

New England Chapter

Value of Academic Libraries: Academic libraries demonstrate alignment with and impact on institutional outcomes.

1. Leverage existing research to articulate and promote the value of academic and research libraries.

On October 28, 2011 at Northeastern University, the Collection Development Interest Group's (CDIG) offered the attendees of its half-day program the leverage of existing research in order to articulate and promote the value of academic and research libraries position in the ever-shifting terrain of the e-book marketplace. Focusing on the challenges of technology and copyright, E-Books: A Brief Fix on a Moving Target provided with the following leverage:

- Laura Irmscher, Collection Development Manager, Boston Public Library, talked about her library's OverDrive Implementation.
- Greg Eow, British and American History Librarian, Yale University discussed how his library's users experienced a change of heart when it came to e-books.
- Kyle Courtney, Manager, Resource Sharing And Faculty Information Delivery, Harvard Law School, discussed the intellectual property rights of Libraries and library patrons when it comes to e-books.
- Bill Boissy, Director, Network Sales, Springer, focused on the issues in current and future e-book technology.

New England Chapter

2. Undertake and support new research that builds on the research agenda in *The Value of Academic Libraries: A Comprehensive Review and Report*.

On June 1, 2012 the New England Chapter's New England Library Instruction Group held its annual program at Mount Wachusett Community College in Gardner, MA. The title of NELIG's day-long program was "Connecting to People through People and Process." The Special Interest Group offered presentations to its program's attendees which undertook and supported new research agenda that built on the research agenda in *The Value of Academic Libraries: A Comprehensive Review and Report*. The Keynote Speaker, Andrew Asher, CLIR (Council on Library and Information Resources) fellow for scholarly communications at Bucknell University, drew on results of the Ethnographic Research in Illinois Academic Libraries project, a two-year study of students' academic assignments and research practices at five universities. Asher discussed how librarians can effectively collect and interpret data about social contexts using anthropological and ethnographic methods, as well as how to utilize this information to address the needs of students and faculty. Carolyn Gamtso, Associate Professor/Reference & Instruction Librarian, UNH Manchester Library, and 4 of her colleagues (Rachel Blair Vogt, Annie Donahue, Jennifer Jefferson, & Allison Pelletier) told the attendees how, in an effort to provide First Year Writing students with research instruction at every point in the writing process, the UNH Manchester Library has partnered with the college's Center for Academic Enrichment (CAE) to train peer writing tutors in library research skills. The presenters described the Library/CAE collaboration that developed in the Research Mentor Program and discussed how such a program could be adapted to different academic settings. Two librarians from Amherst College, Missy Roser, Head of Research & Instruction, and Gretchen Gano, Social Sciences Librarian, described the three-year Mellon-supported pilot project at Amherst College, in which faculty are developing experimental group tutorials based on their own research interests. Because of the focus on research process, librarians are closely involved in these seminars. According to the two librarians, this pilot provides an opportunity to rethink how we teach about original research in the humanities and social sciences. Laura Saunders, Assistant Professor, Simmons College, GSLIS, shared her original research which examined the perspective of teaching faculty from different disciplines in order to seek how librarians can better communicate with these faculty members around the topic of information literacy. Christine Drew, Associate Director of Research & Instruction Services, Worcester Polytechnic Institute, and 4 undergraduates from WPI, conducted a study of the research habits and research efficiency of WPI Interactive Qualifying Project teams, comparing these project teams to a research librarian to identify strengths and weaknesses or any apparent trends. At Stonehill College's MacPhaidin Library, two Reference and Instruction Librarians, Patricia McPherson and Heather Brodie Perry, described how they collaborated with the institution's Center for Teaching and Learning to formalize relationships between academic librarians and faculty. The result of that collaboration was the Faculty Librarian Partnership program which provides professors with stipends to participate in a semester-long partnership with a reference librarian, through which the librarian would deliver course-specific bibliographic instruction, develop course-specific research tools and evaluate the students' use and response to those tools. Peter Coco, Library Liaison for the Humanities, Wheaton College, and Hazel McClure, Liaison Librarian to English, Writing and Environmental Studies, Grand Valley State University, described the collaborations that they initiated with campus partners to better impact and inform the conversations with students that are about the library but that don't always directly include librarians. Brooke Ratto, Information Literacy Librarian, Southern New Hampshire University, explained how, in a pre-emptive response to the upcoming implementation of a new competency-based General Education program, Southern New Hampshire University's Shapiro Library information literacy instruction team re-envisioned its pedagogy to better

New England Chapter

foster students' critical thinking skills. This collaboration between the library and Gen Ed stakeholders to embed information literacy into the new curriculum is still in the early stages of assessment. At the University of Connecticut Libraries, Dawn Cadogan, Communication Sciences, Psychology, and Sociology Librarian, and Marisol Ramos, Librarian for Latin American & Caribbean Studies, Latino Studies, Spanish and Anthropology, and Shikha Sharma, Business, Economics, & Legal Studies Librarian, talked about how, during the Summer of 2011, they and UConn's Writing Center came together to produce a series of literature review workshops for graduate students. Their presentation outlined the phases of workshop development, from planning and marketing to team teaching and assessment, and provided suggestions for getting a new collaborative partnership off the ground.

New England Chapter

3. Influence national conversations and activities focused on the value of higher education.

On December 2, 2011, NELIG staged an ambitious five-location half-day program, showing on how libraries and librarians can influence national conversations and activities focused on the value of higher education.

Keene State College, Keene, NH

- Why Are We Here?: Using the Socratic Method to Enhance Student Learning, Laura Braunstein (Dartmouth College)
- “Speed Databasing”: Making Lasting Connections in 10 Minutes or Less, Rachel Blair Vogt and Carolyn Gamtso, UNH Manchester
- Digging deeper: Finding Information in the WWW, Melinda Malik, Merrimack College
Providence College, Providence, RI
- Library Scene: Fairfield Edition: Orienting First-Year Students to the Library Using Interactive, Multimedia Game Play, Laura Weber & Jessica McCullough, Fairfield University
- The Power of Video: Creating a rapport in the classroom that extends throughout a semester, Kari Mofford, UMass Dartmouth
- Mastering Music Searching, Erica Charis, Berklee College of Music Tufts University, Medford, MA
- Beyond the One Shot: Excerpts from a Faculty Information Literacy Collaborative, Karla Fribley & Christina Dent, Emerson College
- Parsing the Sexy Title: Looking Beyond the Academic Colon to the Core of the Article, Catherine Fahey, Salem State University
- Effective Research Strategies for Academic Assignments, Stacy Schwartz, Worcester Polytechnic Institute
- Google vs. The Library: Transitioning Your (Re)Search, Zachary Newell, Salem State University
University of Vermont, Burlington, VT
- Bubble Over: Filter Bubbles, Internet Personalization, and You, Sarah Faye Cohen, Andy Burkhardt, Michele Melia, Champlain College
- Fake Hemmingway: Paraphrasing for Non-Native Speakers, Nikki Krysak, Norwich University
- Understanding plagiarism through case studies, Rachel Pusateri, Green Mountain College
Western New England University, Springfield, MA
- Gathering Background Info – Credo v. Wikipedia, Jennifer Ditkoff, Keene State College
- Finding What you Need: Choosing your Own Adventures in Library Research, Laura Robinson Hanlan, Worcester Polytechnic Institute
- Build Your Research Foundation: Every Great Project Begins with a Plan, Joy Hansen, Middlesex Community College
- Mind Mapping Software: Improving the Student Research Process through Inspiration©, Joshua Becker, Western New England University

New England Chapter

4. Develop and deliver responsive professional development programs that build the skills and capacity for leadership and local data-informed and evidence-based advocacy.

Seeking to develop and deliver responsive professional programs that build the skills and capacity for leadership and local data-informed and evidence-based advocacy, the Chapter's new Leadership Development Committee sponsored Managing Change – Shaping the Future, a workshop designed to help the attendees learn how to identify the forces of change as well as those strategic partners and initiatives that will help one to survive and thrive instead of succumbing to stress. The workshop took place on December 9, 2011 at the Tower Hill Botanical Gardens in Boylston, MA. Dr. Catherine Pastille, currently the Interim MBA Program Director and Adjunct Assistant Professor of Management at Providence College where she teaches business ethics, strategy, leadership and organizational behavior, acted as the workshop facilitator. She was aided in her task by a panel of New England librarians:

- Kristin Eshelman, Curator of Multimedia Collections in Archives & Special Collections at the Thomas J. Dodd Research Center, University of Connecticut Libraries. of Arts degree from Washington College.
- Dr. Tracey Leger-Hornby, Dean of Library Services at Worcester Polytechnic Institute.
- Elaine Russo Martin, Director of the Lamar Soutter Library of the University of Massachusetts Medical School.
- Martha Rice Sanders, Knowledge Management Librarian for the HELIN Library Consortium in Rhode Island since the position was created in 2005.

Student Learning: Librarians transform student learning, pedagogy, and instructional practices through creative and innovative collaborations.

1. Build librarian capacity to create new learning environments (physical and virtual) and instructional practices.

On November 4, 2011, the Access Services Interest Group (ASIG) sponsored a round-table discussion program titled, simply enough, Talk to Me. The conversations between the assembled Access Services Librarians touched on various topics - such as student employment, resource sharing, loaning e-books, loaning laptops, creative partnerships, ILS Systems, etc. – seeking to increase their library's capacity to create new learning environments, whether those environments are physical or virtual, in order to enhance their library's instructional practices. The discussion took place at the College of the Holy Cross' Hogan Center in Worcester, MA. Another program exploring librarians' capacity to create new learning environments and instructional practices - the New England Library Instruction Group's (NELIG) Spring Meeting, "Critical Thinking: Why it is so hard to teach and what we can do about it." The meeting took place on March 16, 2012 at Keene State College, New Hampshire. Mike Caulfield, Instructional Designer at Keene State College, lead the free workshop that went from 9:30am to 12:30pm. We hear all time that we are supposed to teach skills, not content, and that we need to focus on critical thinking instead of recall or process. Yet most people underestimate the difficulties of achieving what instructional designers call "transfer" in these areas -- the result where students can truly apply newly acquired conceptual knowledge to novel problems. The presentation and workshop discussed what we mean when we talk about "teaching critical thinking", and detailed the reasons why teaching it is so hard. In the workshop, participants worked with Mike Caulfield to identify conceptual barriers students have in thinking critically about information literacy, and were shown some basic techniques for addressing those barriers.

New England Chapter

2. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional learning outcomes.

The New England Instruction Group (NELIG) sponsored a free panel discussion at the College of the Holy Cross' Dinand Library in Worcester, MA on September 23rd, 2011: Demystifying Assessment: pre, post, formative, summative, survey, feedback, evaluation, CAT's, authentic, impact, value, test, rubrics, measurement, standardized, outcomes, artifacts: What does it all mean? The half-day program featured four presenters who articulated and advocated for the role of the librarians in setting, achieving, and measuring institutional learning outcomes.

- Jim Kinnie, Humanities Reference Librarian from the University of Rhode Island, discussed how he has applied the assessment cycle to show how well the WRT instruction program meets the outcomes and to inform any changes that would improve it.
- Rachel Lewellen, Assessment Librarian at the University of Massachusetts Amherst Libraries, has spear-headed assessment projects at UMass such as the assessment of the Learning Commons, electronic resources purpose of use study, LibQUAL+, ClimateQUAL, and a cooperative collection development project that tracks duplication, circulation and cost of monographs.
- Jeff Waller, Head of Reference and Instruction Services at Saint Anselm College's Geisel Library in Manchester, New Hampshire, was chairman of a committee at Saint Anselm College charged with the task to conduct a pilot assessment of information literacy on campus. His committee developed and applied a rubric to evaluate how well first-year and senior students demonstrated information literacy in their research papers.
- Kathy Halverson, Assistant Dean/Head of Public Services at Keene State College's Mason Library. Keene State College has used the SAILS test for four years to assess the information literacy skills of all entering freshman and in 2011 to juniors.

3. Increase collaborative programs that leverage partnerships with other organizations in order to support and encourage local and national team approaches.

On April 19, 2012, the Collection Development Interest Group (CDIG) collaborated with the Serials and Electronic Resources Group (SERIG), sponsoring a free program on e-books titled "The blind men and the elephant: how different constituencies perceive e-books." The program took place at the Massachusetts College of Pharmacy and Health Sciences in Boston. The ninety attendees enjoyed presentations by October Ivins, an e-books consultant to university presses, and Kendall Hobbs from Wesleyan University, about the results of a student survey on e-books. More impressive was the decision to set up moderated panels of students and faculty providing their views on the topic. The two Special Interest Groups should be commended for bringing together of all these elements in the e-book puzzle, encouraging partnerships with other organizations and other populations in order to support and encourage local and national team approaches.

New England Chapter

4. Build capacity for the librarians' role in supporting faculty development and the preparation of graduate students as instructors.

In 2011, the Partnering Program debuted under the direction of Linda Plunkett, Member-at-Large (Outreach). It partnered ten students with librarians on the day of the conference. Based on the feedback received about the 2011 program, the planners of the 2012 program decided to make some basic functional changes, and incorporate a Rapid Resume Review portion of the day for the students in the program. The conference took place on May 18, 2012.

Members of the Group

The program was coordinated by:

- Peter Cochrane, GSLIS student, Simmons
- Amanda Izenstark, Member-at-Large
- Margaret Lourie
- Robin Maddalena
- Heather Murray, GSLIS student, URI

The group was also assisted by the following individuals, who generously gave their time to the program:

- Carina Cournoyer – Greeting and directing participants as they checked in
- Kelly Jo Woodside, BiblioTemps – Assistance with Rapid Resume Review

Student Calls for Participation

The Partnering Program was advertised to the regional library schools – Simmons, Southern Connecticut, and URI – as well as other ALA-accredited schools with distance programs.

Recruiting Librarian Partners

Librarians were recruited through word-of-mouth, recommendations, and emails to the Board and regional library email lists. Based on feedback from the previous year's program, the group looked for potential matches based on years out of library school, enthusiasm, and similarity in areas of interest. (Participants in the 2011 evaluation felt it was important for students to meet librarians with at least two years' experience, but who were not so far removed from school that they did not remember the struggles of the new grad.) The coordinators avoided selecting presenters as mentors as they were likely busy that day with preparations. When presenters were reluctantly asked (due to their great similarities with a particular student's interests), about half agreed to take part despite their duties for the day. On the day of the conference, 12 students attended. Based on feedback received from the 2011 participants, students were matched as closely as possible to librarians attending the same sessions and/or having similar interests. Tables were set aside for the pairs to have breakfast together, and to provide a place for them to meet if they arrived at different times.

Evaluation Survey

Shortly after the conference, all participants were sent an email thanking them for their participation that included a link to a five question survey to collect participant feedback about the program. Sixteen participants responded. A note about the questions: for consistency and comparison, the first four questions were the same as were asked in 2011. The fifth question was added to allow participants to add any additional comments or information as they felt necessary

1. Was the partnering program worthwhile? Why or why not?

New England Chapter

2. If it were offered at a future conference, would you recommend it to a colleague?
3. How could the program be improved?
4. What do you think the Chapter could do to encourage more library students to participate in ACRL/NEC while earning their library degrees?
5. Do you have any other comments you'd like to share about your experience as part of the partnering program?

Improving next year's program

While the majority of the feedback was very positive, there were a number of thoughtful tips and ideas for improving next year's program among the submissions. Many dealt with logistics – larger signs, brighter colors, etc. – and marketing, while others included suggestions for the matches. These include suggesting a list of things the librarian could talk about with students, suggesting students prepare questions for their mentors in advance and bring them to the conference, and more marketing of the program, including creating awareness of it on the registration form. To improve the usability of feedback received via the evaluation form, it would be helpful to have participants identify themselves as either a librarian or student.

Recommendation

The participants in the program who responded to the survey – both students and faculty – unanimously noted that they would recommend the program if it were offered in the future. Given the feedback from the participants, it should be continued in 2012.

Research and Scholarly Environment: Librarians accelerate the transition to a more open system of scholarship.

1. Model new dissemination practices.

On March 8, 2012, the Information Technology Interest Group (ITIG) sponsored a DigiCamp, a half day youConference which took place at The College of the Holy Cross in Worcester, MA. Eighty-six librarians joined in, listening to how other libraries use technology and shared innovative and interesting things. Essentially, the DigiCamp was a community-driven format where each session was designed by the participants, a format which fostered spontaneous sharing. Absolutely no PowerPoints were allowed entry to the DigiCamp.

2. Enhance members' ability to address issues related to digital scholarship and data management.

The Access Services Interest Group (ASIG) Spring program sought to enhance members' ability to address issues related to digital scholarship and data management. Held on June 8, 2012 at Tower Hill Botanical Garden in Boylston, MA, this full day program was titled, whimsically enough, "How Does Your Access Services Garden Grow?" Matt Van Sleet, of Bentley University, talked about Copyright & Reserves. The second speakers, before lunch, Tom Bruno/Sarah Tudesco, both from Harvard University, discussed Scan & Deliver. Andy Bush, of OCLC, concluded the day with a presentation of WorldShare Management Service.

New England Chapter

3. Influence scholarly publishing policies and practices toward a more open system.

Serials and Electronic Resources Interest Group (SERIG) program, “Current Trends In E-Journals” was held at the Massachusetts College of Pharmacy, Griffin Building, on August 18, 2011. The three presenters, each active in working with different aspects of the world of journals, shared their perspectives on important issues facing libraries and journal publishers in 2011:

- Lois Bacon, Director of Publisher Services at EBSCO presented the vendor and publisher perspectives on e-journals.
- Deborah Lenares, Acquisitions and Resource-Sharing Manager at Wellesley College explained how, through trial and error, Wellesley College explored alternatives to subscriptions.
- Janet Belanger Morrow, the Head of Resource Management at Northeastern University Libraries, discussed how, when dealing with trends in licensing and related copyright, it is akin to taking one step forward and two steps back.

4. Create and promote new structures that reward and value open scholarship.

The Scholarly Communication Interest Group (SCIG) presented a day-long program at the Hoagland-Pincus Conference Center (UMASS Medical) in Shrewsbury, MA entitled, “Open Access & Scholarly Societies: A Panel Discussion About The Opportunities and Challenges.” The program, which took place on November 18, 2011, offered a moderated panel which explored how scholarly societies in a range of fields are responding to the emergence of open access publication models, including successful strategies for change, issues and concerns, and potential business models. October Ivins of Informed Strategies, who has a long track record of working with libraries and publishers, moderated the panel:

- Ken Heideman, Director of Publications, American Meteorological Society
- Kent Holsinger, Professor, Department of Ecology & Evolutionary Biology, University of Connecticut
- Michael James, Fellow at the Roche Center for Catholic Education, Boston College
- Robert Kelly, Director of Journal & Information Services, American Physical Society
- Steve Zinn, Professor of Animal Science, University of Connecticut

Enabling Programs and Services

1. Education

To me, to be quite honest - this is a tough one. All the programs I've listed are educational, offer our members new information or offer them a different perspective on a concept. I'm probably missing something here...not understanding what is wanted...So, for all intents and purposes - this box should be listed as BLANK.

2. Publications

Our Constitution & Bylaws Committee revised The Chapter Manual, with all the changes and additions from the past year. The Manual, available to the membership as a PDF, latest revision was July 10, 2012. The Continuing Education Committee distributed an analysis of 2011's Professional Development Survey on April 9, 2012. On June 11, 2012, Amanda Izenstark, Member-at-Large, wrote a report on the Partnering Program.

New England Chapter

3. Advocacy

The Chapter offered its support to the Massachusetts School Library Association (MSLA) by posting two letters advocating for more support to school libraries in MA. A longer letter was posted on the MSLA Web site while a shorter one was posted on The Chapter's Web site. The Chapter offered financial sponsorship for the Social Sciences Boot Camp held at Tufts University in Medford, MA on June 1, 2012.

4. Member Engagement

The 2012 Annual held on May 18, 2012 at the College of the Holy Cross in Worcester, MA. Over 350 people attended "Leading the Change: Integrating the Library into the Future of Higher Education." Besides the elections, members had the opportunity to vote on 2 ballot measures this past year.