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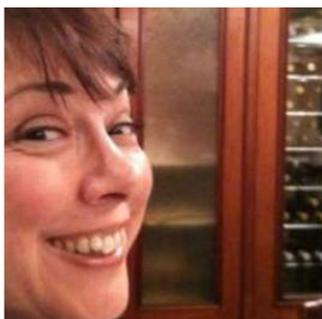
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The Greater New York Metropolitan Area Chapter

Connections: The ACRL/NY Newsletter Volume 30, Issue 3

Greetings from the 2012 ACRL/NY President



Best wishes for a happy, peaceful fall semester! We look forward to seeing you at our Annual Symposium "Cultivating Entrepreneurship in Academic Libraries" on December 7, 2012. Carrie Netzer Wajda, the Symposium Committee Chair, has lined up some excellent speakers for this event, including Steven Bell (President of ACRL, 2012-2013) and Maureen Sullivan (current President of the American Library Association). Kudos to Carrie and the committee for organizing this can't-be-missed event!

ACRL/NY is in the midst of some exciting projects. ACRL/NY is proud to announce an upcoming joint-publication, with METRO (The Metropolitan New York Library Association), of [The Global Librarian](#). Members of the Editorial Board include Jason Kuscma (Executive Director, METRO), Caroline Fuchs (President, ACRL/NY and Associate Professor, St. John's University), Lisa Chow (Web Analyst, Brooklyn Public Library), Sandra Sajonas (Business and Career Librarian at Brooklyn Public Library) and Carrie Netzer Wajda (VP/President-Elect, ACRL/NY and New Business Librarian, Y&R). Chapters, written by practicing librarians in a variety of fields, will include topics relating to librarianship in a global environment from several different perspectives. Projected date of publication is early spring 2012. After a very successful pilot program in 2011, ACRL/NY is pleased to once again sponsor our [Mentoring Program for 2012](#). Mentors and mentees with library-related interests are teamed up based on expertise and need. Potential Mentors can submit an application [here](#); Mentees can apply [here](#). For further information, contact Susanne Markgren, Mentoring Program Coordinator at acrlnymentoring@gmail.com.

ACRL/NY's newly created Professional Development Committee, under the leadership of Barbara Bonous-Smit, has been busy coordinating educational programs with other library organizations throughout the metropolitan New York area, providing exemplary professional development opportunities for our membership. Our Discussion Groups and Geographic Sections remain vital components of our thriving membership. I would like to personally thank the chairs (and co-chairs) of those groups for their outstanding contributions to ACRL/NY and its membership. Their dedication and commitment to academic librarianship is commendable! A sincere and well-deserved thank you also goes to all the members of the ACRL/NY Executive Board. Because of their professionalism and enthusiasm, our Chapter continues to grow and to help foster a rich dialogue among academic librarians in the Greater New York Metropolitan area. I am honored to work with each and every one of them!

On behalf of ACRL/NY, I would like to wish you all a very happy upcoming holiday season! I look forward to seeing you all at the Symposium on December 7th – please introduce yourselves! If you would like to become a more active member in our organization in the upcoming year, feel free to contact me.

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Greetings from 2012 ACRL/NY Symposium Chair Carrie Netzer Wajda

Registration is open for ACRL/NY's 2012 Symposium, **Cultivating Entrepreneurship in Academic Libraries**, which will be held on December 7th, 2012 at Baruch College's Vertical Campus. We have a terrific lineup of speakers from both academic and non-academic disciplines, as well as a special guest who will present a case study of a successful and profitable program at Brooklyn College Library.

Why entrepreneurship, and why now? The need for new ideas, new approaches and funding isn't going away. For decades academic libraries have been asked to do "less with more" as budgets decline. Encouraging librarians to flex their entrepreneurial muscles and devise new requires rethinking our attitudes toward money, the culture it takes to promote risk-taking and experimentation, and how we value the services we provide.

At our December symposium we'll hear from five people who will share with us practical strategies and theory about how encouraging entrepreneurship in libraries can facilitate necessary and positive change:

- **Steven J. Bell**, president of ACRL, 2012-2013, and Associate University Librarian for Research and Instructional Services at Temple University, will talk about how to create a library culture that encourages entrepreneurship;
- **Naomi House**, founder and publisher of the popular webzine and jobs list INALJ.com (I Need a LibraryJob), will talk about the importance of staying true to your own vision when creating a new service;
- **Prof. Stephanie Walker**, Chief Librarian & Executive Director of Academic IT for Brooklyn College, will present a case study of how and why her library embarked on a revenue-generating scheme with some eye-opening results;
- **Lisa Carlucci Thomas**, librarian, writer, and speaker on evolving mobile and social technologies, will talk about using experimentation, evaluation and creativity to adapt and deliver strategies that surprise, delight and inspire;
- **Maureen Sullivan**, current president of the American Library Association, educator and consultant will talk about creating a culture of innovation and what it takes to foster risk-taking, as well as what individuals can do to become more entrepreneurial in their practice.

Symposium attendees will come away with invigorating ideas and practical tips for creating and implementing new programs that help academic librarians better serve their users. [Register now](#) and come join the conversation. Find out more [on our web site](#), or contact [Carrie Netzer Wajda](#), ACRL/NY's 2012 Symposium Chair and President-Elect. Lastly, a special thanks to our [2012 Symposium Committee members](#), whose dedication and hard work make each year's symposium possible.



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Planning An Unconference (A THATCamp Perspective)

This Fall THATCamp NY was sponsored by ITHAKA+JSTOR, CUNY Libraries, Hunter College Libraries, NYU Libraries, Microsoft, and our host institution Fordham University. Organized by Jonathan Cain (Hunter College, CUNY) and Elizabeth Cornell (Fordham University) and myself, a group of over 80 attendees participated over the course of two days in sharing, teaching, and learning about digital humanities tools, resources, and in-progress and completed projects.

THATCamp was created by the Center for New History and Media at George Mason University and funded through a grant from the Andrew W. Mellon Foundation and other [sponsors](#). Staff at different universities, institutions, and conferences volunteer to organize THATCamps with a diverse range, sometimes around a theme (for example, Games, Feminisms, Pedagogy, Oral History, Jewish Studies, etc.) or group (Black Grads), professional organization (MLA, CAA, and AHA, etc.) or institution type (Museums, Libraries, HBCU's). Participants collaborate on the schedule and curriculum content of workshops, sessions, and discussions while proposers are responsible for facilitating or teaching.

If you're interested in planning your own THATCamp or unconference, here are some practical tips to keep in mind:

Get an overview and do some research. Attend an unconference (Barcamp, Infocamp, etc.) even if it's not exactly in your area of expertise or interest and take notes- what worked and didn't work? Read blogs, detailed how-to's (THATCamp.org has great tips for organizers) and great titles such as *Mob Rule Learning: Camps, Unconferences, and Trashing the Talking Head* and *Open Space Technology: A User's Guide*. Vocalize your interest at work or informally through social media. If there is an overarching organization, university, or group that has previously held an unconference in the same vein- reach out to them for advice, approval or support.

Form a working group or committee featuring a small number of interested organizers at your institution in your department or externally. Consider partnering with individuals in positions similar to yours or with similar interests in nearby or related institutions. Generally, the wider the community you can draw from for support, the easier it will be to fund, promote, and draw attendance for your event. Formalize group roles and delegate responsibilities. For simplicity and clarity, consider leaving large components solely in one person's hands or those at one institution (such as catering or website development). This will cut down on the need to travel to and plan an unnecessary number of meetings in addition to micromanagement. Choose one method of collecting, sharing and updating information- such as a no-cost, low learning curve collaboration tool like Google Docs or Sites, wikis, or assigning tasks via a tool like Asana. Take advantage of tools for virtual communication, such as Skype, Google Hangouts, and various IM chat services. Plan regular or as needed brief meetings in real time to cut down on unwieldy email chains, confusion, and procrastination or schedule creep.

Get support internally. Make IT a priority by making face-to-face contact with an appropriate IT representative at the hosting institution while still in the planning stages. Let them know the relevant information and your IT needs. As far as organizing, decide on the number of attendees (keep in mind the possibility of a 15% to 50% last minute cancellation or no-show rate and grant acceptance accordingly), the amount of space needed, steady wireless connection, applications/or registrations accepted? Will there be a theme? Financial support from internal or external sponsors is great, but if that's not an option consider using Paypal and asking attendees for a small donation to cover necessary costs.

Incorporate social media by creating event accounts and incorporating feeds into your web site. Start to promote your event as soon as you have a set date. Make social media management a specific duty of an organizer and stick with one to two main outlets (Twitter for example) to decrease the number of places you need to push new information too. Rehearse by confirming with IT. Get the correct contact information and hours of those who will be on duty during your event. Rent or borrow the necessary equipment you may need, i.e. white boards, dry erasers, markers, adaptors, computer logins, projectors, etc.

On the day of the event, run through a list of last minute needs and remember- you can't plan for everything! Evaluate! Consider an After Action Review for the event. Think about what went wrong (and how much of that was actually in your control?) What would you have done differently if you had another chance? Send out informal or formal surveys to all attendees, aggregate the responses and review them individually or as a committee. Consider examining qualitative survey responses using statistical analysis software such as Atlas.ti. Recognize and own mistakes but don't fixate on them. Unconferences are by nature chaotic, which encourages creativity.

Proactively creating professional development opportunities such as unconferences for your institution, colleagues, field, or discipline is a hands-on rewarding experience that can enrich your programming and outreach skill set while creating the opportunity for an interested community to collaborate in an informal space.

Recommended Resources:

Boule, Michelle. *Mob Rule Learning: Camps, Unconferences, and Trashing the Talking Head*. Medford, NJ: CyberAge, 2011. Print.

Owen, Harrison. *Open Space Technology: A User's Guide*. San Francisco: Berrett-Koehler, 2012. Print. "THATCamp: The Humanities and Technology Camp." *THATCamp: The Humanities and Technology Camp*. 2012. <http://thatcamp.org>

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Improving Student Success and Research Support at Hunter College Libraries

As an Assistant Professor and Reference and Instruction Librarian at Hunter College Libraries, I am very interested in improving instruction and impacting student education outcomes as well as improving researcher support mechanisms and the bulk of my efforts this year will remain concentrated on these two issues. When I came to Hunter College last year I introduced a print Research Journal for use in my library instruction classes for the Africana Studies Department. This journal was designed to help students organize and improve their online searching as students encountered catalogs, databases, and search engines. Thanks to its early success, I incorporated the journal into all of my library instruction sessions and shared it with several teaching faculty who have integrated it into course lesson plans (archived copy of early versions here: <http://huntercain.commons.gc.cuny.edu/files/2011/09/General-Research-Journal-no-limits1.pdf>).

As useful as the journal has been in print form, I wanted to improve on it by making it into a web form, better matching the digital interface students are working in. To that end, I have worked with an educational technologist at Hunter, Jim Lengel, to create a digital edition of the Research Journal (located here: <http://bit.ly/researchjournal>). This academic year I plan to launch the online research journal by utilizing it as a tool in my BIs as well as in my for-credit Library Research class. I hope that by having students use this tool, I can gain a better understanding of how typical undergraduate and graduate users actually search online.

My second major goal this year is the continuation of the 21st Century Scholarship @ Hunter College Libraries series. In January 2012, Hunter Professor and Librarian Jean-Jacques Strayer and I created this series of presentations and workshops in an effort to bring the most current trends, technologies, and techniques in modern research to Hunter. This series invites experts in the most modernized fields of digital scholarship (institutional repositories, data management, and bibliographic management) from the Hunter, CUNY and wider research communities to present their expertise to researchers of all levels. After initial success, we are focusing our efforts on making sure this initiative does not lose momentum as we look to ensure the library remains the central pillar of the Hunter College research community.

To learn more about his projects please contact:

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Helping Library Patrons with Disabilities

I entered academic librarianship from a career of teaching middle-school students who have disabilities, some of whom went on to college. As a library science student, I thought of these students; kids with severe ADHD and cognitive processing delays for whom college matriculation was a triumph and I wondered how they were faring in their interactions with library staff. My final research project extended this concern and shaped it into an inquiry: how are college librarians prepared to work with students who have disabilities? Are they trained in their MLS programs? Is training available through continuing education courses and professional texts?

According to the National Center for Education Statistics, U.S. Department of Education, there are more than 645,000 students with disabilities matriculated in college. These questions took on a new dimension when I read that their disabilities include hearing, vision, language, mobility and orthopedic impairments; traumatic brain injury; autism spectrum disorders; intellectual disabilities; health impairments including chronic conditions; and psychological or psychiatric conditions including depression, anxiety, and post-traumatic stress disorder. In reference interviews, borrowing transactions, and in instruction classes, these disabilities have implications for library staff. How, I wondered, are librarians trained to respond to the special needs created by these disabilities while meeting their information needs?

I looked at three sources of professional preparation. I examined the curricula at 45 ALA-accredited MLS programs; proceedings from ALA and ACRL conferences and ACRL webinars, and textbooks from Neal-Schuman, ALA, and Libraries Unlimited/ABC-CLIO, analyzing their content through ALA's statement that "All graduate programs in library and information studies should require students to learn about accessibility issues, assistive technology, the needs of people with disabilities both as users and employees, and laws applicable to the rights of people with disabilities as they impact library services."

I found that graduate programs and ongoing professional development offerings do not consistently, and assuredly, address the topics recommended by ALA. Textbooks from library publishers have the most consistent and comprehensive coverage.

Serving college students – and staff -- with disabilities cannot be left to the one librarian who is typically responsible for coordinating service for students with disabilities along with many other professional duties. Best practices and federal law require that we all provide equal service to all patrons.

As you plan for your own professional development this year, I urge you to include training in this service area. Look for titles such as Planning for library services to people with disabilities (ALA); Serving the disabled: A how to do it manual (Neal-Schuman) and Crash course in library services to people with disabilities (ABC-CLIO). Developing competency in this area will yield benefits for you, for students, and for your institution.

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National Library Legislative Day, April 24, 2012

I was asked to represent ACRL/NY this spring at the 38th Annual National Library Legislative Day in Washington, D.C. on April 24, 2012 as part of the New York State delegation. Each year, the ALA Office of Government Relations convenes librarians from all over the country to speak to their elected officials in the U.S. Senate and House of Representatives to remind them of the vital role that libraries play and to advocate for specific legislation that affects our programs and services.

As the only representative of academic libraries in the New York State group, I prepared a one-page document outlining the mission and goals of ACRL/NY to be included in the packet of information given to each senator or congressman we met with. This document outlined ACRL/NY's mission of improving library services, promoting professional standards, encouraging the exchange of ideas and information, seeking greater cooperation among academic and research libraries, and providing professional development and mentoring through educational programs. The range of academic libraries that ACRL/NY represents, from small community colleges to large research institutions, both public and private, across all five boroughs, Long Island, Westchester, and the Lower Hudson Valley was also noted, as well as a brief summary of the key legislation affecting academic libraries.

The day before the Legislative Day, ALA Washington office provided an in-depth briefing on each of the key issues and bills now in Congress so that we would be well informed when meeting with our legislators. The seven librarians in the New York delegation met with legislative representatives of Senators Charles Schumer and Kristin Gillibrand, as well as with legislative aides of Congresswoman Nan Hayworth, Congressman Eliot Engel, Congressman Maurice Hinchey and Congresswoman Nita Lowey.

One key area we advocated for was federal funding. We asked our legislators in Congress to pass level funding of the Federal Funding for the Library Services and Technology Act (LSTA) of \$184.7 million for FY 2013. Other issues we presented concerned Senate and House bills on cybersecurity and surveillance. We advocated for ALA's position, which is not to support any of the current legislation and specifically to vote against the House bill, CISPA of 2011, H.R. 3523.

We asked for support and passage of the Federal Research Public Access Act (FRPAA) of 2012 that would extend the open access policy currently in place for NIH to be extended to an additional 11 federal agencies. This would allow taxpayer-funded research to be publicly available online and without cost no later than six months after the article was published in a peer-reviewed journal.

Additional issues we advocated for concerned funding for the Library of Congress, Government Printing Office and the National Archives and Records Administration; Freedom of Information Act and Whistleblower protections; and reauthorization of the Elementary and Secondary Education Act (ESEA).

More information on library advocacy and the impact of federal policies on libraries can be found at:

- Legislative Action Center: ala.org/takeaction
- ALA Washington Office: ala.org/wo
- Facebook and Twitter: facebook.com/libraryadvocates & twitter.com/ala_wo

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Student Appreciation Day at Hostos Community College Library

On October 3, 2012 from 10 a.m. to 3 p.m., Hostos Community College Library hosted its first Student Appreciation Day. As Chair of the Senate Library Committee, I coordinated the event with the help of Chief Librarian Madeline Ford, members of the committee, and Library faculty. We also collaborated with Miranda McDermott, a librarian from NYPL. She manned a booth at the event, where she signed up scores of Hostos students for their first NYPL cards. The event was a success. We gave away over 400 items bearing the library's logo – pens, pencils, bookmarks and key chains. 400 students entered our raffle. We also held a contest called "Find A Book" in which 12 students were given the title of a book and a call number. If the student was able to locate a particular book in the Library before 2 p.m., he/she automatically won a free stapler. 11 out of 12 students successfully claimed their prize!



We collected about 375 emails through the raffle. As our Facebook and Twitter accounts are relatively new, we hope to reach out to more students using this information to increase our Facebook and Twitter "followers."

Since our Twitter account is linked to our Facebook page "newsfeed", all of our "tweets" are visible to our Facebook friends. When the winners of the raffle were announced, their names were posted on Twitter as well as announced via a poster board mounted in front of Circulation.

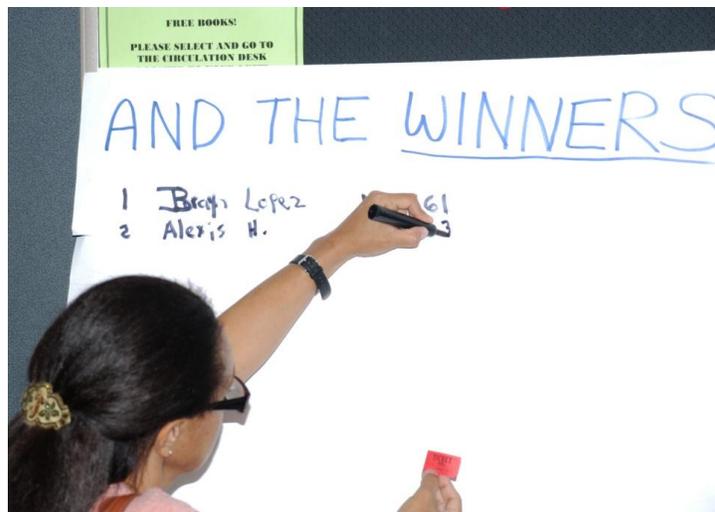
Our promotional efforts for the event involved email, social media, word-of-mouth, and personal interactions with students. Two weeks prior, we did an email blast to Hostos faculty, inviting them to spread the word about the event. We also notified the editor of the student eNewsletter, The Link, which highlights student events at Hostos. Within the library, we distributed flyers and postcards to Circulation, Reference and Reserves – areas where a large proportion of students tend to congregate.

In addition, all Hostos librarians were encouraged to wear a special name badge I designed that prominently mentioned Student Appreciation Day. A week before the event, students were reminded of the upcoming event whenever they spoke to a librarian.

Thanks to the positive response we received from students, we hope to expand our outreach efforts. Our next event, called "Trick or Tweet," scheduled for Halloween week, is currently being planned. We hope to increase our Twitter presence by offering a prize to a student willing to "tweet" a picture of him or herself holding her favorite book. We believe that outreach activities like this are essential to maintaining a positive relationship with our constituents.

For more information, please contact:

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Expectations For the Coming Year

There was briefly a Provost at my university who delighted in discombobulating the faculty. One year she demanded that we write a not-so-brief document describing our personal faculty plans, expectations, and methods of attaining these for the next school year. I was officially retired, just serving out my last weeks, and my replacement was in place writing her own document. For many of us who always planned ahead, this was easy. For those in the technical divisions who selected and processed orders and new acquisitions, it was a nightmare. How could we predict what the budget or prices would become? The numbers varied with a vacillating budget.

That year I wrote: "I will be retired, serving on the ACRL and ALA committees as ever, and attending the many conferences, consulting with/mentoring instruction faculty, reviewing documents, and writing papers when invited to do so." Her answer was a blistering: "that will not do". I wrote her a thank-you-and goodbye note, and didn't comply with the demands.

Now I look ahead to what I expect in the next year. ACRL is holding its conference in Ohio, a state I have seldom visited. ALA/ACRL Annual will be in Chicago, a favorite city. I will continue to work with ACRL/NY, attending its meetings, and working with the mentoring section. I work with ALA-LIRT, as an *emerita* member of its executive. As a director of the new RMRT, Retired Members Round Table, I talk to and encourage membership of retirees and about-to-become retirees in our efforts to organize and support programs which will enhance the work of ALA – and of ACRL. I will continue to question WHY the esteemed NYLA does not work more closely with ACRL and its NYS chapters. Having worked with and publicized and offered a session in Anaheim, for *Capturing our Stories*, I will continue to encourage librarian groups to embrace and encourage this oral history project.

I expect that many academic libraries will be hiding, storing or dumping vast parts of their book collections. The monies needed to build or expand, or create last-copy or compact-shelving storage facilities just doesn't exist for most of us. The fact that many greatly needed materials are not yet online may foster really bad decisions about what materials faculty will use in their classes. In the *New York Times* of Oct. 10, 2012 the OpEd page includes an essay by Professor Justin B. Hollander entitled "*Long live the paper*". It parallels this essay, and should be read by all of us. The transfer of lesser valued but absolutely needed old books and journals into digital form proceeds much too slowly.

Thus, I will continue to ask questions of ACRL. What are we planning to do about the protection of our valued collections in usable form? How will we deal with professors who do not continue to insist that their students refer to, cite, and otherwise use the long-used, greatly-needed or even serendipitous, data existing only in books? I recommend that you look back in time to one of the ACRL/NY first symposia, where we then discussed the topic: "*We used to call them books, we used to call them libraries*".

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About Connections: The ACRL/NY Newsletter

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