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## Connections: The ACRL/NY Newsletter Volume 30, Issue 2

### Greetings from the 2012 ACRL/NY President



ACRL/NY ended 2011 with its annual symposium "The Global Librarian: Information without Borders" which was held at the Vertical Campus Conference Center (Baruch College/City University of New York) in NYC. Four outstanding speakers presented on a variety of related topics: "Transliteracy and the demands of library instruction in the 21<sup>st</sup> Century" (Lane Wilkinson), "Distance Education Librarians: Removing Boundaries and Barriers to Information" (Angela Whitehurst), "Copyright, Libraries, and the Pressure of International Law" (Dr. Kenneth Crews) and "Traveling Librarians: Building Campus, Community, and

and International Relationships through Support and Leadership of Off-Campus Programs" (Amy Bryant).

ACRL/NY has been very busy this past year! We have launched our Pilot Mentoring Program, which will match newly-minted librarians with more experienced members of our field. We had received numerous applications for both mentors and mentees, and a small pilot group has now been connected. Our new Graduate Services Discussion Group has been very successful: members meet and discuss issues relating to servicing the special research needs of our graduate students. Our Professional Development Committee has been collaborating with other library organizations in our area to develop professional development events and programs for our chapter members and the wider library community. Our latest collaboration was with METRO on March 19, 2012, in which Pew Research Center's Lee Rainie presented "Libraries in Flux."

If you haven't already done so, check out ACRL/NY's new logo and web site at <http://acrlny.org/> -- and while you're visiting, don't forget to renew your membership! Congratulations to the new members of our 2012 Executive Board. I look forward to working with each of you!

- Carrie Netzer Wajda, Vice President/President Elect
- Carrie Marten, Immediate Past President
- Nataalka Sawchuk, Treasurer
- Fiona Grady, Secretary
- Werner Sbaschnik, Membership Secretary
- Mark Aaron Polger, Newsletter Editor
- Barbara Bonous-Smit, Member-at-Large
- Susanne Markgren, Member-at-Large
- Monica Berger, Webmaster
- Scott Rummeler, Webteam
- Danielle Becker, Maureen Weicher, Ann Grafstein, Blogteam
- Caroline Fuchs, Legislative Liaison
- Lois Cherepon, Archives Coordinator

## 2012 Discussion Group Chairs:

- Kathryn G. Shaughnessy, Distance Learning
- Michael Handis and Amy Ballmer, Graduate Services
- Fiona Grady and Dianne Conyers, Information Literacy/Instructional Services
- Maureen Weicher, Resource Sharing
- Keith Muchowski, Special Collections and Archives
- Michael Handis and Linda Miles, New Librarians
- Mark Aaron Polger and Albert Tablante, User Experience (UX)

## 2012 Geographic Section Chairs:

- Long Island: Susan Werner, Chair; Gail Delaporte, Vice-Chair/Chair Elect
- New York City: Dianne Conyers, Chair; Anice Mills, Vice-Chair/Chair Elect
- Westchester/Lower Hudson Valley: Gloria Meisel, Chair; Winifred King, Vice-Chair/Chair Elect

As always, I encourage all members to actively participate our sponsored events and programs.

Caroline Fuchs, 2012 ACRL/NY President  
Associate Professor/Outreach Librarian  
St. John's University  
[fuchsc@stjohns.edu](mailto:fuchsc@stjohns.edu)

## Greetings from the 2012 Symposium Chair

Welcome to everyone who volunteered to serve on the 2012 Symposium Committee. I look forward to working with each of you this year! We are already off to a great start with a fantastic topic and an exciting speaker lined up – but more on that in a moment. A big round of applause to last year's Symposium Chair Caroline Fuchs and the 2011 Symposium Committee for a job well done! "*The Global Librarian: Information Without Borders*" was a tremendous success, with a strong lineup of thought-provoking, knowledgeable speakers including Lane Wilkinson, Angela Whitehurst, Kenneth Crews, and Amy Bryant. The presenters spoke about diverse topics including teaching transliteracy skills, managing a distance education program, international copyright law and an international exchange program model. The eight poster sessions detailed projects and research underway from around the world. We had so many great submissions that we issued a special newsletter devoted to the poster sessions. Check it out at <http://acrlny.org/wp-content/uploads/2011/02/v30n1.pdf>. The ACRL/NY Annual Symposium is more than a day to hear about the leading trends and topics in academic libraries. It is also an opportunity for networking and networking across all disciplines and many institutions throughout the Greater Metropolitan New York area.

We are very excited to announce that the 2012 Symposium will be called "*Cultivating Entrepreneurship in Academic Libraries*." Over the next few months the members of the Symposium Committee will work together to organize an exciting day-long event looking at how librarians are adapting to transformative changes in the profession by taking an entrepreneurial approach to service. We're just getting started with our planning, but we hope that our upcoming annual event will be a forum in which to exchange ideas, opinions and expertise, and that it will further the conversation among colleagues and friends.

ACRL/NY's 2012 Symposium will be held on **Friday, December 7, 2012 at the Baruch College Vertical Campus Conference Center** (the same venue as last year) Stay tuned for updates on the topic, speakers, a call for poster session proposals, and other announcements.

Carrie Netzer Wajda  
2012 ACRL/NY Symposium Chair  
New Business Librarian, Y&R  
[cnetzerwajda@gmail.com](mailto:cnetzerwajda@gmail.com)



## Transitioning from Adjunct to Substitute Librarian

These days, it is not uncommon to hear stories of newly minted MLS/MLIS graduates searching for months or years for their first job. Tales abound of hundreds of applicants for one position, or cross-country moves, and new librarians can feel overwhelmed by these horror stories. Sometimes, though, even if finding a full-time position does not happen immediately, part-time work, mentorship, and professional development can lead to such a position.

I graduated with my MLS in 2009, from Queens College CUNY. A full-time job was not waiting for me directly after graduation. I did, however, have a series of successful, increasingly responsible positions in libraries: an internship at NYPL, and an internship at Brooklyn College CUNY. This latter internship turned into a paid adjunct position at the library, which put me in the path of librarians at other CUNY libraries. I eventually found myself working two adjunct positions, where I provided instruction, made collection development decisions, and worked on special projects. At the end of 2011, I found I had been chosen for a new, full-time position.

For 2012, I am the substitute Education librarian at Brooklyn College. Not only am I responsible for collection development and instruction for the School of Education, but I have the same liaison responsibilities to the Earth & Environmental Sciences and Studies departments, I develop the library's Juvenile collection, and I provide outreach to our two high school early college programs, Brooklyn College Academy and STAR. Though my official subject Master's is in English literature, working outside of my subject background is a great way to broaden my areas of expertise, meet new faculty, and discover new research interests. I have also recently created an Adjunct & Substitute Librarian Round Table, for the CUNY-wide library association (LACUNY), to bring together part-time and non-tenure track librarians. And, I now work on projects with one of our new interns, as the mentor, not the mentee.

When I left library school, I felt unsure of my job prospects. So many library school students (myself included) work while attending library school (sometimes at a library, sometimes at a job wholly unrelated), and it is hard to find time to meet people and attend professional development events, to make those really important connections. But, meeting one or two librarians, or working on a project with a colleague, can help make the job search a little less painful, and can turn into something permanent.

Matthew Harrick  
Substitute Education Librarian  
Brooklyn College Library, CUNY  
[MHarrick@brooklyn.cuny.edu](mailto:MHarrick@brooklyn.cuny.edu)



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***“A full-time job was not waiting for me directly after graduation. I did, however, have a series of successful, increasingly responsible positions in libraries...”***



## Transitioning from Paraprofessional to Professional

I have had the good fortune to experience librarianship education through three distinct positional lenses. The first role, library paraprofessional, provided me practical experience in the day to day realities of working in a library. The second, the role of a LIS student, sparked my imagination to the possibilities, theories, and the scholarly aspects of librarianship. These tools can be extremely useful for those who want to pursue academic librarianship.

Understanding this aspect of librarianship will help to imagine new technologies and services to enhance your library as well as, help prepare you for the academic rigors of professionalized scholarship.

The third perspective, which I am currently experiencing, is that of an Academic Librarian.



I have been a Reference & Instruction librarian at Hunter College (City University of New York) for approximately eight months, and the changes could scarcely be more different. The practicalities remain the same: I provide reference at a reference desk, I provide consultation to researchers, help improve library services and provide bibliographic instruction. However, the meaning of each of these aspects is completely transformed in the conversion from paraprofessional to librarian. In my perspective, the largest differences between my role as a library support staff member and as a librarian are illustrated in three facets: responsibility, opportunity, and impact.

As a library support staff member, I was charged with a discrete set of responsibilities. The tasks included teaching, committee work, providing desk reference and collection maintenance but, ultimately the level of investment to these tasks were limited because of the limited influence I had in planning these sources. Yes, I was a participant but, the final responsibility did not reside with me. When I became a librarian, these responsibilities became opportunities to play a larger role in influencing educational outcomes of students. I am now able to make interventions, such as introducing a research journal of my own design to my instruction, which I believe will enhance student learning.

The final aspect I noted is the ability to collaborate, on equal footing, with other librarians for the overall benefit of students, classroom faculty, the university and the library. In my position I am able to work with other faculty members throughout the college to create new and re-imagine existing services. These services illustrate the ways in which the library can not only meet the needs of both traditional and modern scholars but, in fact help lead the way in spreading new information, technologies and techniques in the academy.

These first eight months as an Academic librarian have been enlightening, challenging and engaging. The knowledge gained and the experiences lived as a paraprofessional and a LIS student have been critical parts of contributing to my early successes; and, over all it is the sum of these perspectives which have helped me to strive to meet all the responsibilities of a modern academic librarian.

Jonathan Cain  
Assistant Professor/ Reference & Instruction Librarian  
Hunter College, CUNY  
[jca0033@hunter.cuny.edu](mailto:jca0033@hunter.cuny.edu)

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***“When I became a librarian, these responsibilities became opportunities to play a larger role in influencing educational outcomes of students ...”***

## ACRL/NY Collaborates with Library Organizations & Library Schools

ACRL/NY has begun to collaborate on professional development programs and events with area library organizations and library and information science educational institutions. We are creating a Professional Development Ad Hoc Committee to assist with the development of these programs in both live and online formats. Several library organizations have expressed interest in working collaboratively with ACRL/NY on this initiative, including the Archivists Round Table of Metropolitan New York (ART); the Library Association of the City University of New York (LACUNY); Long Island University Palmer School of Library and Information Science; Metropolitan Library Council (METRO); Nassau County Library Association (NCLA); New York City Radical Reference Collective; New York Technical Services Librarians (NYTSL); Queens College Graduate School of Library and Information Science; Que(e)ry; Suffolk County Library Association; State University of New York Library Association (SUNYLA); Westchester Academic Library Directors Organization (WALDO), and the Westchester Library Association.

On October 4, 2011, METRO and ACRL/NY presented the first of these collaborative efforts, beginning with a Mini Lecture Series. Jim Neal, Vice President for Information Services and University Librarian at Columbia University, delivered the informative and interesting lecture: *Fair Use is Not Civil Disobedience: Rethinking the Copyright Wars and the Role of the Academic Library*. The video of the lecture is available at <http://www.metro.org/en/articles/view.asp?articleid=434>

This very successful and well-attended program was followed by the second in this Mini Lecture Series on November 16<sup>th</sup> titled, *Change in the Digital Age: Metadata Trends for Libraries*. The speaker, Rebecca Guenther, an Independent Consultant and former Senior Network Specialist of the Library of Congress, focused on the use and importance of metadata in the digital age, along with changes in cataloging rules (RDA) and the bibliographic format (MARC). Viewers who missed the lecture can see the video at: <http://www.metro.org/en/art/469/>

On March 19, 2012, Lee Rainie, Director of the Pew Internet & American Life Project delivered the third in this highly successful METRO and ACRL/NY Mini Lecture Series titled, *Libraries in Flux*. An enthusiastic and attentive audience listened as Rainie described how we accumulate, use and share information from the Internet. He also provided a framework on how libraries can play an important and vital part in their communities and patrons' lives via social networks. The Pew Internet & American Life Project "conducts original research that explores the impact of the internet on children, families, communities, the work place, schools, health care and civic/political life. It seeks to be an authoritative source for timely information on the internet's growth and societal impact."—Pew Internet & American Life Project

From the web site, anyone can obtain the latest and past research data and statistics on topics such as the trends and use of social networking, search engines and technology (smartphones and texting and so on) by Americans of all ages including teenagers and baby boomers. If you missed the presentation, the video is available at: <http://metro.org/articles/recapping-libraries-in-flux-with/>

For more on the Pew Research Center, please see: <http://www.pewresearch.org/>

Barbara Bonous-Smit  
ACRL/NY Board Member and Member-At-Large  
Associate Professor, Head of Reference and Serials  
Queensborough Community College, CUNY  
[BBonoussmit@qcc.cuny.edu](mailto:BBonoussmit@qcc.cuny.edu)

## The Circulation Department is the “Heart” of the Library

During my time in library school at Queens College, I've worked in different positions in the Queens College library. The year that I worked in Interlibrary Loan (ILL) was more like working in technical services where there is very little contact with patrons, the work is largely solitary and out of public view, and there is a consistent flow of work throughout the day, which stops at 5:00. Last fall, I moved to Circulation and found myself in a whole other world, one that truly is a library public service. While ILL and Circulation rely on technology and follow processes that facilitate lending and borrowing, Circulation is much more about interacting with the patrons. Over the following months I realized why Circulation is called “the heart of the library”.



In the fall, I worked at the desk during the week when students and faculty came throughout the day in search of reserve and research materials, and to resolve problems, Circ-related or not. In the spring, I moved to working on the weekends. This change brought me into contact with a different patrons; mostly adult students and adjunct faculty in the Weekend College program, as well as students from other CUNY campuses, students who are working parents, and alumni. Some are “regulars” among the weekend patrons. For most, there are various commitments during the week that deepen their appreciation for access to the library on the weekend — for reserve readings, a quiet place to work, and a fresh supply of juvenile books for their young children for the coming week.

As library public services, ILL and Circulation both seem to be about directly meeting patrons' needs through work that focuses on matching call numbers and scanning barcodes. But there is one tremendous difference: in ILL, the patron is an anonymous scholar working at some distance — down the street at a nearby college, or across time zones in other states. But standing right there, on the other side of the Circ Desk, is a vital being whose information need is inextricably interwoven with social and psychological needs: the need to be recognized, welcomed, valued and respected. This is true, I realized, not just of students who are fresh from high-school, or students who have disabilities, or English-Language learners in whom I saw it first, but of every patron who approaches the desk. Being present, open and earnest in addressing the stated need can take the edge off of academic stress and ease evident anxiety about using the library.

The learning curve for working in Circ was shaped by technology, procedures, and this poignant understanding. Knowing how to use the ILS and to initiate a search for a missing book are important competencies for doing the work, yet this being, —being aware of and responding to these fundamental needs — is the very thing that makes Circulation the heart of the library.

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***“While ILL and Circulation rely on technology and follow processes that facilitate lending and borrowing, Circulation is much more about interacting with the patrons.”***

Faithe Ann Scobbo, recent MLIS graduate  
[faitheannscobbo@ftml.net](mailto:faitheannscobbo@ftml.net)

## ACRL/NY's Mentoring Program: Reflections from a Mentor



When I was in library school, mentoring was officially unknown. Faculty had no time to work thusly with their students, nor was it deemed necessary. We would graduate and learn on the job. During my student days, I was the Physics Librarian, and a paraprofessional faculty member. This meant that I attended meetings of the librarians in charge of the various departmental science libraries. Actual librarians having an undergrad scientific background were rare. From this camaraderie arose my first mentoring experience: the mathematics librarian taught a bibliography course I was attending, and when I visited her library to ask questions and /or review my work I was able to watch her interactions with the math faculty — reactions, attitudes, helpfulness, arguments, research needs, and advice, new books needed for courses, etc.

This was the only time during my library school education that I actually observed, as a mentee, the field I was about to enter. I had worked in public libraries for the prior decade, so that dealing with academic fellow faculty would be a very new experience for me.

Unfortunately faculty teaching my library course work never talked about the socialization needed before working with non-library faculty — who had experienced years of socialization within their subject fields. It was decades later that this faculty interaction became important within most schools of library science, and might have been fueled by the emergence of instruction librarianship — where ACRL and academics working within ACRL were the professional leaders.

So what is mentoring?? Mentor was a character within Greek mythology, whose friend Odysseus placed him in charge of his son Telemachus. This relationship evolved into the use of the name 'mentor' as a term for imparting wisdom to or sharing knowledge with a less experienced colleague. [Thank you, OED and Wikipedia?.]

When I first started at Adelphi as Serials librarian, I knew all the data needed – ISSN, dates, former titles, publishers, subject field, etc. I could read titles and other important data in English, French, German, Greek and Russian. I had absolutely no knowledge of how to deal with publishers, bindery agencies, the university billing system, account books, or the staff who actually do the bookkeeping. This required a fast introduction to a complexity never mentioned in school.

One day an intern from a local Library School who was spending a semester at Adelphi, came to me shyly with a request: for an interview for a prospective position, he needed to give an instruction session. He had no idea of how to go about this. This was an 'aha!' mentor moment. First I chatted with him about his undergrad degree, and the search areas he knew best. Then he attended one of my sessions in a familiar field. We next discussed what he needed to know, what the students needed to find out, and what he should present. After several talks, he delivered a session to an audience of one — me, and we discussed what he had presented. Of course he was offered the position.. he presented himself very well indeed. He immediately became active in a section of ACRL, and moved up

Another student asked to be allowed to intern with me. I gave her some readings, and asked her to be ready to discuss the philosophies with me. Then she attended several different sessions, grad and undergrad, and we discussed these. She was ready to provide sessions on her own [with me sitting unobtrusively at the back]. She also wrote a paper on what she had accomplished and I was proud to recommend her actions.

After I retired I was appointed a Nassau Academic Scholar, and asked to reconstruct the County Planning Department Library which had been scattered by a former County Executive. I was offered two consecutive library school interns to help with this undertaking. We sorted a weird collection of materials which had been hidden in closets and under tables, etc., into subject areas — after I had talked to each of the divisions within the Dept, to ascertain their needs.

***“It was decades later that this faculty interaction became important within most schools of library science, and might have been fueled by the emergence of instruction librarianship.”***

As GPS data became more available in some areas, those ceased to grow, while more detailed and very old water table and eco data was still needed. One of the interns knew more about CIP than I did, so that the book collection was soon listed online and searchable [by author/title/subject entry for new books and by author/title for older volumes].

Mentoring was different in this case. We discussed: the use of periodicals and government documents in various types of libraries; how the book collection might be handled in these; how and why GPS data would be encouraged; the importance of water quality/water table/erosion data on this island, and, other types of important local data elsewhere; what other subject areas might become important as online collections — tables, maps?

As I had experienced librarianship in several different library types: public, university, medical, special, specialized science, and government... I had a wealth of knowledge from which to draw in these discussions.

Today mentoring is suddenly popular nationally, and mentioned in discussions of many other library topics. Our own chapter developed a group last semester, after drawing together librarians who were either experienced or who needed mentoring.

Matches were made between what one of us could offer and what another needed/requested. We expect that this group will grow, and branch into several specialty areas — such as: how to search for a position; how to present oneself; preparation for the steps and demands of promotion and tenure; how to become published. This is ongoing professional aid for those who need it.

Valerie Jackson Feinman, long standing ACRL/NY member

[acrlnymentoring@gmail.com](mailto:acrlnymentoring@gmail.com)

## ACRL/NY's Mentoring Program: Reflections from a Mentee

It started out slowly between Keith and me. Appropriately so. I sent an email to introduce myself. He soon replied, congenially. We went on to exchange C.V.s, learning our backgrounds and educational and professional credentials. It soon became apparent that we share a commonality having both lived in Texas...and New Mexico. And through small chat we discovered a mutual interest in the NFL, albeit one at odds in terms of the teams we favor, which became apparent in the lead-up to this year's Superbowl. Eventually we made plans to meet up in person at the Starbucks in the Empire State Building, upon which we found ourselves engaged in a seamless conversation that easily took up two hours, one early Spring Saturday afternoon.

I'm describing the development of a professional/personal relationship. You see, ACRL/NY has recently launched a pilot mentoring program. Both Keith and I are participants; he the mentor, me the mentee. The selectors of the ad hoc mentoring committee took careful consideration when pairing up the mentor/mentee partnerships.

As a recent library school graduate with an undergraduate background in Sociology, I've been matched with Keith Muchowski, a Civil War historian with a passion for civil liberties and human rights. Intellectual common interests right off the bat: American history, social justice, and of course, librarianship. Furthermore, we both work within the CUNY system. He is a veteran Reference/Instruction Librarian at New York City College of Technology in downtown Brooklyn. I'm newer to the field, holding a part-time position in the Interlibrary Loan department at the Graduate Center. We are also both active bloggers, although I must admit that his posts come far more frequently than my own. Keith has numerous presentations and publications under his belt and I look toward Keith for guidance in this realm, as I have ambitious professional/personal publishing goals of my own.

Neither of us have rigid, preconceived notions as to what direction this program ought to take. I'm only doing my best to keep pace with current trends and remain networked among academic librarians. Keith, likewise, is staying engaged in voluntary active service to the library world—in this regard, to emerging professionals.

Keith blogs about the Civil War sesquicentennial at <http://thestrawfoot.com>. Mine, concerning libraries, museums, archives, printmaking, art, architecture, book reviews, etc., can be found at <http://david-jensen.net>.

As for the mentoring program, all I can say is...so far, so good!

David Jensen, recent MLIS graduate

[jensen-david@live.com](mailto:jensen-david@live.com)

***“I'm only doing my best to keep pace with current trends and remain networked among academic librarians.”***

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**About Connections: The ACRL/NY Newsletter**

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**Layout and Design:**

Mark Aaron Polger

**News Editors:**

Mark Aaron Polger  
Carrie Netzer Wajda

**Contributors (in order of the articles):**

Caroline Fuchs  
Carrie Netzer Wajda  
Matthew Harrick  
Jonathan Cain  
Barbara Bonous-Smit  
Faithe Ann Scobbo  
Valerie Jackson Feinman  
David Jensen

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