“SUNYLA Runs on Tater Tots, Bacon, and Sangria”

If you’ve ever been at a SUNYLA conference, you’ve probably heard this slogan. I must note that we don’t usually consume these items in the same dining experience. However, the combination of some less-than-healthy food, libations, and friendship makes for a more comfortable setting to exchange a year’s worth of library experiences. At the annual SUNYLA conference we meet to share new ideas, gripe about issues, and brainstorm to change those situations and develop strategies to eliminate problems. It’s an event that generates an exciting energy and lets us refresh from the last academic year and look forward to the new one. It is an event where we connect with our cherished friends and meet new ones to recharge our passion for the field.

I have no doubt that this year’s conference will bring many of these opportunities. And of course, the conference lets us learn from one another. There are plenty of sessions to satisfy any library professional’s needs—I’m looking forward to attending some of the mentoring and student-focused sessions, am intrigued by the makerspace initiatives, and the library safari session totally piqued my interest! It is also going to be a beneficial venue for discussing the Alma/Primo changes.

So come and join us for some tater tots, bacon, sangria, learning, and of course friendship!
CAMPUS NEWS & NOTES

Adirondack
Joyce Miller

In April, Reference Librarian Samantha Berry presented “Best Practices for Deconstructing Whiteness in an Academic Library: Anti-Racist Librarianship” at SUNY Adirondack. Her talk is part of the College Lecture Series, presented by the college’s Professional Development Committee. A graduate of SUNY Adirondack, Sam also attended the University at Albany, where she earned both an MA in English and an MLIS in 2017.

Along with Science Division faculty Ann Miele and Frank Bell, Teresa Ronning submitted a request to SUNY OER for OER creation funding. SUNY granted funds to update and create new materials for an anatomy and physiology lab manual.

Alfred Ceramics
Mechele Romanchock

An Unexpected Second Act
Mark Smith is recognized, appreciated, and widely beloved across campus for his passionate advocacy for and devotion to the New York State College of Ceramics, his boisterous laughter, and his dynamic and all-encompassing fervency in everything he does. Since obtaining his Master of Library Science degree from the University at Buffalo, he has served the Alfred University Libraries, and the Samuel R. Scholes Library of Ceramics in particular, in a variety of positions, including Reference Librarian, Information Systems Librarian & Head of Technical Services, and, most notably, Director of Scholes Library & Associate Dean of Libraries. Not seeing many opportunities for advancement in his institution and his rural community for up-and-coming library leaders, he created some. After the retirement of long-time Dean of Libraries Steve Crandall in July 2018, Mark chose not to seek the position of dean and stepped aside from leadership of the libraries to create opportunities for others.

This spring, after returning from sabbatical, he has undertaken yet another role as the Collection Management and Digital Projects Librarian and is leading those units with his characteristic nurturing style and roll-with-the-punches attitude. After a consultancy facilitated through Jenica Rogers and a subsequent re-organization of both campus libraries, a search for a new Dean of Libraries is underway with a Director of Libraries search to follow, with the blessing and support of Mark.

During his extensive career, he has shepherded Scholes Library through all of the tremendous computing and technological shifts of the past few decades, including the implementation of numerous digital systems, tools, and resources. In addition, he has led several strategic planning processes, directed multiple library space redesign initiatives, and helped to establish lasting cross-library partnerships while tirelessly championing the unique and specialized mission of Scholes Library. Mark has served on myriad college and university committees, including the Middle States Steering Committees, Promotion and Tenure committees, search committees, the College of Ceramics Faculty Council, Faculty Senate, and the Advisory Council on Technology.

Mark came to librarianship as a second career after a decade of teaching music and theater in Canisteo, NY. He
continues to share these gifts with the community though his leadership and involvement with the Orpheus Chorale, the Hornell Area Community Cantata Choir, and the Hornell Community Theatre. He is also a board member of the Arts Council of the Southern Finger Lakes, from which he received the Arts Partnership Award in 2013.

As a leader and mentor, Mark has consistently modeled how to lead with empathy, using the heart as well as the mind. Colleagues through the years could tell stories of times they brought Mark an idea and watched him immediately light up with excitement and enthusiastic support in direct proportion to their own excitement and enthusiasm. Mark is a master at nurturing the seed of an idea and ensuring it has ample opportunity to thrive. His approach to the cultivation of people is similar, providing just the right mix of encouragement, direction, and space for each person to soar as their best self.

Throughout his career, Mark has drawn energy and inspiration from the relationships he created through his professional involvement in groups outside of Alfred. For instance, he has been the president and executive board member of the SUNY Librarians Association, the chair of the SUNY Council of Library Directors, a member of the SUNY Provost’s Faculty Advisory Council on Teaching & Technology, a board member of the South Central Regional Library Council, and a contributor to the New Media Consortium’s highly influential Horizon Report. He received the SUNY Chancellor’s Award for Excellence in Librarianship in 2004 and the Friend of SUNY Librarians Association Award in 2012.

Mark’s colleagues throughout the years are grateful that he answered the call to forge a new vocational path into the world of librarianship. His second act has inspired, uplifted, and left us smiling a little bit more than before we heard and joined in his song.

Alma
User Services Librarian Mechele Romanchock created an inspirational poster to provide some “home-stretch” encouragement to her fellow colleagues working on the great migration to Alma. It is intended to be a loving and playful tribute to the intensity and magnitude of this semi-century-scale project that we have all been devoting so much energy to. The quote translates to “Alma won’t crush my soul.” If you would like a jpeg of the poster, please contact Mechele at romanchockm@alfred.edu.

Binghamton
Aleshia Huber

Binghamton University Libraries’ Special Collections has acquired two 15th-century Books of Hours, or personal prayer books. The books are medieval illuminated manuscripts from France and feature full-page miniatures that depict biblical scenes. They have additional prayers, genealogical information, and other notes that indicate centuries of use. The books were purchased with a grant from the B. H. Breslauer Foundation and funds from generous donors. The acquisition was the result of the collaboration between the libraries, the Center for Medieval and Renaissance Studies, the Binghamton University Foundation, and the Division of Advancement.

The Binghamton University Libraries is now a member in the Library Publishing Coalition. This membership will help us build support and best practices for the journals hosted on our digital repository, the Open Repository @ Binghamton, or the ORB (https://orb.binghamton.edu/). Currently we have four journals and one peer-reviewed newsletter.

Binghamton University has risen to the Very High Research (R1) classification by Carnegie Classification of Institutions of Higher Education. This is the first time Binghamton has been placed in the R1 category since the classification’s inception in 1973.
Brockport
Erin Sharwell

Long-time Brockport employee Kim Myers retired this March. She had a most impressive career at Drake, coming here initially as a clerk in our ILL office after a number of years in civil service at the New York State Department of Motor Vehicles. She found Drake a place where she could really expand her horizons, first finishing her bachelor’s degree and then earning an MLS. In the process she was key in our implementation of Illiad, and then took the lead in establishing our institutional repository and working to build a scholarly communications team that is focused on issues of open access, digital scholarship, and so forth. Her work will continue here, but as for Kim, she will be leaving New York for the sunny south, specifically Tennessee, where we are sure new adventures await her.

This summer marks the 40th anniversary of Brockport’s hosting of the International Special Olympics in 1979. It was truly a remarkable event, and our Digital Commons has launched a site to commemorate it (https://digitalcommons.brockport.edu/special_olympics/).

Buffalo
Fred Stoss

Naciah Bell, Libraries Night Operations Coordinator, received word last fall that she was granted permanent appointment to the University Professional Staff; additionally, she completed her MS in security management from the John Jay College of Criminal Justice in Manhattan.


Michael Kicey, Senior Assistant Librarian and UB Humanities Liaison Librarian, was featured in the back page column of the UB Libraries Today (UBLT) for his new research guide devoted to research on the French novelist Marcel Proust, which attracted notice in at least two places, one nearby and one more remote. Local judge Matt Murphy, retired district attorney of Niagara County, spotted the piece, shared the link with an online group of “Proustians,” and is now collaborating with Michael on the formation of a Buffalo-based Proust reading group. Anyone in the greater Buffalo area interested in joining the group should contact Michael by email. Further afield, members of The Proust Center, a group of academics, writers, and enthusiasts based at the Jefferson Market Branch of the New York Public Library in the West Village, spotted the link where Matt Murphy posted it online, and invited Michael to attend at the Center a presentation by two leading international scholars of Proust, François Proulx and Françoise Leriche, as well as the director of the Proust-Kolb Archive at the University of Illinois Urbana-Champaign, Caroline Szylowicz, on an emerging collaborative digital edition of Proust’s correspondence. Thus, like the “grand edifice of memory” that emerged from Proust’s cup of tea, many new connections and undertakings have arisen from a single page in UBLT.

Amy Lyons, Associate Librarian, won the Medical Library Association’s Virginia L. and William K. Beatty Volunteer Service Award that “[r]ecognizes a medical librarian who has demonstrated outstanding, sustained service to MLA and the health sciences library profession.” Amy was also awarded the Medical Library Association Fellowship Award that is awarded to MLA members (fellowship) for “sustained and outstanding contributions to health sciences librarianship and to the advancement of the purposes of MLA.”
Donna Berryman, Head, Health Sciences Library Services, was awarded the Medical Library Association President’s Award, which is presented to an MLA member for a notable or important contribution made during the past association year. More about these notable awards can be found on the NIH/NLM/NNLM news page (https://news.nnlm.gov/mar/2019/03/11/congratulations-to-medical-library-association-awardees-from-the-middle-atlantic-region/).

Fred Stoss, Librarian, gave a presentation, “Adding Local Content: Pictures, Data Resources,” at the New York Climate Reality Retreat at Camp Ashokan, in New York’s East Central Catskill Mountains. His presentation included tips on adding local and regional content to Al Gore’s climate change slide presentations; it is desirable to add personal connections and importance to those trained to give Mr. Gore’s presentations. Fred trained in 2007 and served as mentor for five subsequent international training workshops.

Buffalo State
Amy Rockwell

Marc Bayer served as the campus point person for coordinating and organizing the SUNY Open Educational Resources (OER) Champions event, held in March at Buffalo State College in our beautiful new meeting space in the Alumni and Visitor Center. Over 50 librarians, instructional designers, and faculty came together to share information on OER. The event clearly demonstrated that there is a lot of interest in OER across SUNY and the impact on affordability is significant—here at Buffalo State we have achieved over $375,000 in textbook cost avoidance so far.

Hope Dunbar has been awarded a Regional Bibliographic Databases and Interlibrary Resources Sharing Program (RBDB) grant ($15,000) from the Western New York Library Resources Council (WNYLRC) for her project “Buffalo Courier-Express Newspaper Microfilm to Digital Conversion.” The project will digitize 177 reels, spanning from October 16, 1977, to September 19, 1982, comprising approximately 100,000 images. The digitized version of the newspaper will be available on the NYS Historic Newspapers website (which is a fun site to poke around on; http://nyshistoricnewspapers.org/). More info about RBDB grants can be found on their website (https://www.wnylrc.org/grants).

Joe Riggie and Ken Fujiuchi published a peer-reviewed journal article, “Academic Library Collections in the Age of Extended Reality,” in the journal Collection Management (https://www.tandfonline.com/doi/full/10.1080/01462679.2019.1566109). Joe and Ken were also involved in organizing the one-day conference at the University at Buffalo in late April, entitled “Building and Supporting AR and VR Makerspaces.” The event, which was funded by a SUNY Conversations in the Disciplines grant, explored creating and supporting makerspaces focused on mixed realities in higher education.
Cobleskill
April Davies

In February, the library held its annual “Mac-n-Cheese Is Love” cook-off. There were 17 different varieties to enjoy this year! (https://www.facebook.com/cobylib/photos/a.195379230503789/2486998798008476/?type=3&theater)

We recently hosted the 5th Annual Student Research Showcase, which shows off some of the great scholarly work of SUNY Cobleskill students. New this year was a category to recognize excellence in student writing. Presentations from students who participated will be added to the student publications section of our institutional repository (https://dspace.sunyconnect.suny.edu/handle/1951/65165).

In campus news, SUNY Cobleskill has established a new Bachelor of Technology degree program in canine training & management, which is the first in SUNY and one of only a handful of higher education programs in the country providing a comprehensive canine training and management curriculum. The new program has gotten a lot of attention, including pieces in the Wall Street Journal and the Times of London.

Empire State
Sarah Morehouse

Empire State College is wrapping up a presidential search and we also have an interim provost. Things proceed as usual! Heather Shalhoub is leading the Alma/Primo conversion charge and Sarah Morehouse is on the Open Access/Repository working group. Our second cohort of Joyce McKnight fellows are converting courses to be 51% or more open educational resources, and a second group is converting the entire Masters of Adult Learning and Educational Technology graduate program to be entirely made up of courses that are 51% or more OER. The library is providing support for that. Additionally, we are preparing for collection development. These developments are dependent on SUNY’s Elsevier decision and also the odd ways that Alma/Primo Ve interacts with EBSCOhost databases. Dana Longley’s long campaign to raise the information literacy bar continues; we see the results every time a reference chat pops up and there’s a totally new and really quite interesting question instead of one of the same old ones! Sara Hull has been involved in the college’s re-accreditation, doing the crucial work of making sure our documentation is up to snuff.

 Erie
Justin Cronise

Following the significant number of vacancies from the past semester, in March we welcomed four part-time librarians and two full-time library clerks to our team across the three campus libraries:

- Erie North Campus: Part-time Librarian Grace Trimper (SUNY University at Buffalo, Capen Library) and Library Clerk Erika Rohrs.
Erie City Campus: Part-time Librarian **Barrett Gordon** (SUNY Buffalo State, Writing Center; founder of The WASH Project, a community arts and resource center).

Erie South Campus: Part-time Librarians **Danielle Ptak** (Buffalo & Erie County Public Library, Central Branch) and **Joanna Gaff** (formerly Niagara Falls Public Library), and Library Clerk **Tiffany McLeod**.

**Farmingdale**

**Megan Margino**

**Staff News**: After 18 years with the Greenley Library and a total of 40 years with New York State, **Colleen Branch**, Secretary 2, retired in March 2019. The staff of Greenley Library wishes her well in retirement. The Greenley Library congratulates librarians **Kathy Machin**, **Jessica McGivney**, and **Fatoma Rad** on their reappointments. Librarian **Danielle Apfelbaum** and her co-panelists **Derek Stadler** (LaGuardia Community College) and **Rebecca Oling** (Purchase College) presented "Beyond the Library: Cross-Campus Collaborations in Support of Faculty Teaching, Research, & Scholarship" in May at the 2019 ACRL New England Chapter Annual Conference in Portland, ME.

**Centennial Graduation**: In advance of Farmingdale State College’s centennial graduation, Librarian **April Lynne Earle** researched the biographies of the first graduating class of 1919. Assisted by **Robert Voyles**, a St. John’s University Division of Library & Information Science graduate student, April wrote biographies of the graduates, which can be viewed on the College Archives website (https://www.farmingdale.edu/library/library-news/college-archives/1919/index.shtml). This research led to further investigation, which resulted in connecting to the families of eight of the graduates, including sons, daughters, great-nieces, and great-nephews, many of whom will be attending graduation as very important guests.

The opportunity to have graduate students engage in academic-service learning projects has been filled with great benefits. Through the projects conducted by St. John’s students, Farmingdale has uncovered many details about the college’s history that had been lost to us through the century. We are pleased to have four such students on board with us this fall: **Michael Krasnoff**, **Julianne Odin**, **Elena Pararatto**, and **Kimberly Simmons**.

**Genesee**

**Cindy Hagelberger**

The library hosted two art exhibits for the college-wide Scholars Symposium held in April. The ART105 class transformed old books into imaginative 3-D works of art for the Altered Books exhibit (https://www.genesee.edu/library/library-news/altered-books-exhibit/) and figure drawings from the ART110 students were on display in the library’s Media Room.

The library has a new manga book collection! Library staffer **Lee Johnson** created the graphic library manga sign (https://www.genesee.edu/library/library-news/new-manga-collection/) that highlights the collection. For more information, see the library’s Graphic Novel Libguide (https://guides.genesee.edu/graphicnovels/manga).
The 18th annual Student Poetry Contest sponsored by the library culminated with an awards ceremony and poetry reading in the library in late April. The winners’ work will also join poetry from past contests on the library’s Poetry Contest webpage (https://www.genesee.edu/library/about-the-library/poetry-contests/), which stays active year-round.

GCC recently welcomed new Part-time Circulation Clerk Molly Eadie.

The library lost longtime staff member Jim Hartway, who passed away in January. To honor his memory and in keeping with his love of music, the library will be adding a guitar to the Reserve Collection, which will be available for loan to students.

**Geneseo**

Leah Root

The first annual Geneseo Maker Fest (https://www.genesemakerfest.com) was held in March. Nearly 200 people attended, and several families stayed for the entire day. A variety of individuals and organizations ran maker stations and demonstrations, including SUNY Geneseo students, Milne Library staff, the Finger Lakes Community Woodshop, the Rochester LEGO User Group, MakeAcademy, and numerous community members who wished to share their creative and technical knowledge with others. Maker stations included Celtic knot calligraphy; circuit board design and programming to measure the health of the Finger Lakes; woodworking; learning sign language using smartphones; board game design; music creation with Arduino; tile painting; card making; and cardboard crafting. Amazing cardboard creations included numerous intricate swords and a replica of the Iron Throne from *Game of Thrones*! Kudos to Michelle Costello, Education and Community Engagement Librarian, and Tracy Paradis, Digital Collections & Archives Librarian, for organizing this community outreach event.

Creative Commons’ founding member and Harvard law professor Lawrence Lessig delivered the keynote address for the SUNY Open Education Resources Week in March. Open Education Resources Week seeks to raise awareness of free and open sharing in education and the benefits it brings to teachers and learners.


The Library Technology Conference provides an opportunity for librarians to come together to discuss the technologies that are affecting library services; to see examples of what libraries are doing with these technologies; and to allow participants to learn specific skills or knowledge that they can take back and adapt for use within their own library. It is attended by library staff and the technologists who support.
We’re delighted to extend a warm welcome to Alessandra Otero, who became Milne Library’s newest research instruction librarian in March. She brings to Milne her years of experience and knowledge in academic research, information literacy, library instruction, research and reference services, scholarly communication, data management, and library promotion. Alessandra originally hails from Mayagüez, Puerto Rico, “a town known for its college and tasty mangos.” She has a master’s degree in information science and a bachelor of arts in theory of art from the University of Puerto Rico. Alessandra enjoys watching comedies (either in Spanish or English), meditating, doing yoga, outdoor activities, origami, and studying Buddhism. Her favorite book is the dictionary, because “…it is with words that you create worlds and connections. So, if you know your words, you know where you are going.”

We’re also delighted to extend a warm welcome to Teddy Gyamfi, who joined Milne in March as the Library Evening Access Services Manager. Teddy brings an extensive background of operations management, marketing, community outreach, customer service, and supervisory positions in non-profit, public, private, and library settings. Teddy has a master’s degree in library and information science from the University of Southern California, and a bachelor of arts in Africana studies from Binghamton University. Previous to joining the Milne Library staff, Teddy worked for the Fashion Council of New York City and the Binghamton University Downtown Center Library.

Best wishes and congratulations to Donna Ayers, who retired in March after 14 years of service to Milne Library. Before Donna came to the library, she worked at the Workers Compensation Board in Rochester, NY. Now that she is retired, her focus is to finish projects that she never got to complete. She also plans to spend more time with her family. Donna was known for “puzzle therapy”; she would frequently bring jigsaw puzzles to the staff lounge for all to work on during lunch and breaks, which were much appreciated by all of the Milne staff!

Monroe
Andrea Kingston

As of March, Librarian Andrea Kingston is Monroe Community College’s new SUNYLA delegate. She is also chairing SUNYLA’s Scholarship Committee, which administers the Sylvia Chu and the Daniel F. Kissane Memorial Scholarships.

MCC Libraries’ monthly “Therapy Dog Tuesdays” have been a big hit with our students. Professors Ann Tippet and Kathleen O’Shea bring their certified therapy dogs Millie and Gretta to the Brighton campus library to spend time with students during the lunch hour. Thanks to Senior Technical Assistant Diane Navarro for organizing this popular program! The dogs will also be part of the library’s finals week stress-reduction programming.

Special Collections Librarian Lori Annesi went to Washington, DC, in January with students from the MCC Holocaust, Genocide, and Human Rights Project (HGHRP). Nine students and another dedicated advisor toured Washington for three and a half days. Although the government was shut down, the students were still able to spend a couple of days at the U.S. Holocaust Memorial Museum (USHMM), as the USHMM is supported by private as well as government funds. The group also toured the Mall, the Martin Luther King, Jr., Memorial, the Capitol, and, of course, the Library of Congress. As part of her duties as special collections librarian, Lori maintains the MCC Libraries’ Holocaust, Genocide,
and Human Rights Center, and she is part of the advisory team for the HGHRP.

Assistant Library Director Alice Wilson and Instructional Technologies Librarian Anjali Parasnis-Samar are in the process of developing a series of Framework-based videos as part of the libraries’ information literacy badging project. The short videos focus on specific aspects of information literacy, such as strategic searching or analyzing credibility, and feature MCC students talking directly to the camera. After viewing the videos and completing activities that assess their understanding, students earn a series of online badges.

The MCC Libraries continue to support the adoption of open educational resources (OER) on campus and are in the process of gathering applications for a new round of faculty stipends funded by the SUNY OER Initiative. Library Director Katie Ghidiu, Anjali Parasnis-Samar, and Andrea Kingston will be working with several faculty members over the summer as they locate, adopt, and adapt OER for their courses. Katie Ghidiu was also part of a four-person panel at the recent ACRL National Conference in Cleveland, OH. Four SUNY library directors presented “From Backstage to Center Stage: Community College Libraries and OER.” In addition to Katie, the panel included Brenda Hazard from Hudson Valley, Gregg Kiehl from Tompkins Cortland, and Carrie Fishner from Delhi. Each described their library’s highly visible role in OER initiatives on their campuses.

In early May, the MCC Libraries hosted our third annual Human Books Event. This event is intended to encourage exploration and discovery and is based on conversations rather than presentations. Human Books are individuals with a story to tell, and they meet with small groups of students for several 30-minute sessions over the course of the event. This year's Human Books included a Holocaust survivor, an activist who was a pioneer in the gay liberation movement of the 1960s, an end-of-life expert who is part of the Death Positive Movement, a college administrator who talked about her experiences growing up biracial, a parent of a transgender child, a faculty member who discussed her Native American heritage, another faculty member who answered questions about Islam, a Zen Buddhist priest, a U.S. Army and Navy veteran, an employee of a local food bank, and a local author who shared her perspective as an African American female novelist. Alice Wilson and Andrea Kingston organized the event, which seated up to 250 attendees.

Morrisville
Adam Saunders

The SUNY Morrisville library hosted a number of gallery displays and events over the course of the spring semester. The first event, titled “This Is Morrisville,” celebrated the diversity of our student body with the help of Dr. Tim Gerken and the Office of Diversity, Equity, and Inclusion. Students had their picture taken and added as part of a mural collage on the gallery wall. Students were encouraged to make signs with themes of diversity, equity, and inclusion, and to voice their opinions on these issues. We are building a beloved community in our library! Following that, in February the
library was pleased to display the New York Historical Society’s “Black Citizenship in the Age of Jim Crow,” a thought-provoking exhibition about the contested efforts toward full citizenship and racial equality for African Americans that transpired in the 50 years after the Civil War. This multi-paneled poster display was up through all of Black History Month and made an appearance on both the Morrisville and Norwich campuses. Finally, to finish up the semester the library hosted the “Through Our Eyes Art Exhibit,” an exhibit by photography instructor Jim Cooke and Leigh Yardley, with work by students enrolled in classes taught by Cooke at The ARC of Madison Cortland. His students enjoy expressing themselves and showing the world what they see through their eyes.

To help promote events like these and provide building information and office locations, the library now has a large standing kiosk near our front entrance. Acting in a similar fashion as a mall kiosk, this display provides a rotating set of announcements that we are able to adjust remotely, as well as a full-building map. The monitor provides a touch-screen interface so users are able to explore our building with a simple swipe of the finger, learning about all of the collections and areas of study we provide, as well as where they can find specific offices or individuals.

As the semester comes to a close, several events are scheduled in the library to help alleviate the stress of final exams. We have once again invited therapy dogs from PAWS of Central New York to come to campus. This event provides a space where students can come and unwind from their studies with some very friendly lap dogs. The event has always been a huge success in the past few years, with lines out the door before the dogs even arrive. In addition, students from the massage therapy program at Morrisville will be coming to the library and giving free chair massages to students. Not only does this help with the massage therapy students and their needed practice hours, but it also offers another relaxing opportunity in the library during a stressful time of the year.

Oneonta
Sarah Karas

Michelle Hendley published the peer-reviewed article, “‘The Carrels Are Essential’: An Investigation of Faculty Study Spaces at a Mid-Size State College” (https://www.sciencedirect.com/science/article/pii/S009913331830380X?dgcid=author), in The Journal of Academic Librarianship (45[2], 84–93). There is very little research on faculty spaces and space needs in academic libraries. This study evaluated both the need for faculty locked study carrels and faculty satisfaction with guidelines governing these spaces at a mid-size state college. The article was selected by the Informed Librarian Online (http://www.informedlibrarian.com) as a “Featured Article” in its February 2019 issue of the online professional reading publication.

Onondaga
Lisa Hoff


Oswego
Morgan Bond

In partnership with the local chapter of Zonta Club International, the library hosted its second annual Maker Madness
event in celebration of International Women’s Day. Twenty-one makers set up tables to demonstrate a skill or lead an interactive activity, such as papier mâché, Legos, upcycled journals, augmented and virtual reality, quilt design, jewelry making, chemistry experiments, and more. Approximately 400 students, staff, faculty, and local community members participated in the event—almost triple the participation of our first year!

Deborah Bauder, Chris Hebblethwaite, and Michelle Bishop implemented a pilot Peer Reference Assistant Program at Penfield Library starting this spring semester. We currently have two students in the role, serving as front-line assistants during peak times at the Research Help Desk. Our peer reference assistants are trained to provide support to their peers and others who approach the desk for help. They answer basic directional and library-use questions, and help to locate specific books and articles in the library system. For more complex and in-depth research questions, they make referrals to the librarians working alongside them at the desk. So far, the program has received positive feedback from librarians and patrons alike. Plans are in place to assess the program and to continue it into the fall semester, with a possible expansion in the number of students serving the library in this important role.

Laura Harris recently published an article, “How to Use H5P Widgets for Literacy Instruction,” in the journal *Computers in Libraries* (38[9], 16–21).

Michelle Bishop was a member of a reaction panel at NNYLN’s first High School to College Educator Lab. The panel included Tiffany Squires (Penn State), Stephanie Pritchard (SUNY Oswego), and Melissa Balk and Katie Varga (Thousand Islands High School). Panel members responded to Tiffany’s keynote presentation, “Preparing Learners for Higher Education.”

Plattsburgh
Michelle Toth

In early April, Associate Librarian Elin O’Hara-Gonya received the 2019 Woman of Distinction in Education award from New York State Assemblyman D. Billy Jones. The Women of Distinction Awards recognize trailblazing women who have made an impact in fields such as education, health care, volunteerism, military service, and community service. In late March, Elin continued making an impact, as she presented a program entitled “Self-Care for School Psychologists” at a regional school psychology conference.

In February, library faculty members Tim Hartnett, Holly Heller-Ross, Elin O’Hara-Gonya, Mila Su, and Malina Thiede presented at the SUNY Plattsburgh day-long event, “Many Faces of Social Justice Teach-In.” Their presentation was entitled “Feinberg Library: Your Social Justice Resource Center.” The event also featured displays on matters of social justice in Feinberg Library and the Angell College Center.

**Popcorn Thursdays!** Inspired by a C&RL News article ([https://crln.acrl.org/index.php/crlnews/article/view/17060](https://crln.acrl.org/index.php/crlnews/article/view/17060)), Feinberg Library started their own popcorn-fueled discussion/event series in the fall of 2018. At 3 p.m. every Thursday, student employees or circulation staff hand out small containers of free hot popcorn to anyone walking in or out of the library, and invite them to chat about the discussion topic of the week. Topics have included favorite animals, favorite holidays, online privacy, artistic expression, mindfulness for social justice, public service, “Your Spring Break,” “SUNY’s Got Your Back,” National Library Week, and International Year of the Periodic Table. Co-sponsors have included the interim chief diversity officer, the Title IX office, the Chemistry Club, and a local alum.
Turnout has been small, with usually fewer than 15 people sticking around to chat. The series will continue next year, possibly at a different afternoon time better suited to accommodate class schedules. Overall, the program has been easy to organize and inexpensive to run. Time will tell if it has an impact on the library’s contributions to a lively and community-oriented campus.

**SUNY Polytechnic**

**Rebecca Hewitt**

In March, SUNY Polytechnic Institute welcomed **Sam Nesbitt** to our professional staff. Sam is a recent MLIS graduate from the University of Pittsburgh, with a specialty in academic libraries, and research interests in student engagement, motivation, and gamified classrooms. She earned a bachelor's degree in chemistry and has worked both as an undergraduate researcher and in student services to facilitate undergraduate research before her arrival here at Poly. She will be working mainly in outreach, reference, and instruction.

(Left: Walter the Wildcat and Librarian Sam Nesbitt/photo credit Rebecca Hewitt)

**Stony Brook**

**Jennifer Devito**

The University Libraries celebrated Women’s History Month with a series of events. In early March, students, faculty, and staff gathered to celebrate Women’s History Month with literary karaoke. Participants read from favorite texts, discussed important themes, and discovered new works. In mid-March, **Cathrine Duffy**, Associate Director for Student Support in the Office of the Dean of Students, gave a talk on engaging young women in the political process as a way to increase their representation in political offices. Cathrine spoke to a packed room about “Elect Her: Stony Brook Women Win,” a program sponsored by Running Start and the American Association of University Women (AAUW). In late March, the Stony Brook University Libraries Committee on Equity, Inclusion, and Diversity presented the “SBU's Women of Color in Medicine Panel.” The panelists included **Dr. Allison McLarty**, Associate Professor of Surgery/Cardiothoracic Surgeon, **Dr. Alexandra Guillaume**, Assistant Professor/Gastroenterologist, and **Dr. Kimberly Noel**, Clinical Assistant Professor/ Director of Stony Brook Medicine Telehealth/Deputy Chief Medical Information Officer. Health Sciences Librarian **Jessica Koos** moderated the event. Each panelist described her own personal journey to becoming highly successful in the field of medicine, highlighting some of the challenges that needed to be overcome. The presentations were highly inspirational, as these women were able to surpass significant obstacles in order to achieve their career goals. Also in late March, an interdisciplinary panel discussion on issues related to the #MeToo movement was held.

**Digital Humanities at SBU Libraries**: SBU Libraries is planning a space dedicated to digital humanities, made possible by a gift from the Gladys Brooks Foundation. The digital humanities center will be housed on the second floor of the North Reading Room in Melville Library and will help create space for a community of practice in digital scholarship, digital pedagogy, and scholarly communication.

Health Sciences Librarian **Jessica Koos** was selected to be a participant in the course “RDM 102: Beyond Research
Data Management for Biomedical and Health Sciences Librarians,” sponsored by the National Library of Medicine (NLM) and the National Training Office (NTO). This six-week, asynchronous course is designed to provide librarians with hands-on skills in data science and open science so that they can help to support these initiatives at their home institutions. Topics will include data literacy, data visualization, data wrangling, and more.

Stony Brook’s health sciences librarians are active members of the Medical Library Association (MLA). This year MLA will undergo a major transformation, with its many sections and special interest groups (SIGs) restructuring to provide a more meaningful experience for MLA members. One of our health sciences librarians, Gregg Stevens, is involved with this transition. He was invited to join a working group that will provide guidance to MLA’s communities as they become caucuses and align themselves better with MLA’s professional competency domains hubs. He and three colleagues previously researched the role of MLA’s communities and possible ways to improve their value to MLA members. Gregg’s work started in early February and will continue through June 2020.

Nicki Loder will be joining the Stony Brook University Libraries as supervisor of the Southampton Library. Nicki has a bachelor of arts degree from Stony Brook University with a major in women’s and gender studies and is working towards a master of library and information science degree at St. John’s University. Nicki was most recently the teen librarian at Westhampton Free Library and a reference services library assistant at Farmingdale State College. Nicki is active in attending and presenting at various conferences. Among her list of presentations are “Pop Culture Pride: Cultivating Queerbrarianship at Your Local Library” at New York Comic Con and “Diversity and Stereotypes: The Use of Non-Human Characters in Children’s Literature” at the Mid-Atlantic Popular and American Culture Association Conference, both in 2018.

Suffolk
Joan Cook

During the Revolutionary War, Long Island was a center for spy activity. The Culper Spies, assembled by Setauket native Benjamin Tallmadge, passed information about the British troops to General George Washington and alerted him to plotted surprise attacks, a counterfeit currency scheme, and the secret defection of Benedict Arnold. Washington credited the Culper Spy Ring for the help they gave in winning the war.

As a program of the Suffolk County Community College Evening Educational Enrichment Events, SCCC librarians Kristen Cinar and Susan Lieberthal presented a program entitled “Spies on Long Island: The Culper Spies.” On a chilly February evening, students learned about library resources while simultaneously testing their spying skills by breaking historically inspired codes, just as the Culper spies did on Long Island in 1778. Learn more about the Culper Spy Ring on the History Channel’s website (https://www.history.com/topics/american-revolution/culper-spy-ring).

Tompkins Cortland
Karla Block

Where did 19th-century feminists living in central New York get the radical idea that women should be involved in politics? As their struggle for the vote intensified, what kinds of backlash did these women face? How did the relationship between the races evolve over nearly a century of struggle for the vote? Would you have supported the
suffragists, or defended the status quo? These questions and more were addressed by a traveling exhibit, “Recognizing Women’s Right to Vote in New York State,” on display in the library in March. The exhibit, sponsored by the South Central Regional Library Council and the Empire State Library Network, was brought to campus by Librarian Barbara Kobritz and strategically placed in a high-traffic location near the Reference Desk and New Book Shelf. The exhibit, rich in contemporary photographs and primary documents, looks beyond the traditional women’s suffrage narrative and explores the history that made New York State such an important place in the fight for the vote, and was accompanied by a display of books from the library’s collection. A more detailed companion exhibit is also available online (https://nyheritage.org/exhibits/recognizing-womens-right-vote-new-york-state).

Faculty from Tompkins Cortland had an opportunity to meet with SUNY Chancellor Kristina M. Johnson during her visit to our campus in late March. Lucy Yang, Coordinator of Information Delivery Services, along with 10 other faculty members, met Dr. Johnson and shared that SUNY libraries are in the process of moving to Alma. Dr. Johnson responded favorably.

Through the generous support of the Presidential Initiatives Fund funded by Dr. Orinthia Montague, there is now a refillable water station located in the library thanks to the efforts of Lucy Yang. To celebrate installation of the fountain, Lucy, along with Librarian Karla Block and Coordinator of Tutoring and Accommodation Services Marilyn Webb, hosted a display about single-use plastic waste. Students were able to enter to win a reusable water bottle by guessing the number of single-use water bottles that our campus goes through each day. Faculty/staff were also able to submit guesses for the fun of it. 152 students submitted guesses ranging from 2 to 70,000, while 19 faculty/staff submitted guesses ranging from 174 to 1,300. The correct answer was 410—with two students guessing the number exactly!

The Nursing Department underwent a successful site visit from ACEN (Accreditation Commission for Education in Nursing) in February as part of the process for re-accreditation. The program was described as outstanding, while wrap-around services for students received praise as well—including the campus food pantry, daycare, and the library and services of the Nursing Liaison Librarian Karla Block (who provided a tour of the library and met with members of the site visit team). The site visit was accomplished successfully, even with a partial snow day thrown into the mix!

In other nursing-related news, Tompkins Cortland Community College and Guthrie Cortland Medical Center have collaborated to form a partnership that will expand the college’s nursing program by admitting 20 new students to an evening nursing program in January 2020. Students will complete their clinical work at Guthrie Cortland Medical Center and graduate in December 2021. Another 20 students will be admitted in January 2022 and graduate in December 2023. This program will mark the first time the college will graduate nurses in December (noted by hospital officials as a time of year with few new nurses entering the workforce). Librarian Karla Block is collaborating with nursing faculty to make plans to support this new cohort of evening nursing students.
More information about this program is available online (https://www.tompkinscortland.edu/news/new-partnership-expand-nursing-program).

Ulster

Marla Gruner

Reference librarians Kari Mack, Judith Capurso, Marla Gruner, and Tess Hartman-Cullen were the recipients of a Krembs Innovation Award in May 2018 for their Partner Librarian Program. The Krembs Family Innovation Award recognizes SUNY Ulster faculty and staff members who demonstrate their ability to propose and implement innovative solutions within the context of the mission at the college and/or who undertake work within the community that significantly improves a pre-existing condition. The Partner Librarian Program at SUNY Ulster connects students enrolled in English 101 and 102 with a specific librarian through a targeted class visit and email campaign. Other aspects of this initiative include a partnership with history, human services, and fashion design classes on source verification for specific assignments. The initiative resulted in a significant increase in meaningful student interactions at the reference desk. At the time of the award application, 21% of Spring 2018’s reference questions were from “Partner” students. There was also a significant increase in the total number of reference questions from students: in Spring 2017, 44% of total questions were reference questions; in Spring 2018, 62.8% of questions were reference questions.

Tess Hartman-Cullen, Assistant Librarian and Information Literacy Coordinator, was the recipient of a Title III Mini-Grant. Funds will support professional development at ALA’s Annual National Conference in Washington, DC, in June. Each of the successful projects addresses the critical institutional issues of student success and assessment and reflects the innovative, creative spirit of our faculty and staff. Tess’s proposal focuses on the selection of instructional sessions and lectures that center on meeting the needs of an increasingly diverse student body.

In March, Marla Gruner, Electronic Resources & Discovery Librarian, co-presented a workshop, “Google Drive for Libraries,” at Southeastern New York Library Resources Council with Heather Gorman, librarian at Newburgh Free Library (and former adjunct librarian at SUNY Rockland). The workshop focused on collaboration, organization, and productivity in a library environment. Participants came away with templates for use in their own library and were able to test out the features of docs, slides, sheets, and forms.

In early April, the Ellen Robbins Poetry Forum, organized by Kari Mack, Director of Library Services, and Dolores Quiles, instructor of English, hosted poet Jenny Xie for an engaging and inspiring reading and question and answer session. This annual event is sponsored by the Ulster Community College Foundation and is free and open to the public. The forum was followed by a writing workshop for SUNY Ulster students in the library’s Catskill Mountain View Room.
At the end of the spring semester, we will say farewell to our Principal Library Clerk Louise Boyle, who is retiring after over 45 years of service at SUNY Ulster. Louise has been an integral member of our staff for many years. She has worked in all areas of the library including circulation, reference, and technical services. Her positive attitude, generosity, and reliability will be greatly missed.

Student Engagement Articles

Michelle Beechey
Monroe Community College

In 2016, Monroe Community College (MCC), along with a consortium of four other SUNY community colleges, was chosen as a recipient of the Achieving the Dream (AtD) Grant Initiative and began developing courses for a biology degree in which students would not incur any textbook or course material costs. Some faculty, who had developed an open educational resources (OER) textbook for courses included in this initiative, wanted to offer the option of a printed book, rather than solely the electronic version, for their students and the idea of having a student create covers for these texts was born.

Working with MCC’s visual and performing arts (VAPA) faculty, a student from their department was chosen to collaborate with the AtD project manager for a semester to design several openly licensed textbook covers. The student received extra course credit for the project.

The following semester, the OER team was able to hire the same student to design several more textbook covers and she was paid as a student worker through the library using grant funds. For some covers, the faculty had no preference for the images and design; for others, the student incorporated the requests of the faculty member. For example, for a principles of management course, the instructor wanted to customize the images of people to reflect MCC’s student population. As the faculty member requested changes throughout the process, the student edited her work before re-submitting for final approval by the agreed deadline. The student was able to get a sense of a real-world experience as a freelance designer: working with a “customer,” learning how to conduct herself as a professional, and how to effectively communicate.

The student graduated from MCC last spring, but plans are in place to continue engaging with VAPA students for future OER development projects. We’ve found this partnership to be a dynamic way to showcase our students’ talents as well as to prepare them for the workplace after college.

Charlie Cowling
College at Brockport

Here in the Rose Archives of the College at Brockport, I have been hosting interns for some years since I moved more full-time into the archives away from reference and instruction work. I really enjoy the extensive time with them as opposed to the very brief encounters at the reference desk or in one-time instruction sessions.
Each semester I have two or three interns (once six, but that was a little crazy, I have to say). The interns typically are doing a three-credit internship, or eight hours per week for the 15 weeks of the semester. They may do a major research project, like the student in Fall 2018 who was researching the history of rules for women in the dorms, with separate hours and so on. Or they may help me in various archives projects or do a big digitization work like the student who digitized a WWII-era student scrapbook.

All students get an overview of the basics of archival principles and practice, as well as support on their particular projects. Most are Brockport students, but I have had a few library school interns as well; there was one from Syracuse’s iSchool in Fall 2018 who recently got a full-time job in the library field. That last is one further bonus: the opportunity to be a reference for these students and play a small part in their getting started in life.

Juan Denzer
SUNY Oswego

While working as a library systems specialist at Binghamton University, I had the unique opportunity to offer internships. It helped students not only improve the skills for their field; it also gave them the experience of working on real-world projects. They developed both social and leadership skills as well. I was especially proud to work with international students and they appreciated that the internships gave them an advantage in interviews. I am happy to hear that many were able to successfully gain employment and sponsorship.

As a new faculty librarian at SUNY Oswego, I am excited to bring the same internship opportunities and collaboration to our campus. I have been recently working on an application for libraries that deals with managing EZProxy. We are collaborating with a student from our computer science department as well as a student from SUNY Brockport. We hope to make this open source application available to the library community in Spring 2019.

Stacey Horath
Stony Brook University

Mentorship is the foundation to help empower students and provide them with the support they need to become successful both academically and socially. As professionals, we have a unique position of being their friend, their mentor, or their employer. In some cases, we may fill more than one of these roles and should take great pleasure in the prospect of doing so. When we are afforded the great opportunity to guide them along their college journey, we should take advantage of each moment to nurture and encourage them to reach beyond their comfort zone.

At Stony Brook University Libraries, students working in the dean’s office attend monthly one-on-one meetings to review their work performance where they can ask questions and discuss the things that they are most concerned about. Students also receive staff training twice a semester, which is designed to keep them informed of policy changes, acquaint them with the many different areas of the library, and serve as a means to connect with their peers outside of the office. Additionally, student staff attend professional development workshops on a variety of topics that are of interest to them as they relate to their jobs. These workshops allow them to hone in on their strengths, work on their weaknesses, and helps them to find ways in which to exercise their skills in the office.
recognizes and rewards our student staff who excel in their positions and exceed our expectations through award ceremonies and appreciation luncheons.

Building on the foundation of performance reviews, training, and workshops, our student staff are strongly encouraged to become involved in department-hosted events. Students serve in numerous leadership roles, which encourages them to become more invested in the library. Students welcome such an opportunity and are eager to gain ownership on special projects. Through innovative thinking, students can help to improve the quality of service we provide our patrons. It is important that we connect students to not only library activities but to university-wide initiatives as well. Fostering a sense of belonging and pride inspires students to take an interest in their work, motivates them to be successful, and instills in them the drive to find opportunities to become more involved at Stony Brook University.

Chanté Hope
SUNY Maritime College

SUNY Maritime College admitted 350 freshmen in Fall 2018. Because of the unique structure of the school, students are divided between regimental cadets (those enrolled in U.S. Coast Guard–approved licensing programs) and civilians (what Maritime calls “traditional” students). This division has prevented both groups of students from intermingling. In an effort to address this, the Stephen B. Luce Library decided to test a pilot program aimed at bringing the groups together in a fun and relaxed atmosphere, which the library called Freshmen Refresh.

Freshmen Refresh took place every third Thursday from 5:30–6:30 p.m. each month during the semester in the library. This time was selected because most classes would be finished for the day and it would give the students an opportunity to eat elsewhere besides the cafeteria.

The pilot overall was successful but also proved challenging in terms of planning. Participation by students in the Freshman Refresh sessions was not as large as library staff hoped for. This resulted in there being too much food at the events; this was remedied by inviting non-freshmen students to indulge in the feast. The smaller size of the crowd, however, allowed for more meaningful interactions between library staff and students. For example, the college’s academic coach, Ana Mendieta, attended the event and answered dozens of questions from students concerning how to succeed in college, appropriate study habits, which professors to take for classes, and the consequences if they fail a significant class in their major. Library staff also had an opportunity to play games with students. This author participated in a lively game of Jenga with a student and lost, in large part, to answering his questions instead of focusing on the game. Students also enjoyed watching a game of Scrabble between two staff members. At one point, the game was stalling so students began assisting with spelling words. Library staff also learned that incoming freshmen at Maritime do not appreciate 1980s soft rock music. The students did, however, appreciate “older” games like chess, checkers, and the aforementioned Jenga and Scrabble. Despite the small number of attendees, each Freshmen Refresh event was a success in the sense that attendees were able to relax, enjoy each other’s company, and engage with library staff.
In the end, Freshmen Refresh was full of laughter, knowledge, and food, which makes any event a success.

Jennifer Little Kegler  
College at Brockport

The College at Brockport’s student-athletes and staff, along with members of the Drake Memorial Library staff, recently traveled to Rochester for the annual READ: Hope in Action program with students and staff at School #43 of the Rochester City School District.

On Friday, October 19, 2018, a busload of Brockport student-athletes and librarians went to School #43 for the signature event of the READ: Hope in Action project. The event pairs Brockport student-athletes with a Rochester elementary school to promote literacy. Members of the men’s and women’s basketball teams, track and field teams, cross-country teams, swimming and diving team, gymnastics team, football team, volleyball team, soccer team, ice hockey team, softball team, and field hockey team “adopted” 75 first-graders of the Theodore Roosevelt School No. 43 for the Giant Read event.

The student-athletes read Pete the Cat Plays Ball, based on characters created by James Dean, with the school’s first-graders and played a variety of games in the gymnasium. Ellsworth, the Brockport Golden Eagle mascot, was there to encourage both exercise and reading. READ: Hope in Action originated as a grant to RIT from the John F. Wegman Fund of the Rochester Area Community Foundation. Now, Drake Memorial Library supplies each child with their own copy of the book, plus school supplies and toothbrushes and toothpaste donated by Stephen Weinstein, D.D.S., of Brockport. Backpacks in which the materials are distributed are provided by the Friends of Drake Library. The College at Brockport’s athletic department supplies the transportation for the athletes, athletic administration, and library staff.

Special thanks to School #43 Principal Rick Smith, Associate Director of Athletics Susan Hoffman, Drake Memorial Library staff, and Brockport student-athletes for making it a truly memorable event.

Don LaPlant  
SUNY Cobleskill

Engaging Students in Information Literacy Sessions With the Classroom Database

As the Instructional Design Librarian at the Van Wagenen Library, I’m always working to find ways to actively engage students during our information literacy instruction sessions. While students in these one-shot sessions tolerate a certain amount of lecturing and point-and-click demonstrations from me, many SUNY Cobleskill students prefer and even
expect the more interactive applied learning activities they get in the specialized courses we offer as an agricultural and technical college. One particularly effective exercise I’ve been using in class lately began merely as a way to physically manifest troublesome concepts related to compound searches using Boolean operators. I’ve subsequently refined and expanded the exercise in other sessions and I continue to find it more pedagogically effective than all the lecturing, demonstrating, and pointing at Venn diagrams I’d done in the past.

I begin the exercise by establishing this premise: everyone in the room is an information source—an individual document that might be classified in a number of ways that could be turned into metadata or used as subject terms (e.g., age, sex, race, hair color, hometown, major, etc.). From that premise, I ask their help in performing increasingly complex searches for people indexed in our “classroom database.” I start with search criteria that are easily discernable: for example, how many results would I get if I searched for “students wearing glasses”? How many for “wearing a hat”? From there, I introduce compound searches using Boolean operators. How many for (glasses AND hat)? How about (glasses OR hat)? What about (glasses OR contacts) AND hat NOT female? Rather than lecturing about these concepts, I’ve used this simple activity and found the students not only respond quite positively, but can also apply the underlying principles to more traditional searches later in the session when we visit the advanced search interfaces of our discovery tool and individual databases.

The exercise also provides an opportunity to introduce more advanced theoretical concepts to students who are ready for them. By using more difficult search criteria as practical examples, I’ve been able to introduce the importance of an iterative search strategy and the challenge of selecting keywords that align with subject terms. Hoping to instigate a challenge in one session with an upper-division class, my practice search query included the term “girls.” After letting students count up results in the room, I problematized the issue by asking if the results would change had I searched instead for “women” or “ladies.” And what would happen if there were people who didn’t classify themselves using any of these terms? This inspired a thought-provoking conversation about subject terms and classification, including questions of how subject terms are chosen/assigned, how the words you use will always affect your results, and how indexing and classification aren’t politically neutral acts. While this discussion might be too much to squeeze into an ENGL 101 one-shot session, the exercise that inspired it has become a favorite of mine.

Megan Margino
Farmingdale State College

Question of the Week
Each week, the Greenley Library poses a new question to our students. Displayed on a large board in the library lobby, students stop by to comment, read, and share their thoughts. A sampling of past questions included the following themes:

Student support:
• Encouraging words for your peers during finals.
• What do you wish you had known the first week of school?

Valuable library insight:
• How much did you spend on textbooks this semester?
• What brought you to the library today?

Fun:
• What is your favorite study time snack?
• Fun Food Debates: Is a hot dog a sandwich? Is soup a beverage? Why or why not? Explain your answers.

A library student employee with the Question of the Week board.
Philosophical:
- What makes you happy?
- Why?!

Without fail, the board is filled to capacity by the end of every week. Through this endeavor, librarians have enjoyed both learning more about our student community and seeing students engage with our questions.

**Poster Design Interns**
To support FSC’s new academic poster printing service, the Greenley Library hosted two visual communications student interns in the spring of 2018. These students assisted in the design of library displays and held poster design consultations with students and faculty.

Through the internship experience, students were able to apply design techniques learned in class to a real-life client setting. Interns worked heavily with non-traditional RN-BSN nursing students on designing scientific posters for a poster session held in the hospitals where students work. The experience provided a mutual benefit: the interns equipped nursing students with knowledge of design techniques while gaining useful experience in holding professional meetings and working with clients.

*Kelsey O'Brien*
*University at Albany*

Information literacy librarians Kelsey O'Brien and Trudi Jacobson have been experimenting with the immersive Breakout EDU platform to incorporate gamification elements into our teaching. Breakout EDU toolkits (www.breakoutedu.com) provide materials that allow educators to create their own escape-room style games for the classroom. We have found that this format not only engages students, but also helps foster critical thinking mindsets such as inquiry, problem solving, and a growth mindset that are key during the research process.

Sessions begin with a brief scenario that introduces the challenge. The class is then split into two teams that have 45 minutes to unlock their box by solving clues and decoding five different locks. Our directions are concise and our involvement during the game is minimal in order to serve the main purpose of the game, which is for students to solve problems as a team. Each team is allotted two hints. Clues to the lock solutions involve puzzles (e.g., decoding correctly answered quiz questions), worksheets (e.g., filling in the blanks with appropriate search terms), and numerical sequences revealed with a black light (e.g., following a map route to identify a sequence of building numbers). The success rate for opening the boxes is generally about 50%. After the games, we lead students through a reflective debrief using question cards that are included in the Breakout EDU kit. The debrief encourages students to make connections to the activity and the research work they will be doing for the class and also helps them practice reflecting on their learning strategies.
We have implemented Breakout EDU activities in several different instructional contexts. In one particularly successful collaboration, we used the game as an introductory activity for a series of co-taught classes for first-year students. The activity introduces students to concepts that are revisited throughout the semester, such as “failing better,” persisting through challenging tasks, and reevaluating. The mindsets addressed in the game become useful reference points as students conduct research throughout the semester—preparing them to look at a problem from multiple perspectives, apply different strategies when an initial search doesn’t produce the expected results, and work with their teammates to ask important questions. Other iterations of the game have included a zombie apocalypse scenario (see the accompanying libguide: libguides.library.albany.edu/zombies), a “Ready Player One”–inspired game, and a professional development workshop for our library colleagues.

Generally, we have found that students are much more engaged in the Breakout EDU activity than they would be in a typical course-related instruction session. The games seem to alleviate students’ research anxiety, and even the most reluctant students become completely absorbed in solving the clues as the clock ticks down. As an added bonus, these sessions are a lot of fun for the librarians and have infused a refreshing new energy into our teaching.

Mary Jo Orzech  
College at Brockport

Hosting a Successful Veterans Transcription Event  
Drake Memorial Library at The College at Brockport hosted an “American Soldier Transcribe-athon” in November 2018 as part of Veterans’ Week activities. Thirty students from the classes Public History (Dr. Jamie Spiller) and Aging in America (Dr. Jason Dauenhauer) assisted in transcribing handwritten primary-source surveys from soldiers during World War II.

The American Soldier in World War II is part of a crowdsourced collaboration between Virginia Tech, the National Archives, and Zooniverse, with NEH funding.

Drake librarians and staff, including Kim Myers, Charlie Cowling, and Mary Jo Orzech assisted during the event. It was uplifting to do a small good deed for the world and provided an introductory example of digital scholarship. Faculty feedback was enthusiastic regarding student engagement, as shown below:

Thank you so much for initiating our collaboration that involved students in my Public History class participating in the American Soldier Project Veterans Day Transcription event. It was a wonderful opportunity for them to see digital public history in action, contribute to public-access history, and read through provocative and informative historical documents. The survey answers they transcribed for machine-readable, online access pertained to
WWII soldiers’ attitudes towards race and segregation in the U.S. armed forces. In addition to seeing primary source documents and struggling with discerning handwriting and grammar of the time, the students had the opportunity to read firsthand some of the concerns of African American soldiers and the bigotry of white soldier respondents.

So: the event was a valuable use of the class period; students learned important historical information and got practical experience in public history; and I would love to do this type of exercise again AND solicit your support in developing digital projects for my student—online timelines, WordPress exhibits, StoryMaps, and/or archiving of transcripts of oral histories they conduct....

Thanks for inviting me to participate. I do think it was a good use of class time; our social work courses always involve some type of “service” and since I have a multigenerational classroom, this was a good opportunity to experience something meaningful as a class that is historical in nature. Students gained beginning insights into the perspectives of WWII soldiers and the challenges they faced during this time. While our class didn’t focus on the perspectives of African Americans’ portion of the survey, several of my students did transcribe content related to racial attitudes. I think the best part was providing a new opportunity to learn about people’s perspective during a challenging time in our country; the pizza was a nice treat and students appreciated it. I would recommend this to other faculty and individuals—it was relatively easy to figure out, but having staff there on site to assist with questions/guidance definitely helped the class so thanks for being there.

See the links below to participate in this ongoing low-cost, high-impact project:
Description video (5:22 min):
https://drive.google.com/file/d/19r5FRZ6kkug0PZtaB0A2NVGfZATQurd0/view
Project link:
https://www.zooniverse.org/projects/tkotwim/the-american-soldier

Mechele Romanchock
NYSCC

Why We Hire Students
When I first began my current role as User Services Librarian (one of the many synonyms for Access Services), I jumped right into supervising 40 undergraduate work-study students with less than a year’s prior experience as a supervisor. I had been mostly working in other library arenas so supervising college students was still new to me. At first, I found myself frustrated. Why are they late so often? Why don’t they give better notice if they can’t make their shifts? Why are they always on their cell phones? Why are they scared to answer the “real phone”?

Suddenly one day it just hit me. They don’t know how to have jobs! Looking over their applications again, this time with a fresh mindset, I realized most of the students had little to no prior work experience. I had a management mentality when I should have had a mentor mentality. So instead of seeing their behavior as disrespectful or disinterested, I shifted my mentality to see these behaviors as the result of inexperience. And that became my job—I could give them experience.

Students want to be good at their jobs, but they had to be taught how to have a job before they can focus on becoming good at it.

Almost any task we ask students to do, we as librarians could just do faster and more easily. We can work the circulation desk and shelve books and show people how to print. The point of work-study students isn’t to employ an army of
uber-efficient library assistants. The point is to provide them with an opportunity for development. When given the right foundation and the room to flourish, they inevitably blow us away with their creativity, commitment—and their sense of pride. When they understand why they are needed and how the tasks they complete fit in to the running of the library as a whole, they become invested and engaged and proudly see themselves as library employees. Some of our best ideas and innovations have come from these engaged student workers.

Another way to engage them is to connect their work now with success after college. I assure my students that their library work-study job is relevant to any job they will have after graduation. They seem incredulous at first. I point out that in their library job they deal with customers’ private information, problem solve, trouble-shoot technology, multitask, and learn new software. Suddenly it sounds more relevant.

I choose to embrace working with college students as an opportunity, not an obstacle. The greatest gift we can give them are the tools and resources to be successful in their dream job and the vision to know it when they find it. They come to us fresh out of high school as moldable clay. If you as the supervisor choose to put in the time to forming and shaping that clay, the result will be a very fine vessel.

Alan Witt
SUNY Geneseo

The Promoting Interns’ Potential and Skills (PIPS) committee at SUNY Geneseo’s Milne Library has worked over the past year and a half to add structure and resources to the collection of very different internships the library offers. The internships themselves include archives interns, who work on a project-to-project basis; editing and publishing interns, who produce the Proceedings of GREAT Day (a published collection of student research papers); Imaginarium interns, who run a hands-on curriculum development library and the Education Collection and work independently to produce programming and promote the space; and research instruction interns, who go through training to teach classes, answer reference questions, and produce learning objects that will be used by faculty and students.

The PIPS’ focus is currently on building a common assessment survey that can be administered across the various internships. The goal is to have a common portion that each individual mentor can use as a starting point to build their own assessment tools for their fiefdom. Once these are complete, we can start pre- and post-testing to measure the effect the internships have on the students.

We have been helped by the fact that the library staff as a whole are very welcoming to the interns—they are invited to many staff parties and functions, taught about the underlying culture of the library, and given the opportunity to do mock job interviews with the library director. Additionally, our campus as a whole is moving more strongly in the direction of integrative learning, so this is a great time to be building up our program as it synergizes so nicely with the current energy on campus.

That’s the formal side of the picture; there are also many advantages for the mentors themselves. Internships are an excellent chance for us to hone our mentorship and project management skills, and it’s always a joy to see students flourishing. Their contributions to the library are also valuable—our position is that interns are a force multiplier and should create a net gain to the library, even after staff time in training is taken in to the picture. For the interns themselves, we aim to give them real accomplishments that they can use to get into graduate school and/or potentially for pursuing jobs after their graduation from Geneseo. The research instruction internship in particular focuses specifically on training new librarian candidates for success once they hit library school, and we hope to give them a strong resume boost once they graduate and start looking for jobs. The R&I interns also created a Canvas course to
streamline training, and each successive generation of students edits and reshapes it for their successors. And as we go forward, we can also make it useful for the other internships at the library.

We definitely recommend formalizing at least some aspects of your internship program. Having a goal to work toward can make your program even stronger while still keeping some of the improvisational magic alive.

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**SUNYLA Professional Development Grant Enables Conference Attendance**

Yu-Hui Chen, University at Albany

With a SUNYLA professional development grant, I was able to attend the Computers in Libraries 2019 Annual Conference in Arlington, VA, to present a preconference workshop entitled “Information Architecture: Methods to Engage Users” with my colleague Carol Anne Germain.

As a library’s web portal is the virtual gateway to its web-based resources and services, it is essential that libraries engage users in usability testing to ensure positive and productive experiences with the site. Successful information architecture, smooth site navigation, logical menu structure, and intuitive interface design all rely on knowing where users expect to find needed information. Card-sorting is a simple, user-centered, and powerful technique that can explore how users group related concepts together, and helps web designers develop a usable website architecture and sensible navigation paths that better reflect users’ mental models. By applying think-aloud protocol, web practitioners can test the overall performance of a website structure. During our hands-on workshop, we engaged participants in testing the information architecture of a website using card sorting and think-aloud methods. Our workshop exercises enabled attendees to develop and articulate usability initiatives engaging users at their respective institutions.

The conference opening keynote speech, “Engagement in the Digital Age,” presented by Phaedra Boinodiris, was both entertaining and inspiring. Boinodiris is a member of the IBM Academy of Technology. She shared her career experience in developing computer games to achieve business optimization through strategic execution and technical operation, managing stress through simulation, and working with high school teachers and students to create games for managing various health-related issues. Her collaboration with high school teachers and students has influenced curricula in traditional and non-traditional learning spaces through entrepreneurship and social impact. While mentoring students, she emphasized the importance of arts and humanities as games pertaining to help people with illness, who must be smart enough to understand how they feel and communicate with them. Boinodiris also highlighted the role of libraries, whose resources were critical to students’ innovation. She pointed out that “libraries can utilize strategy games, simulation games, and role-playing games as a means to teach, innovate, and engage users in the digital age.” Her passion in creating games for social good is truly inspiring.

As a subject librarian who also performs reference service, I found sessions related to collections, open access, institutional repository, and discovery very informative. I would like to thank SUNYLA and the Professional Development Committee from the bottom of my heart for their support. This professional development opportunity allowed me to share my expertise in web usability with other library professionals, increase the national visibility of SUNY librarians, be inspired by various perspectives and new ideas, and learn best practices from other colleagues in the broad library community.
Submit contributions for the October 2019 issue to April Davies
DaviesAC@cobleskill.edu
Deadline: September 10, 2019

http://sunyla.org

SUNYLA promotes the professional development and collaboration of library personnel across SUNY in order to advance library service(s) to our campuses and the people of New York State.

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