

Connections: The ACRL/NY Newsletter

ACRL/NY

Association of College and Research Libraries

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Metropolitan Area Chapter

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A Message from 2011 ACRL/NY President, Carrie Marten

A very Happy New Year to all our members! Have you updated your membership for this year? If not, go to this link to renew or sign up: <https://acrlnyforms.wufoo.com/forms/membership/>

ACRL/NY has not missed a beat and **we're** still as busy as we were in 2010. The 2010 Symposium, <http://acrlnysymp2010.wordpress.com/>, was a big success and we have already started planning for 2011, under the direction of our new VP, Caroline Fuchs. The date is set for Friday, December 2nd, 2011 so mark your calendars now.

Our geographic sections and discussion groups continue to plan and meet. We have events coming up with Resource Sharing, User Experience, Distance Learning, Special Collections/Archives and much more. Watch out for those emails announcing our upcoming events.

We continue our work of updating and streamlining our web site, which we hope to unveil soon. The development of the mentoring program is ongoing and plans are made to be ready by Fall 2011.

Of course, if you have any ideas for the organization, a particular discussion group, want to find out what is going on with the symposium planning, or want to get involved, please contact us through our website <http://www.acrlny.org/>. We are always interested in what our members want and gladly invite your input.

If you haven't already, check us out on Facebook and our events blog at <http://acrlny.blogspot.com/>. Enjoy the rest of the semester and hope to see some of you at ACRL National this March in Philadelphia.

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Greetings from the 2011 ACRL/NY Symposium Chair, Caroline Fuchs

Welcome to all those who are volunteering this year on the **2011 ACRL/NY Symposium Committee**. I look forward to working with each of you! Together we can organize a great conference!

Kudos to last year's Symposium Chair Carrie Marten and the 2010 Symposium Committee for a job well done! "***Innovation by Design: Re-visioning the Library***" was a terrific success!

The program was current, topical, and thought provoking. Guest speakers Bill Mayer, Lauren Pressley, Aaron Schmidt and Leah Buley shared their insights on the concept of design in academic libraries – touching on ideas such as the re-visioning of library space, teaching, design-thinking in decision making, and user-centered research methods. The high quality research presented in the eight poster sessions helped to encourage conversation and discussion throughout the day.

The ACRL/NY Annual Symposium is more than just a day of listening to current trends and topics in academic librarianship. It is also a wonderful networking opportunity. Attendees have the opportunity to re-connect with colleagues, to exchange thoughts and opinions, and to join the conversation. We are so pleased that so many students attended our event this year.

In the meantime, there is work to be done! We are very excited to announce that the **2011 Symposium will be "*The Global Librarian: Information without Borders.*"** Over the next few months the members of the Symposium Committee will work together to organize a wonderful event that will focus on the changing role of librarianship as higher education becomes increasingly more global. We're just getting started with our 2011 Symposium planning but we hope that our upcoming annual event will be a forum where we can exchange ideas, opinions and expertise.

The ACRL/NY 2011 Symposium will be held on Friday, December 2, 2011 at the Baruch College Vertical Campus Conference Center (55 Lexington Avenue, New York City) – the same venue as last year! Stay tuned for updates on the topic, speakers, a call for poster session proposals, and other announcements!

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ACRL/NY Symposium Speaker Spotlight: Bill Mayer, University Librarian, American University

Bill Mayer, University Librarian at American University in Washington, DC, started off an excellent program. He **presented an entertaining and comprehensive view of the changing needs of today's library users**, as well as possible means of addressing these needs.

His presentation, *"Redesigning Relevance: Creating New Traditions in Library Design,"* was based upon his own experiences and innovations. Describing emerging trends and best practices, he showed that the current overwhelming amount of resources available are not enough to keep the library relevant, but that marketing and providing better access matters more.



He addressed issues that impact collection development, physical design and use, means of delivering library services, as well as funding and departmental partnerships. In his discussion, he outlined the difficult choices involved with effective collection development. He emphasized the importance of faculty collaboration in purchase decisions, noting that unused books constitute wasted resources, and that print collections should be reduced, or removed to off-site **locations. He described his school's removal of 100,000 volumes** without anyone noticing.

Highlighting the growing significance of electronic books and journals, he introduced the **innovation of "just in time" instead of "just in case" purchasing.** This demand-driven approach enables an online user to preview and request an electronic book one day, and receive it the **next, through "My I-Library."** With **5000 books available**, only 245 had been purchased by his school during the past year.

Collection reduction not only saved funds, but also provided enhanced user space, vital to effective marketing, and addressing the need for a physical space that is comfortable and inviting. He described an increased number of computer workstations, flexible learning environments, faculty accessibility, areas with fireplaces, technical services sections, and visibility of special collections, all conducive to an improved ambiance.

The flexible eating and drinking rules combined with friendly staff also improved the marketing of library use. Hiring extra cleaning staff and removing some carpeting solved some of the problems associated with food.

His ideas of delivering library services include social media, online, real-time chat and embedding librarians in local teaching units. He views librarians as moving out in the college rather than being restricted to the library building. He also views library partnerships with instructional design experts, information technologists, and digital media specialists. He views the library as an agent for the development of complementary groups within its walls, such as the writing center, research institutes, digital humanities center, faculty-driven colloquia, and student-driven collaboration. The Power Point presentation was both informative and thought-provoking. It contained both humor and valuable insights into the changing world of the academic librarian.

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ACRL/NY Symposium Speaker Spotlight: Lauren Pressley, Instructional Design Librarian

Lauren Pressley, of Wake Forest University, gave a lively discussion and focused on design within library instruction.

She emphasized working directly with faculty to make sure that resources and services meet what the faculty need, and reminded

participants that tech innovation is not about the next "big thing". Rather, we might leverage technology (RSS, blogs, Twitter, and Facebook) as avenues to finding worthwhile, reliable resources for far-reaching distance instruction. While most instruction is geared toward in-college research, Pressley tries to extend library instruction classes in order to prepare students for doing research they will need when they graduate. Users **already use "innovative" technologies in a world of lots-of-personalized-information-choices**. In her classes, Pressley tries to make library instruction something her patrons will choose to do.

She illustrates that librarians are already doing Instructional Design (whether we realize it or not), but perhaps we need to learn some of the vocabulary. As someone with both a Library and Education background, Pressley promoted instructional design with classroom librarians and created an **"ADDIE" workshop**. **ADDIE is an acronym for "Analyze, Design, Develop, Implement, Evaluate. Analyzing** library instruction using this model helps make explicit what you're doing already. It also helps organize your classes in a way that is more conducive to assessment.

She recognized that instructional design was well placed in libraries, and helps encourage collaboration between librarians and teaching faculty. While some in-person instruction is desirable, online tutorials can be developed to replace numerous in-class sessions. These online tutorials could also be assigned as homework prior to the library instruction class. She noted that if you have access to "failed searches" in your library catalog/databases, it may be helpful to keep track of them. You might use this data to decide which tutorials to develop, then use Google analytics to see how viewers are using the tutorials.

When conducting a one-shot library instruction class, Pressley uses worksheets to keep track of students. The worksheet also ends up as notes for the class. For a longer-term course, she emphasizes the importance of asking students to list their expectations at the start of the course. This will help guide the design and development of instruction and helps ensure that it was properly addressed in the evaluation stage.

In her library instruction classes, Pressley uses behaviorism and constructivist theories from her background in Education. She notes that personal styles and theoretical preferences can be leveraged by the library instructor to create worthwhile instructional classes.

For more information on Lauren, visit her web site at <http://laurenpressley.com/lauren/>

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ACRL/NY Symposium Speaker Spotlight: Aaron Schmidt, Digital Initiative Librarian and Library Design Consultant

Aaron Schmidt, Digital Initiatives Librarian, District of Columbia Public Library, and Library Design Consultant at INFLUX, offered a lively and humorous discussion on design in our libraries.

Schmidt initiated the discussion by talking about "bad" interaction design and how to avoid it, on the small and large scale. He urged us to think about innovation in a way that moved beyond a focus on tools but **on the "actions, use and motivation" of our patrons.**



He offered various examples of "bad" design (library signs like "no cell phones" and "no babies") , illustrated as examples of "design by neglect. He also offered examples of "good" design (ex: OXO potato peeler, Porter Airlines, an example of a "friendly" flight experience, a web site that tells patrons : "here are things currently **being fixed**"). While customer service is important, it does not exhaust interactive and intentional design. All aspects of library activity can be improved by applying "Good Library Design" which he outlined in a five-step cycle (derived from *Kelly and Litmans' 2001 Art of Innovation*): (1) understand, (2) observe, (3) visualize, (4) evaluate, (5) implement, then repeat.



Some of the immediate design and user experience tasks our audience might undertake include the following **3 projects**: (1) observe people using your web site, and do a content

audit. Rather than completely re-design the web site, improve it with design in mind. Aaron cited Amazon.com as a very well-designed web site that allows the user to comfortably adjust to improvements/changes. (2) [Do a sign audit in your library](#) . Place each sign on a grid where the x-axis ranges from helpful to mean, and the y-axis ranges from ugly to beautiful. He suggests striving to have all of your signs fall in the "helpful/beautiful quadrant" (3) **have a work like a student day, where you, or a trusted user-experience partner, observe your library through fresh eyes, and experience the highs and lows of attempts to navigate your physical and virtual presences.**

On a semi-provocative note, Schmidt gave us some food for thought about how to make the most of limited resources. He suggested that libraries (and presumably librarians) are spreading ourselves too thin. We may wish **to concentrate on "supporting people's obsessions"**. To that end, Aaron suggests that it is better to have 50% of our users feel "ecstatic" **about our services rather than 100% who only feel "lukewarm"**.

For more information on Aaron, please visit his web site at <http://www.walkingpaper.org/>

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ACRL/NY Symposium Speaker Spotlight: Leah Buley, User Experience Designer, Adaptive Path

The final presentation at the 2010 ACRL/NY Symposium, *Innovation by Design: Re-Visioning the Library*, held on December 10, 2010 was given by Leah Buley. Leah is a User Experience Designer at Adaptive Path in San Francisco and author of the forthcoming book, *UX Team of One*. Her presentation, *User Research in the Library: How to Understand and Design for Patrons' Needs*, included a lively discussion of successful library research projects and the use of different research methods.



She discussed usability studies conducted at the University of Washington Libraries and an investigation into the future of libraries, conducted by MAYA design and Carnegie Libraries. She also discussed a study involving the co-design of resources for learners conducted at California Polytechnic State University.

Leah illustrated a variety of research methods and the questions they answer. These included: log files & analytics, intercepts, conceptual inquiry, personas, card sorting, paper prototyping, timelines, diary studies, co-designing, and informance & bodystorming.



Leah referred the audience to a relevant web site, "*When to Use Which User Experience Research Methods*," at: <http://www.useit.com/alertbox/user-research-methods.html>

She concluded her talk by noting that the research method chosen depends on the goal of the study, which should answer the question, "*What do I need to know about users to provide better service?*"

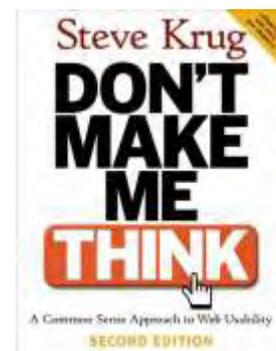
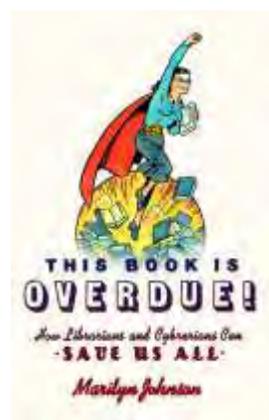
You can visit Leah at her personal web site at <http://www.ugleah.com/>

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2010 ACRL/NY Symposium Prize Winners

Several attendees at the 2010 ACRL/NY Symposium won a variety of exciting door and raffle prizes. The winners of the door prizes and raffles were:

- ❖ Rong Wang, of Bergen Community College won the JSTOR Tote bag and umbrella.
- ❖ Betsy Crenshaw, of Long Island University (Brooklyn Campus Library) won free admission to the 2011 ACRL/NY Symposium.
- ❖ Lana Bittman, of the FIT Library (SUNY) won free admission to the 2011 ACRL/NY Symposium.
- ❖ Sarah Sopab, an MLIS student at Pratt Institute, won a \$50.00 Amazon gift card.
- ❖ Kathie Flynn, of SUNY Old Westbury, won the Adobe Photoshop Elements 8 software package.
- ❖ Joan Grassano, of New York City College of Technology/CUNY won the Adobe Photoshop Lightroom 3 software package.
- ❖ Bernadette Lopez-Fitzsimmons, of Manhattan College was lucky as she won two prizes that day; the Adobe Creative Suite 5 software package, the book *Don't Make Me Think*, by Steve Krug.
- ❖ Fiona Grady from Stony Brook University won the book *This Book is Overdue* by Marilyn Johnson.
- ❖ Lisa Miller, of Drew University, won the Flip Camera.
- ❖ Bill Mayer of American University in Washington, DC, won the iPod Nano.



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Coffee Talk with 3 Long-Time ACRL/NY Executive Board Members



In December, I sat down and spoke with 3 long-time ACRL/NY Executive Board members who recently stepped down after many years of service on the Board. Marsha Spiegelman, Katrina Frazier, and Bellinda Wise, all academic librarians at Nassau Community College (SUNY), spoke with me about their experiences with ACRL/NY over the last 17 years.

MAP: When did you join ACRL/NY's Executive Board and why?

KF: I joined ACRL/NY's Executive Board in 2005 as Chair of the Technical Services Discussion Group. I decided to join the organization because I was looking to expand my professional affiliations and network with librarians at academic institutions.

BW: I joined ACRL/NY in 1995. Treading slowly at first, I became a member of the Symposium

Committee. I remember coming away from meetings feeling energetic and decided I wanted to be around these librarians who shared my love for the profession. At that point, I joined the Executive Board.

MS: I was asked to become a member the ACRL/NY Executive Board as Bibliographic Instruction leader of the Long Island Section soon after I joined the Reference unit of Nassau Community College Library in 1994. I was excited to be part of a national organization that would give me the opportunity to meet and learn from colleagues in the field. I also had the good fortune to bring talented librarians from my institution onto the board in the same way I had been introduced to ACRL/NY.

MAP: What Board positions have you held over years?

KF: Shortly after joining the executive board, I joined the Symposium Planning Committee and became Chair of the Symposium Planning Committee in 2007. In 2008, I was President and in 2009, I served in the dual capacity of Immediate Past-President and Acting Treasurer.



MS: During my tenure on the Board I have served as a geographic section leader, membership secretary, vice president/president elect, president and immediate past president.

BW: Over the years I held the following positions: Vice-Chair/Chair- Elect, of the Long Island Section (twice); Treasurer; and Membership Secretary. Each position was a **learning experience and brought about new challenges for me. The most “challenging”** and memorable position was Treasurer. The position I enjoyed most was Membership Secretary (2006-2010). It was here that I had to keep detailed records for everything to run smoothly and, at times, interact with the membership, all of which I enjoyed doing.

MAP: How has ACRL/NY changed over the years?

MS: Over the years the organization has changed meeting locations times and modes of **communication. For a while we were “homeless” moving from midtown to the Upper East Side** back to our current location at Mercy College Manhattan. Yet, we maintained our core principles of engaging librarians in meaningful discourse and mentoring those new to the profession. The most interesting change for me has been the use of social media, including the wiki, Facebook, Wordpress and Twitter as well as the online services, Paypal and Wufoo. This extended our outreach and increased our visibility. Another important innovation was the addition of Symposium poster sessions to provide another venue for scholarly endeavor, particularly for library school students.

Interestingly, most of the major issues we faced over the past years remain constant; shrinking budgets, tenure and professional status, licensing and copyright, information literacy, new technology to name a few.

BW: In 1998, ACRL National informed us that all chapters had to become incorporated which would give us tax-exempt status with the IRS. To help us, we hired an attorney and a Certified Public Accountant to guide us. This process took us a couple of years to complete.

KF: One major change that happened during my tenure as President was the acceptance of electronic payments. In 2008, ACRL/NY started using PayPal to accept payments for membership renewals and symposium registrations. This decision by the Executive Board led to a more efficient symposium registration and membership renewal process. Today, approximately 70% of membership dues symposium registrations are renewed and paid online.

In late 2009, the Executive Board voted to use QuickBooks, a financial software program, to record its income and expenditures. In the past, the Treasurer would simply keep an **accounting of the Organization’s financial data by using an Excel spreadsheet. As Acting Treasurer, I was responsible for the migration. It took me several months and hours of data entry sessions but I did it! The process was simultaneously challenging and rewarding but the payoff was huge! In addition to streamlining ACRL/NY’s record-keeping,** QuickBooks will make the transition process for outgoing to incoming Treasurer much easier.

MAP: Any memorable Symposium speakers or topics?

MS: Each symposium provided an outstanding group of speakers whose knowledge and intellect impressed us all. Our method for selecting speakers changed over the years from searching the journals for authors to checking the blogs of rising library stars! Through both processes we were able to attract the talents of people like Rick Anderson, Steven Bell, Meredith Farkas, Carla List, Hannelore Rader, James Benson and many others.

KF: My most memorable Symposium was the one that I chaired in 2007. "*Library 2.0: A New Social Model*" was that year's Symposium theme. During that time libraries were grappling with the notion of how to incorporate social networking into various aspects of library services. It was very challenging to book well sought after speakers because many of them were over-extended with speaking engagements due to the popularity of the topic.

MAP: Any concluding thoughts for our readers?

KF: I will always cherish my time with ACRL/NY. It is a wonderful organization filled with dedicated and supportive members. It is because of my work in various capacities within this organization that I am confident that I can accomplish anything professionally. It was indeed a rewarding experience.

MS: I have enjoyed my time with ACRL/NY, met fascinating people who have educated and inspired me and learned a great deal. As membership secretary it was always fun to try to match up a name with a face at the annual symposium. Of course I was often wrong but sometimes I got it right! At board meetings, lively discussions resulted in compromises that all felt worth making. People got married, had children and grandchildren. We celebrated new beginnings and marked endings. This sense of community stays with me although I am no longer an active member of the board. I wish the current and future leaders of ACRL/NY good luck and encourage anyone interested in becoming a part of this outstanding organization to volunteer for a position on the board. You will not regret it!

BW: As an academic librarian, ACRL/NY is a great way to connect and collaborate with people in the profession while advancing your professional development. Personally, I so enjoyed my years involved with ACRL/NY. I got to work with some of the nicest people. I highly recommend it!

MAP: Thank you Bellinda, Marsha, and Katrina for taking the time to talk about your experiences working with the ACRL/NY Executive Board. We know that you all will continue to be active members of ACRL/NY and we look forward to seeing you all at an upcoming event soon.

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Keeping Track of the Reference Desk with Desk Tracker

After a month's trial, the library faculty of the Kurt R. Schmeller Library decided that the Desk Tracker by Compendium Library Services, was worth an annual subscription. Providing full support, Compendium Library Services hosts the new program on their server. Desk Tracker greatly streamlines management of reference desk statistics and assessment of reference desk activities. Easy to use, it eliminates the need for manually penciling little tick marks on paper to track activities at the reference desk, as well as the need to spend hours manually tallying, compiling and distributing monthly reference desk statistics. With just a click, all members of the library faculty now have instant access to reference desk statistical reports. The Desk Tracker also enables the creation of customized forms, standardizing the data and information collected, such as —Contact Type (Walk-in, Phone, or Other) and —Purpose of Visit.

Desk Tracker

Library: Queensborough Community College
Branch: Main
Desk: Reference Desk
User: Barbara Bonous-Smit (my profile) [Sign Out](#)

Activity Reports Manage

Submit Batch Mode | Multiple Entries | Custom Timestamp

Contact Type [ticksheet]

- Walk In
- Phone
- Other: _____

Number of Students at 9:30PM

Whole numbers only
calculate from gate count

Submit

Purpose of Visit [ticksheet]

- Reserve collection (i.e., call no., etc.)
- Databases (assignment-related, eBooks, etc.)
- Books (assignment-related, leisure, CLICS, etc.)
- Specific non-reserve resource
- Help with citing sources
- CUNYFirst
- Group Study Room
- ID cards activation, etc.
- Print periodical
- Other research
- Library self-guided tour / ST-100
- Handouts
- Copier
- Computers / Printing (includes technical problems)
- Lost & found
- Other technical (Tigermail, Blackboard, etc)
- Office supplies
- Library hours
- Registration / Advisement / Financial Aid
- Writing Center / Tutoring / ACC
- Other directional (classroom, restroom, etc)
- Other: _____

Escalate to Knowledge Tracker

The Desk Tracker is quite simple to use. Each library faculty member signs in with his user name and password when s/he arrives at the reference desk, selecting the data entry tab, —Activity.

There are several ways to submit the information via the customized web form: one-click transactions, multiple entries batch mode, and tick sheet entries. In one-click transactions the type of contact and activity are checked off on the web form and submitted for each transaction. In multiple entries, numerous identical entries are submitted. In batch mode large numbers of simple transaction are submitted simultaneously.

The tick sheet mode provides a traditional tick sheet based on the customized web form, and can be used to enter the data in the Desk Tracker or printed for offline tracking. For example, if the reference desk is very busy, transactions can be tracked manually; then entered in the Desk Tracker at a later time.

With the Desk Tracker, each transaction presents the real time that the activity occurred, but library faculty has the option of specifying custom timestamps other than real time. Producing all types of statistics in seconds, the Desk Tracker presents a clear picture of reference desk activities. Moreover, we no longer have to wait until the end of the month, semester or fiscal year to collect statistics. Reports can also be easily customized. The library faculty simply clicks on the —Reports tab and selects graph report, crosstab report or text report. Within each report, there are also many options, including specific time periods such as months, weeks, dates, or specific librarians.

Desk Tracker is not limited to the reference desk, it can also be customized to track other activities such as the Group Study room usage and assist with collecting statistics on information literacy classes. For the Group Study room, it can track the number of requests, number of students and the department they are affiliated. Information such as the class or course name, date, time, description, librarian assigned, number of students, assignment, handouts provided, resources covered, and more can be collected for the information literacy classes via the Desk Tracker. In a click the reports can be viewed and help track information such as which departments are requesting or not requesting information literacy classes, the busiest days and months for most classes.

Comments from the library faculty have been very positive. Most librarians found the Desk Tracker to be easy to use, faster and more accurate than the traditional paper tick sheet method; an excellent tool for maintaining the desk statistics and worth purchasing.

For more information about the Desk Tracker and to schedule a free month's trial, please visit <http://www.desktracker.com/>

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Desk Tracker

Library: Queensborough Community College
Branch: Main
Desk: Reference Desk
User: Barbara Bonous-Smit (my profile)

[Sign Out](#)

Activity
Reports
Manage

Crosstab Report: Activity

Report Options

[Show Options]

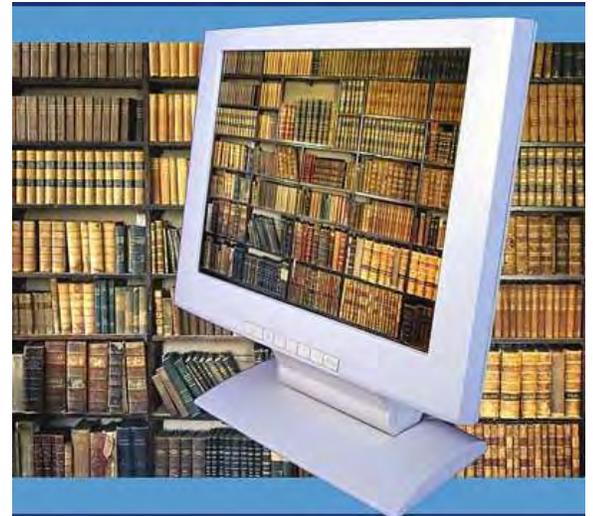
Reports Loaded

	Phone	Walk In	Total
Books (assignment-related, leisure, CLICS, etc.)	10	754	764
Computers / Printing (includes technical problems)	0	605	605
Copier	0	509	509
Databases (assignment-related, eBooks, etc.)	11	644	655
Handouts	0	185	185
Help with citing sources	0	1	1
Library self-guided tour / ST-100	1	697	698
Other	22	539	561
Other directional (classroom, restroom, etc)	7	741	748
Other research	0	452	452
Print periodical	0	101	101
Registration / Advisement / Financial Aid	0	111	111
Reserve collection (i.e., call no., etc.)	22	3962	3984
Specific non-reserve resource	24	629	653
Writing Center / Tutoring / ACC	0	66	66
total	97	9996	10093

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Reference Collections: Experimenting with a Digital Alternative

As we have all suffered through the agonies of downsizing our book purchases in order to preserve digital journal and database content, we have watched our reference collections become obsolete. Many of the most expensive book purchases we have ever made were for reference resources, and for a few short years, we justified dropping dollars for reference titles **first, thinking "oh well, the older edition is still SOME good...."** And everything is on Google anyway...right?



What followed was predictable. We ALL became frantic (and expert) Google searchers, seeking to provide efficient service and quality information from the web,

knowing our reference collections were outdated. What we have learned is that this is not all bad. In fact, for reference queries which are often fact based, finding that data point IS the solution – not comprehensiveness.

As serious users of web resources, and information professionals trained to evaluate the quality, authority, and timeliness of any and all information resources, librarians use Google with skepticism, and apply our natural habits to using the web and its variety of resources judiciously and effectively. But what have we done for our clients/stakeholders who google with abandon, wasting time, finding unreliable or inappropriate answers, or simply finding frustration?

One answer, for a consortium to which this library belongs, is to create a digital reference web site as a collaborative effort.

The ***BioInformation Science Consortium*** (BISC) is a group of life sciences libraries, each with a different subject emphasis of the parent institution, and subject expertise among the collective librarians. Our members include: The Rockefeller University (basic biomedical research, physics, mathematics), Memorial Sloan Kettering Cancer Research Center (clinical and research oncology), New York Botanical Garden (botany), American Museum of Natural History (whole organism biology, evolution, ecology), Harvard Museum of Zoology (comparative zoology, anatomy, evolution), Cold Spring Harbor Laboratories (molecular and cellular biology, genomics), The Wildlife Conservation Society/Bronx Zoo (whole organism biology, endangered species), and Woods Hole Oceanographic Institution and Marine Biological Laboratories (marine science, earth science, ecology, environmental science). Reference librarians from member libraries formed a working group to select, vet, and describe web-based reference resources, and to using them to build a reference web site.

The web site was launched in the Fall of 2009. Each library may suggest any web site for inclusion, but each institution is principally responsible for maintenance of the selection of websites that are within their own areas of expertise. The site is on the open web, and available to all, not just our own user groups. We hope it will be found to be widely useful. We link our own libraries to it, and encourage other libraries to link to it as well. We welcome suggestions for improvement, and for sites to be added.

Explore our web site yourselves. The URL is <http://www.biseref.org>. Your feedback is welcome. It is possible this may be one useful direction for libraries to take in order to provide a collection of useful, high quality reference resources.

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ACRL/NY members check out LEED libraries

On November 5, 2010, a small but enthusiastic group of ACRL/NY members gathered in Battery Park City to explore some of **Manhattan's newest libraries. We started at the Battery Park City** branch of the New York Public Library, the newest branch in the NYPL system. This building is certified to the LEED Gold standard. When we visited, we observed a busy neighborhood City branch of the New York Public Library, the newest branch in the NYPL system. This building is certified to the LEED Gold standard.



When we visited, we observed a busy neighborhood branch being used by patrons of all **ages. An appealing children's area, young adult collection, and the adult fiction & non-fiction** and media collections share the first floor. The adult collection includes a large section of new popular fiction and non-fiction. New and popular DVDs for children and **adults were given plenty of shelf space opposite new book releases. The library's** multimedia collection features an entire section devoted to DVDs of art house, foreign, and classic feature films from the Criterion Collection.

Designer furniture in primary colors throughout the library invites patrons to sit and peruse a new book or favorite magazine.

Upstairs, there is a browsing area for current magazines and a community room, which was being enthusiastically used by local teens for a session of Rock Band on the Wii at the time of our visit. This branch library has laptops available for patrons to check out as well. For more information about the Battery Park City branch of the New York Public Library, visit <http://www.nypl.org/locations/battery-park-city>

Next, the group headed to Poets House by way of Teardrop Park, a small and beautifully landscaped park in the neighborhood, well worth a stop in good weather. Poets House occupies an 11,000 square foot, two-story space in a residential building that was constructed to the LEED gold standard. Founded in 1985 by poet Stanley Kunitz and arts administrator Elizabeth Kray, Poets House has a very active calendar of public programs, such as readings, seminars and workshops.



(continued on next page, left hand column)

Most readings and events are held in its auditorium, which features a garage door that opens out into Teardrop Park, making outdoor events possible in good weather.

Poets House works with the New York Public Library and Brooklyn Public Library to produce Poetry in the Branches, a replicable program to help librarians anywhere integrate poetry into collections, programs, and services. The **inviting children's room features antique** school desks, manual typewriters, library card catalogs, and picture and poetry books for young people to explore. The second floor has an exhibit space which frequently features notable books and manuscripts from the collection, as well as the reading room.

The collection of poetry consists of over 50,000 books, journals, chapbooks and other items, making it the largest open stacks collection of poetry anywhere. Interestingly, Poets House has no acquisitions budget; it is dependent upon donations from individuals and publishers. The collection focuses on contemporary American poetry and also includes an extensive collection of literary journals that publish poetry. Special collections include chapbooks and multimedia recordings in a variety of audio, video, and digital formats. West-facing windows allow views of the Hudson River, upper New York Harbor, and spectacular sunsets over New Jersey. When we visited, several patrons with laptops and coffee were using the silent but comfortable reading room for writing, reading and study. For more information about Poets House, visit <http://poetshouse.org>.

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The Life of One Librarian...

It's June 2010 and I'm riding with a busload of librarians, all wearing red tees, [Vote for Librarians] traveling to our huge rally to catch the attention of Congress. My seatmate is a feisty mid-eighties lady, trustee for a major public library system. I am only 73 and one of the directors of Friends of the University Library. How did I get here?

On my 14th birthday I began working as a page at the Hamilton [Ontario, Canada] Public Library. I already knew that I wanted to be a science librarian, and to study geology and chemistry at university. During the span of my career I was employed by two major public libraries, two major universities, and the medical school at Syracuse. My work was indeed varied, and always interesting. Syracuse accepted me as a student, and then the Physics library offered me free tuition. Eventually, at Adelphi, I was able to use most of the talents I had developed along the way. Syracuse's Physics Library offered me free tuition in return for my services as their librarian. Then Upstate Medical Center [UMC] Library hired me to manage certain projects, while attending library school.

The first was the creation of the first New York State Union List of Serials – using punch cards and an IBM360. At the time there were only a few union lists in the country, so we had little to guide us. We produced three lists while I was in charge, and for this I was able to see my name on an LC card listed as co-editor. The next project was strange to me. I was sent to NLM to be trained in using MEDLARS. I could teach the medical faculty and students how to research the techniques and processes they would use. This hive of grant activity also produced Jan Eglund, who created BRS, the Bibliographic Retrieval System.

We then moved to Long Island, and commuted into Manhattan. I was working with PIC, the Parkinson Information Center. PIC read backfiles of journals seeking pre-MEDLARS data which related to the later development of treatment for Parkinsons.

Soon after, I moved to Adelphi University as Serials Librarian. No one could decide whether I should work out of Reference or Technical Services. While I began to wonder just how I became a Serialist from my UMC positions, I began to learn more about serials. My next career move was Head of Academic Technologies.

At this time, I had attended very few national conferences. In 1978 great excitement occurred. ACRL had decided to hold its first separate conference. Dozens of us from the Metro New York area attended. When we came home, still excited, we held some meetings, took a vote, and created the ACRL/Greater New York Chapter.

We elected officers, planned symposia, and held our first one in 1981 entitled, *The Paperless Library*. The second in 1982 was entitled, *We Used to Call Them Books, We Used to Call Them Libraries*. Crowds flocked into Manhattan for these sessions. Speakers were from the cream of ACRL.

Then my career path turned in a new direction. I became the Coordinator of Bibliographic Instruction. The incumbent died, but she had attended all the early meetings when ACRL/BIS and ALA/LIRT were created in the mid-**1970's**. We had worked closely and even traveled to Boston together. Thus, I had her career to build on, because in those days most colleges and universities had but one Bibliographic Instruction person. I grew into the position by attending as many conferences and seminars as I could. I also served on several BIS and LIRT committees and wrote articles about what interested me in instruction. When I retired in 2003 I continued attending Annual and Midwinter conferences. In 2009 LIRT honored me by creating an Emeriti position for me on their Planning Committee.

I still enjoy attending conferences. I love the energy surrounding all the attendees. I love hearing people discuss what they doing long before their papers appear in print. I love catching up with old friends, seeing the various museums, and eating well. I love the very energy which abounds. I also have become involved in two special projects. In Detroit at the 1999 ACRL National Conference, I hosted a luncheon meeting for those interested in discussing what we could do as retirees to help ACRL/ALA. Many were interested, but little happened. Recently, a different group met and hammered out bylaws for a retirees group. The *RMRT, Retired Members Round Table*, had its first public meeting in San Diego in January 2011.

My other project is even more interesting. During her tenure as ALA President, Camila Alire encouraged **one of her grad students to develop what became the "Capturing Ours Stories" project** (<http://www.ischool.utexas.edu/~stories/>). That student, Arro Smith, held an all-day seminar in Anaheim in 2008 to explain the project. I was quite excited about this, because there had been a rash of deaths in the library world, of people who had been in at the beginning in developing philosophies and processes which shaped our careers.

We have lost those stories, but there are many others who could add to our history. As our field changes so quickly and so drastically, it behooves us to gather these historical notes. And so I am working with Arro to publicize and talk about his data mining thesis project. The Retirees and Capturing projects are so complementary that they need to be worked on together. And so I keep very busy.

Then there are the usual activities, the Great Neck Historical Society, and the friends of the Adelphi Library – where I may also proselytize..... Talk to me!

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Using Noodletools to Create Citations

Many students and even some professors have trouble creating APA style citations. The obvious answer is to go to the APA style manual. The problem is that students and professors alike do not have access to the APA style manual. There are handouts, textbooks and web sites that provide templates, examples and interpretations of the APA manual. There are also tools on Word Processing programs that assist in generating citations. The problem is that some of these methods are not the latest updated APA versions. Another challenge is usability. Some interfaces want users to insert the elements into the fields, but the descriptions of the fields are unclear and this may result in improper citations. **Noodletools.com** is an efficient and cost-effective way to create citations.



Noodletools.com provides thorough directions, correct punctuation and sequence in accordance with the latest APA style manual. This makes the usability rating high amongst my students. Noodle tools also allows more descriptive citations by offering fields for resources that contain additional information such as the English translation of a Web page's title.

To begin, click on the NoodleBib express hyperlink under Free Software Tools in the center of the Noodletools home page. You are then asked to choose a style: MLA, APA or Chicago. You are then asked to select a citation type, i.e., book, newspaper article, web site, lecture or film. You are then asked a series of questions that will lead you to a proper citation.

Create APA Citation

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Omit honorary and academic titles (e.g., Queen, Dr., Ph.D.). If there are more than 7 names, type the first 7 and then type the name your source lists last total of 8 in this field. [Advanced help with names](#)

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Page number(s)
 Provide page numbers of entire article here, then indicate the specific page number(s) of the cited content in-text if necessary. Indicate a range of pages with a dash (47-48), or separate non-consecutive page numbers with commas (23, 25, 27-34). If article is **in press** (not yet published), leave this field blank.

Alternate description of section, if page numbers are not used
 Sometimes a source does not use page numbers. For instance, some may use article, section, or chapter numbers (e.g. article 3, sec. 4, or chap. 2). So Internet content is often identified by a paragraph number (e.g. par. 3 or pars. 3-6). If this is the case, leave the "page number(s)" field above blank and use the section description here.

Volume number
 For example, 2. If journal does not use volume numbers, be sure to specify a publication year and month. If article is in press (not yet published), leave volume number blank.

Issue number
 Leave blank unless the journal is paginated by issue (each issue begins with page 1). If article is in press (not yet published), leave issue number blank.

For example, if the student selects "newspaper article", Noodletools asks if it is an online or print article before bringing the user to the page that would adjust the elements accordingly. After the researcher completes the explanatory user-friendly program, a perfect citation is generated. Noodletools also allows more descriptive citations by offering fields for resources that contain additional information such as the English translation of a Web page's title.

The only way to spoil your citation is to ignore the precise descriptions for each element. Another problem is in cutting and pasting the citation to the document. The students must be reminded to follow rules regarding spacing, font and hanging indents. Otherwise, Noodletools is an effective method for generating citations.

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