Copyright Treaty, the WIPO Performances and Phonograms Treaty, and European Union laws pertaining to copyright. He discussed some exceptions to each of these laws, such as Fair Use, Section 108 for Libraries, and Section 109 for First Sale. He also discussed the Berne Three-Step Test, a clause in several international treaties on intellectual property.

Dr. Crews emphasized that even though our libraries are based in the United States, we are inevitably engaged in international activities, and that librarians need to stay abreast to international copyright laws, especially librarians working with Interlibrary Loan and Document Delivery. He argued that since library materials are produced worldwide, there is a constant import and export of materials. He also noted that many of our Internet-based resources are considered "international" and our users are becoming increasingly more diverse. Dr. Crews grounded the theoretical aspects of his discussion with an explanation of pending lawsuits that deal with international copyright and their implications for interlibrary loan policies and practices. Throughout his talk, Dr. Crews made a highly technical subject both engaging and enlightening to an audience of non-experts.



*Kenneth Crews is the Director of the
Columbia University Copyright Advisory
Office. He can be reached at
kcrews [at] Columbia [dot] edu*



The Speakers: Amy Bryant

By Sandra Marcus, Assistant Professor
Coordinator of Library Public Relations
Queensborough Community College, CUNY

In her presentation, *Traveling Librarians: Building Campus, Community, and International Relationships through Support and Leadership of Off-Campus Programs*, Amy Bryant used vivid images from the field to illustrate the effectiveness of the unique library programs at Earlham College.

From the start the Quaker philosophy of the school promoted the teaching — learning process, through student engagement with teachers and the world, as the heart of the College. Amy credits the major involvement of the Library with this process with the leadership of librarians, Evan Farber and Tom Kirk. When a planned trip lost its leader, librarians stepped in fill the role, and they have been playing a significant part in the program ever since.

Earlham has 1200 students from all states and 50 countries with 20 percent international students. Fifty-five percent of the students participate in off-campus programs, with 65 percent of these in international programs to 23 states and eight countries. The working and cooperative culture has enabled the six instruction librarians to wear different hats. Collaborative research programs, some grant funding, sabbatical leaves, flexible hours, and "my turn will come" attitude, have provided library coverage during trips led by library staff. Librarians cover for each other, and there is a degree of cross-training, and working in different disciplines.

The benefits of this program include improved relations with students, learning content of various disciplines, and the rejuvenation of spirit that comes from varying ones activities and traveling. Participation in the study abroad program means that librarians are seen by other faculty as co-teachers and partners in achieving the mission of the College. Librarians are also valued as technologists, promoting technical skills on the fly and in the field, helping students complete projects while studying abroad. Photographs taken in France with flip cameras were put on a blog, and other blogs and social networks were developed. The program has had the added benefit of exploding the stereotype of the timid librarian through these adventurous endeavors.

Images of mashing corn in Africa, knotting rugs in Turkey, and learning to spin wool in Africa were used to illustrate the value of learning a new skill, all part of the off-campus experiences at Earlham College, an ACRL Excellence in Academic Libraries Award winning institution.

Amy Bryant is the Information Technology and Public Services / Reference Librarian at Earlham College. She can be reached at [bryanam \[at\] earlham \[dot\] edu](mailto:bryanam@earlham.edu)

The Global Librarian: Notes from the Field

compiled by Mark Aaron Polger

Outreach to International Campuses

Academic libraries strive to deliver the same quality library services to their students and faculty, regardless of their geographic locations. Rochester Institute of Technology (RIT) has students located across the globe as well as those living within the local area. In addition to an array of distance courses and online programs, they also have international campuses located in Kosovo, Croatia and Dubai. A second campus in Zagreb, the capital of Croatia, was launched in September 2011. Students at these campuses have access to the wealth of resources maintained by the RIT Library but are often unfamiliar with what is available to them and how to use those resources.

Teaching and supporting students in the use of the available resources is a challenge considering distances and time zones, but also overcoming differences in culture can be an additional contributing factor impeding usage.

We use a blend of technology tools such as :

- annual in-person librarian visits to the campuses
- virtual library office hours
- web-based tutorials
- subject and course level library guides
- multiple forms of communication
- library integration within courseware



These all work together to reduce barriers and strengthen relationships, better serving our international campus populations - students and faculty alike.

Susan A. Mee, Global Education Librarian
 Rochester Institute of Technology
samwml@rit.edu

Name Identification in International Scholarly Communication

It can be next to impossible to find all the papers written by a given scientific author due to the different forms in name, such as different abbreviation, different Romanization of foreign names, changed surname by marriage, and even typo in names. The complexity of foreign names and their translations has long confused international scholarly communications. The only ultimate solution seems that every scientist is assigned a unique identifier in his/her academic activities. Such a mechanism would be much more simple to retrieve someone's complete publication record, help universities to track staff productivity and enable funding agencies to better monitor the outputs of their invests. My research analyzes the current situation in this issue and review several existing initiatives in author disambiguation in globe wide. As a participating researcher, the author will give more details to the Academic Identifier System (AID) by the Institute of Science and Technical Information of China.

The coding rule of AID is developed based on the existing coding rule of unique identifier and researchers' constitutional system of personal identity and scholarly activities. AID consists of the following components: country code (3 digits) + region code (2 digits) + discipline code (3 digits) + birth year (4 digits) + gender code (1 digit) + sequence code (2 digits) + extension code (2 digits) + check code (1 digit), therefore, totally 18 digits. AID will work as the unique identifier in the national information infrastructure management so as to improve the information integration, provide accurate and reliable connection and offer an indexing and retrieving solution for research and researcher information. My research analyses the prospect, challenge and opportunity in development, implementation and application of a universal name identification system in scholarly communication.

Haiyun Cao, Bibliographic Services Librarian
York University Libraries
hcao@yorku.ca

iPad Uses/Apps for Instructors In and Out of the Classroom

Since its introduction, the iPad has seen expansive growth and use in many sectors of everyday life, whether they be business related or personal related. Education has been no exception to this with many institutions, such as Long Island University, giving new iPads to all incoming freshmen. The question then turns to how will this new technology be used in educational settings. The iPad can be used not only in the classroom but also outside of the classroom including suggested apps and accessories as well as suggested ways to integrate use of the iPad for everyday use in the classroom an out. From class management to assessment to presentations to research tools, the iPad can be a powerful tool that can enhance and strengthen class instruction whether in face-to-face settings or remotely.

Ed Rivera, Assistant Professor/Librarian
B. Davis Schwartz Memorial Library
Long Island University, C.W. Post Campus
Eduardo.Rivera@liu.edu

Open Access and Liberal Education: A Look at Armenia, Azerbaijan, and Georgia

Education to create an informed citizenry is vital to democratic participation. Yet, twenty years after the division of the Soviet Union, higher education in the South Caucasus continues to face fundamental challenges. Reduced budgets following the collapse of Soviet financing have taken a toll on infrastructure, resulting in the physical deterioration of libraries and materials. On a pedagogical level, higher education in the region remains structured around the regimented “experts” model promulgated by the Soviets, to the detriment of those critical thinking skills central to liberal education in the West. Finally, at the scholarship level, researchers are hampered by huge discrepancies between resource fees and local incomes.



And even where the technological infrastructure does exist, both researchers and the general public may sometimes find their Internet use restricted, as national governments — already embedded in a complex matrix of geopolitical tensions — extend their conflicts into cyberspace. Despite this challenging environment, however, scholars and institutions in the South Caucasus are pushing ahead with initiatives that will maintain and even increase access to information resources. The open access movement offers researchers a means of circumventing both subscription and permissions barriers. Open access journals, digital repositories, and Internet use are on the increase in Armenia, Azerbaijan, and Georgia. Yet even as researchers in these countries open multiple new channels to the global scholarly community, their governments are developing a reputation as innovators in a different area — that of Internet filtering and access control. Impediments to the free flow of information stifle the development of critical thinking skills crucial to creating an informed, engaged citizenry and therefore, by extension, threaten to undermine the region’s progress toward democracy.

John Carey, Assistant Professor/ Head Librarian
Hunter Health Professions Library, CUNY
john.carey@hunter.cuny.edu.

David Donabedian, Assistant Professor/Head, Access Services
Hunter College Libraries, CUNY
ddonabed@hunter.cuny.edu.

Developing Library Workshops on Blackboard

To reach students studying online or who have trouble making it to campus during the times we offer in-person information literacy workshops, we converted the content of our in-person workshops to Blackboard workshops. Our research highlights the advantages, challenges, and lessons learned from this experience, specifically:

- 1) Scheduling/ procedural challenges — how long should the workshop be available via Blackboard? If an in-person workshop is an hour and fifteen minutes long, how long should we allow students to complete the same content on Blackboard?
- 2) Ensuring consistency of content — converting content that was originally created for an in-person/ oral lesson, into a text-based lesson, without losing the content, was a challenge. Integrating multimedia into our Blackboard sites was one way that we overcame this hurdle.
- 3) New opportunities for assessment — we used the Test Manager, Course Statistics and Discussion Board posts to assess learning outcomes. Built-in assessment was a significant advantage to conducting online workshops.

Lisa Tappeiner, Assistant Professor/Collection Development Librarian
Hostos Community College, CUNY
etappeiner@hostos.cuny.edu

Kate Lyons, Assistant Professor/Reference and Information Technology Librarian
Hostos Community College, CUNY
klyons@hostos.cuny.edu

International Cataloging Community on the Web: a Case of Personal Cataloging/Metadata Blogs

During the past decade weblogs became widely recognized as a part of the social software tools available on the World Wide Web. Blogs transitioned from being simple journal entries to a powerful online publishing medium worldwide. Currently, blogging technology is successfully used by organizations and individuals in such fields as advertisement, commerce, education, and journalism. As a subset of the blogosphere, personal professionally focused blogs reflect individuals' choice to highlight various topics within the discipline. My research demonstrates the successful use of blogs by the international cataloging/metadata community in the professional communication and personal knowledge management areas. Using content analysis as a data collection strategy, the author examined authorship, dynamics and topical content of the 24 personal professionally focused cataloging/metadata weblogs authored by librarians from the United States, Canada, United Kingdom, and Austria. The study identified seven main categories and over a one-hundred distinctive topics present in the topical content of the blogs.

In addition to cataloging and metadata issues, bloggers addressed topics related to the librarianship in general, technology, Web 2.0, library services and operations, professional development, daily activities and personal lives. The posts related to the international adoption of RDA rules and the challenges faced by cataloging as profession were the ones discussed most often in the cataloging and metadata category. This research presents the first attempt to examine a subset of library blogs from a specific area of the librarianship.

Natalia Gelber, Assistant Professor/Technical Services Librarian
B. Davis Schwartz Memorial Library, Long Island University
Natalia.Gelber@liu.edu



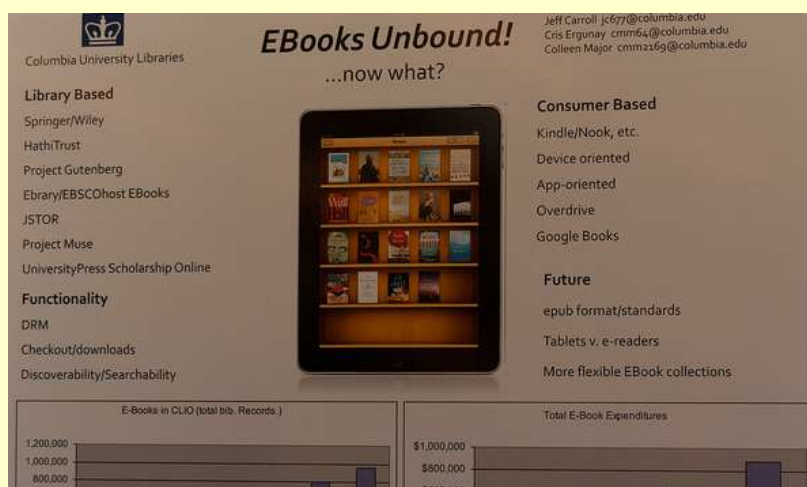
Ebooks Unbound!

The ebooks landscape is a rapidly changing world of technological advances mixed with traditional publishing models and a myriad of attempts in between to provide a service for a new age. This service is a crucial one, particularly given the need for increasing library resource access to support the continued expansion of global academic programs. Our research presents the current view of library vendor provided ebooks, such as Springer and NetLibrary, and also popular trade distributors, such as Amazon and Barnes and Noble. We aim to compare and contrast services and features provided by these vendors, taking into account existing library services and changing patron needs, looking for ways in which libraries can lead this next-century digital fulfillment. Also, we are identifying new ways for libraries to provide discovery, delivery, and accessibility, noting the more popular and liberal features, and considering planned and current market features. Academic libraries have an opportunity to drive the future delivery and accessibility of ebooks, while staying relevant in a dynamic digital publishing world and becoming a key source for electronic books, and, in turn, this will help to provide the global access needed to support teaching and learning.

Cristina Ergunay, Librarian
Columbia University Libraries
cmm64@columbia.edu

Colleen Major, Librarian
Columbia University Libraries
cmm2169@columbia.edu

Jeff Carroll, Librarian
Columbia University Libraries
jc677@columbia.edu



Information Literacy From The Side

Librarians are often called upon to instruct students in the use of specific databases. More often than not, the requester expects a brief lecture on how to search the database. Source appropriateness is rarely considered in these instances. In fact, most are not aware that something other than a scholarly article might appear in a multidisciplinary database. I am developing methods for injecting information literacy into database lectures and other workshops, as well as strategies for reaching faculty and students from their particular angle. I aim to address the critical question: How do we infuse information literacy into instruction sessions?

Bianna Ine, Research Librarian
John T. Hughes Library
National Intelligence University
bianna.ine@dodis.mil

INFORMATION LITERACY FROM THE SIDE

How to Infuse Information Literacy (IL) into Every Instruction Session in 6 Simple Steps

P.E.D.D.L.E.

- ★ Step 1: **P**resent Professionally
 - + Know your stuff
- ★ Step 2: **E**levator Speech
 - + Prepare to Explain IL
- ★ Step 3: **D**emonstrate Value
 - + Ask Students
- ★ Step 4: **D**rive it Home
 - + Unforgettable Points
- ★ Step 5: **L**earn Yoga
 - + Be Flexible
- ★ Step 6: **E**valuate
 - + Assess yourself

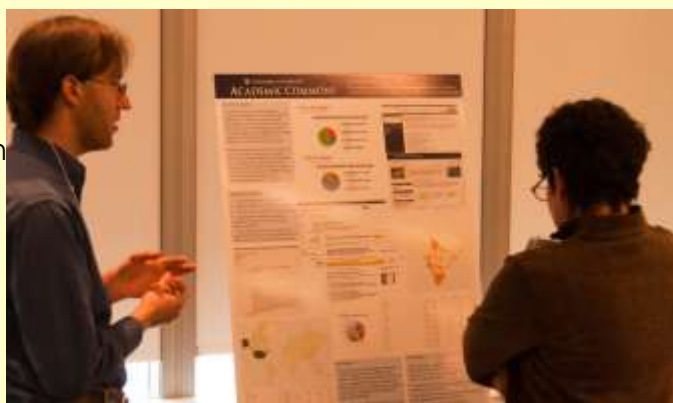
For More Info Contact: bianna.ine@dodis.mil

Information for All: Leveraging the Blacklight Search-and-Discovery Layer to Increase International Use of Open Access Collections

Even top-tier institutions are feeling the pinch of ever-increasing subscription prices — imagine, then, how much more difficult the situation is in developing countries where funds are far more limited and very few have access to institutional collections. In response, libraries have supported open access initiatives, establishing open access journals and developing institutional repositories to make faculty and student research available beyond the confines of their campus. Yet even these initiatives cannot bridge the digital divide if collections are not discoverable on the open Web, through popular search engines from Google and Bing to Yandex and Baidu. At Columbia, we recently adopted Blacklight, an open-source search-and-discovery layer, to improve the findability of the resources in our research repository, Academic Commons. Blacklight is fully Unicode-compliant, so content can be displayed in vernacular scripts, further enhancing its discoverability. The results have been better than we imagined: following our relaunch, traffic from Asia and Africa increased 300 and 400%, respectively, and our international users generally spent longer on our site than American users, accessing more content.

Robert Hilliker, Digital Repository Manager
Columbia University Libraries
rhilliker@columbia.edu

Matthew Baker, Collection Development Librarian
Burke Library at Union Theological Seminary
mcb2212@columbia.edu



Library Staff Training and Communication for a Global Audience: A One-Year Snapshot of Online Publishing by Teachers College Librarians and Student Workers

In the 2010-2011 academic year, the Gottesman Libraries Services staff, including reference librarians, tech support and student workers in Circulation, began an online publishing project called "Learning at the Library," utilizing Pressible, an in-house customization of Wordpress. The site has been used as a training tool, as student workers research policies and procedures, monitor new acquisitions and attend library events in order to write on these subjects for publication; an internal communication tool, as staff read each other's posts and have a greater awareness of colleagues' work, studies and interests; and as an outreach tool to patrons and the general public, with posts that cover topics of both local and national/international interest. We are beginning to visualize data on the staff's use of Learning at the Library as well as views of the site from inside and outside the College community to determine which topics deserve focus in the coming year.

Bonnie L. Fong, Physical Sciences Librarian
John Cotton Dana Library
Rutgers, The State University of New Jersey
bonnie.fong@rutgers.edu

Digital Storytelling: Collaborations that Build Community

Digital storytelling offers a rich opportunity for librarians to play a significant role in providing the critical components of a technology fluency program — multimedia training, media and hardware resources and copyright guidance. But above and beyond tech fluency, it also provides a powerful vehicle for building community awareness, expressing cultural identity and celebrating individual transformation across borders and disciplines.

At Mercy College, a partnership between the library and Faculty Center for Teaching and Learning, has facilitated a faculty learning community around the practice of digital storytelling as a both tool for pedagogy and assessment, but more vitally, as a means of capturing diverse perspectives and culture — a core value of the Mercy mission. We traced the evolution of that partnership from its inception, through the critical stages of its development to an outcome in the form of three compelling student stories, a process summarized below:

- Faculty hands-on workshops
- Integration of digital storytelling into the first year curriculum
- Development of assessment rubrics
- The stories:
 - I. *Disabling the Label* —A graduate education student comes to terms with choosing public rather than private schooling for her autistic child
 - II. *Life is a Blessing* — A Latina undergraduate student and her mother are mutually transformed by a family bereavement in Mexico.
 - III. *Haitian Food* —A Haitian student describes how cuisine provides the critical link to family, culture and community across two countries.

Mustafa Sakarya, Acting Director
Mercer College Libraries
msakarya@mercy.edu

IT and Librarians Reaching a Broader Audience Through Collaboration

Academic librarians are often expected to be aware of the latest emerging technologies, and more importantly, how to implement these technologies. However, there are still many librarians that do not enter the profession with a strong information technology (IT) background. This lack could prevent some librarians from expressing instruction ideas that could be viewed as technologically unrealistic. Fortunately, library IT professionals not only exist to support librarians' IT needs, but can offer IT knowledge and training to familiarize librarians with new technologies. At Binghamton University Libraries, collaboration between IT professionals and librarians has begun to impact the diverse community it serves. Library users expect broader access and services. Information technology professionals have been able to work creatively with librarians to implement library web applications and communication tools. In doing so, librarians can begin to broaden their concept of technological possibilities and apply their ideas to an even wider demographic.

Juan Denzer, Librarian
Binghamton University Libraries, SUNY
jdenser@binghamton.edu

Anne Larrivee, Librarian
Binghamton University Libraries, SUNY
Larrivee@binghamton.edu

CUNY Librarians in China

There is much to learn as librarians share experience and knowledge and form professional and personal bonds with our colleagues from around the world. This is exemplified in words and pictures by six CUNY librarians who, in 2010 and 2011, participated in month-long librarian exchange programs, at Shanghai University (SHU) and Shanghai Normal University (SHNU), in Shanghai, China. Through evocative photographic images and descriptions, our research presents both practical and professional aspects of the program.

The CUNY exchange program ran for two years over four semesters. Each semester a librarian was in residence at each of the two Chinese universities.

The experiences were similar and different in very specific ways. Both hosting institutions have a number of campuses. The librarians who were hosted by SHNU lived and worked primarily on an older, central city campus. The librarians hosted at SHU lived and worked on a sprawling, modern suburban campus. All visiting librarians benefitted from escorted visits to a number of major libraries in and around Shanghai including a tour of the Shanghai Jiao Tong University Library, the Shanghai Public Library, the Shanghai Pudong District Library, and other institutions.

The librarians at SHU and SHNU were asked to do presentations for the staff of their hosting libraries and to observe the day-to-day operations of both libraries. Resident librarians also were asked to teach students at the universities. The librarians hosted at SHNU were asked to teach one or two library sessions for undergraduates, whereas the librarians working at SHU were asked to cover a substantial portion of a Master's level Library Science class. These librarians taught students in eight class meetings during the four weeks of the residency.



Beth Evans, Associate Professor/Librarian
Brooklyn College, CUNY
bevans@brooklyn.cuny.edu

Mark Aaron Polger, Assistant Professor/Librarian
College of Staten Island, CUNY
MarkAaron.Polger@csi.cuny.edu

Janey Chao, Professor/Head of Cataloging
Baruch College, CUNY
sheau-yueh.chao@baruch.cuny.edu

Beth Posner, Associate Professor/Head of Interlibrary Loan
Graduate Center, CUNY
bposner@gc.cuny.edu

Ryan Phillips, Assistant Professor/Librarian
Baruch College, CUNY
ryan.phillips@baruch.cuny.edu

Ellen Sexton, Associate Professor/Information Literacy Librarian
John Jay College of Criminal Justice, CUNY
esexton@jjay.cuny.edu

The Limitless Library: Research Assistance Anywhere

Motivated by the library building closing for a major renovation and inspired by the potential of mobile devices for education, librarians at Millersville University have redefined our approach to research assistance. Moving beyond a single central physical location, our new innovative, tiered model incorporates both physically and electronically embedded librarians as well as targeted face-to-face events. The distributed nature of our reality requires mobile, flexible, and "location-independent" technology solutions, including Google products for phone, text, and instant messaging; Jing for video; digital signage and touch-screen kiosks for way-finding; and iPads for engaging with students. Our research highlights the many techniques and technologies that make up our new research assistance model and demonstrate how they allow us to go beyond the building and reach out to students.

Melissa Gold, Science Librarian
Millersville University Libraries
Melissa.Gold@millersville.edu

Erin Dorney, Outreach Librarian
Millersville University Libraries
Erin.Dorney@millersville.edu



Digital Librarians Supporting a Virtual Community of Practice

For four semesters, two librarians have been embedded in a virtual community of practice that looks at pedagogy in developmental education. Members of our community are faculty located throughout the United States, from Massachusetts to Hawaii. Our research is largely asynchronous and the librarians necessarily realize the concept of information without borders. Our research has three key features:

- (1) Meeting our members where they are; our library is within their virtual community
- (2) Being active participants in the community (while remaining within the librarian role) and striving, through outreach, to be more involved and active
- (3) Using established tools, though often with innovative applications

Our research shows examples of our work: a resource library built in Diigo (a cloud-based social bookmarking site) and a database that the librarians customized in Moodle (an open-source CMS). We will also explore how key elements of our work might be applied more broadly within academic libraries, regardless of the community that those librarians are supporting.

Stephanie Margolin, Digital Librarian
Knowledge in the Public Interest
smargolin@kpublic.org

Iris Finkel, Digital Librarian
Knowledge in the Public Interest
ifinkel@kpublic.org

Reaching Out to International Students

The John Cotton Dana Library on Rutgers-Newark campus is beginning to design and implement additional library outreach programs specifically targeting the growing international student's population. We provide workshops for international students focusing on learning library resources through hands-on exercises. The workshops are designed and taught by librarians who have personal experiences as international students themselves and therefore understand the obstacles that international students may experience in academic libraries in U.S. The learning environment in class is less stressful and more encouraging for international students, who are more likely to ask questions and participate in discussion.



We are also developing a library guide aggregating resources to help international students navigate through the complex library system. We plan to start an email newsletter for International Students, which will highlight certain library resources or services, introduce new tools for organizing and managing information resources, discuss a hot topic on new trends in learning and research, and conclude with a section presenting contents contributed by international students themselves, such as their own library stories and learning experience. The newsletter will be used to alert international students with library resources, services, and tools, and help them learn from each other's experiences. Through these new initiatives, we hope to better understand their information needs, and better serve this unique group of library users.

Minglu Wang, Data Services Librarian
John Cotton Dana Library
Rutgers, the State University of New Jersey
minglu@rutgers.edu

Wen-Hua Ren, Documents & Business Librarian
John Cotton Dana Library
Rutgers, the State University of New Jersey
whren@rutgers.edu

The Virtual Learning Commons (VLC) Improves Student Engagement and Learning through Visual Literacy

Funded by a federal Title III grant, the Suffolk County Community College library is participating, together with the entire college community in creating a virtual learning commons (VLC) to increase student engagement. The management of the grant is a faculty driven process with many stakeholders involved. The VLC working group has worked on the web format for the VLC, how students will access it and what learning objects will be placed in the various parts of the commons. The library faculty has decided on a list of priorities for learning objects to be placed in our "space" in the VLC and one librarian will be selected to create the first batch of learning objects. The top learning objects are: a video introduction to the three campus libraries, finding reserve items, avoiding plagiarism and how to cite using MLA or APA format. The library will also incorporate LibGuides with learning objects into the VLC. The library's role in measuring the Title III success will be to show that learning objects increase and enhance information literacy skills, a key requirement of the grant. Students who attend face to face classes as well as those who take online courses will be able to engage equally with the VLC and this will hopefully improve their college experience and increase their chances of academic success.

Susan P. Lieberthal, Campus Head Librarian
Team Leader for the Virtual Learning Commons (VLC)
Suffolk County Community College
liebers@sunysuffolk.edu

Providing Learning Opportunities 24/7

A changing student population requires academic librarians to reconsider how they serve their users. Whether the college or university is experiencing an increase in part-time students with full-time jobs, older students with young children, or students enrolled in fully online programs — some perhaps living in different countries around the world, librarians must adopt methods of working with these non-traditional students with special time constraints.

Luckily, technological advances offer a number of possible options. One is to offer Webinars at various times throughout the week, including evenings and weekends. These Webinars could even be recorded, with the archives made available to anyone unable to attend. Another possibility is to create a variety of online tutorials (e.g., to explain the research process or show how to efficiently search a database), along with print guides, to serve students with different learning styles. Online research guides created for specific course assignments might prove helpful, too — especially if faculty direct their students to them via a URL on their syllabus or by linking to them from online course sites. For students who might prefer real-time assistance, consider virtual reference: chat reference, text reference, and/or video reference. If funding makes it difficult for an individual library to offer reference services beyond its regular hours of operation, consider joining a consortium.

The global librarian must think of its entire community — those visible and not so visible — when reflecting on how to provide everyone with the opportunity to access information without borders (such as time or geography). Of course, one of the bonuses of the above-mentioned services is that they could all be beneficial to current library users, as well.

Bonnie L. Fong, Physical Sciences Librarian
John Cotton Dana Library
Rutgers, The State University of New Jersey
bonnie.fong@rutgers.edu

**Global Tools, National Products, and local users: Government Documents
Librarian use of Government Web2.0 information**

Technology has revolutionized our world. The way in which we relate to one another and our environment has changed. The same holds true for information. Governments as creators have been utilizing social media instruments to distribute information both locally and globally. However there remains a knowledge gap pertaining to the opinions and utilization of the information produced through these channels by information intermediaries, librarians. This study conducted a survey of Government Information professionals and explored their relationship with government social media outlets and information. The survey identified that while Government Information Professionals in general are early and ardent adopters of social media technologies, the majority of respondents were not aware that the United States Government used these utilized these tools as channels of information distribution. This survey shed some light on the ways that government document librarians viewed new technologies in information delivery. New seemingly ephemeral technologies like twitter have different requirements for preservation and this project illustrated a potential tension on preservation responsibilities and fugitive documents that already exist in the world of government documents.

Jonathan O. Cain, Assistant Professor/ Reference and Instruction Librarian
Hunter College Libraries, CUNY
jca0033@hunter.cuny.edu

**Library Staff Training and Communication for a Global Audience:
A one-year snapshot of online publishing by Teachers College librarians and
student workers**

In the 2010-2011 academic year, the Gottesman Libraries Services staff, including reference librarians, tech support and student workers in Circulation, began an online publishing project called "Learning at the Library," utilizing Pressible, an in-house customization of Wordpress. The site has been used as a training tool, as student workers research policies and procedures, monitor new acquisitions and attend library events in order to write on these subjects for publication; an internal communication tool, as staff read each others posts and have a greater awareness of colleagues' work, studies and interests; and as an outreach tool to patrons and the general public, with posts that cover topics of both local and national/international interest. Our research visualizes data on the staff's use of Learning at the Library as well as views of the site from inside and outside the College community to determine which topics deserve focus in the coming year.

Michelle Pronovost, Russell Hall Supervisor
Gottesman Libraries, Teachers College
Columbia University
mep2163@columbia.edu

Véronica Garza, Library Associate
Gottesman Libraries, Teachers College
Columbia University
vg2268@columbia.edu

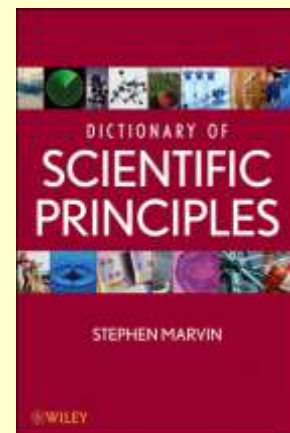
Raffle and Door Prize Winners at the 2011 ACRL/NY Symposium

Compiled by Mark Aaron Polger

Door Prizes

Dictionary of Scientific Principles (Wiley)
Patricia Keough, Long Island University

\$50 Amazon gift card
Adwoa Adusei, Long Island University



\$50 Amazon gift card
Nicole Husbands, MLIS student, St. John's University

Free admission to 2012 ACRL/NY Annual Symposium
Michele Lee, Mercy College



Free admission to 2012 ACRL/NY Annual Symposium
Elisabeth Oliu, Middlesex County College

Raffle Prizes

iPod Nano
Lisa Melendez, Suffolk Community College



iPod Nano
Fiona Grady, Stony Brook University, SUNY



Amazon Kindle Fire
Elizabeth Mezick, Long Island University

2011 Symposium Planning Committee members



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Independent Information Specialist

[Anne Leonard](#)

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St. John's University

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Queensborough Community College, CUNY

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[Susanne Markgren](#)

SUNY Purchase

[Kris Wycisk](#)

Independent Information Specialist

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Layout and Design:

Mark Aaron Polger

News Editors:

Mark Aaron Polger
Carrie Netzer Wajda

Contributors:

Caroline Fuchs
Patricia Keogh
Sandra Marcus
Mark Aaron Polger
Kathryn Shaughnessy

Membership:

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