Upstate New York Science Librarians Conference

2010

2010 Abstracts

University of Rochester

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Upstate New York Science Librarians Meeting
October 25, 2010, University of Rochester, Rochester NY 14627
Abstracts

9:30 -10:00
KEYNOTE: Why Do Students Want to Be in the Library if They Are Not Using the Books?
Susan Gibbons, University of Rochester

Since 2003, the University of Rochester's River Campus Libraries have employed ethnographic methods to understand how faculty members, students, and staff use scholarly resources and tools. This presentation will review some of the research on student library use, asking why undergraduates prefer library spaces for many activities, even when they do not appear to be using library resources.

10:00 – 10:30
A Tale of Two Libraries Slated to Be Closed
Patricia Sulouff, University of Rochester & Leah Solla, Cornell University

Physics-Optics-Astronomy Library at the University of Rochester. This 10 minute presentation will describe how one library's community and the library administration reacted when a branch library was slated to be closed this year. I will focus on the results of a design workshop in which 24 students participated, a reassessment of the library's purpose and plans for the future.

Physical Sciences Library at Cornell University. In early 2009 it was announced that the facility would close at the end of 2009 and transition to an electronic, service-based library. The vision for this new service model was in preliminary development, emerging in response to long-term trends in the research environment in the physical sciences. This presentation will describe how the library engaged the user and library communities in developing a new service model.

10:45 – 11:00
Curriculum Mapping
Michelle Price, St. John Fisher College

Curriculum mapping is a process that maps standards or skills to different points of the curriculum in order to establish a progressive sequence. While this is common practice in K-12 settings, it is much less common in a college or university. Librarians can utilize curriculum mapping to organize and create library instruction, without unnecessary overlap. On a broader scale, curriculum mapping helps to integrate librarian-led sessions and faculty-led sessions to successfully promote information literacy. In addition to defining curriculum mapping, in this session we will look at three different models of curriculum mapping, one in particular that employs the ACRL Information Literacy Standards for Science and Engineering/Technology.

11:00-11:25
Engineering a Collaborative Information Literacy Partnership
Jill Dixon & Angelique Jenks-Brown, Binghamton University Libraries

Binghamton University engineering freshmen are enrolled in a first-year program centered on a broad perspective of engineering, and providing a foundation of core competencies and essential skills for the engineering field. The curriculum encompasses Accreditation Board for Engineering Technology education outcomes, many of which are similar to the ACRL Information Literacy Standards.

One course, Engineering Communications II, focuses on writing and communications skills through an engineering design team project. In 2009 the Libraries established a successful collaboration with the Engineering faculty to teach the library research component of the course. The toolkit used to teach information literacy included research and citation style guides, a citation management tool, librarians reviewing team project topics ahead of class, and demonstrating databases with topics related to team projects.

This presentation will examine the development of the teaching partnership between the Libraries and Engineering School, share the teaching tools used, and discuss future improvements.

11:25 – 11:50
The Cephalonian Method of Instruction for First Year Science Undergraduates
Linda M. Galloway, SUNY-ESF

This innovative and engaging method of Information Literacy Instruction has been used for the first time this semester at SUNY-ESF with undergraduate science students. It is an active learning technique which seems to scale well with various sized classes. This method encourages student participation and has led to positive feedback from both students and faculty. In addition, it is fun! I'll share what I've done, what I'll modify and we'll use this technique during my presentation.

11:50 – 12:05
Evolving Collaboration: Keeping Library Instruction Relevant with Biomedical Engineering Senior Design Students
Alison Bersani, University of Rochester

This presentation will address the changing face of library instruction with the two semester senior design class in the biomedical engineering department. Recognizing the current model of instruction was not working, a new plan was established through collaboration with faculty members.   Instead of approaching the class with a generalized, one time, instruction class, I met with the 13 project groups individually for personalized sessions. These meetings occurred outside of class time, late in the semester, shortly before they began their project research. The presentation will examine the problem we addressed, how we arrived at the solution, and why it was successful within the context of keeping library instruction relevant.

12:05 – 12:20
Using User Research to Remodel a Chemistry Subject Guide
Susan K Cardinal, University of Rochester

In 2009, the River Campus Libraries website at the University of Rochester was redesigned, moving from a Cold Fusion platform to a Drupal Platform. This was the perfect opportunity to gather user feedback because I could apply it as I recreated the Chemistry Subject Guide. I felt that the guide was pretty good as is, and some chemistry students agreed, but what would anthropological research turn up?

12:30 – 1:30 (Lunch and Posters)
Poster: A Virtual Library Taxonomy: Supporting the Physical Sciences Library Website
Dianne Dietrich, Kirsten Hensley & Leah Solla, Cornell University

The poster will describe the creation, purpose, and continuing use of a custom subject taxonomy created for the Physical Sciences Library at Cornell University. The library, which became a virtual library in 2009, created the taxonomy in order to map library subject headings to terminology that physical science

researchers used in their studies. Taking cues from the language used on departmental websites, publisher's subject terms and database subject terms, a taxonomy of research subjects was created. The taxonomy reflects the specific research areas of the departments served by the library, and is not a comprehensive list of all subjects in the physical sciences. This taxonomy drives the organization of the resources listed on the PSL website, including e-Journals, e-Books, and Databases. The taxonomy was mapped to specific LC call number ranges, which will be used to automate adding additional resources to the site, as the library acquires new online journal subscriptions, databases, and e-books.

Poster: A Science Browsing Collection for Undergraduates: The First Decade
Diane Cass, University of Rochester

The Carlson Science and Engineering Library at the University of Rochester has lots of "popular science" books shelved with thousands of circulating books in the stacks, but they can be hard to find among the more numerous scholarly monographs. In 2000, I selected about 500 of the "popular science" books from the circulating collection to create a separate browsing collection on the main floor and added comfortable chairs, games, puzzles, newspapers and popular science magazines. I will talk about the selection, maintenance and funding of the collection and show the trends in circulation among undergraduates, graduates and faculty.

Poster: VIVO Cornell: The Life Cycle of Information
Katherine Chiang, Cornell University

VIVO is a semantic web application that enables the discovery of research and scholarship across disciplines at Cornell. Populated with detailed profiles of faculty and researchers – displaying such information as publications, courses taught, grants received, and professional affiliations – VIVO is a powerful search tool for locating people and information within or across Cornell's departments, colleges, and campuses. VIVO is both a harvester and distributor of information, with much of the data being collected automatically from Human Resources, Annual Faculty Reporting, the Office of Special Projects, and the Course Database. The data ingested from these authoritative sources is both accurate and current, and reduces the need for manual data input. The result is an integrated and flexible source of publicly visible data available to:
•faculty trying to find collaborators or track competitors
•students trying to locate mentors, advisors, courses, or events
•administrators trying to showcase departmental activities and manage data in one place
•donors or funding agencies trying to keep abreast of research activity at Cornell

VIVO Cornell was originally developed in 2003, since that time it has been successful with ingesting and exposing data. To illustrate VIVO's role as both a harvester and distributor of information, this poster will graphically display the various data sources being ingested into Cornell University's VIVO implementation and examples of the re-purposing and re-skinning of this data across the institution, as well as additional ideas for external application development.

In 2009 The University of Florida, Cornell University, Indiana University, Weill Cornell Medical College, Washington University in St. Louis, the Scripps Research Institute and the Ponce School of Medicine in Puerto Rico were awarded an NIH grant, funded through the American Recovery and Reinvestment Act of 2009, to build a national VIVO network for scientists and researchers.

Poster: Web Sources for STEM Educators
Pat Viele

During my years at Cornell, I had the opportunity to work with science teachers at all levels. Classroom teachers do not have time to do extensive searching, so I do it for them. I was recruited by the NSDL to write a blog for STEM educators. I also conduct workshops for STEM educators on finding good science resources on the web.

1:30 – 1:45
Introducing POD at Scribner Library
Andy Krzystyniak, Skidmore College

At the start of September 2009, Skidmore's Scribner Library tested a purchase on demand (POD) program aimed at introducing student initiated acquisitions into the library's overall collection development strategy and reducing turnaround time for interlibrary loan book requests. This presentation will provide an overview of the implementation process of POD and its impact on the workflows of the interlibrary loan, acquisitions, and cataloging departments. Current parameters of the POD program, along with statistical data collected from the past academic year, will be included as well.

1:45 – 2:10
Patron-driven Acquisition: Getting in the Game
Linette Koren & Roman Koshykar, Rochester Institute of Technology

Patron-driven acquisition (PDA) is fast becoming a part of many libraries' overall collection development policies and strategies. PDA puts purchasing power in the hands of patrons who actively use collections. This presentation will discuss the implementation of RIT's PDA projects for acquiring ebooks from two vendors. We will discuss record loading and the appearance of PDA records in our catalog, budgeting, creating profiles, and setting purchase triggers. We will also discuss the behavior changes on selectors' parts since the implementation of the program. Since these two PDA projects are in progress at RIT, we expect to share some statistics on how the programs have performed thus far.

2:10 – 2:35
Data Mining, Data Fusion, and Libraries
Katherine Chiang, Cornell University

Our computerized world churns out data and their analysis is a challenge. Data mining and data fusion are two complementary approaches to processing dynamic, large and/or heterogeneous data. They are already used in various research disciplines and real-world applications and that use will grow. This paper describes and defines these approaches using examples, and suggests possible services and applications by libraries. The focus is on eliciting the common information concepts that might be of interest, not on understanding the details of the computer/information science work, or the validity of the approach in solving a particular research or commercial problem.

2:35- 2:50
Lessons Learned from "Climategate:" The Importance of I.C.E. (Information, Communication, Education) for Global Warming and Other Topics
Fred Stoss, University at Buffalo, SUNY

Before November 2009, 1000 messages and 3000 documents were "hacked" from the Climatic Research Unit at the University of East Anglia in the United Kingdom. Allegations by climate change deniers (skeptics, naysayers) immediately turned to scientists in the U.S. and U.K for professional misconduct, fraudulent generation of data, deletion and manipulation of data, and interference with peer-review of articles dissenting the causes and consequences of global warming. Disclosing these stolen emails and documents and the ensuing bombasting of these allegations by radio talk shows prior to the December the

16th Conference of Parties climate-negotiating meetings in Copenhagen, Denmark helped to take the focus off the policy issues under discussion. It also eroded public trust and confidence in scientific studies on climate change, and took nearly seven months to resolve, before clearing U.K. and U.S. scientists of any wrongdoing. This presentation discusses issues for sci-tech librarians dealing with controversial issues.