

## Cheng Library Extends Outreach With Pop-up Services

Access Services Librarian, Sarah Hughes, has been taking the David and Lorraine Cheng Library outside the traditional walls of the building to other areas on campus. Starting in the Fall 2018 semester, Sarah began to appear at University Hall with a Pop-up Library to engage with students, faculty and staff. Pop-up libraries have become popular in recent years as a way to increase student engagement and promotion of library services.

What started as an initiative to engage with WPU Nursing students at University Hall, slowly expanded to all students and faculty inside the lobby during common hour on select Thursdays. Equipped with a laptop, library handouts on citations styles and services, library

pens and pencils, and of course some snacks, Sarah was able to bring more visibility to the library. The proactive approach raised student and faculty awareness of the many ways the Cheng Library can enrich experiences at WPU. The enhanced visibility included showcasing new library resources relevant to students in the health sciences such as *BMJ Best Practice*.

Over the course of the fall semester over 100 students and faculty were able to informally ask questions and get friendly, on-the-spot research assistance. Conversations with students ranged from how to locate subject specific research guides to learning how to reserve a library group study room. Students were reminded about the chat

reference service on the library homepage, upcoming library workshops and extended library hours during 24/7 final exam period. Faculty members were also encouraged to schedule a library instruction session with Cheng librarians to increase information literacy in the classroom.

Pop-up Library at University Hall will continue in Spring 2019. Stop by on a Thursday to learn more about how to effectively use library resources and services!



Keep an eye out for the Pop-up Library around campus.

## Library Creates Opportunities for Learning, Experimenting, and Laughter

During the fall 2018 semester the library continued to explore new workshops, programs, and resource tools to foster lifelong learning and academic success. The library accomplished this through collaborative partnerships within the campus community.

In October the library partnered with the Chemistry Club to offer a workshop on utilizing the SCOPUS database for scientific research. Members of the Chemistry Club provided attendees with an opportunity to participate in a few

chemistry experiments, and the library used the interactive smartboard to demonstrate virtual chemistry lab resources.

In collaboration with the Writing Center the library offered an APA workshop for students. The workshop provided students the opportunity to drop-in and receive assistance with both writing and formatting their papers in one convenient location.

The Library's commitment to lifelong learning recently led to the development of a new Alumni Resources guide. The guide provides an abundance of scholarly resources freely available and accessible to WP alumni. Several librarians worked with the Alumni Relations office and hosted a webinar to present the online resource guide, instruct alumni on its value and use, and answered questions about the research and learning needs of Pioneer alumni. The resource guide can be accessed by selecting Research Guides on the Library homepage ([wpunj.edu/library](http://wpunj.edu/library))



Members of the WP Comedy Club provide comedic stress relief during final exams in the Library

using keyword "Alumni" or from the "Benefits" page on the Alumni Relations homepage ([wpunj.edu/alumni](http://wpunj.edu/alumni)) under David and Lorraine Cheng Library.

The Library knows firsthand that the final exam period can be stressful, and we keep our doors open 24/7 to support students in their academic pursuits. To help alleviate stress students encounter during final exams, the Library hosted a stand-up comedy show, with performances by members of the WP Comedy Club. Students were invited to take a study break and "Laugh Out Loud" in the Library. Comedy Club members used the opportunity to practice their final exam routines while alleviating the final exam stress felt by fellow students.

## Bob Wolk Retires as Special Collections & Archives Librarian

Bob Wolk joined the staff of the Sarah Byrd Askew Library in 1989 as the Government Documents Librarian. After two years he became Coordinator of Library Instruction. An advocate for Information Literacy Across the Curriculum, he developed a one-credit Info Lit course as early as 1993. The following year his article, "Dr. Research," exposed a campus-wide plagiarist who annually wrote term papers and research assignments for hundreds of WPU students. The article resulted in his banishment from campus, and won the New Jersey Library Association's Research Award.

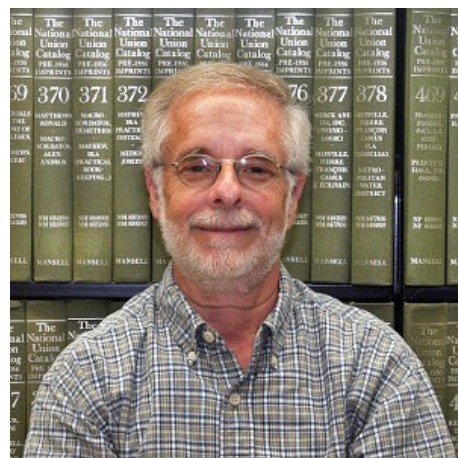
Outside of the Library, Bob was active as chair of several senate councils, the NJLA History and Bibliography Section, organizing campus-wide film and lecture series, teaching Freshman Seminar, and serving as an Adjunct Professor in the History Department. Teaching classes was always Bob's favorite activity. He taught and developed syllabi for several courses including library research methods, Freshman Seminar, an Internship, Museum Studies, and Public History courses. He believed being a member of the teaching faculty was the place where teaching and mentoring came together to really make a difference.

When WP transitioned to a University in 1997, Bob became the Special Collec-

tions and Archives Librarian, a position he held until his retirement in January. As Archives Librarian, Bob was responsible for developing policies and acquiring the collections of paper and electronic documents related to University and community history, WPU events, and campus-wide materials that make up a University repository of information. The collections included the Papers of Congressman Robert A. Roe, Passaic Mayor Nicholas Martini, Hobart Manor, and more recently Hoboken beat poet, Herschel Silverman. Bob also organized the early stages of the Living Jazz Archive.

Bob Wolk had a special interest in Oral History, participating and coordinating projects that recorded members of the Vanguard Orchestra, and student projects that captured memoirs of WPU students, senior teaching faculty members, WPU Administrators, and members of the Silverman family.

In addition to his work in the Library and teaching courses, Bob served as co-coordinator of the Freshman Seminar Program for two years, Library representative to Local 1796 AFT Executive Board, and state-wide AFT Librarian Committee, and Grants Reviewer for the NJ Council on the Humanities. His grant applications to organize the Roe Papers generated almost \$40,000 in awards.



Working as a librarian, teacher, program administrator, and union leader, provided Bob valuable insight and multiple points of view into how the University functions as it educates students and helps them reach their personal goals. He believes being a class room teacher is key to effective reference work and understanding a student's assignments, aspirations and behaviors to ensure provision of efficient services that offer students not necessarily what they ask for or what they want, but rather, what they actually need.

## New Services and Resources in the Curriculum Materials Center

The Curriculum Materials Center (CMC) of the David & Lorraine Cheng Library has new resources and services that are available to the William Paterson University community, and especially for pre-service and in-service teachers.

A grant from the Albert Payson Terhune Foundation enabled the CMC to purchase twenty STEM (Science, Technology, Engineering, & Mathematics) Literacy kits. Aimed at students in grades K to 3, the kits include a children's book that suggests a STEM activity. One example is the kit for Little Red Riding Hood which includes a story book and materials to build a basket for apples. Additional kits explore simple machines and other STEM topics. The kits may be borrowed for 14 days.

Since joining the Pennsylvania e-book consortium (of school libraries), users of the Cheng Library can now access 159 e-book titles for Kindergarten to grade 5 that are available through MackinVia. Including fiction and nonfiction, a limited number of titles have a text to speech function, and the ability to change back-

ground colors and fonts. You can also limit your search by reading level. All titles are included in the Cheng Library online catalog, or you can access the collection directly from the Database titled Ebooks for Kids.

The Curriculum Materials Center recently acquired an interactive touch screen with Ink2Go screen annotation and recording software. This software is utilized in many K-12 schools and is now available in the CMC for teacher candidates who wish to learn how to use this technology.

The CMC continues to offer instruction on the use of Cricut (pronounced cricket) a computerized die cutting machine that can cut letters, numbers and shapes to create professional looking posters, displays and bulletin boards. Make an appointment with CMC Assistant, Patricia Moore, 973-720-2174, or via email at [moorep@wpunj.edu](mailto:moorep@wpunj.edu) for help in learning how to use the Cricut.

For more information about CMC Resources and Services contact Yvonne Roux, [rouxy@wpunj.edu](mailto:rouxy@wpunj.edu), or Patricia Moore, [moorep@wpunj.edu](mailto:moorep@wpunj.edu).



1st grade student demonstrates the completed Basket STEM project from Little Red Riding Hood.



## LIBRARIANS AND THE CASE FOR INFORMATION LITERACY INSTRUCTION

*Thoughts from the Dean of Cheng Library, Dr. Edward Owusu-Ansah*

Student retention, persistence, success, and excellence have always been on the minds of educators. Most recently, they have been articulated with even greater urgency as William Paterson University places these objectives at its core with renewed focus and attention. It is perhaps an opportune time for Cheng Library to address one specific way in which the library seeks most directly to impact student learning and success: through its instruction efforts. As an entity at the crossroads of higher education's core functions of ensuring knowledge facilitation, acquisition, and advancement, the academic library has always been a supporter and guarantor for the success of these functions. Its information literacy instructional efforts have represented one of its most effective avenues for directly addressing core critical thinking aspects, and lifelong learning components, of student success and excellence.

To understand what the library brings to the table in the information literacy education of our students, it is perhaps best to clarify the specifics of its objectives and potential contributions in this area. To do so, I will begin by acknowledging Rutgers University professor and former president of the American Society for Information Science and Technology Tefko Saracevic's reminder regarding the rampant futility of definitional efforts and submit to Karl Popper's insistence that we are primarily not students of some subject matter, but rather students of problems. I will accordingly begin with an enumeration of the problems instructional librarians mostly address, to clarify the specific objectives that have brought the library into the domain of information literacy instruction. These may be reasonably identified in the academic library's established mandate to help students:

- Select topics and establish specific foci for their research.
- Frame research questions, statements of purpose and thesis statements.
- Determine nature, scope, and depth of information needs.
- Understand the process of the flow of information.
- Establish what kind of information is appropriate and why.
- Determine which resources to use for the retrieval of relevant information items.
- Formulate strategies for location and retrieval of those items.
- Develop a checklist and skills for



Dr. Edward Owusu-Ansah  
Dean of Cheng Library

preliminary screening, evaluation and selection from a pool of retrieved items.

- Appreciate and understand the concept of intellectual property and its implications for research.
- Present assembled information and knowledge in appropriate form with proper attribution and required citation styles.
- Understand, appreciate, and apply the legal and ethical parameters attending the use of information.

Some of these objectives and associated activities involve easily gained skills; some involve sophisticated cognitive processes and conceptual understanding. They may be viewed as service aptitudes or competencies that enable higher level intellectual operations. They belong to the broader context of general education, and that general education link was perhaps best expressed by the Commission on Higher Education of the Middle States Association of Colleges and Schools in its *Characteristics of Excellence in Higher Education* (2011): "General education incorporates essential knowledge, cognitive abilities, and an understanding of values and ethics, and it enhances students' intellectual growth. General education programs draw students into new areas of intellectual experience, expanding their cultural and global awareness and sensitivity, and preparing them to make enlightened judgments outside as well as within their academic specialty. Information literacy - the understanding and set of skills necessary to carry out the

functions of effective information access, evaluation, and application - is an essential component of any general education program."

In its 2002 standards, the Commission was more explicit on the role of libraries: "Information literacy—the understanding and set of skills necessary to carry out the functions of effective information access, evaluation, and application—is an essential component of any general education program and is promoted by the participation of professional library staff." This critical role of information literacy in higher education is reiterated in the Commission's latest and more succinct *Standards for Accreditation and Requirements of Affiliation* (2015).

Ilene F. Rockman ("Strengthening connections between information literacy, general education, and assessment efforts," *Library Trends*, 2002) notes that the general education reform movement "has provided academic libraries with opportunities and possibilities to weave information literacy into both lower- and upper-division courses, redesign services, reshape librarian roles and responsibilities, and revisit with discipline-based faculty members about course descriptions and student assignments to include information literacy principles." This need is as true today as it was in 1893, when William Poole ("The university library and the university curriculum," *Library Journal*, November) wrote: "This facile proficiency does not come by intuition, nor from the clouds. Where else is it to be taught, if not in the college or university? With it, a graduate is prepared to grapple with his professional studies, to succeed in editorial work, or in any literary or scientific pursuit for which he may have the taste and qualification."

The instructional domain mapped out by librarians in information literacy instruction effectively responds to the need to equip information users with effective information access, evaluation and application skills, coupled with a recognition that librarians, by virtue of domain expertise and professional training and practice, are best suited to address the access and evaluation components of that need. Neal Harlow ("The library in the future of higher education," in Rawski, Conrad H., Ed., *Toward a theory of librarianship: papers in honor of Jesse Hauk Shera*, Scarecrow Press, Metuchen, New Jersey,

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1973) categorizes those components as acquiry functions: "In teaching the process of independent study – the only permanent form of learning – the library will acquaint him with the function of information in inquiry... and familiarize him with informational sources. It will teach him to recognize and evaluate content and to understand the organization of the scholarly disciplines, the arrangement of material in libraries, and the pattern and utility of bibliographic structure and method. The students' library, by accepting responsibility to manage the acquiry portion of the learning cycle, will become part of the educational process and place the library where the action is."

President Frederick A. P. Barnard of Columbia College as early as 1883 recognized this role for librarians when he observed that systematic instruction offered by a college librarian "would so start our students in the right methods, that for the rest of their lives all their work in libraries would be more expeditiously accomplished and vastly more efficient." Not long after Barnard, another university president, William Rainey Harper of the University of Chicago ("The trend in higher education in America," University of Chicago Press, Chicago, 1905), bemoaning student deficiencies in the use of books and decrying that "they can find nothing; do not know how to proceed in order to find anything," concluded that "the equipment of the library will never be finished until it have upon its staff men and women whose sole work shall be, not the care of books, not the cataloguing of books, but the giving of instruction concerning their use."

The contemporary academic library has embraced this educational role, and here at William Paterson University, Cheng librarians are committed to and excited about this challenge and the op-

portunities it presents for student engagements and collaborations with classroom faculty. The focus is on the acquiry components of information literacy, with a recognition of the fact that the use dimension is best tackled within disciplinary contexts, with the library participating in the ethical dimensions of use and the avoidance of plagiarism. How to achieve the desired outcomes has been vigorously discussed in the professional literature. Pursuit of independent credit offerings have generally proven a tough sell. Course integrated and related approaches have been more popular. Collaborations between classroom faculty and librarians have become the dominant approach.

To achieve more elaborate engagement and to bring the library's involvement in information literacy education into the mainstream of academic practice and make the collaborations even more effective, it may be wise to have the library-led components of information literacy assessed and graded. After all, in higher education, credit remains the imprimatur of legitimacy and the predominant currency of the realm. Perhaps it is time to begin the conversation on the design and incorporation of assignments to assess information literacy skills and aptitudes as disciplinary faculty and librarians collaborate to ensure student success, excellence, and readiness for lifelong learning.

## Your Library in Action!

**Nancy Weiner (Assistant Director Access & Information Services)** co-authored, with fellow Cheng Librarian **Cara Berg**, *How are we doing? Using faculty feedback to assess the impact of library instruction on student work.*

**Yvonne Roux (Head of Curriculum Materials)** presented with **Cara Berg**, *Tools and Strategies to Teach News Literacy*, at the Professional Development Network in November. Yvonne Co-presented, *Using Picture Book Biographies and Primary Sources with K-8 Students*, at the New Jersey Association of School Librarians NJASL Conference. Also at the NJASL Conference Yvonne joined fellow WP Faculty member **Ellen Pozzi** to present *Examining Gender and Culture in Traditional Folk and Fairy Tale*.

**Cara Berg (Co-Coordinator of User Education)** recently published *No assignment? Just flip it: The flipped classroom in first-year library instruction* along with her co-authored work with Nancy Weiner. Cara co-presented "Bridging the Transition Together" at the

NJASL Conference and joined fellow Cheng Librarian **Tony Joachim (Instructional Design Librarian & Co-Coordinator of User Education)** to present *The Design and Use of a Web-Based Model in First Year Library Instruction*, at the VALE Users' Conference. Cara serves as the Vice-President/President-Elect for ACRL-NJ/NJLA CUS, as the Lead on the Strategic Partnerships Project Team of the ACRL Student Learning & Information Literacy Committee, and Breakout Committee Chair on the VALE Conference Planning Committee.

**Sarah Hughes (Access Services Librarian)** presented *Collecting Student Course Reserve Requests at Service Desks Using a Webform*, at the VALE Users' Conference, *Using Teamup for Scheduling*, for the Back in Circulation Again Conference at the University of Wisconsin, and developed a poster presentation titled *Tracking Reserves Not Owned: Collecting Student Reserves Requests at Service Points Using a Web Form* for the Access Services Conference at Georgia Tech. Sarah is also a member of the 2019 VALE Users' Conference Planning Committee.

**Richard Kearney (Electronic Resources Librarian)** authored *New Life for a Classic Format: A Conversation with Nutley Public Library's Nick Van Dorn on the Return of Vinyl Records to the Collection*, for the Fall 2018 *New Jersey Library Association Newsletter*. Richard also co-presented, *Purchasing and Licensing E-Resources: A More Robust Role for VALE through Member Engagement*, at the VALE Users' Conference and *Baking an OER Initiative from Scratch*, at the EdgeCon Annual Conference.

**Gary Marks, Jr. (Reference & Outreach Librarian)** authored two articles for the NJLA-CUS/ACRL-NJ Fall 2018 Newsletter, *Civic engagement and academic libraries: A round-table workshop* and *Marketing & outreach committee launches international social media directory of academic libraries*. Gary co-presented, *The academic library and civic engagement: Experiences, examples, and resources*, and *Marketing & outreach showcase* at the VALE Users' Conference. Gary serves as the Legislative Representative on NJLA-CUS/ACRL-NJ Executive Board, as Social Media Coordinator on the ACRL Politics, Policy, and International Relations Section Executive Board, and was an invited speaker at the NJLA Public Policy Forum in December.

## CONNECTIONS

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