



SPRING 2018

UPCOMING

Spring Commencement Exercises: May 17, St. John's Queens Campus

Congratulations to the Class of 2018!



LIS 272: Exploring New York Libraries and Archives Museums and Galleries: May 14-24

Virtual Library Legislative Day: May 17-18

SUNYLA Conference: June 13-15

ALA Conference: June 23-26, 2018 in New Orleans, LA

LETTER FROM THE DIRECTOR



I hope all is well as we conclude the Spring 2018. At the beginning of the term, all the faculty attended the Association for Library and Information Science Education (ALISE) Annual Conference, February 6 – 9th, in Denver, Colorado. Dr. Shari Lee and I were on a panel presentation entitled Will “online” go the distance? The quality of teaching and evaluation in LIS education. Dr. Christine Angel was on a panel entitled Expanding the LIS Universe: Implementing Archival Theory, Practice, and Pedagogy within the Catholic and Social Justice Traditions. Dr. Kevin Rioux presented on a panel entitled Teaching for Justice: Centering Social Justice in LIS Pedagogy. Finally, Dr. Rajesh Singh and Dr. Rioux presented a co-authored paper entitled Cultivating a Critical Thinking Mindset in an Era of “Alternative Facts”. The ALISE conference offers an opportunity for conversations with our colleagues at the other LIS Schools and to participate in meetings for improving LIS education.

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LETTER FROM THE DIRECTOR

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Thank you to all our contributors for your submissions!

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Something to think about this summer is investigating opportunities to present your work at a professional meeting next year, either alone or as a team. Students presenting at a professional meeting or having a paper accepted in a peer-reviewed publication are eligible for one of the \$500 H.W. Wilson Foundation Professional Development Scholarships awarded by DLIS each Spring. The number of awards varies with the submissions.

This past year two awards were made, and six in the 2016 – 2017 academic year. In addition to the H. W. Wilson Scholarship, travel and conference fee expenses are reimbursed up to \$500 by the College for attending a professional meeting for a paper, panel, or poster presentation. Many state and local library associations offer opportunities for students to present their annual conferences. Some conferences have a “Pecha Kucha”-type presentation in which presenters five minutes to present twenty slides. I had the opportunity to observe two St. John’s students present at the New York Library Association’s “Pecha Kucha” session in its annual conference in November 2016. It was a lot of fun.

Best wishes for a safe, relaxing, and rewarding summer!

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LETTER FROM THE EDITOR



*Serena Troshynski,
Newsletter Editor*

Hi everyone!

It's crunch time for many of us as we finish our final projects and prepare for finals. Although I admit, it's much harder to focus on schoolwork when the carnival comes to campus and we start getting the first few days of sunshine. For many of us, it's also time to soak up the last days of this program as graduation rapidly approaches. Take it from me, your time at St. John's will go entirely too fast. So my advice is to take every opportunity available to you, and to take a moment to appreciate this journey.

I also wanted to take this opportunity to thank the many wonderful contributors who made this newsletter possible. I loved reading what our alumni are up to, and I hope you gain some insight from learning about what their post-grad life has been like. Hopefully you will also take away some good advice about ways to enrich your time in the program- from enrolling in a mentorship program like Alyssa Alonzo or taking on a more active role in our student organization, DLISSA.

Happy reading!

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STUDENT SPOTLIGHT

I GET BY WITH A LITTLE HELP FROM MY FRIENDS: ALSC MENTORS



Alyssa Alonzo

By Alyssa Alonzo, Class of 2019
Association for Library Service to Children (ALSC), a division of the American Library Association offers a mentorship program for those involved in children's services. The ALSC Mentoring Program seeks to match

individuals with an interest in library service to children together for a one-year program. The program is administered by the ALSC Membership Committee and the Managing Children's Services Committee maintains objectives which include help in building leadership skills that benefit organizational service. Mentors share things they've learned in their own job to help their mentees avoid pitfalls and mistakes and create a beautiful network within the profession. The work between matches can be greatly enhanced by setting specific goals which are discussed and reviewed between the mentor and the mentee with the completion of the goal sheet. The goal sheet will act as a contract

between the match. Only one goal is required, but matches can choose to submit up to three goals to complete. The matches choose how and when they communicate and the ways that best meet their needs to complete their goal(s). One major way in which this program has been extremely beneficial to myself is the process my mentor chose to help me better perform. She has excellent past mentorships using the ALSC Competencies for Librarians Serving Children in Public Services. We complete one competency per month and then follow up with a phone discussion and questions based on the 7 components broken down as the Competencies. My mentor provides knowledge from her expertise and experience in the field which allows for me to better perform as a librarian. The process for the program was simple and catered to my needs and interests for best matching. My match and I are halfway through our year and I am beyond appreciative for how much this has helped me advance in this field thus far.

ALSC MENTORSHIP PROGRAM

For more information about the program, please visit the website:

<http://www.ala.org/alsc/publications-resources/mentoring/apply>

Applications are accessible in June via the website.

STUDENT SPOTLIGHT

KEEPING TEENS KEEN

By Ariana Kaleta, Class of 2018



Door to NYPL's Teen Learning Lab

As most people know, most libraries have a children's librarian and even provide various levels of children's programming, but when it comes to the teen zone...that seems to be when the numbers drop..but not at Queens Library! Recently, I sat down with the Coordinator of Youth Services, Melissa Malanuk and Teen Librarian, Tara Brady at the Queens Library to find out, just what it is that makes their programs so successful.



Teen Revolutionary-themed display

The Queens Library main branch is a veritable smorgasbord of programming and all the programs are full. When I asked Melissa, what the key to winning the youth market is, she replied "We need to adapt to what they want, not expect them to adopt to our old ways." The Queens Library Main branch has always had a big teen space, but these days they've expanded to include High School equivalency classes (which are full), they have an exam librarian, who works with a tutor and proctors PSATs and SATs and a quiet room for test prep. There is a coding club (which is drop-in friendly and self paced). Currently, there is even a Financial Literacy Conference just for teens (which offers teens volunteer service credit) that is full.

With the exception of the High school equivalency classes, I mention that most of these classes seem like outreach for kids, who may already be on the college track. What sort of programming is the QL doing to try to bring in kids at risk or who don't like reading? Is there any form of outreach that librarians can do to encourage students with health or safety questions? Tara tells me of an amazing grant opportunity to have tablets at each table with health information available and we discuss the importance of privacy and anonymity for teens. "They need to identify their own needs" she notes, as she shows me the Podcast studio that is being developed next to an entire wall of anime and manga books (which also has a book club). The real secret is making it fun like adding the 3D printer at Far Rockaway, the brand new recording studio at Cambria Heights or the Queens Library Radio Network, where teens host their own shows and interview local council men. Teens should be allowed to be themselves, to be social and work in groups..but it's also fun to host events like the upcoming "Free Comic Book" day on May 5 or Harry Potter's Birthday (which is July 31, in case some of you fellow librarians didn't already know...).



Book selections for YA Horror Club

ALUMNI SPOTLIGHT

A DAY IN THE LIFE OF A CORPORATE ARCHIVIST

By Maddy Vericker,
Class of 2017

It has been just over a year since I graduated from St. John's in January 2017, and I'm excited to share my employment experience with the DLIS community. As a DLIS student, I focused my coursework and internships on digital and academic librarianship, so as graduation approached I applied primarily to positions in academic libraries. I invested a lot of time, money, and emotion interviewing around the country at some large institutions for librarian positions that didn't pay off with an offer, so by the time I accepted a contract position as a Digital Asset Archivist at toy company Hasbro, Inc. last February I was ready to give

academia a rest. I'm so glad I did!

At Hasbro, I used my background in retail & marketing and my education from DLIS to revamp workflows and advocate for the importance of investing in DAM (digital asset management) for ecommerce. The main focus of my work was managing the upload of Hasbro's digital assets--product photo, copy documents, and packaging art--to the DAM system, called the Hasbro Content Services Portal. My favorite part of the job was the business reference I did for Hasbro's global ecommerce teams, tracking down assets for toys and games in production all over the world.

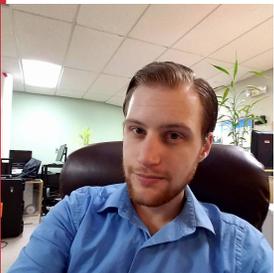
Shortly after I was hired

full-time at Hasbro in January 2018, I received the call from Brown University that they wanted me to join the Library as Senior Library Specialist for Electronic Resources. I do a lot of the same work I did at Hasbro for Brown, just with ejournals and databases instead of toy & game assets. Working at Hasbro set me up for success in my new position, and I highly recommend all DLIS grads look for opportunities outside of traditional library jobs to build their librarian toolkit. You may even find, like some of my Hasbro coworkers with MLIS degrees, that the corporate life suits you just fine.

Maddy Vericker is a Senior Library Specialist of Electronic Resources at Brown University.

DISPATCHES FROM THE PUBLIC LIBRARY

By Michael Bartolomeo, Class of 2017



Michael Bartolomeo

It may sound cliché but when it came to finding what area of librarianship appealed to me the most, the experience felt something like how a first-year Hogwarts student soon to put on the Sorting Hat might feel. Like Harry muttering "Not Slytherin" to himself as the Hat decided his fate, I was adamant when I first started that public libraries were not for me. I could see myself as an archivist, an academic librarian, and even a school librarian; but, the last thing I wanted to do was work in a public library.

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DISPATCHES FROM THE PUBLIC LIBRARY, CONTINUED

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Unlike Harry, however, I did not have an omnipotent author deciding my path for the sake of plot. Instead, I had to rely upon my experiences and the opportunities that became available to me during my time in the MLIS program. These included working on archival projects as part of my graduate assistantship, an internship at an academic library, and--much to my surprise--a position in a public library where I continue to work very happily to this day.

The point of this story was not to give myself an excuse to use a poorly thought out Harry Potter analogy. Rather,

"Keep an open mind and jump on opportunities"

it was to offer some advice to new students who may not be too sure what they want to do upon graduating. Keep an open mind and jump on opportunities even if they're

not your dream position or what you are initially hoping to do. The profession is too competitive for complacency and any position can boost a résumé with valuable experience even if the particular job is not for you.

Who knows? You may find your perfect fit. I certainly did.

Michael Bartolomeo is the Digital Services Librarian at the Mastic-Moriches-Shirley Community Library in Shirley, New York.

ASK AN ACADEMIC LIBRARIAN



Christina Boyle

By Christina Boyle, Class of 2017

1. Job Title: Instruction/Reference Librarian & Assistant Professor

2. How long have you been in your current position? I have been in this current position for about 1.5 months. Directly before this, I was in another position at a different college with a very similar title (Reference & Instruction Librarian) for 1 year.

3. Describe an average day for you: I work Mon-Fri 9-5 - your standard schedule. Generally, I spend about 70% of my time in my office working on my computer creating LibGuides, developing new tutorials, and working on some general projects for the library which are always changing. Often I will have an information literacy class to teach. I may also have a shift at the reference desk. I might work on my own individual research for a bit, come up with ideas for new projects (library displays, IL assessment ideas, etc.), or have meetings with other members of the department or with other departments.

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ASK AN ACADEMIC LIBRARIAN, CONTINUED

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4. What's the best part of

your job? I am generally in control of what projects I work on each day. I have some things scheduled (classes, meetings, reference desk shifts), but for the rest of the time I am pretty much able to decide what I will work during the day. Most things that I work on do not have strict deadlines, so I have the freedom to decide if I want to spend the day focusing on creating a new tutorial, or maybe starting my day in the stacks to pull items that need to be weeded, and then spending the second half of my day working on a new library display. It allows me to always keep working on many projects while never getting bored since I can switch back and forth between the tasks as I choose. Of course, there are occasionally projects that come

up that are time-sensitive, and I will prioritize those when appropriate, but mostly I can focus on any project at any time, which I think is conducive to great work.

5. What's the worst part of

your job? Any time that I need to remind someone that there is no eating in the library or to ask them to make less noise. Our library serves as kind of a makeshift meeting place for students since we do not have a student center on campus. It is great that they use the library as a space to relax in addition to a place to work, but sometimes during the common hour they can get a bit rowdy and I am obligated to ask them to be a bit quieter, since the volume can be far beyond the acceptable level. I really try not to say anything unless it is unavoidable. Similarly, if a student is eating a granola bar,

I may not confront them, but many times students will have full meals in the library and I am forced to remind them that they cannot eat in the library. It is my least favorite part of the job.

6. Is there something that surprised you about your

job? I can't say that too much really surprised me, since I am working in the library of the college where I studied as an undergrad, and where I also later taught as an adjunct. I came into this position already super familiar with the library and the overall school. Maybe it was a little surprising how budget cuts could come from nowhere. I already knew about the challenges of budget cuts, but I didn't previously realize that they could come along at any time, unexpectedly.

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ASK AN ACADEMIC LIBRARIAN, CONTINUED

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7. What piece of advice would you give for students who want to be academic librarians? I

would say to recognize the freedoms and limitations that exist within academic libraries, since they are different from other types of libraries. Develop a research agenda as early as possible, since it is important to really remain engaged with the field. Also, do some research into the types of institutions you would like to work in and then consider if you should get another graduate degree in a subject. Many academic librarians are also faculty

members, and are expected to have a second Master's degree, so it is worth looking into. Finally, be prepared to form relationships with faculty members and policymakers within the college or university, since collaborating with other departments is crucial to ensuring that the library continues to meet the needs of the users.

8. What was your most helpful class from library school in your current position? For me, it was the Planning and Delivering Information Literacy Programs class with Prof. Tara King. It was very helpful since, even though I had

some teaching experience, I never had any formal education on teaching. Most academic librarians do teach IL, so it was very valuable digging into some education theory and practicing different methods for this. I feel it had a positive impact on my IL instruction.

9. What's something you didn't learn in the program, but have since learned on the job? Some technical things that most librarians should know (even if they aren't technical services/web services librarians), like permalinks, authentication methods, proxy, and why they are actually really important.

DLISSA AT THE NEW YORK HISTORICAL SOCIETY



Jaimie Albanese and Ariana Kaleta view an exhibit



Students peruse a historical book



Serena Troshynski examines postcards

By Gabriella Trinchetta

A few DLISSA members gathered at the New York Historical Society on the Upper West Side of Manhattan for an inside look at its library and archives. The New York Historical Society, which was New York City's first museum, houses interesting collections related to the history of the city and surrounding areas. The librarian on-site kindly pulled artwork, photographs, and other artifacts from various collections to give us a taste of the material she works with daily. For example, she selected photographs and postcards from the Prospect Park collection, and architectural drawings of the original Penn Station, which were intricately created on drafting linen. Several DLISSA members found it interesting to peruse a book with paintings and text related to the Hudson Valley region of New York. The librarian provided us with gloves, so we could freely browse the artifacts. While we explored different artifacts, the librarian answered our questions to give us insight into each piece, and shared her favorite aspects. After our experience in the library, we saw a quick glimpse of the area where preservation takes place. We ended our day exploring the museum at our leisure, which included viewing an interesting exhibit focused on Robert F. Kennedy, Martin Luther King, Jr., and their part in the Civil Rights Movement. Although my main interest in the LIS field lies in youth services, I enjoy attending these events to broaden my understanding of the field as a whole, and explore unfamiliar aspects.

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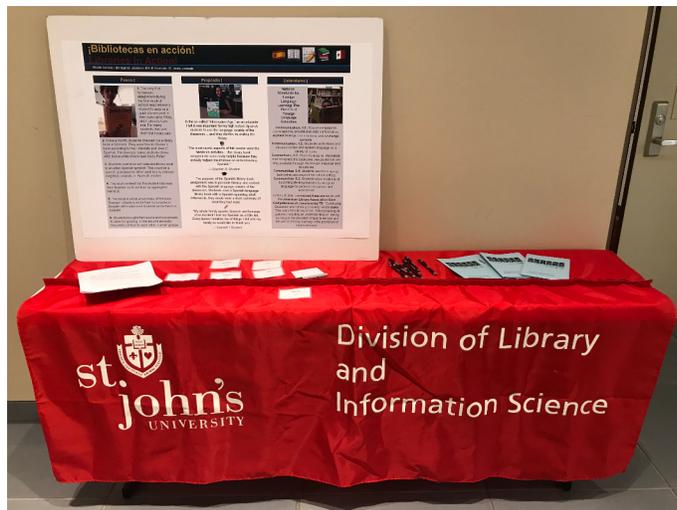
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DLISSA EVENTS

DLISSA PRESENTS STUDENT SYMPOSIUM

WHAT IS SYMPOSIUM?

Symposium is a mini conference hosted by our student organization. It is an opportunity for students to share their research and on-going projects with their peers. Most of all, it's fun!



Poster presentation by Nicolas Cabrera



John Harris presents World's Fair research



Dr. Kevin Rioux delivers the keynote address

SHARING IN SCHOLARSHIP

By Serena Troshynski, Class of 2018

Empanadas, friendship, and fake news. What more could you ask for? Each of these and more were some of the highlights of the second annual student Symposium, which took place on April 14th at St. John's Manhattan campus. This event was created in the spirit of sharing our scholarship, and it was awesome to see the kinds of work my peers are doing. Ariana Kaleta gave a presentation about combating fake news, Dr. Vorbach's Web Design students shared their class projects, and John Harris presented his work with Public History. One of the best parts of the day was Dr. Rioux's keynote speech about social justice issues, which challenged students to consider the wider philosophy of library science. It's certainly safe to say, our symposiarch Chris Anderson hosted a very successful event.