Texas STEM
2013 Librarians' Conference

University of Texas at Austin
July 26, 2013
University Federal Credit Union Student Learning Commons
Perry-Castañeda Library

Hosted by
University of Texas Libraries
Science Division

PROGRAM AND ABSTRACTS

WELCOME!

On behalf of the University Libraries, we welcome you to the 3rd Texas STEM Librarians Conference. We hope that you will enjoy the speaker program.

GUEST WIRELESS NETWORK ACCESS

Log-in instructions will be in the printed program. (Please note that this network is for commercial guest access and is not the UT-Austin restricted campus network. Licensed library resources will not be accessible.)

PARKING: Please park in the Brazos Garage (BRG) located at MLK Blvd and Brazos Street. Pull a ticket at the gate to enter and park. Bring the ticket with you to the conference site. You will be provided with a free exit pass.

RESTROOMS: Located next to the elevators in the PCL Lobby. Additional restrooms are located near the elevators and stairs on other floors.

WEB SITE: http://conferences.lib.utexas.edu/txstem2013

TEXAS STEM LIBRARIANS CONFERENCE
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PROGRAM AND SCHEDULE

7:45-8:30 Registration and Breakfast (sponsored by American Chemical Society)

8:30-8:45 Welcome

8:45-9:55 Session 1 – 15-Minute Talks

1. UX Toolbox: Using Ethnography to Design Library Services for Scientists. Debra Kolah
2. Information Literacy and Relationship Building. Paula C. Johnson
3. Building a Better Engineer ... in the Library! Beth Atkins

Q&A

9:55-10:05 Break 1

10:05-10:45 Session 2 – 15-Minute Talks

4. Science Outreach Programming. Roxanne Bogucka
5. Instruction assessment: getting started and making progress. Nancy Linden

Q&A

10:45-11:05 Break 2

11:05-12:00 Keynote Address: Dr. Alberto Martinez
"Einstein, Darwin, and the Importance of Primary Sources"

12:00-12:45 Lunch and Networking

12:45-2:05 Session 3 – Lightning Talks

6. Using the UEP (Unit Effectiveness Process) to Reach Undergraduates. Sylvia George-Williams and Antoinette Nelson
7. An Online Graduate Research Seminar via Blackboard. Antoinette Nelson
8. Reducing the Engineering Collection, STAT! Robyn Rosenberg
9. Lessons Learned: Embedded Librarianship in Medical School Coursework. Yumi Yaguchi
10. Institutional Review Board (IRB) at Universities—how did an engineering librarian get involved and what does it all mean? Susan Ardis
11. Tips for Working with a Feral Science Librarian. Christina Chan-Park

Q&A

2:05-2:15 Break 3

2:15-3:10 Session 4 – 15 Minute Talks

12. Road Map to Success: Collaborating with faculty and students in a GIS initiative. John Atabaev
13. Using Social Media to teach Information Literacy skills to prospective International STEM Graduate students in readiness for U.S Tertiary Institutions. Innocent Awasom and Jessica Simpson
14. From One-shot to Multi-step: Expanding IL Instruction for BSN Students. Adelia Grabowsky

Q&A

3:10-3:30 Break 4 (Amy's Ice Cream snack sponsored by Springer)

3:30-4:20 Session 5 – 15-Minute Talks

15. Transforming Library Space to Meet the Needs of 21st Century Students. John Sandy
16. Novel User Services: Helping Faculty Keep Accurate Records of Productivity & Impact. Paula C. Johnson
17. Analytics for library Web sites and blogs: who's reading us? Brad Gulliford

Q&A

4:30-4:45 Wrap-Up, Housekeeping

ABSTRACTS

1. UX Toolbox: Using Ethnography to Design Library Services for Scientists
Debra Kolah, Rice University
Ethnography of scientists can provide a rich framework to provide insights to create actionable results that inform library services for research scientists. Learn a brief history of ethnographic work done with scientist as subject. Learn some ways that you can incorporate rapid ethnography into your librarian workflow.

2. Information Literacy and Relationship Building
Paula C Johnson, New Mexico State University
From a librarian's perspective, it may seem that graduate students don't get the benefit of information literacy instruction since there is no "library visit" built into their curriculum. If we are fortunate, graduate students come to our institutions skilled in determining the extent of an information need, effective and efficient searching, etc. However, time spent with PhD candidates during the random occasions they may seek a reference consultation often reveals that this isn't the case. Too often the answer to the question, "Where have you started to look for material on this subject?" is Google Scholar. We know the library offers access to a wealth of indexed resources not equaled by Google Scholar. Do graduate students use the scholarly resources the library offers? Do graduate faculty – so key in guiding their advisees in their research – steer their students toward these library resources? To uncover the answers to these questions, this librarian used the classic library and information science method of citation analysis, coupled with semi-structured interviews with graduate faculty. Ultimately, this investigation led the librarian to: 1) getting on the radar of the Dean of Research 2) developing friendly relationships with new engineering faculty and 3) being invited to conduct Literature Review workshops to both PhD and Masters Candidates in the College of Engineering. Come to this talk to learn how information literacy and relationship building can go hand in hand and further your career as a liaison librarian.

3. Building a Better Engineer ... in the Library!
Beth Atkins, Reference Librarian, Collin County Community College
This five-minute lightning talk will address outreach efforts to beginning engineering students in two-year community and technical colleges. Faced with challenges such as readiness to do college level work, many of these students require special attention in order to complete the associates' degrees and certificates that will make them employable in today's STEM career marketplace. Campus libraries can increase student retention and completion rates by providing much needed information literacy training, as well as assisting faculty to identify and refer students for tutoring and special accommodations. http://prezi.com/d5itanpkd1e0/building-a-better-engineer/?kw=view-d5itanpkd1e0&rc=ref-15398627

4. Science Outreach Programming
Roxanne Bogucka, University of Texas at Austin
Involving faculty members and researchers in extracurricular events can build relationships, showcase research at your institution, and highlight library STEM resources and services. Attendees will hear about: 1) how to identify potential participants; 2) how to approach participants; 3) how to identify programming opportunities; 4) programming planning and production.

5. Instruction assessment: getting started and making progress
Nancy Linden, University of Houston
Like everyone, we are putting more resources into assessing instruction classes at the University of Houston Libraries. This presentation will describe the approach to assessment taken by the Liaison Services department as well as a description of what I assessed and what I learned from three very different engineering classes-- a large freshman introductory class, an upper level technical communications class, and a graduate seminar.

KEYNOTE: Einstein, Darwin, and the Importance of Primary Sources
Alberto A. Martinez, Dept. of History, University of Texas at Austin
Printed sources in the sciences are not all equally reliable; I will discuss examples from the history of science showing the importance of searching for accurate documentary evidence. The internet, television, and popular books propagate many myths about Einstein and Darwin, so I will show how librarians can orient students and researchers to distinguish the degrees of reliability of various kinds of sources, and why older, primary sources are especially valuable.

Dr. Martinez is an Associate Professor of History of Science at the University of Texas at Austin. He has published four books: *Negative Math* (Princeton 2005), *Kinematics: The Lost Origins of Einstein's Relativity* (Johns Hopkins 2009), *Science Secrets: The Truth about Darwin's Finches, Einstein's Wife, and Other Myths* (Pittsburgh 2011), and most recently, *The Cult of Pythagoras: Math and Myths* (Pittsburgh 2012).

6. Using the UEP (Unit Effectiveness Process) to Reach Undergraduates
Sylvia George-Williams and Antoinette Nelson, UT Arlington
At UT Arlington, especially in the sciences and engineering, librarians conduct a relatively small number of instruction sessions, particularly at the undergraduate level. Every semester, undergraduate Engineering students, come into the library, looking for scholarly articles required by their professors for class papers, without the benefit of having had an in-class instruction session that would have helped make this process a little easier. The Science and Engineering Library librarians see this as an opportunity for reaching those undergraduate students, to help teach them ways of facilitating and enhancing their search strategy. To that end, the SEL librarians proposed, through our UEP (Unit Effectiveness Process), to develop an online tutorial on “Finding Scholarly Articles” that would be easily accessible to the students, and would serve as an alternate to the “in class/ in-person” sessions that librarians would normally conduct. This 5-minute session would briefly discuss the following: what the UEP is, and the proposal - our intended outcome, the steps needed to achieve this outcome, our methodology (including the assessment methodology), and our criteria for success. It would cover some of the suggested topics for the conference, like information literacy instruction, and building relationships, especially with the faculty.

7. An Online Graduate Research Seminar via Blackboard
Antoinette Nelson, Sylvia George-Williams, Helen Hough, UT Arlington
Science & Engineering graduate students are very busy with their studies and often conduct library research at times that are more convenient for them, normally outside the "regular" business hours. Also, many are not aware of the vast amount of library resources and/or services freely available to help them in locating pertinent information and/or writing their papers, theses and/or dissertations. If the library is closed or the librarian is not available when they need help, the online seminar allows the students to get help when and where they need it. The poster session will outline the course description, content, available resources, etc.

8. Reducing the Engineering Collection, STAT!
Robyn Rosenberg, University of Texas at Austin
In late 2010 the UT Engineering Library staff learned that we had to reduce the collection by 100,000 volumes and prepare to move the remaining 40,000 volumes to the main library within 9 months. Spoiler alert: We still haven't moved, but we did get the collection down to 40,000 volumes in record time. Hear about our trials and tribulations in less than 5 minutes!

9. Lessons Learned: Embedded Librarianship in Medical School Coursework
Yumi Yaguchi, Texas Tech University Health Science Center
As School of Medicine (SOM) Faculty Associate, the speaker has provided instruction on evidence-based medicine/practice (EBM/EBP) through coursework for the third-year medical students at Texas Tech University Health Sciences Center (TTUHSC) Amarillo. This instruction has taken place in the SOM classroom and in the clinical setting. This lightning talk will discuss the speaker's embedded library service experiences, both benefits and challenges, as well as her thoughts on her future approach to instruction at the SOM.

10. Institutional Review Board (IRB) at Universities—how did an engineering librarian get involved and what does it all mean?
Susan Ardis, University of Texas at Austin
Every university that does any research involving human subjects must by law have an IRB that approves all such research. This is a much broader category than most students and faculty think. It can involve clinical, adult and child psychology experiments, pharmaceutical experiments, and internet questionnaires/surveys. The definition is "anything that involves humans where the data collected will be analyzed, generalized and published (print, web, conferences count as published)." Why must there be IRB approval? Simply put: to protect humans from physical or psychological harm, invasion of privacy AND to be sure that the research has been explained clearly in ways that each subject can knowingly consent to participate. My quick talk will be about how to get involved and how to use your position to make sure that all students know that to do human subjects research they must get permission from an IRB—not just their adviser or department. There will be a few sad stories and some interesting ones.

11. Tips for Working with a Feral Science Librarian
Christina Chan-Park, Baylor University
With a growing trend of hiring feral librarians who have PhDs in a subject but no MLIS degree, libraries and librarians adapt their training and orientation for these new librarians. Based on my 2.5 years of experience as feral librarian, I will present some qualities you might want to

consider if you plan to hire a feral librarian and some tips on helping feral science librarians become the best librarians they can be.

12. Road Map to Success: Collaborating with faculty and students in a GIS initiative.
John Atabaev, Texas A&M University, Commerce
Although teaching the use of Geographic Information Systems (GIS) is common in many disciplines such as Geography or Civil Engineering, GIS remains a relatively unknown technology on many campuses across the nation. Since GIS allows mapping, or spatial representation of data, it has the potential to be applied in multiple disciplines. The presenter will provide evidence that university libraries can take a leadership role in promoting the adoption of this technology among STEM faculty, particularly at small to mid-size college campuses. Beyond recognizing the resources and technical expertise that is required for GIS use, the presentation will demonstrate the need for effective promotion and faculty engagement interaction. This presentation will review a previous unsuccessful attempt to implement GIS at the campus and how this failed attempt was analyzed to design a new, effective outreach plan that engaged faculty and students through a GIS student organization. The library hosted the meetings and provided equipment and software. Students were not only able to enhance their basic GIS skill in the club, but they were also able to create real-life projects that will benefit the campus and the community. The library took an active role to promote and facilitate the use of GIS on campus, and the club has become a vibrant student organization that has united students and faculty in their study of GIS.

13. Using Social Media to teach Information Literacy skills to prospective International STEM Graduate students in readiness for U.S Tertiary Institutions.
Innocent Awasom and Jessica Simpson, Texas Tech University
The United States is a premium destination of choice for many international students seeking advanced degrees especially in the STEM related fields. The euphoria of acquiring a study visa and arriving at their school of choice in the U.S. is usually short lived as they encounter not only language and cultural barriers, but also their inability to access and use library resources. Coming to graduate school with varying levels of information literacy skills depending on their country of origin, puts them at a relative disadvantage compared to their United States counterparts. Students from developing and less developed countries (LDC's) out of omission or commission take issues of information ethics for granted. Matters become complicated when faced with the task of navigating more sophisticated library systems and thus frustration quickly sets in. There have been instances when intelligent students have lost prestigious scholarships like the Fulbright Scholarship or even been compelled to withdraw from their programs due to issues related primarily to information ethics. This paper proposes a series of webinars or one-shot classes aimed at acquainting prospective international STEM graduate students with an introduction to information literacy. These courses will expose them to issues surrounding access to and use of information in their research endeavors with particular emphasis on information ethics. Working with the Office of International Affairs and in collaboration with the Graduate Admission Office and related STEM departments, we can use various social media to prepare them in their home countries, before they embark on their academic sojourn to the United States. These courses will make their transition a lot less stressful and give them an "avant gout" of what is essential for academic success. Facilitating their integration process saves monies for donor organizations that bear the cost of valuable students falling by the way side and not completing their degree programs.

14. From One-shot to Multi-step: Expanding IL Instruction for BSN Students
Adelia Grabowsky, Auburn University
Purpose: To discuss the integration of progressive information literacy instruction into a BSN program. Brief Description: This presentation describes how IL was expanded from a single session in the first clinical semester to four sessions in four different semesters, not only providing increased information literacy instruction and the ability to include additional student learning outcomes but also allowing for the progressive and systematic building of competencies. The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN) and Information Literacy Competency Standards for Higher Education (ACRL) were used to determine which student learning outcomes to include and the timing of those outcomes within the library sessions. Outcome: Informal feedback from the nursing faculty and students indicates satisfaction with the new expanded system of classes. The next step is to develop a means to assess students' knowledge before and after the four library sessions as well as their retention of learning outcomes from one session to the next.

15. Transforming Library Space to Meet the Needs of 21st Century Students
John Sandy, University of Alabama
With the rapid migration to virtual services and collections, academic libraries are seeking new ways to reach out to students and faculty. Content is going online, and keeping legacy collections onsite is less important than in the past. Opportunities abound to repurpose existing space. The door is open to refine approaches used in the past and introduce new technologies and test new services. Focusing on changing student needs is the new imperative. This presentation reports on a project completed at The University of Alabama. It serves as an example of what can be accomplished to modernize a science and engineering library: space once dedicated to collections becomes user-centric; and newly created open space, infused with modern design and furnishings, accommodates new technologies and services. The impact of this repurposing project validates assumptions made in early planning stages and confirms that right choices were made in design, selection of technologies, and service enhancements. Observations on best practices for implementation are also reported.

16. Novel User Services: Helping Faculty Keep Accurate Records of Productivity and Impact
Paula C Johnson, New Mexico State University
One thing guaranteed to foster feelings of positive regard for the Library is any service that makes a user's life easier. Keeping track of publications and associated metrics is part of a researcher's life that can feel burdensome. This information gets used for evaluation by the unit where one works, future employers, potential collaborators, and funding agencies so maintaining this record is important. Keeping an accurate record in which all publications are properly attributed can be difficult, since there may be multiple researchers with the same first and last names, or a researcher may use different forms of his/her name over the course of a career. Thomson Reuters Web of Knowledge has a method for unique author identification which it calls ResearcherID. It makes it relatively simple to create a report of a researcher's publications that shows the number of citations to each and an overall h-index. Reports can also be run on research groups or departments. I met with the Dean of Research for the college I liaise with to learn how her unit was collecting publication data. When I learned she was not satisfied with the current method, I offered to hold a drop-in session to guide faculty in setting up ResearcherIDs. From that point, it was fairly straightforward to set up a semi-automated system for the Dean of Research to collect publications data on individuals or groups throughout the year. Individuals can do the same for themselves and correct any errors in their publication

record once they have established a ResearcherID. I will explain the process I used and give a brief overview of other unique author identifiers used in STEM fields.

17. Analytics for library Web sites and blogs: who's reading us?

Brad Gulliford, UT Arlington

Usage statistics are available for most Web pages, including blog platforms. What do they look like? Are the numbers useful, especially in these days of demands for "evidence?" Now that we're venturing into more self-publishing projects, what effect might the cold, objective glare of the analytics spotlight have on your writing? We will look briefly at Blogger and WordPress stats packages, Twitter's display, Google Analytics, and ImpactStory (altmetrics)--how to set them up, what they provide and don't provide--and consider their fit for libraries. Then we'll get into demand and popularity, and the pressures those can exert.

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