

I Love My
Librarian!

Nominations for Rachel Hyland
Tunxis Community College Library
Farmington, Connecticut

NOMINATOR
Sally Terrell

- 1. Please tell us in 2-3 sentences why your nominee should win this award. What sets him/her apart?**

Rachel Hyland is, simply put, a rock-star librarian. The intelligence, wit, energy she brings to her work has changed the way all of us--from students to faculty to administrators--think about information literacy. Rachel's daily mission is to find the most current, most interesting/authoritative/thought-provoking material to share with everyone at the college.

- 2. Please discuss how the nominee has helped you and/or others and made your experience of the library a more positive one. For instance, did the nominee assist you in a research project or enhance your students' learning experience?**

Rachel has developed invaluable partnerships with faculty from across disciplines to integrate information literacy into our curricula and assessment. She runs workshops, creates LibGuides, and works individually with faculty on assignments and resources and students on papers and projects. Her knowledge of cutting edge resources is without peer, and more importantly, she knows how to communicate that knowledge in a way that excites and motivates our student population. Students have actually cited her specifically in the cover letter reflections of their writing portfolios because of her impact on their learning. She makes the Tunxis Library a vibrant place to think about, investigate, and discover ideas.

3. How does the nominee make the college, community college, or university a better place?

In addition to her other myriad responsibilities, Rachel coordinates several cross-disciplinary panel events for the College. She also runs a literature-lunch group for any faculty or staff member who wishes to join.

4. How has the library, and the nominee in particular, had an impact on students and faculty and the teaching and learning process?

As described earlier, Rachel partners with several members of the faculty in co-teaching at the library. For example, in my Composition II class (a second-semester, research-based writing class), Rachel and I conduct three classes together, focusing on specific types of research and inquiry. From navigating databases to discovering unexpected treasures in the stacks, Rachel meets students where they are to help them learn research and information literacy skills. She meets with them individually about their projects, empowering them by showing them how to do something rather than doing it for them (which, as we know, takes more time).

5. How has the individual demonstrated leadership in the campus community?

Please see above.

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NOMINATOR

Lisa Lavoie

- 1. Please tell us in 2-3 sentences why your nominee should win this award. What sets him/her apart?**

Rachel Hyland is multi-level thinker and utilizes this talent in every aspect of her position. She is able to see the details and the big picture at the same time. What sets her apart is that she shares this talent to the benefit of her co-workers, our students, our faculty, and our college community -- and always quietly and without fanfare.

- 2. Please discuss how the nominee has helped you and/or others and made your experience of the library a more positive one. For instance, did the nominee assist you in a research project or enhance your students' learning experience?**

Rachel's first responsibility at the Tunxis Library was to help us with a new student body: middle, college, and high school students. As a community college, we were not familiar with the needs and desires of teenagers. Rachel purchased a wide variety of very popular books, DVDs, magazines, and audiobooks to appeal to this new audience. Her systems acumen then led her to become our systems librarian. She then became a terrific library instruction teacher and liaison to faculty. She helped to create research and library assignments with faculty that would achieve student success and meet the faculty members' curricular goals. Recently, Rachel became the Collections Development Librarian and 95-98% of our new acquisitions now circulate at least once -- which is unheard of in academic libraries. She also designed our wonderful new website, which is easy to navigate, is contextual in searching, and is very attractive.

- 3. How does the nominee make the college, community college, or university a better place?**

Rachel makes Tunxis a better place by sharing her intellect, humor, talents in teaching and writing, and ability to make connections with everyone. She is the glue that holds the many facets of our library together because she "sees" where the voids are and is able to gently communicate those voids with those who can best fill them -- through a new

service, a new widget, a new database, a new sign, a focus group, or through a meaningful conversation. She is well-loved by faculty, co-workers, students, and community users. She is contemporary, fun, articulate, and her finger is always on the pulse of what's current in society, sports, popular culture, music, and politics. She is also a deep intellect who remembers almost everything and is able to quickly connect her knowledge to new situations. Rachel is a Renaissance woman.

4. How has the library, and the nominee in particular, had an impact on students and faculty and the teaching and learning process?

Rachel has improved our library's collection by using a "just in time," "just in case," and "just for you" philosophy. She is aware of what will be popular as well as the long tail of what will be popular -- particularly for users with unique tastes. Our circulation of new materials is astoundingly high. She has a knack for knowing exactly the right resource to purchase or suggest. Faculty love working with Rachel because they can explain what they need for a course and she is able to find articles and books that fit the need precisely. Faculty love collaborating with Rachel in the classroom because she is an engaging teacher and in classes requiring research, she can co-teach with the instructor to insure that students fully understand (and enjoy!) the research process. Rachel has fine tuned our information literacy program through what she calls, "Let's break it down, not dumb it down" and makes sure that students can transfer their IL abilities from one assignment to another and from one class to another. She has also championed use of the LibGuide for courses and programs to guide students to the right tools so they can be successful in finding information. She is a strong proponent of ensuring that students have a positive experience when first learning to research.

5. How has the individual demonstrated leadership in the campus community?

Rachel serves on many campus committees, including Academic Affairs, Ability-Based Education, and she is the co-chair of Civic and Aesthetic Engagement with the History faculty, offering panel discussions on contemporary journalism, media, and history topics.

She also serves as the liaison to the largest department on campus, Social Sciences, and facilitates the very popular Short Story Reading Group for the campus.

Rachel is the go-to librarian for faculty requiring help in constructing effective assignments and for those who need assistance in updating a course, course materials, or the inclusion of technology in a course.

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NOMINATOR

Susan Gentry

- 1. Please tell us in 2-3 sentences why your nominee should win this award. What sets him/her apart?**

Rachel is a brilliant colleague, teacher, innovator, creator, and collaborator. She always brings those qualities to anything I've asked her to do with or for me.

- 2. Please discuss how the nominee has helped you and/or others and made your experience of the library a more positive one. For instance, did the nominee assist you in a research project or enhance your students' learning experience?**

Rachel has worked with my developmental English and Children's Literature students almost every semester. She has taken a raw idea I've had about what they need and turned it into something real, provocative, and engaging for students. One semester it was bringing in a theoretical work by Bronfenbrenner's to help students conceptualize the circles of influence in their lives and to find texts in the library that connected to some of those circles. I never even heard of Bronfenbrenner! She found a text that my developmental English students could understand and that provided the framework for the exercise that I only had a hint of when I scheduled a library visit. That, my friends, is more than a librarian has ever done for me.

- 3. How does the nominee make the college, community college, or university a better place?**

Rachel has improved our collections so that is vibrant and relevant. She has revived our book collection to the point that 95-98% of our new acquisitions purchased circulate at least once (most academic libraries have a 25% rate of new book circulation). Faculty, staff, and students regularly use the library not only for our academic needs, but person needs as well. Rachel work enhancing our collection is the keystone of that kind of excitement and interest in the library. She has been our middle college high school librarian, our systems librarian, our teaching librarian, our reference librarian, and now

our collection development librarian and information literacy guru. Every time she tackles another responsibility she breathes life into it and makes it exponentially better.

4. How has the library, and the nominee in particular, had an impact on students and faculty and the teaching and learning process?

The Tunxis Community College Library is the source of information and media in our community. Rachel has had a hand in most of that. She knows how to reach students in classroom presentations. She understands what text and media we crave and orders it. She understands my ideas that need research and she makes it better. She creates something important and beautiful out of the dust of ideas. She cares so much about the quality of any work she does, any individual she works with, any information she finds, that everyone's experience is enhanced. For example, she took an assignment I wanted help with on banned books, and turned it into a project that helped students deepen their understanding of the context of banned books, she created a research guide for them on banned books, she told them about great books that were banned, books that they had heard of. So her preparation of the project went far beyond the dust of an idea I had, she thought about what the students would connect with, she thought about how to organize the information in the guide in such a way that it was accessible for students. This is just one example of the depth of her effect on student learning and teaching.

5. How has the individual demonstrated leadership in the campus community?

For the past several years, she has run a short story group, which I have belonged to some semesters. This short story group was one of the few things on campus (maybe the only thing on campus) that brought faculty and staff together to talk about something other than work. I was able to get to know some staff that I didn't even know we had and get to know other faculty. This discussion group connected us all on the same level and Rachel ran it so that we were just people in a room talking about odd stories like "Hairball."

She introduced us all to Web 2.0 and RSS feeds. When she did this she blew me away because I thought I was quite computer literate. This information though, enhanced my teaching and my students' learning on special projects. She has assisted many faculty members, including me, in developing instructional and scholarly blogs. When I wanted to try Twitter in the classroom to encourage discussions about texts, it was Rachel who helped me learn about Twitter, how I could use it for instructional purposes, and instructed my students on how to use it.

Most recently, she has designed and collaborated on a beautiful and intelligent new website for our library: <http://www.tunxis.edu/library>. This particular project took almost two years of painstaking work and collaboration with Jimmy and Eugene. In fact, there is a quote that reads: "Before you can design a website, you must design a whole universe." Please go to the link to see how uncomplicated and user-friendly the site is now.

Rachel Hyland's impact on our college's community and me is beyond what I can put in words in boxes on an online questionnaire. Simply said, SHE ROCKS!

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NOMINATOR

Marie Lavendier

- 1. Please tell us in 2-3 sentences why your nominee should win this award. What sets him/her apart?**

Rachel is knowledgeable, innovative and always ready to assist. Her sense of humor and bright personality make it a pleasure to work with her.

- 2. Please discuss how the nominee has helped you and/or others and made your experience of the library a more positive one. For instance, did the nominee assist you in a research project or enhance your students' learning experience?**

Rachel has helped me design a WordPress website for my classes and finds essays that enhance my curriculum.

- 3. How does the nominee make the college, community college, or university a better place?**

Rachel has trained the Tunxis library staff in Web 2.0 technologies. Since Rachel's arrival here at the Tunxis Library, she has improved our collections for young adults – including books, magazines, audios, films, programs, etc. She has revived our book collection to the point that 95-98% of our new acquisitions purchased circulate at least once.

- 4. How has the library, and the nominee in particular, had an impact on students and faculty and the teaching and learning process?**

Rachel has designed a new and more efficient website for the Tunxis Library.

- 5. How has the individual demonstrated leadership in the campus community?**

Rachel has not only done all the aforementioned, but she leads a short story reading club for faculty. She has also been our Systems librarian, our teaching librarian, our reference librarian, and now our collection development librarian.

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NOMINATOR

Elzbieta Cyran Larrabee

- 1. Please tell us in 2-3 sentences why your nominee should win this award. What sets him/her apart?**

Rachel Hyland is a unique, exceptional, loved and dedicated librarian who has changed our library's approach to teaching students because she knows what makes them successful in becoming good researchers. She is a great contributor to the college as a whole by leading and guiding many of us through her selection and recommendation of the best resources available. She is a terrific mentor and colleague to new and seasoned faculty, often breathing new life into their curricula and assignments.

- 2. Please discuss how the nominee has helped you and/or others and made your experience of the library a more positive one. For instance, did the nominee assist you in a research project or enhance your students' learning experience?**

Rachel is always ahead of the curve in terms of library services, patron needs, and technological innovations. Rachel has an ability to evaluate unique resources to the benefit of our students and faculty. She is able to determine what works for specific individuals, programs, courses and assignments. This talent elevates her from the rest of the library staff. She is a cracker jack in her discernment of effective resources.

- 3. How does the nominee make the college, community college, or university a better place?**

Rachel is our Systems librarian, a teaching librarian, a reference librarian, a collection development librarian and information literacy guru. Her willingness to help faculty, students, staff and community members is constant, smart and heartfelt.

Rachel thinks about the library and our patron needs in and outside of work. She is a voracious reader and observer of popular culture as well as of academia. Because of her 24/7 "finger on the pulse" of current world events, our library's resources are current, relevant and vibrant.

She is an amazing collection development librarian.

4. How has the library, and the nominee in particular, had an impact on students and faculty and the teaching and learning process?

She is able to teach students how to research and she is an excellent communicator so they enjoy the process. We see a long line out of her door of students waiting for her individual help and their Facebook posts often refer to the "amazing librarian at the Tunxis Library."

As a former recipient of this award, I would love to see someone of Rachel's caliber carry on the tradition. Rachel is a co-teacher, a reference librarian, an outreach librarian, and a generous co-worker. She is the librarian's librarian. Because of Rachel our information literacy course list has grown tremendously and she has initiated many co-teaching experiences with faculty.

5. How has the individual demonstrated leadership in the campus community?

As a project director for our LIBRIS consortium of 12 Connecticut community colleges, Rachel was respected and loved by all for her camaraderie, knowledge, humor and willingness to share the expertise with all of us. She helped many to make technology choices for their unique needs and conditions.

At our college, Rachel was the project leader for the creation of our brand new library web page, initiating all aspects of its intellectual and visual design.

She has recommended many of our newest databases, brought in the "chat" aspect of our web page and LibChat, led campus forums, has designed research guides, has worked with faculty to create terrific programming, and has led a successful campus short story group.

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NOMINATOR

Louise Polistena-D'Agosto, Ed.D.

- 1. Please tell us in 2-3 sentences why your nominee should win this award. What sets him/her apart?**

Rachel Hyland is TERRIFIC! Rachel is so up-to-date on the latest magazines, blogs, listservs, that her knowledge base is expert on so many topics, plus she is open and warm, engaging staff and students and ever so helpful when students have research topics to explore. She easily and pleasantly guides student to appropriate and accessible materials depending upon student interest and ability, and instructor requirements.

- 2. Please discuss how the nominee has helped you and/or others and made your experience of the library a more positive one. For instance, did the nominee assist you in a research project or enhance your students' learning experience?**

As a part-time lecturer who teaches the research paper process, I went to the librarian for assistance in helping students differentiate between reliable and less-reliable materials. Rachel was the librarian I went to. Her insight and knowledge made me a better instructor in helping students become aware of the many, many resources at their fingertips (online) and how to navigate the web to find the best--most appropriate, reliable, and credible source materials for each student's particular research topic of interest on a current social issue. Once she knew students' topics, she worked with students to discover pertinent articles on the web and how to read the web address to distinguish its suitability for a college paper. She clearly showed the differences among popular and scholarly periodicals and was able to name journals specific to the different subjects students were interested in. The handouts she prepared for my class that first semester are relevant and used today, plus updates she has found. Rachel has made this process more doable for my students and I thank her for that.

3. How does the nominee make the college, community college, or university a better place?

Her impact has helped create the library as a place of study and engagement that encourages students to take out books and other materials, and just come to explore. I am aware that Rachel was instrumental in redesigning the library website to make it contextual, interesting, and eminently usable -- a project that took over 2 years of thought, design, and collaboration. And this project wasn't even part of her job.

4. How has the library, and the nominee in particular, had an impact on students and faculty and the teaching and learning process?

Rachael always has a smile on her face and she willingly assists no matter what time of day. Never has she been unavailable to answer a question or to schedule a class visit. And if she couldn't, she made sure another librarian could help out. She is a smart and a warm person. She is genuinely a lovely person. It is clear through her demeanor that she loves working with faculty on class assignments and presentations. Rachel is respected and loved by the students and faculty.

5. How has the individual demonstrated leadership in the campus community?

I am aware through faculty update reports and from meetings that Rachel has presented Web 2.0 technology workshops for faculty, and that she is the systems technology librarian for the entire 12 community college consortium (a volunteer position). She has assisted me and other faculty as co-teacher for my research paper course. As a reference librarian and collection development specialist, she has been invaluable in assisting students locate current and relevant source material in print or online.

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NOMINATOR

Adrienne Kelly

- 1. Please tell us in 2-3 sentences why your nominee should win this award. What sets him/her apart?**

Rachel brings with her knowledge of 21st century technologies that enable our community of learners to research and access a wealth of information without physical boundaries.

- 2. Please discuss how the nominee has helped you and/or others and made your experience of the library a more positive one. For instance, did the nominee assist you in a research project or enhance your students' learning experience?**

Rachel has worked with me to provide our "distant learners" with tutorials to help them with a variety of services that the library offers. These tutorials range from navigating to the library website from within our learning management system to using RSS feeds.

As part of this initiative, she took on the task of redesigning the Library website to make it contextual, interesting and navigable for the first time visitors and distant learners.

- 3. How does the nominee make the college, community college, or university a better place?**

Rachel is a great intellect who loves working with our community, faculty and students. She began working as the librarian with our "Middle College High School" students. She used this as an opportunity to expand our collection of library resources by offering relevant choices for our younger, adult students.

She has provided us with selections that have a 97% circulation rate, illustrating that her choices are relevant and cost-effective in a seemingly difficult state of the economy.

4. How has the library, and the nominee in particular, had an impact on students and faculty and the teaching and learning process?

Rachel reads hundreds of magazines, blogs, listservs, and news stories each week keeping our community current with news, sports, movies, literature, and blog posts. Her knowledge of current events and her enthusiasm to share this knowledge impacts the learning process.

Rachel shares part of this knowledge through a series of Web 2.0 technology workshops she facilitates for faculty, demonstrating how this technology can be used in their teaching.

5. How has the individual demonstrated leadership in the campus community?

Rachel has become the systems technology librarian not only for Tunxis, but for the entire 12 community college consortium (a volunteer position) enabling her to bring knowledge and expertise to her table of colleagues system-wide.

Locally, she leads her fellow librarians by spearheading innovation. One example of this is demonstrated through the development of a "self-check" system allowing library patrons to check out resources on their own.

Through her background and experiences, she has become a stellar co-teacher, reference librarian, data miner, and collection development specialist who should be considered for this award.

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NOMINATOR

Christina Gotowka

- 1. Please tell us in 2-3 sentences why your nominee should win this award. What sets him/her apart?**

Rachel is always open to new suggestions and eager to help faculty. Her assistance is timely and of exceptionally high caliber. Students are equally well served. She is an example of professionalism. We are most fortunate to have her at the college.

- 2. Please discuss how the nominee has helped you and/or others and made your experience of the library a more positive one. For instance, did the nominee assist you in a research project or enhance your students' learning experience?**

Rachel has assisted me in gathering a wide variety of course specific materials for the many different courses I teach during my tenure at Tunxis. She has helped with searches when I have needed assistance preparing for a professional presentation. Most importantly, Rachel has taken the time to understand my personal reading interests and alerts me to new acquisitions that I might enjoy. I have always felt that I have the services of a personal librarian.

- 3. How does the nominee make the college, community college, or university a better place?**

Rachel is a highly competent and very creative librarian. She is able to think outside the box and is not willing to let the usual bureaucracy prevent a task from getting accomplished.

- 4. How has the library, and the nominee in particular, had an impact on students and faculty and the teaching and learning process?**

As past chairperson of the system and college Center for Teaching Committee, Rachel always supports the wide variety of initiatives undertaken by this group. She has made space available for meetings in an institution where space is severely limited in addition

to getting the materials needed to advance the practice of teaching at our school and in the system.

5. How has the individual demonstrated leadership in the campus community?

Rachel has been involved in system wide initiatives that make our college a leader in innovative library services. She has not only served the faculty but has always kept the student needs as a central focus of her work. Students and community members frequently comment on how helpful the library staff is and the great tools that are available for free.

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NOMINATOR

Jesse Abbot

- 1. Please tell us in 2-3 sentences why your nominee should win this award. What sets him/her apart?**

Rachel Hyland is quite simply the most dedicated, multi-talented, proactive, intelligent and imaginative librarian whom I have had as a colleague. I have worked in many libraries, including university special collections libraries in addition to my current profession as a professor of English and philosophy.

Her brilliance is immediately evident, but not something she hoards. Brilliant people have a duty, I feel, to illuminate those around them, and Rachel Hyland is known at Tunxis for doing just that.

- 2. Please discuss how the nominee has helped you and/or others and made your experience of the library a more positive one. For instance, did the nominee assist you in a research project or enhance your students' learning experience?**

Rachel's singularly impressive grasp of both traditional and new media has been helpful to many of my classes and students. Rachel embeds research feeds and resources in Blackboard, but equally important, she has carved out numerous avenues by which students can reach librarians (e.g., roving librarians, texting options, instant messaging, classes at the drop of a hat). Succinctly, Rachel is someone who has the literary and technical acumen of a professor with multiple doctorates, but she knows student trends as well, and thereby connects academics with their charges.

- 3. How does the nominee make the college, community college, or university a better place?**

Rachel has co-sponsored several Humanities Athenaeum events, one of which had as its subject the question of whether the framers of the Constitution had largely secular or religious ends in mind. I have seen her daily guiding students in the most inventive way through the rigors of their research -- teaching them (proverbially) to fish instead of

handing out fish (sources) for consumption. She steers students toward their own passions and talents in a way I typically see only in our best faculty. So she is a teacher, and her pedagogy is to empower students to be their own greatest resources -- to their own and others' benefit.

4. How has the library, and the nominee in particular, had an impact on students and faculty and the teaching and learning process?

I have included much of this description in my previous responses. I will only add to the above that Rachel Hyland is a lifelong learner, and the humility required for that is what makes her a constant and reliable educator for the whole college.

5. How has the individual demonstrated leadership in the campus community?

Rachel Hyland leads through her self-effacing but ever-generous service. Her enthusiasm for her work seems to be derived from the genuine pleasure that connecting students to their greater purpose entails.

I have mentioned several of her projects and initiatives above. My responses are concise, but I am being so with the intent not to repeat myself excessively.

Rachel Hyland is a loyal colleague who has taught me to be a more responsible and generous friend and colleague to my peers in our community. That is perhaps one of the most important dimensions of her leadership.

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NOMINATOR

Robert Brown

- 1. Please tell us in 2-3 sentences why your nominee should win this award. What sets him/her apart?**

During her time at Tunxis, Rachel has made herself an indispensable part of college operations. She sits as a member of the social sciences department and has put her mark on everything from our former middle college high school to library acquisitions to the library computer system and webpage. Beyond all of that, she is a good friend to all who know her.

- 2. Please discuss how the nominee has helped you and/or others and made your experience of the library a more positive one. For instance, did the nominee assist you in a research project or enhance your students' learning experience?**

Rachel has conducted the library visit for my Composition and Comp II sections. Over the summer and early fall, Rachel worked closely with me to design the first part of my Comp II section--an analysis of racial issues in the United States based on historian Tim Tyson's memoir, *Blood Done Sign My Name*. She developed the reference guide for the assignment and assisted in preparation of my first-day presentation. I'm quite sure that her involvement made this a better assignment as well as one that was most pleasurable to develop. Beyond these specifics, I can say that Rachel has always been available to help my students to frame the questions and identify the resources for every assignment.

- 3. How does the nominee make the college, community college, or university a better place?**

As I mentioned in question 1, Rachel has become indispensable to operations in many ways. She came to the college as librarian for the middle college high school; when the school closed, Rachel fortunately decided to stick around. In her time at Tunxis, she has been responsible for installation and maintenance of the library computer operations. Most recently, she has been responsible for acquisitions. For the first several months of 2012, she was the lead person in development of the library's new, functional and efficient website. She has accomplished all of this while continuing to work on the

reference desk where her pleasant manner and considerable knowledge have made her a magnet for students, staff, and faculty.

4. How has the library, and the nominee in particular, had an impact on students and faculty and the teaching and learning process?

Rachel has worked closely with faculty to develop assignments and to direct students to sources. Of particular note to the history faculty (of which I am a member), she has developed reference guides for civil rights, the United States Since WWII, and the Vietnam War. She is available to conduct orientation sessions in the library classroom have proven invariably valuable to students. Her reference guides are posted on the library website, and thus available to all library patrons.

5. How has the individual demonstrated leadership in the campus community?

Rachel has often stepped beyond her role in the library. She was a participant in the first Tunxis Forum on News Media, which I organized, and on which she served with several members of the New England journalism community. Rachel was also instrumental in soliciting funds from the college's Strategic Initiatives fund to create the Tunxis Athenaeum, a forum for discussion of social and intellectual issues on which she has been a regular participant. She has also served on our Academic Affairs Committee and as chair of one of our academic-ability teams (World Cultures & Perspectives). In all of these ways, and many others, Rachel has demonstrated campus leadership.

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NOMINATOR

Jennifer Wittke

- 1. Please tell us in 2-3 sentences why your nominee should win this award. What sets him/her apart?**

Rachel is not only an ideal colleague who is kind, funny, and personable; she is an innovative, creative, and integral part of the Tunxis community. Her perspective is visible in every aspect of our library: the collection, the entrance to the library, the website, and the ways the library reaches out to faculty, staff and students. Without her brilliant influence, our library, simply put, would not be the same.

- 2. Please discuss how the nominee has helped you and/or others and made your experience of the library a more positive one. For instance, did the nominee assist you in a research project or enhance your students' learning experience?**

Rachel is my go to person at the library because she is up-to-date with not only the library technology, but also ideas and current events. She has a unique perspective when she runs research classes for my students and makes them interesting and hands-on. I always learn something when she teaches a class for me. Technology is always changing, and though I like to think of myself as web-savvy, Rachel is always a step ahead and knows the technologies that can improve a students' experience.

During technology workshops on campus, Rachel has presented on topics that have influenced my assignments. When I first began as an adjunct five years ago, I heard her speak about RSS feeds, something I had heard of but did not think to try. She inspired me to create an assignment that would use them and then helped me revise the assignment. She came to my class to explain what RSS feeds are, how they can help in gathering information, and what resources to use online. The students not only gathered current information on their topics, they also learned other ways in which they can work with the library to enhance their learning experience.

3. How does the nominee make the college, community college, or university a better place?

The library is a central point of our college, especially since the new building opened a few years ago. Though it is a beautiful place to visit now, it has also expanded beyond its physical walls. Rachel has been an integral part in updating the the library to include Web 2.0 resources. The chat aspect of the website where anyone can ask a librarian a question and the blog allows users to connect to the Tunxis library from home (or other places on campus). She has helped guide the philosophy of the library so that it stays relevant to the needs of the community and current with the ever changing world of technology.

In addition to helping shape the philosophy, Rachel has increased the collections at the library and improved the circulation of new acquisitions. Because this is the heart of every library, she has been an important part of this area as well as the technological aspects.

4. How has the library, and the nominee in particular, had an impact on students and faculty and the teaching and learning process?

Rachel assists faculty with curriculum-related library assignments throughout the academic year. (I gave a person example in an earlier response.) She is the type of colleague who will work with a class without hesitation, even if the instructor waits until last minute to request her time. She is always prepared with innovative lessons and knows how to keep students engaged through appropriately paced instruction and with her humor. She understands how to guide students from topic to research question to sources whether they have a vague idea or a detailed plan with them. I've watched her work with all students during research sessions and have seen each student leave with the resources they need for their assignment.

In addition, she has held almost every type of position within our library which has influenced her understanding of what the library needs in order to grow. She finds new databases to add to the system and has improved our collections. The ever-improving resources allows faculty to create assignments that are relevant to students and that use engaging mediums.

5. How has the individual demonstrated leadership in the campus community?

Over the years, Rachel has held various positions at the library. She has worked on technology system-wide, which required that she understand other college systems and the latest technology. She has also worked on the many variations of the library website. The latest version, just launched this summer, required her collaboration with the webmasters on campus.

She also organizes and facilitates the short story group on campus. It meets monthly and allows colleagues to meet and discuss literature. We do not often get to sit as friends during the day, but that hour allows us to do that. Rachel always finds interesting stories for us to discuss and brings with her thought-provoking questions.