12 Library Science Symposium

Failure or Perseverance? A Case Study of a Legislative Initiative by the Utah Academic Library Consortium (UALC), PETER L. KRAUS (J. Willard Marriott Library, University of Utah, 295 South 1500 East, Salt Lake City, UT 84112; peter.kraus@utah.edu).

UALC was established in 1971 as a 501(c)(3) nonprofit organization that consists of all public and private academic libraries in accredited institutions of higher education in the state of Utah. As the consortium notes, “UALC members work together to enhance resources provided to Utah’s higher education communities.” Beginning with the 2016 session of the Utah Legislature and continuing with the 2018 session, UALC leadership pursued an active effort to advocate for funding increases. The support of industry groups in the state of Utah who advocate for increases in STEM education funding has been achieved and meetings with members of the Higher Education Appropriations Subcommittee and select members of the Executive Appropriations Committee have been held—and there is now a commitment to fund UALC. The consortium was successful in its pursuit for increased funding in the 2018 legislative session.

Mentoring the Future STEM Librarian, PERLA HERNANDEZ* and ZOE PETTWAY UNNO* (USC Libraries, Science and Engineering Library, University of Southern California, Los Angeles, CA 90089-0481; zunno@usc.edu, perlah@usc.edu).

Shifts in the library profession include an aging workforce, positions requiring new skillsets, and subject-specific librarian jobs that go unfilled. These observations suggest opportunities for new librarians in the coming years. It is imperative to ensure that new librarians are prepared to meet the future demand for their participation in academic and research librarianship.

An internal library grant funded the internship which addressed a goal of engaging with and mentoring of library and information science (LIS) students. Prior to the start of this subject-specific internship in the science and engineering library, learning outcomes were developed to ensure the student would acquire marketable skills and knowledge at the conclusion of the internship. Pairing these learning expectations with an engaging mentor, networking opportunities, and active observation of the profession help to cultivate a confident, qualified candidate for STEM librarianship. The internship serves as an example of how MLIS graduate students can be effectively mentored and prepared during their studies for this branch of librarianship, even if they do not hold a STEM degree.

The presenters will describe an internally grant-funded academic library internship that allows the intern to experience science and engineering librarianship, while addressing outcomes that assess the program and feasibility of an ongoing program at the host institution.

Succession Planning in Academic Libraries with Flat Organizational Structures, CRYSTAL GOLDMAN (Geisel Library, University of California, San Diego, 9500 Gilman Drive, La Jolla, CA 92093-0175; clrgoldman@ucsd.edu).

The Library and Information Science (LIS) literature in the last few decades has made clear that academic libraries have experienced deep budget cuts, hiring freezes, and an aging workforce. In response to this, many libraries have reorganized and flattened the hierarchy in their organizational structures, leaving far fewer middle management positions. An unfortunate consequence of this situation is that, as Baby Boomer library administrators retire, there are few qualified applicants to succeed them.

Thus, many in the LIS field have called for better succession planning by current library administrators, while others have pointed out the difficulty of succession planning in libraries with flat organizational structures. Few studies, however, have directly addressed this issue by exploring administrators’ perceptions or behavior in regards to succession planning. This presentation will begin filling this LIS knowledge gap through a discussion of findings from a recent qualitative study, which involved the thematic analysis of interviews with library administrators in academic libraries with flat organizational structures. By examining both the previous literature and current behaviors regarding succession planning, this presentation will delve into the theory and practice surrounding this crucial issue in academic librarianship.

Three Years After the Big Deal Cancellation: Examining the Data and Determining the Collection Development Implications, EMILY K. CHAN* and SUSAN L. KENDALL* (Dr. Martin Luther King, Jr. Library, San Jose State University, One Washington Square San Jose, CA 95192-0028; emily.chan@sjsu.edu; susan.kendall@sjsu.edu).

In January 2015, San Jose State University canceled its big deal journal package with a major publisher. Three years after eliminating a major component of the electronic journal collection, SJSU Library continues to deal with the aftermath of the big deal cancellation, particularly on the numbers of interlibrary loan requests, full-text article turnaways, and the library’s budget.
The presenters will analyze and discuss data derived from COUNTER reports, interlibrary loan, and the library budget. The authors will discuss the short- and long-term implications of the big deal cancellation on collection development, ease of journal access for library users, and potential unmet need and demand for the content from that major publisher.

Innovations in Open Science Achieved by Smart Publishing Choices, JULIA GELFAND (University of California, Irvine Libraries, Ayala Science Library 228, Irvine, CA 92612-9557; jgelfand@uci.edu).

Innovation to achieve and meet open science goals assumes that the scientific record will be open and secure. If that is indeed the case, the scientific and scholarly community needs to be aware of best practices in scholarly communication to further the objectives of open access and related content included in scientific publishing. Open Access has increasingly been difficult to achieve with expensive costs associated with article publishing charges, uneven definitions of embargos, disproportionate increases in institutional subscriptions incurred by libraries and their challenges in how information is being distributed, cited and used. Relationships with commercial publishers and scholarly societies are difficult to navigate with predatory sources in the journal literature and conference hosting environments growing all the time. Authors need to be well informed about retaining their rights for data sharing, repurposing content, uses in courseware and for other functions. The roles of institutional and subject repositories are critical to understand and promote so that Open Access mandates are enforced. Increasingly, article, author and institutional assessment has each become critical concerns at institutions globally that are measuring collaboration opportunities, rankings, impact of research and scholarship via publishing outputs. These various metrics and altmetrics contribute to new ways that labs, academic and research institutions, the scientific community assess their roles. Libraries and librarians have stepped up to support these functions and promote best practices to advance open science via open access. This presentation will highlight these issues and suggest how open science can evolve with innovations in science and scholarly communication.

Expanding The Library’s Reach and Redesigning Our Foundations, MARY LINN BERGSTROM1*, REID OTSUJI1*, KAREN HESKETT1, and TIM DENNIS2 (1University of California, San Diego, 9500 Gilman Dr #0699 La Jolla, CA 92093, mlbergstrom@ucsd.edu, rotsuji@ucsd.edu, kheskett@ucsd.edu; 2University of California, Los Angeles, 120S Election Walk, Los Angeles, CA 90095, timdennis@ucla.edu).

The UC San Diego School of Medicine’s 1,500+ faculty educate 520 medical students, 800 residents and fellows, and hundreds of graduate students. The School of Medicine is closely tied to UC San Diego Health and many other affiliates throughout Southern California. Students, faculty and researchers work in multidisciplinary centers such as the Altman Clinical and Translational Research Institute, and with the Skaggs School of Pharmacy and Pharmaceutical Sciences, Jacobs School of Engineering etc.

Principles of Biomedical Informatics, a required course, “explores the nature of biomedical information and how [it] is...used in the care of individual patients and populations of peoples.” The Division of Biomedical Informatics Chair and the course professor initially expressed a need to strengthen students’ literature searching skills and understanding of systematic reviews. We developed a class introducing techniques for literature searching and the systematic review protocol, defined as “the systematic assembly, clinical appraisal, and synthesis of all relevant studies on a specific topic.” The first year we taught, a ‘no show’ by another lecturer allowed us to present more advanced material in a second class. We proposed using the 2nd class to leverage the data science skills of an additional librarian to teach the use of R as a tool to extract and analyze content from the National Center for Biotechnology Information (NCBI) databases. This presentation will discuss our successful process for developing lectures to teach traditional literature searching skills as well as new approaches using data programming tools to search large-scale biomedical databases.

Campus as a Living Lab: Using Your Library to Teach Sustainability! PEGGY CABRERA (San Jose State University, One Washington Square, San Jose, CA 95192-0028; peggy.cabrera@sjsu.edu).

San Jose State University’s, King Library LEED Certification LibGuide was created in response to the Campus as a Living Lab grant opportunity sponsored by the California State University Chancellor. As part of the design, students simulate a Certified LEED Green Associate’s experience as they learn to critically analyze the King Library’s building features. The module includes sustainability definitions, LEED resources (Leadership in Energy & Environmental Design), tips and tools students can use to help them explore the library’s design and use. Students also reflect on their own user experience and consumer behavior. Environmental Studies liaison, Peggy Cabrera will share her experience partnering with an Art History/Design faculty to teach this module to multiple sections of undergraduate general education Art History students each semester. Learn how the instructors’ focus on active learning has evolved the past three years. In addition to Q&A, the audience can participate in a group mind map of how to teach sustainability in different libraries. You may leave the workshop thinking about different ways you can teach your students about libraries and sustainability!

Outside of the Box Thinking: Inspiring Ways to Use Existing Library Technology to Create E-learning Objects, AMANDA ROTH (University of California, San Diego, Geisel Library, 9500 Gilman Drive, #0175Q, La Jolla, CA 92093-0175; a4roth@ucsd.edu).

Instruction librarians are constantly looking for ways in which they can reach more students with less resources. Often times the sought after solution to this problem is to move instruction to an asynchronous online environment through the creation of e-learning objects. Yet this technology solution often comes with a hefty price tag that includes software license fees, training, and technology support. Many rapid authoring tools and other innovative teaching technologies used in the
creation of e-learning objects simply cost more than many library department budgets can afford. This presentation will demonstrate ways in which software applications can be utilized beyond their intended purposes to develop e-learning objects. Educational games can be created using display or skip logic within survey software, GIFs can be created using Camtasia, a screen capture application to offer simplified performance support, and online tutorials can be created using LibGuides or PowerPoint. Presentation attendees will leave inspired to creatively start thinking about how they too can use their existing technology applications beyond the initial stated purpose for e-learning object creation. As a result librarians and others will begin to see ways in which they too can meet the demands for asynchronous online learning while working within budgetary constraints.

Library 101 Workshops: Emphasizing Basic Skills, PAUL HOTTINGER*, SALLY ROMERO*, JENNIFER BIDWELL*, and FREDA LIN* (California State Polytechnic University, Pomona, 3801 West Temple Avenue, Pomona, CA 91768, phottinger@cpp.edu, sallyromero@cpp.edu, jabidwell@cpp.edu, fwlin@cpp.edu).

The Library 101 workshops were created to supplement the active subject-based information literacy program at Cal Poly Pomona. Our goals for these sessions are to: create a space for students to explore and learn basic research skills in an informal, casual setting; allow students to interact with the resources with hands-on activities and exercises; and give librarians extra time on a specific resource type or skill to engage students in the research process. We began this program in the 2018 Winter quarter with six workshops: Library Tour; Google Searching; Finding Articles in OneSearch & Google Scholar; Locating (Print) Books; MLA & APA Citations. We designed the workshops to mimic the current trends of student research: familiarity with the physical space of the library; internet searching for tertiary searching; secondary research to find articles and books; and concluded our program with an overview of citation formats, anticipating students’ need for assistance would be greater at the end of the quarter.

Due to the positive response from the campus community, we have expanded our Library 101 workshops for the 2018 Spring quarter. We will be offering the same basic classes but quintupled the number of workshops with additional topics such as Google Searching 2.0, Online Resources Tour, Using Citations and References, Finding and Understanding Scientific Research Articles, Business Research, and Engineering Research. We will also offer a session called Office Hours for students to drop-in for additional research help at the end of the quarter.

POSTERS

Utilizing Library Collection Development Strategies for the Circulating Technology Collection, NEIL ORDINARIO (Dr. Martin Luther King, Jr. Library, San Jose State University, One Washington Square, San Jose, CA 95192-0028; neil.ordinario@sjsu.edu).

Academic libraries are increasingly focused on the acquisition and expansion of circulating technology collections. These collections are often governed by auxiliary library services such as Access Services or IT departments and not considered as part of the general collection. Technology purchases are typically made with one-time-use funds and replacement is an ad-hoc process depending on budget availability. Users are rarely consulted regarding new purchases and systematic analysis of usage is lacking. As laptops, tablets and other technologies become integral to a library’s circulated resources, the library needs to apply current and emerging collection development strategies, such as Demand Driven Acquisition, to these collections and center users as the decision makers in technology collection growth by continually assessing users’ needs and evaluating collections based on those needs. This poster chronicles the efforts of San Jose State University Library’s Student Computing Services department to unify technology purchasing with other collection management strategies and policies, which includes demand driven acquisitions, ongoing evaluation and in-depth assessment. It highlights how these methods bring users in from the margins of technology collection development, putting them at the center of technology purchasing decision.

It’s Convenient But What is Being Learned?: An Assessment of Chat Reference, JOSEPH AUBELE*, MICHELLE DEMARS*, and GEORGE MARTINEZ* (University Library, California State University, Long Beach, 1250 Bellflower Boulevard, Long Beach CA 90840-1901; joseph.aubele@csulb.edu, michelle.demars@csulb.edu, george.martinez@csulb.edu).

At a large, public university library, recent enhancements to the visibility of chat reference have proven so successful that for the first time more of the library faculty’s patron encounters are occurring online (via chat, email, and/or social media) than in-person. However, the question facing the library now is have those encounters been consistent with the library’s philosophy of treating patron encounters as instructional opportunities or are they something else? In other words, are library faculty adapting to this new reality as it relates to providing information literacy (IL) instruction? Using content analysis methodology, and a rubric focused on student learning outcomes related to the ACRL Framework, chat transcripts were examined and assessed for the presence of IL instruction that would contribute to the information literacy of the patron.