EBLIP7
The Possibilities are Endless...

7th International Evidence Based Library and Information Practice Conference Program

July 15-18, 2013
University of Saskatchewan
Saskatoon, Saskatchewan
Monday, July 15 Preconference Workshops
All preconference workshops will be held in the Murray Library, University of Saskatchewan.

9:00 am–12:00 pm Preconference Workshop (A)
8:30 am–12:00 pm Preconference Workshop (B)
1:30–4:30 pm Preconference Workshops (C and D)

Tuesday, July 16 Conference Day I
Unless otherwise indicated, all events will be held in the Geology Building, University of Saskatchewan

8:00 am–4:30 pm Registration
9:30–10:00 am Opening & Welcome
10:00–11:00 am Opening Keynote: Denise Koufogiannakis
11:00–11:30 am Nutrition and Networking
11:30 am–12:30 pm Concurrent Sessions A
12:30–1:15 pm Lunch (Location: Centre for Evidence Based Library and Information Practice, 6th Floor, Murray Library)
1:45–2:45 pm Concurrent Sessions B
2:45–3:30 pm Nutrition and Networking
3:30–4:30 pm Concurrent Sessions C
5:00–7:00 pm Night at the Museum: Gala Opening Reception

Wednesday, July 17 Conference Day 2
Unless otherwise indicated, all events will be held in the Geology Building, University of Saskatchewan

8:00 am–4:30 pm Registration
9:30–9:45 am Day 2 Opening Remarks
9:45–10:15 am Poster Madness!!!
10:15–11:30 am Coffee and Poster Viewing
11:30 am–12:30 pm Concurrent Sessions D
12:30–1:45 pm Lunch (Location: Marquis Culinary Centre, Marquis Hall, University of Saskatchewan)
1:45–2:45 pm Concurrent Sessions E
2:45–3:30 pm Nutrition and Networking
3:30–4:30 pm Concurrent Sessions F
6:00 pm–late Evidence Based Hootenanny (Location: The Barn Playhouse, rural Saskatchewan)

Thursday, July 18 Conference Day 3
Unless otherwise indicated, all events will be held in the Geology Building, University of Saskatchewan

8:00 am–3:15 pm Registration
9:30–9:45 am Day 3 Opening Remarks
9:45–11:00 am Lightning Strikes!!!
11:00–11:30 am Nutrition and Networking
11:30 am–12:30 pm Concurrent Sessions G
12:30–1:45 pm Lunch (Location: Marquis Culinary Centre, Marquis Hall, University of Saskatchewan)
1:45–2:45 pm Closing Keynote: Dan Gardner
2:45-3:15pm Awards and Conference Close
Welcome to the University of Saskatchewan! As one of Canada’s premiere medical-doctoral research-intensive universities, we are pleased to welcome delegates to the 7th International Evidence Based Library and Information Practice conference. The University of Saskatchewan is committed to knowledge creation and building upon a strong and vital culture of research-intensiveness. As faculty members at the U of S, our librarians contribute to this culture with their research programs and practice. Evidence based library and information practice is a way that librarians can both inform their decision making and focus their research. Over the next few days I hope you have a chance to explore our beautiful campus and share ideas with one another. Please accept my best wishes for an enjoyable and productive conference.

Ilene Busch-Vishniac
President, University of Saskatchewan

Dear Colleagues,

It is my great pleasure to welcome you to the 7th International Evidence Based Library and Information Practice Conference on behalf of the University Library at the University of Saskatchewan.

I strongly believe that this conference will provide an opportunity to advance the work we do with and in support of learners, teachers, researchers, scholars and practitioners. This is a wonderful opportunity for conference delegates from around the world to gather together in one location to network and exchange knowledge and ideas.

I hope you take the opportunity to acquaint yourself with the beauty of Saskatoon, Saskatchewan, and take time to explore the University of Saskatchewan campus.

Sincerely,

Dr. Vicki Williamson, Dean
University Library
University of Saskatchewan
On behalf the EBLIP7 Local Organizing Committee, I would like to welcome you to the 7th International Evidence Based Library and Information Practice Conference. Held biennially, the EBLIP conference series has been occurring for 13 years. We at the University Library, University of Saskatchewan, are pleased and proud to be next on the list of conference locations after Sheffield, Edmonton, Brisbane, North Carolina, Stockholm, and Manchester.

Our scholarly program is rich and varied, with two keynote speakers – Dr. Denise Koufogiannakis and Canadian author and journalist Dan Gardner; two plenary events – Poster Madness and Lightning Strikes; and 20 concurrent sessions. In addition, we have built in time for plenty of networking, conversation, and socializing. The opening reception will see you hobnobbing with the dinosaurs and the Evidence Based Hootenanny will be a fun and relaxing conference banquet on a Saskatchewan farm.

Enjoy the hospitality of Saskatoon and of Saskatchewan. We’re glad you are here!

Virginia Wilson, EBLIP7 Conference Chair

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**EBLIP7 2013 Local Organizing Committee**

- **Virginia Wilson**, U of S, Chair
- **Lyn Currie**, U of S, Programming Co-Chair
- **Rachel Sarjeant-Jenkins**, U of S, Programming Co-Chair
- **Carolyn Doi**, U of S, Volunteer Coordinator
- **Jen Murray**, U of S, Volunteers
- **Angie Gerrard**, U of S, Communications Coordinator
- **Tony Murphy**, Regina Public Library, Communications
- **Beth Cote**, Saskatoon Public Library, Communications
- **Karim Tharani**, U of S, Technology Coordinator
- **Christine Neilson**, Hospitality
WiFi:

While on the University of Saskatchewan campus, you are welcome to use the wireless Internet network. Choose the “uofs-guest” network and log on with:

Username: eblip7guest
Password: welcome2usask

Tweet the conference!

Twitter hashtag #EBLIP7

On Behalf of Our Speakers:

READ Saskatoon

It’s more than words.

In lieu of gifts for our speakers, EBLIP7 is making a donation to READ Saskatoon.

READ Saskatoon is a volunteer literacy organization that provides services to adults, families, workplaces and community. Last year we worked with over 2,000 members of our community: 870 adult learners received free literacy support from a program or trained literacy volunteer, 400 children and 300 parents participated in a Family Literacy program, and we supported the workplace literacy needs of over 12 businesses. For every $1 invested in our agency, we turn it into $8 volunteer labour.

EBLIP7 is supported by the Social Sciences and Humanities Research Council.
Workshop A 9:00 am-12:00 pm
Rm 102

**EBLIP for all: Using an evidence based approach in your library**

The purpose of this workshop is to introduce the process of evidence based library and information practice to all LIS practitioners and to demonstrate tools and strategies for applying evidence in practice. The workshop will look beyond the formal evidence based practice (EBP) model and place LIS evidence within the context of real-world decision making. Participants will learn strategies to incorporate different types of evidence into their everyday decision making, and will have opportunities to work through their own practice questions in order to determine an approach that they can take back to their workplace.

**Instructors:**
Denise Koufogiannakis, Collections and Acquisitions Coordinator, University of Alberta, Canada
Lorie Kloda, Assessment Librarian, McGill University, Canada
Alison Brettle, Senior Lecturer/Information Specialist, University of Salford, UK

Workshop B 8:30 am-12:00 pm
Collaborative Learning Lab

**Using evidence for assessment and evaluation: North American Perspectives from ARL and CARL**

The Association of Research Libraries (ARL) and the Canadian Association of Research Libraries (CARL) have worked over the years to strengthen the ways libraries are describing and evaluating their services and operations. ARL and CARL have worked closely in a number of key areas including LibQUAL+, Library Assessment training activities, and good old regular annual statistics. This workshop will focus on describing a number of key efforts such as the annual ARL and CARL Statistics and LibQUAL+ and work with attendees to gain a deeper understanding of how these tools are used to justify budgets, evaluate service delivery and help libraries rethink the investments they are making to align them strategically with rapidly transforming user needs. The workshop presenters have extensive knowledge of both the annual statistical efforts and the LibQUAL+ protocol; LibQUAL+ Canada just completed the third national level implementation in 2012. Institutions engaged in these efforts are invited to attend the workshop and bring their experience with these datasets for an engaging discussion and demonstration of how to more effectively engage libraries in demonstrating the value they deliver to their users. All attendees interested in assessment are welcome to join and engage.

**Learning outcomes:**
1. Increase your familiarity with ways to use annual statistics to make a case for your institution's budget
2. Understand customer service ratings by using the LibQUAL+ survey
3. Identify actions your library can take using annual statistics and LibQUAL+ data
Instructors:
Linda Bedwell is the LibQual+ Canada 2013 Coordinator. She is a User-Experience & Assessment Librarian at Dalhousie University as well as a Reference & Instruction Librarian. She has conducted student studies to discover needs and behaviors related to library services, space, and resources.

Martha Kyrillidou is the Senior Director for Statistics and Service Quality Programs, Association of Research Libraries. Her dissertation (deposit December 2009) documenting the development of LibQUAL+ Lite is the most heavily downloaded dissertation at the University of Illinois Urbana-Champaign institutional repository.

Katherine McColgan is the Program and Administrative Officer for the Canadian Association of Research Libraries (CARL). Katherine has been the coordinator of the Statistics Survey of Canadian University Libraries for almost 15 years, and the CARL liaison in support of the LibQual+ Canada consortia and its Coordinator since its inception in 2006.

Workshop C 1:30-4:30 pm
Rm 102

Getting started in research and evaluation

Have you ever thought about doing a research project or evaluating a new service, but…

- are not sure how to go about it?
- don’t know which methods to use?
- can’t see how it is relevant to your practice?

This half day workshop is designed to help practitioners get started in research or evaluation. Participants are encouraged to consider the similarities and differences between research and evaluation, the challenges, and the practical considerations that need to be addressed. They will be encouraged to consider the valuable contribution research projects can have even if they are small in scale. They will also be introduced to quantitative and qualitative approaches, find out when to use each and what may be feasible where. The session will provide a user friendly overview of the research and evaluation process to help participants to think about and plan potential projects, as well as provide opportunities to ask specific questions and gain feedback about their own research ideas.

Instructor: Alison Brettle is a senior lecturer, information specialist, and PGR co-ordinator at the School of Nursing, Midwifery and Social Work, University of Salford, UK. She is also the editor-in-chief of the open access journal, Evidence Based Library and Information Practice.
Workshop D 1:30-4:30 pm
Collaborative Learning Lab

Usability testing: Using evidence to improve library web sites

A critical question for libraries is how to move from an opinion-based web design process to one that is driven by evidence-based practice. Conducting and carrying out usability studies is something any library can do, large or small. The aim of this workshop is to learn how to conduct a usability study, analyze the results, and use the evidence to create a better web site.

Participants in the workshop will:
• Explore usability task based testing
• Learn how to design a study
• Practice writing effective tasks
• Participate in a task based testing session

Join Darlene Fichter and Genevieve Braganza in a ½ day interactive workshop where you will learn the basic skills to develop and deliver a usability study.

Genevieve Braganza, Assessment Analyst, and library usability expert Darlene Fichter teamed up to carry out library usability studies at the University of Saskatchewan. Darlene is a frequent conference speaker about usability and emerging technologies. Genevieve has a Masters of Public Health specializing in Biostatistics and is the University of Saskatchewan Library’s Assessment Analyst.

Genevieve Braganza, Assessment Analyst, University of Saskatchewan Library
Darlene Fichter, GovInfo Librarian, University of Saskatchewan Library
Denise Koufogiannakis

Dr. Neils Ole Pors
In Memoriam

The evidence based library and information practice (eblip) community is saddened by the sudden loss of Dr. Neils Ole Pors in March 2013. Dr. Pors was a Professor at The Royal School of Library and Information Science in Denmark. He previously had been Dean at the School with responsibilities for both research and education. Dr. Pors published more than 250 papers and articles in academic and professional journals. He was a member of several editorial boards of academic journals and sat on the International Program Committee for EBLIP7. Dr. Pors was active in the eblip community, attending and participating in the past few conferences. He had planned to attend and present at EBLIP7. Dr. Pors will be missed.
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<td>• A study on the role of information professionals in promoting evidence based medical services in Saudi healthcare institutions: Analysis and recommendations</td>
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<td>• Investigating the scholarly communications needs of faculty at the University of Saskatchewan: Is there a role for the University Library?</td>
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<td>• No time to scale back: Gleaning best practices for librarian involvement in scholarly communication in Canadian research libraries</td>
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<td>5:00</td>
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Dr. Denise Koufogiannakis
10:00-11:00 am
Biology 106

Opening Keynote Address: What we talk about when we talk about evidence

The word “evidence” means different things to different people. At this conference that focuses on evidence based practice, do we have a common understanding of what evidence means to librarians and information professionals? Let’s begin the discussion!

Dr. Koufogiannakis will address three main areas pertaining to evidence, drawing upon her recent doctoral research:

1) The meaning of evidence in library and information studies;
2) Factors that interrupt the EBLIP paradigm as it has been presented in the literature to date; and
3) How librarians actually use evidence to make decisions.

Based on new research that examines the core of the EBLIP model, Denise will shed light on how the evidence based practice movement, originating in medicine, differs within librarianship. She will outline practical ways that librarians can improve their practice based on this new knowledge.

Dr. Denise Koufogiannakis is the Collections and Acquisitions Coordinator at the University of Alberta Libraries. As well, she is a researcher, editor, speaker, and mentor.

Denise has embraced evidence based library and information practice (EBLIP) since the very early days of its inception. Publishing and speaking on EBLIP since 2001 and contributing to the LIS evidence base through papers and book chapters, Denise is a key driver in the international EBLIP movement. She also co-hosted the 2nd international conference when it was last held in Canada 10 years ago. She has received numerous awards including the Canadian Library Association’s Robert H Blackburn Distinguished Paper Award not once but twice, the Council of Prairie and Pacific University Libraries (COPPUL) 2009 Outstanding Contribution Award, and in 2007 was named a Library Journal “Mover and Shaker” for her contribution to the evidence based librarianship movement.

Denise co-founded the open access journal Evidence Based Library and Information Practice and has held several editorial positions since the journal’s inception in 2006, including Editor-in-Chief. But she is most proud of creating the journal’s evidence summaries, which provide a brief synopsis and critical appraisal of recent research articles for practitioners. Denise has contributed to several national organizations including the Canadian Library Association, COPPUL, and the Canadian Research Knowledge Network.

Ever curious and wanting to learn more, Denise has just completed her PhD at Aberystwyth University in Wales. She is passionate about research, open access to information, and the betterment of the community through library services.
Embedded librarianship: Reflections as a problem-based learning tutor in a distributed medical undergraduate program

Diana Ng, University of British Columbia, Canada

Objective: The purpose of this paper is to investigate how librarians’ roles are evolving in the area of embedded librarianship. This case study will provide reflections of a librarian as a problem-based learning (PBL) tutor in a distributed medical undergraduate program.

Methods: This study will explore the roles of embedded librarians with a review of the literature. The PBL tutorial process will be examined from a librarian’s perspective through a qualitative self-assessment consisting of participant and direct observations.

Results: Librarians’ traditional roles are shifting due to improved access to electronic resources, distance learning, budgetary needs, and changes in the landscape of scholarly disciplines warranting new initiatives in embedded librarianship. The integration of the librarian as a problem-based learning tutor in a medical curriculum was found to have several key benefits including a greater understanding of the PBL process; strengthening relationships with faculty, students and staff; and directly supporting curriculum learning objectives.

Conclusions: This case study provides further insight into the evolving roles of librarians and supports the value of embedded librarianship and its emerging future outlook.

The Canadian research-embedded health librarian experience

Liz Dennett, University of Alberta, Canada
Soleil Surette, Edmonton Public Library, Canada
Devon Greyson, University of British Columbia, Canada
Trish Chatterley, University of Alberta, Canada

Objective: Research-Embedded Health Librarians (REHLs) provide tailored, intensive information services to health research teams within which they are integrated. Previous work sought to quantify these positions and compare the demographics and workplaces of REHLs to other health librarians. This presentation will present the results of Part II of the REHL study, a mixed-methods exploration of the experiences of Canadian REHLs.

Methods: REHL experiences were documented through a combination of: a) quantitative online survey, and b) qualitative data from four (online or face-to-face) focus group sessions. A team of current and former REHLs conducted descriptive statistical and qualitative analysis in order to identify and interrogate themes related to REHL identity, contributions, and challenges.

Results: REHLs may identify more strongly as researchers than as librarians, with professional needs and rewards more typical of a researcher than a traditional librarian. REHLs value “belonging” to the research team, involvement in projects from conception through publication, and developing in-depth relationships with non-librarian colleagues. Yet, despite widely expressed job satisfaction, some REHLs struggle with a relative lack of job security in...
a grant-funded environment, few appropriate professional development opportunities, and little LIS community and support.

**Conclusions:** REHLs share certain attributes of other embedded librarians; however, REHLs emerge as distinct from both clinical informationists and academic liaison librarians. If REHL jobs are (as perceived by focus group participants) a growing trend, MLIS programs, professional associations, and academic libraries will need to respond to the needs of this population or risk fully losing them to the health research field.

A2-Geology 265

**A unique evidence-based practice (EBP) course in a medical school**

Jonathan Eldredge, University of New Mexico, United States
Toby Palley, University of New Mexico, United States

**Objective:** To evaluate a unique three year-long Evidence-Based Practice (EBP) course required since 2010 for all medical students. This credit course, co-directed by a librarian and a physician, emphasizes question formulation, searching, and critical appraisal. The librarian leads the course during the first year of medical school and serves as the instructor of record.

**Method:** Prospective longitudinal evaluation. The medical school’s assessment unit independently tracks anonymous student feedback for all segments of the course. Student grades on tests and exams maintained by the two instructors gauge student mastery of skills such as EBP searching for needed evidence. The instructors employ active learning teaching techniques and student peer assessment to reinforce EBP knowledge and skills. Medical students are tested on their EBP search skills at one week, one month, two months and then sixteen months after their intensive training during the fourth month of medical school. These exams measure student retention of EBP searching skills.

**Results:** Results forthcoming, but preliminary data suggest that this course has consistently received above-average student evaluations.

**Conclusion:** We will report our findings at EBLIP7.

**Evidence based practice for research instruction: Three pedagogical approaches**

Ma Lei Hsieh, Rider University, United States
Patricia Dawson, Rider University, United States
Melissa Hofmann, Rider University, United States
Megan Titus, Rider University, United States
Michael Carlin, Rider University, United States

**Objective:** In spring 2012, librarians at the Moore Library of Rider University collaborated more intensely with teaching faculty in the required research writing classes to engage students more effectively, using three different strategies of teaching to improve information literacy (IL) skills. The goal was to discover if students in these experimental groups outperformed their peers in a control group in IL learning, in order to gauge which teaching strategies are most effective in delivering IL.
**Methods:** The authors used three experimental groups, each employing a different teaching method. In the Preview group, faculty assigned students to preview the Research Guides prepared for these classes and gave students a graded quiz before or shortly after receiving the library instruction. In the Active-learning group, the librarian and faculty engaged students with an active learning component consisting of a worksheet during the first session, and a one minute paper collected at the end of the second session. The Multi-sessions group received two instruction sessions on different assignments from two librarians co-teaching the sessions. Multiple follow-up sessions followed each instruction session to allow ample time for students to practice searching and to ask questions. The Control group received a traditional research instruction with lecture and demonstration followed by hands-on practice.

Different pretests and posttests were developed for measuring student learning outcomes on the first two IL objectives following the ACRL Information Literacy Standards. Objective one addresses identifying sources and Objective two regards search skills. Each test contained 10 multiple choice questions with multi-correct answers. All students took the pretest prior to instruction and those classes returning for a follow-up session took the parallel posttest. While the composition classes were targeted, the sampling of students was random. Only the matching records of participants taking both tests were used. There were two correct answers for each question and both were required to be counted for credit. Qualitative reflection by students on their learning, teaching faculty’s observation, a class worksheet and a one minute paper created additional perspectives of learning outcomes to the pre/posttest findings.

**Results:** The Preview group scored the highest among all groups in both the pre- and posttests but the differences were not significant statistically. No statistical differences were found among the groups and neither were differences found between the pretest and posttest in each group. The authors will discuss the specific IL concepts students did and did not learn from the analysis. For example, participants performed significantly better at identifying sources (first objective) than they were at searching effectively (second objective) in the pretest, but the posttest showed the opposite results. The results are informative for future instruction, as they reveal what students can learn in one session and how to help them learn better in the areas they need strengthened. The discussion will also include the two-correct answer questions and the different results yielded from the previous tests.

**Conclusions:** Even with faculty engaging students in learning IL, students’ gains from one or two IL sessions are still limited. More intense collaboration between librarians and teaching faculty and other teaching strategies need to be explored to continue pursuing the best practices of effective teaching of information literacy to college students.
Can an EBLIP conceptual lens illuminate some of copyright’s complex conundrums?

Rumi Graham, University of Lethbridge, Canada

Objective: The evidence-based library and information practice (EBLIP) literature thus far has focused primarily on cultivating EBLIP in the everyday practice of librarians within mainstream areas of librarianship, and it has emphasized the importance of seeking relevant evidence in the formal research literature or, more recently, professional practice. But is the EBLIP concept equally likely to be perceived as applicable to practitioners working in areas that may not fall neatly into a mainstream area, or to situations in which relevant research literature and practice-based evidence are scarce? This paper explores these questions by reflecting on the potential capacity of the EBLIP concept to help crack some of copyright’s toughest conundrums under circumstances that are often uncertain, in flux, data poor, and require coordination of effort across practice fields that may not be limited to library and information science.

Methods: This practitioner reflection paper considers whether an EBLIP conceptual lens could serve as a practical tool to illuminate and guide decision making under circumstances involving scant evidence and perceived risk within arenas not located entirely confined to the common domains of librarianship. It reflects on a challenging copyright issue recently faced by Canadian postsecondary institutions and one institution’s approach to handling it, and contemplates, after-the-fact, whether viewing the issue through an EBLIP lens could be useful to practitioners facing the need to deal with similarly challenging and complex matters.

Results: Copyright is an unruly, contentious, complex bundle of issues not easily categorized as belonging to a single mainstream area within librarianship. Laws, trade agreements, and court cases around the world are being created, revised, or decided to address various perceived imbalances and issues pertaining to new technological means of producing, publishing and performing copyright-protected works. Copyright is nevertheless an important daily concern for library practitioners and the communities they serve, and seems likely to remain in flux for some time in local and global spheres. This paper proposes that copyright is an area of library and information practice that may benefit from a consciously applied EBLIP lens if the lens itself can be modified somewhat to include more robustly and explicitly the whole expanse of the field, including its murkier corners and outer margins.

Conclusions: Has the EBLIP concept matured to a point where it can be fruitfully reframed as being open-endedly inclusive of all areas in which information professionals may practice? Should the EBLIP concept be further refined in order to strengthen its capacity to offer practical guidance to practitioners facing critical situations in which needed evidence is not findable in the research literature or professional practice? If the answer to these questions is affirmative, developing consensus on effective ways to articulate the reframing and refinement can usefully advance the ongoing work of determining and disseminating EBLIP’s scope, substance, and significance for a wider audience beyond current adherents.
**Putting a sacred cow out to pasture: Assessing the effect of removing fines and reducing barriers at an academic library**

Kathleen Reed, Vancouver Island University, Canada  
Jean Blackburn, Vancouver Island University, Canada  
Daniel Sifton, Vancouver Island University, Canada

**Objective:** At the beginning of the 2012-13 academic year, Vancouver Island University Library eliminated most fines, forgave all past overdue fines, eliminated in-library use restrictions, and increased loan periods. These changes were driven by a desire to reduce barriers to accessing library materials and remove most financially punitive loan policies, coupled with a continued downward trend in the circulation of our physical circulation and revenue. This study explores the perceived and actual effects of reducing barriers at VIU Library.

**Methods:** Both qualitative and quantitative methods were used to measure the effect of policy changes. Statistical analysis of ILS data was used to explore physical circulation and overdue fine patterns. Qualitative feedback was collected via emails sent in reaction to a campus-wide policy change update, and via LibQUAL+ 2012 comments. Interviews with service desk staff illuminated the perceived impact of policy changes.

**Results:** Students, library staff, and faculty were overwhelmingly positive about the changes. Staff are no longer put in an awkward enforcement role, which has fundamentally altered their interactions with library users. Many library employees believe that these policy changes have had a significant effect on borrowing trends, but statistics do not bear this feeling out. There has been little change in borrowing and overdue trends. At first, there was some initial faculty and staff worry that this policy change might make it difficult to access particular materials that other users had checked out in a timely fashion. This situation has not materialized.

**Conclusion:** In an era of declining physical circulation and users that increasingly expect free information, it no longer makes sense for VIU Library to have restrictive borrowing policies in place. By removing most fines and instituting more liberal loan policies, the library exchanged a small and ever-diminishing revenue stream for significant goodwill among our user base.

**Session B 1:45-2:45 pm**  
B1-Geology 155

**An assessment of faculty and students’ perceptions of citation management software needs**

Nicole Dalmer, University of Alberta, Canada  
Dale Storie, University of Alberta, Canada

**Objectives:** With an increasing number of bibliographic management programs from which academic library patrons can choose, the objectives of this study were as follows: to determine how broadly certain citation management software programs are used by University of Alberta Libraries patrons, to gain familiarity with user perceptions of various citation management software programs’ features and ease of use, and to examine the degree to which citation management software programs support and/or contribute to faculty, researchers and students’ workflow in academic and research environments.
**Methods:** The main method of data collection is an online survey open to all staff, faculty, researchers and students (undergraduate and graduate) at the University of Alberta. The survey will be posted to the front page of the library's website, and will additionally be distributed to faculties and departments throughout the University of Alberta campus via liaison librarians. Investigators will also solicit feedback from liaison librarians and in particular, those librarians with a noted knowledge base in bibliographic management software.

**Results:** As the online survey is still underway, results are forthcoming and will be fully reported. Stemming from the survey results, this paper will discuss respondents' perceptions of various citation management software programs’ valuable features and their perceived ease of use. Furthermore, the authors will discuss implications of the survey findings, including how results from the survey will serve to guide the development of future services and support directed towards citation management programs at the University of Alberta Libraries.

**Conclusion:** As the number of bibliographic management programs continue to increase, in order to offer effective and dedicated support and services pertaining to citation management software, librarians need a clear understanding of these programs’ features that patrons find to be easy to use and useful. Conclusions, stemming directly from the results, are forthcoming and will also include recommendations for areas of further research and discovery.

**Impact, influence, and importance: Using citation analysis data to implement best practices for scholarly publication**

Thane Chambers, University of Alberta, Canada
Lori Walter, University of Alberta, Canada

**Objective:** The number of times an article is cited plays an important role for health researchers. This information is used in hiring decisions, promotion and tenure, and in decision making around research grants. The Faculty of Nursing at the University of Alberta has become increasingly interested in using citation data as a point of comparison between its faculty and other Canadian nursing faculties. The aim of this paper is to explore how research metrics can be used to guide publishing behaviour and decision making in the discipline of nursing. The study involves a citation analysis of Canadian nursing publications and the dissemination of guidelines based upon the evidence from this citation analysis. It is hoped that these guidelines will influence decision making around publications for nursing researchers and faculty members at the University of Alberta.

**Methods:** Citation data for articles authored by faculty members from 6 research intensive Canadian universities between 2007 and 2011 were retrieved from the Web of Science Database (Science Citation Index and Social Sciences Citation Index). A citation analysis will be performed to determine if there is a relationship between the number of times an article is cited and the following variables: number of authors of a publication, impact factor of the journal the article appears in, collaboration between institutions and fields of study, subject area, grant funding, and methodological design. This data will provide our faculty with evidence of factors that can lead to higher citation rates in the nursing discipline. In collaboration with the Associate Dean of Research at the Faculty of Nursing at the University of Alberta, publication guidelines will be developed to guide researchers on how to optimize the
placement of their research. A survey will be conducted to ascertain if and how researchers and faculty members were able to make use of these guidelines.

**Results:** Preliminary statistical analysis indicates that review studies and clinical trials are cited more frequently than other methodologies. However, unlike other health disciplines, studies concerning human resources, leadership, and organizational culture also receive high citation rates. The citation analysis is still underway and we will report full findings at the conference. We will also discuss the impact and uptake of this evidence by faculty members which will be captured in the survey. In particular, we will discuss resistance and discussion that these findings create.

**Conclusions:** Citation analysis is a research methodology that is highly relevant to scholars as it measures their influence and impact. Librarians can play an important role in assisting researchers to make best decisions around where and how they choose to publish. This is particularly true when researchers want their research to be influential. This paper reports on factors that can both lead to scholarly influence and enable librarians to work with faculty members and administrative staff to implement a program of publication influence.

**B2-Geology 265**

**A study on the role of information professionals in promoting evidence based medical services in Saudi healthcare institutions:**

**Analysis and recommendations**

Sulaiman Alreyaee, Al Jouf University, Saudi Arabia

Aquil Ahmed, King Saud University, Saudi Arabia

**Objective:** Though Evidence-based Medical Practice has evolved over the years as a promising tool for the improvement of healthcare services in the Kingdom of Saudi Arabia, the move towards EBMP has created a unique opportunity for information professionals to make a direct contribution to the decision making process of healthcare professionals by demonstrating their information and knowledge management skills. A medical librarian helps healthcare professionals to identify a problem, determine where to find the best answer to that problem, use effective literature search to find the evidence, critically appraise the evidence for its validity and reliability and apply it to their practice and if necessary review and redefine the problem. The present study intends to assess the awareness, attitude and practice of evidence-based library and information practice among information professionals working in Saudi medical libraries and also tries to find out the perceived barriers for the implementation of EBLIP. The study seeks to answer the following questions: a. Are health libraries in Saudi Arabia equipped with subject specialists and trained librarians? b. Do they have adequate information infrastructure for the adoption of new ICTs in order to facilitate evidence based services? c. What are the perceptions of Saudi health librarians towards the use of evidence based approach? d. Do they apply evidence based approach in their routine library practice? e. Do they have adequate training and resources to provide special services such as EBLIP? f. What are the barriers they face in offering EBLIP? The study also outlines a practical information model for creating and offering evidence based librarianship in Saudi Arabia.
Methods: This study adopted a survey method to find out the perceptions and practice of information professionals working in Saudi healthcare institutions towards evidence based librarianship.

Results: The findings show that health librarians, the majority of whom are of non-Saudi Arabian nationality, are aware of EBLIP and practice the evidence based approach to meet the information needs of the health professionals. However, there are a very few number of librarians who are subject experts and also they lack training, resources and organizational support to provide specific information services such as EBLIP. Surprisingly, the data collected show a few heads of libraries that even do not have LIS degrees.

Conclusions: Due to the need of medical professionals for high quality, authoritative, relevant, accurate and timely information, library professionals working in healthcare institutions need to ensure that systems are designed that can track and provide access to need based research evidence to support Evidence-based Librarianship. Also on a personal level, they need to acquire new skills and develop clinical knowledge to perform effective literature search from the universe of knowledge and then analyzing, appraising, applying and evaluating the information as the basis for clinical decisions. The paper suggests adopting standards with regard to personnel to be employed as medical librarians and also redefining and restructuring courses for medical librarianship with the aim of providing librarians training in clinical study designs, statistical concepts and critical appraisal of the literature.

The value of library and information services in patient care: Results in a multivariate analysis

Joanne Gard Marshall, University of North Carolina Chapel Hill, United States
Jennifer Craft Morgan, Georgia State University, United States
Cheryl A. Thompson, University of Illinois, United States
Amber Wells, University of North Carolina Chapel Hill, United States

Objective: To understand the value of library and information services in patient care and to explore the perceived value and impact of the use of information resources by health professionals on key decision-making processes and outcome measures.

Methods: A critical incident survey of physicians, residents and nurses at 56 library sites serving 118 hospitals in the US and Canada was conducted to determine the value of library and information services in patient care. The health professionals were asked to respond to a web-based survey based on a clinical situation in which they had looked for information related to patient care beyond what was available in the medical record, radiology reports or lab test results. Interviews of a stratified random sample of 24 health professionals further explored clinical information seeking behavior and the roles of the library and librarian in health care settings. A multivariate analysis using ordinary least squares (OLS) regression was employed to assess the perceived value and impact of the use of information resources by health professionals on decision-making processes and outcome measures such as changes made to patient care and the avoidance of adverse events.

Results: Of the 16,122 survey respondents, 75% said that they had definitely or probably handled some aspect of the patient care situation differently as a result of the information obtained from their information search. The majority of searches were conducted by the
health professionals themselves using electronic information resources. Among the changes reported were: advice given to the patient (48%); choice of drugs (33%); diagnosis (25%); and choice of tests (23%). Adverse events avoided included: patient misunderstanding of the disease (23%); additional tests (19%); misdiagnosis (13%); adverse drug reactions (13%); medical errors (12%); and patient mortality (6%). The multivariate analysis also explored the value of the librarian and the physical library. The multivariate analysis showed that health professionals who asked the librarian for assistance, conducted the search in the physical library or used the library website were more likely to: 1) handle the clinical situation differently; 2) make more changes in patient care; and 3) avoid more adverse events. The follow up interviews confirmed many of the survey results and found that librarians are playing diverse roles in health care settings related to developing and managing information systems as well as providing expert searches, user instruction and support for quality assurance and patient care standards.

Conclusions: The study demonstrated that a large scale, multi-site study of the value and impact of library and information resources in patient care is feasible. The results showed that the information obtained by using library and information services was perceived as valuable by health professionals and that the information obtained had a positive impact on patient care and the avoidance of adverse events.

B3-Biology 125 ____________________________________________________________________________

Virtual reference: Where has it been and where is it going?
A systematic review of the literature, 2000-2012

Lorna Rourke, St. Jerome’s University, Canada
Pascal Lupien, University of Guelph, Canada

Objective: Virtual Reference (VR) has been offered in libraries for over twelve years. Researchers have examined what sorts of questions are being asked in virtual reference by analyzing transcripts, which provide a written record of reference interactions with users. As such, they help us to develop a better understanding of our patrons’ needs and enable us to enhance library services.

In 2008, the researchers undertook a systematic review of the published research on patrons’ use of VR. The findings on this topic were presented at EBLIP5 in Stockholm. This research is being updated to include articles published to he end of 2012. The objectives of this systematic review are to understand how students are using virtual reference, to determine if the findings in the literature are consistent across institutions, and to investigate how this use has changed over twelve years.

Methods: The review will identify, appraise, and synthesize research relevant to these three questions. The researchers began by identifying journal indexes relevant to library and information science. They then conducted subject searches in order to identify all literature written on the topic. Most of this literature involved the analysis of VR transcripts in order to determine the types of questions students are asking. Of approximately 3000 article abstracts
that were reviewed, 70 of the most relevant articles have been identified and are being analyzed in depth for inclusion in this systematic review.

The researchers established categories for classifying research questions based on Joanne Sears’ 2001 adaptation of W. A. Katz’s 1997 schema. Once the categories of questions were coded and matched, the researchers were able to compare and analyse the literature.

**Results:** Preliminary results suggest a wide range of uses of virtual reference across academic institutions with some core consistencies. Preliminary analysis also suggests that the use of VR has changed dramatically over twelve years.

**Conclusions:** Reviewing students’ use of VR over a long period demonstrates their information needs, how these needs appear to have changed over twelve years, how students use their libraries’ VR services, and how this use has evolved. Such information can help libraries determine how best to move forward with VR and other services, especially in light of the rapid changes in libraries and in the provision of reference services. Questions of how libraries market VR and other services, what policies they apply to VR services, and what other services they offer may also affect how students use VR; these are areas for additional study. Our future research will also focus on how the use of text message reference and services such as Skype impact students’ use of library reference.

**Dissemination of systematic reviews: Challenges and balances**

Niels Ole Pors, Royal School of Library and Information Science, Denmark
Carl Gustav Johannsen, Royal School of Library and Information Science, Denmark

**Objective:** Communicating the results of systematic reviews and other types of research-based evidence involves challenging issues. The basic questions concerning the transfer of knowledge are important: What message? To whom? By whom? How? And with what effect? Here, the main target groups are often identified as practicing professionals, policy-makers and politicians. Petticrew & Roberts (2006) warns about “sexing up” systematic reviews to make them more visible and to increase the effectiveness of communication because systematic reviews are often nuanced and need careful interpretation. Another communicative challenge concerns the nature of research based evidence which rather than major findings reveals small incremental additions to existing knowledge. Furthermore, Pawson (2006) emphasizes that rather than saying that everyone should stop doing A and start doing B, reviews should focus on different types of advice such as “remember”, “beware of”, or “try to make sure that K, L and M are also considered”.

Therefore, disseminating research-based knowledge includes a number of complex issues involving consideration about media and communication and about content and messages. Based on empirical data from other sectors this paper will discuss communicative strategies applied by producers of systematic reviews and others to disseminate the results to target groups focusing on how challenges have been addressed. The paper will focus on factors that could explain why certain topics and reviews receive more public attention than others. The research questions include: 1) What characterizes the nature of dissemination of review
results, 2) To what extent has the dissemination been successful in terms of e.g., publicity and impact? 3) To what extent could experiences from other sectors be transferred to library and information sector contexts? And, finally, 4) To what extent - and how - is a balance between the particular nature of research-based reviews and communicative needs achieved?

**Methods:** The paper is based on qualitative studies of reviews produced within the last five years and the public debate in Denmark based on reports and reviews from the last two years. The empirical data is a result of a Danish research project aiming at the production of a textbook on the production of evidence for students within the social sector, teachers and library students.

**Results:** The results will reveal details about different approaches to communicating and will further discuss the quality in terms of communicative effectiveness and in terms of balanced presentations.

**Conclusions:** As to research question 1, the survey reveals a complex picture as to varying dissemination practices in the social and in the educational sector. In both cases, however, it seems the researchers are the principal responsible for transferring and facilitating the knowledge. As to question 2, it is not obvious that the cases where public discussions have taken place about report and reviews are caused by or related to elaborate communication strategies. As to question 3, it seems to be obvious that experiences from the social and educational sector are also relevant in library contexts. As to the 4th question, it seems that Pawson's strategic advices yet do not seem to have had any particular impact.

**Session C 3:30-4:30 pm**

**C1-Geology 155**

**A library environment for everyone: Universal design and libraries**

Andrea Miller-Nesbitt, McGill University, Canada  
Tanja Beck, McGill University, Canada

**Objective:** To assess the physical and service accessibility of McGill’s library branches and identify concrete ways, based on the principles of Universal Design, to improve accessibility for students registered with the Office for Students with Disabilities (OSD).

**Method:** McGill University is a large public research university located in Montreal, Quebec. The McGill Library, in collaboration with the OSD, assessed the accessibility of library branches focusing on physical spaces, resources and services. McGill’s Student Society’s Sustainability Fund funded the project. A student intern conducted an assessment of 11 library branches based on a checklist of 10 criteria ranging from physical accessibility and study environment to workshop accessibility. A 10 question online survey was designed based on the results of the initial assessment. The survey included both open and closed questions, as well as a comments section where students could provide additional information. Students registered with the OSD for a minimum of one year were invited by e-mail to complete the survey in October 2012.
Concurrent Sessions: Tuesday, July 16

Results: Although the response rate of 11% was lower than expected, the distribution of respondents by level of study and faculty was representative of the OSD clientele. According to survey results, the most important criteria for choosing which branch to use are convenience of location and study environment. In terms of study environment, results show that students prefer libraries, which are quite and provide a lot of individual study space. When asked about their preference for the delivery of information literacy sessions, 61% of respondents indicated they would prefer online workshops (with no chat features) followed by drop-in workshops (53%) and webinars (32%). Survey results are consistent with other data collecting initiatives that have occurred in the McGill Library system.

Conclusions: Based on the survey results a list of recommendations, informed by the principles of Universal Design, will be created for the Libraries Space Planning Committee as well as the Information Literacy Working group. The implementation of these recommendations will result in improved accessibility for all Library users.

Noise management in libraries: An assessment of the evidence
Wendy Rodgers, Memorial University of Newfoundland, Canada

Objective: The purpose of this research was to examine the library literature on noise, quiet, and silence to determine effective methods of noise management and silence preservation being used in libraries.

Methods: An extensive bibliography was created by searching several databases, including those covering library literature, education, and sociology. The open web was also searched using Google Scholar, Google, and Bing. Basic keywords included libraries, silence, quiet, noise, and sound. Additional keywords (and related subject headings too numerous to list here) covered facets of the topic such as library space planning; study environments and learning; attitudes and behaviour of library users (including students, in the case of academic libraries); social interaction; cell phone use; discipline, enforcement, rules, and policies; aims and objectives of libraries; stereotypes of library staff; and aspects of psychological and physiological stress.

Results: Libraries have taken many approaches to noise management, including signage, earplugs, lighting, furniture and layout, zoning, cell phone bans, staff monitoring and enforcement, user self-regulation and enforcement, and written policies. Some studies measure noise quantitatively through decibel meters; others measure it qualitatively by surveying or interviewing users.

Conclusions: The most common approaches discussed in the literature are furniture and layout, zoning, cell phone bans, written policies, and enforcement. The most useful studies use both quantitative and qualitative methods, though the conclusion drawn from each method may differ in the same study. It is not always possible to draw useful conclusions from some of the studies that use quantitative methods. The studies that use qualitative methods provide some interesting and sometimes contradictory observations from library users and staff, particularly regarding policies and enforcement. The issue of noise management in libraries deserves a place within broader discussions about the mission of libraries in society and the professional image of library staff.
Investigating the scholarly communications needs of faculty at the University of Saskatchewan: Is there a role for the University Library?

Diane Dawson, University of Saskatchewan, Canada

The academic publishing landscape is rapidly evolving with the transition to online communications and the accelerating growth of the open access (OA) movement. In the last decade, many academic libraries have responded by developing services to support researchers in their scholarly communications activities in this new environment. At the present time, the University Library, University of Saskatchewan (U of S), offers no services of this kind for faculty.

Objective: This study seeks to understand the current publishing behaviours and attitudes of faculty, across all disciplines, at the U of S in response to the growing significance of OA publishing and archiving. The broad objective of this research is to discover what the current and emerging needs of U of S researchers are in order to determine if scholarly communications services are in demand here; and, if so, to provide an evidence-based foundation for the potential future development of such a program of services at the University Library.

Methods: All 1100+ faculty members at the U of S were sent individual email invitations to participate in a short online survey during the month of November 2012. The survey was composed of four parts: Current Research and Publishing Activities/Behaviours; Open Access Behaviours, Awareness, and Attitudes; Needs Assessment; and Demographics. Comments boxes were liberally included throughout the survey in an effort to supplement the quantitative data collected with additional qualitative evidence.

Results: The survey elicited 291 complete responses—a 22% response rate. Preliminary analysis of the results suggests that faculty already have a high level of awareness of the open access movement, and considerable support for it. However, there remains confusion regarding their rights as authors and a lack of familiarity with tools available to support them in their scholarly communications activities. Survey respondents also provided a substantial number of comments—perhaps an indication of their engagement with these issues and desire for a forum to discuss them.

Conclusions: It is hoped that the results of this study will provide evidence to inform the discussion, both locally at the U of S and within the broader profession, regarding how academic libraries can best support researchers in this rapidly evolving publishing landscape.

No time to scale back: Gleaning best practices for librarian involvement in scholarly communication in Canadian research libraries

K. Jane Burpee, University of Guelph, Canada
Leila Fernandez, York University, Canada
Objectives: An in-depth understanding of librarian involvement in promoting scholarly communication and the organizational structure in which they operate has not been fully investigated within Canadian research institutions. Funded by a Research in Librarianship grant from the Canadian Association of Research Libraries (CARL), the objective of this study was to investigate and analyze the roles that librarians play at their institutions in defining and shaping scholarly communication.

Methods: The researchers conducted semi-structured telephone interviews with 29 librarians from institutions belonging to the Canadian Association of Research Libraries. The transcripts were recorded and then analyzed using NVIVO qualitative analysis software.

Results: The results of the study reveal a rich scholarly communication landscape in Canadian research libraries. Participants in both practitioner and administrative roles provided a diversity of opinions touching a variety of aspects related to scholarly communication and its future development in Canada.

Findings underline the need for:

- A broad base of librarians and other professional staff who are committed to advocating and developing a new scholarly communication system at their institutions;
- Strategies for sharing, networking and collaborating by scholarly communication professionals across the country; and
- A sustainable approach to policy, advocacy, assessment and training development.

Indepth analysis of the results suggests that scholarly communication would benefit from:

- Knowledgeable librarians with experience and understanding of the full research cycle spectrum;
- Strong leadership to push forward the scholarly communication agenda at universities and federal research funding institutions; and
- Champions for change from across the academy on our campuses.

Conclusion: The study is significant because it provides recommendations for librarians looking to develop or enrich existing programs. Interviews provided participating librarians with an opportunity to discuss and reflect on their roles in the context of recent developments in scholarly communication and to provide input on how their libraries are committing to this area of librarianship.

Does the VIVO Harvester Populate Bibliographic References for an Institutional Instance of VIVO Effectively?

Jonathan Eldredge, University of New Mexico, United States
Philip Kroth, University of New Mexico, United States

Objective: To test the accuracy of the VIVO Harvester in populating an institutional VIVO instance. VIVO is an online directory that provides social networking opportunities for researchers who share similar or complementary research interests.
Concurrent Sessions: Tuesday, July 16

Methods: Comparison study. The investigators will populate an institutional instance of VIVO with 25 randomly-selected researchers stratified first by faculty rank (Professor, Associate Professor, or Assistant Professor) and then by primary faculty appointment in either a basic or clinical sciences department. The Harvester will then populate the VIVO instance with these faculty members’ peer reviewed publications from PubMed. The gold standard will be lists of faculty publications as assembled by faculty librarians who will search PubMed and then interview each faculty to insure the manual PubMed search is accurate. The gold standard will be compared to the lists produced by the VIVO Harvester to determine the sensitivity and specificity of the VIVO searches.

Results: Study in progress. We anticipate that the sensitivity and specificity of the VIVO Harvester to detect an accurate list of citations for the 25 researchers in PubMed will be 60-80%. Inaccuracies will likely be due to limitations in the PubMed database (e.g., no controlled vocabulary for author and institution affiliation, institutional affiliation information only recorded for the first author etc.) This information will be helpful in suggesting improvements to the developers of the VIVO Harvester and for the faculty librarians’ training programs at their own institution.

Conclusions: We will report our final results and analyses at EBLIP7.

From user usage to subject analysis: A case study of the Oncogene

Chung-Yen Yu, National Taiwan Normal University, Taiwan
Jiann-Cherng Shieh, National Taiwan Normal University, Taiwan

Objective: By analyzing user downloaded electronic medical resources, the purpose of this study is to explore subject distribution on Oncogene articles. In this study, we first disclose the procedures of URL analysis and retracing to acquire the information about what articles that library users downloaded. We thus can analyze the amount, time span and subject distribution of Oncogene related articles.

Methods: The method of case study was adopted. The theme analysis and time distribution of articles downloaded by users were determined by analyzing the electronic resource download record from the library of a certain medical university.

Dataset: The dataset used was from the electronic resource record of a certain medical university’s library. The time of collection was from 2009/08/17 to 2012/07/06. The selection conditions included: (1) file type: “Application/PDF”; (2) URL prefix: http://www.nature.com/onc/.

The Ruby program was used on the download log for analyzing URL to determine the digital object identifier (DOI) and the article title of each article. The DOI and article titles were used as keywords for searching on PubMed in order to acquire their medical subject headings (MeSH) of each article for statistics on theme distribution.

The preliminary statistics showed 15,345 downloads, and after deletion of repetitions, a total of 4,501 articles were calculated.

Results: This study conducted descriptive statistics on four types: (a) monthly number of downloads; (b) statistics of MeSH; (c) distribution of article time; and (d) MeSH major topic.
(a) Monthly number of downloads: the monthly average number of downloads is 426 PDF files. The month with the highest number of downloads was October of 2010 (648), followed by November of 2010 (607), June of 2010 (582), May of 2010 (574), March of 2011 (571), March of 2010 (566), November of 2011 (531), and April of 2010 (507); August of 2011 had the lowest count (271).

(b) Statistics of MeSH: there were 68,105 medical subject headings (MeSH) in the 4,501 articles, which is an average of 15 MeSH per article. After further analysis, 21,942 MeSH major topics were determined with an average of 4.77 MeSH major topics per article.

(c) Distribution of article time: the 4,501 articles were published between 1997 to 2012. The year 2010 had the highest number of publications (494), followed by 2012 (396), 2008 (392), 2004 (343), and 2011 (341); 1997 had the lowest count (78).

(d) MeSH major topic: the top ten MeSH major topics were used, which were *Gene Expression Regulation, Neoplastic (250); inhibitors/*metabolism (201); Signal Transduction (176); Apoptosis (158); Cell Transformation, Neoplastic (107); Apoptosis/*drug effects (97); Signal Transduction/*physiology (97); Apoptosis/*physiology (90); and Genes, Tumor Suppressor (82).

**Conclusions:** In order to understand the situation of electronic resource usage, this study used Oncogene as an example and analyzed its monthly number of downloads, statistics of subject headings, distribution of article time, and MeSH major topics. The results enable the library to understand more of users’ requirements, as well as provide topic information for scholars and users.
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<td>9:30</td>
<td><strong>Opening Remarks</strong></td>
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<td><strong>Poster Madness!!!</strong></td>
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<td><strong>Session D1:</strong></td>
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<td>• Perceptions of current and ideal research environments: Findings from the inaugural Canadian Librarians’ Research Institute</td>
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<td>• Practice what we preach: How the practice of scholarly research impacts professional practice for Canadian academic librarians</td>
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<td>• Preparing school librarians to implement evidence-based practice</td>
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<td>• The challenges of adopting evidence based practice in library and information services: The Nigerian academic library experience</td>
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<td>• Can dynamic modeling enrich library practice decision making?</td>
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<td>• Action learning sets: An innovative way to facilitate writing for publication</td>
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<td>• Looking back to move forward: Using student performance to assess instructional effectiveness</td>
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<td>• Rows of data: Assessing the impact of a multi-year lesson study in nursing</td>
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<td>• EBLIP in a public library: Assessment and research at Edmonton Public Library</td>
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<td>• Narrative inquiry: Generating useful data for research questions</td>
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<td><strong>Nutrition &amp; Networking</strong></td>
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<td>• Investigating the impact of leadership learning in an academic library</td>
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<td>• A stretch too far? How staff behaviour is key to professional excellence</td>
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<td>• Learning from students: Understanding the value and impact of the academic library through student interviews</td>
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<td>• Working with academic courses to gather evidence for library evidence-based planning</td>
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<td>• LibQUAL+ and the information commons initiative at SUNY Buffalo State: 10 years later</td>
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<td>• The possibilities are measurable: Evaluating innovation, learning, and strategic thinking within library technology</td>
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<td>6:00</td>
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9:45 am-10:15 am Poster Madness
Poster presenters have one minute each to convey the gist of their poster to all conference delegates. Once the minute is up, so is the talk! Creativity and fun are encouraged. The idea is to give the plenary audience a taste of what the poster is about, which can be followed up during the coffee and poster viewing following Poster Madness.

10:15 am-11:30 am Coffee and Poster Viewing
Poster presenters will be on hand to elaborate on their posters and network with their fellow conference delegates.

Don’t lose it-use it! A guide to archiving library and information research data
Joanne Gard Marshall, University of North Carolina Chapel Hill, United States
Susan Rathbun-Grubb, University of South Carolina, United States
Jennifer Craft Morgan, Georgia State University, United States
Cheryl A. Thompson, University of Illinois, United States
Amber Wells, University of North Carolina Chapel Hill, United States

Implementing a national EBLIP research agenda
Jonathan Eldredge, University of New Mexico, United States
Marie Ascher, New York Medical College, United States
Heather Holmes, Summa Health Systems, United States
Martha Harris, Harris Abstract Services, United States

OER and academic libraries: Working with faculty to help promote, support, and distribute OER
Gillian Nowlan, University of Regina, Canada

Could once be enough? Support for the efficacy of the one-shot library instruction session
Pamela Hayes-Bohanan, Bridgewater State University, United States
Elizabeth Spievak, Bridgewater State University, United States

Navigating uncharted territory-Introducing EBLIP into a department
Laura Newton-Miller, Carleton University, Canada

Determining the direction of an information literacy program: Data analysis leads to the creation of online learning objects
Gail Strachan, Seneca College, Canada
Kathryn Klages, Seneca College, Canada
Maria Bordignon, Seneca College, Canada
Collaborating on demonstrating evidence of student learning in undergraduate information literacy instruction  
Nancy Goebel, University of Alberta, Canada  
Michelle Edwards Thomson, Red Deer College, Canada  
Jessica Knoch, Grant MacEwan University, Canada  
Sara Sharun, Mount Royal University, Canada

Considering the impact of a human library on lives and undergraduate research  
Nancy Goebel, University of Alberta, Canada  
Sarah Barriage, University of Alberta, Canada

Exercising evidence based medicine through e-learning information literacy’s practice  
Maria de los Angeles Gonzalez Valdes, Universidad de Ciencias Médicas, Cuba

Developing evidence for training public service library assistants to teach at the University of Alberta  
Denis Lacroix, University of Alberta, Canada  
David Sulz, University of Alberta, Canada

One ‘Core’ to rule them all: An analysis of YBP’s CORE 1000 product for collection development  
Ashley Ireland, Murray State University, United States

A quantitative analysis of IT facilities in Pakistani University Libraries  
Muhammad Javed Iqbal, Higher Education Commission, Pakistan

Comparing oranges and oranges: The relative value of two demand-driven acquisition e-book services  
Jennifer Shrubsole, Saskatchewan Institute of Applied Science and Technology, Canada

Culling the herd in hard times: Implementing an evidence-based “big deal” cancellation support tool at Vancouver Island University  
Jean Blackburn, Vancouver Island University, Canada  
Kathleen Reed, Vancouver Island University, Canada  
Dana McFarland, Vancouver Island University, Canada

Cultivating fallow fields: A program to train undergraduate student workers to be effective communicators of health information skills in an academic medical library  
Rick Wallace, East Tennessee State University, United States  
Nakia Woodward, East Tennessee State University, United States  
Katie Wolf, East Tennessee State University, United States

Studying customers’ use of the physical space at Edmonton Public Library  
Beth Wortman, Edmonton Public Library, Canada
Perceptions of current and ideal research environments: Findings from the inaugural Canadian Librarians’ Research Institute

Cathy Maskell, University of Windsor
Selinda Berg, University of Windsor

Objective: In June 2012, the Canadian Association of Research Libraries (CARL) sponsored the inaugural Librarians Research Institute (LRI), a four-day immersion in research and scholarship for academic librarians. Thirty-seven Canadian academic librarians took part as both delegates and peer mentors. Peer mentors were librarians with extensive research experience and expertise who developed and delivered the institute content. All delegates and peer mentors were librarians at CARL libraries and were chosen based on their interest in and commitment to research and scholarship. The institute was not a skills-based workshop but rather aimed to contribute towards building an infrastructure for librarian-researchers by building a stronger sense of community and support across CARL libraries. Three guiding principles informed the curriculum and structure of the LRI: focus on strengths not deficits; development of habits of mind not skills; and content created and delivered by librarians for librarians (Jacobs & Berg, forthcoming).

This research aims to identify how the Institute influenced participants’ attitudes about their own research environment, as well as their perceptions of a healthy research culture.

Methods: As part of the research institute’s evaluation strategy, the researchers administered three surveys to both delegates and peer mentors: 1.) a pre-institute survey, approximately two weeks prior to the institute, 2.) a post-institute survey, three days following the institute, and 3.) an institute follow-up, seven months after the institute. Surveys included both close-ended and open-ended descriptive questions. One area of interest that crossed the three surveys was librarians’ perceptions of their current research environment and their definition of a healthy research culture. This area of inquiry contributes to greater understanding about how librarians’ current environment compares to their definition of a healthy research culture, and what impact the institute has on reframing their perceptions of their own research environments and research culture more generally.

Results: As of November 2012, the data collection and analysis had not yet been concluded; final analysis will be completed by the 2013 EBLIP conference. To date, the pre-institute and post-institute surveys have been administered and analysed (Response rate of 95% and 92%, respectively). From the initial quantitative (both inferential and descriptive) and qualitative analysis, interesting themes have emerged in relation to: librarians’ focus on an institutionally-defined research culture; librarians reliance on library administrators to “create and support” a healthy research environment; the perceived tensions and deficits of librarians’ current environment compared to their definition of health research culture; and lastly, the overall need to empower librarians to take an active and participatory role in building the research culture and environment they desire.
Conclusions: This research provides insight into academic librarians’ current and ideal environments for research and scholarship, as well as the tensions that exist between these two conditions. While much of the focus on developing the research capacity of academic librarians has focused on skills development, this research provides evidence for the value in developing and delivering nation-wide initiatives that focus on relationship development across institutions, as well as building supports for and communities of research nation-wide.

Practice what we preach: How the practice of scholarly research impacts professional practice for Canadian academic librarians

Sharon Murphy, Queen’s University, Canada

Objective: The objective of this study is to identify the impact of the practice of scholarly research on Canadian academic librarians’ professional practice. Both support for and expectations of research activity have increased in Canadian academic libraries and we have a growing body of literature about the volume, subjects, and institutional infrastructure for research. What impact, if any, is this having on our daily work, our decision making, our planning, our collaborations, and our creativity? The goal of this study is to gather evidence from Canadian academic librarian researchers.

Methods: I will use qualitative analysis of interviews with Canadian academic librarians who have conducted research from 2008 to the present. Interview participants will be solicited from librarians who have taken a sabbatical/research leave in the previous five years. I selected 2008 as the starting year as it is the year that the Canadian Association of Research Libraries (CARL) Library Education Working Group published its report, Librarians as researchers and writers: research priorities for Canada’s research libraries, signaling support for librarian research at the national level.

Results: This is research I am conducting during my sabbatical this year and will share preliminary findings at Evidence-Based Library and Information Practice Conference 2013.

Conclusions: It is premature to predict findings for this current study, but this study does follow from recent research conducted with colleagues Jackie Druery and Nancy McCormack. In 2011 at The Evidence-Based Library and Information Practice Conference we presented research we had conducted on “best practice” in library literature. Our study concluded that there is no shared understanding of best practice and that claims of best practice are based on neither evidence nor research (Druery, J., McCormack, N. and Murphy, S., 2011). That study prompts more general questions about the relationship between our scholarship and our professional practice: I hope to illuminate one aspect of this relationship with this research.

Preparing school librarians to implement evidence-based practice

Gail Dickinson, Old Dominion University, United States

Objective: To investigate effective strategies used in the preparation of preservice school librarians to implement evidence-based practice (EBP) strategies in K-12 library programs and services.
**Methods:** This is a hybrid study. Two key assessments, one based on a program goal and one instructional, have been developed and taught in a nationally recognized school library preparation program. Key Assessment #1 is a comprehensive collection development analysis in which preservice school librarians complete an environmental scan of a selected community, analyze the collection through a variety of lenses, and then develop a 3-year collection development plan. Key assessment #2 requires candidates to co-plan, co-teach, and co-assess a digital literacy unit in collaboration with a classroom teacher. A qualitative analysis will be conducted to determine the degree of alignment between the assignment and rubric and common EBP frameworks. Student scores on the assessments at the individual rubric element level will be analyzed to determine rubric elements in which students seem to score highly and those in which students struggle.

**Results:** A 3-year analysis of results of student learning outcomes for the purposes of accreditation in fall of 2011. It was noted that for Key Assessment #1, students scored highest in the environmental scan. Student scored lowest in areas of the plan asking for implementation strategies. For Key Assessments #2, student scored lowest in areas related to differentiation of instruction and assessment of student learning. Course revisions continue to strengthen these assessments. A planned spring 2013 revision of this assessment will require a pre test/post test to document student learning growth. It is expected that this study may show an improvement in those areas and also make suggestions for educating students in EBP implementation strategies.

**Conclusions:** One application of EBP, rather than looking at whole school achievement, is instead focusing on student learning growth, or “how one child learns” (Dickinson, 2005). This study uses two key assessments detailing evidence-based practice strategies. The study will suggest further strategies for developing school library collections based on EBP implementation strategies and in documenting student learning progress, therefore reinforcing the model of EBP in school library preparation.

**The challenges of adopting evidence based practice in library and information services: The Nigerian academic library experience**

Aliyu Muhammed’Rabiu, Kogi State University, Nigeria  
M’Basir Lanre, Federal University,Lokoja,Kogi State,Nigeria  
Yemi-Peters E.O. Kogi State University, Nigeria

The study is an attempt to look at what constitute EBLIP as paradigm in the profession of library and information science, particularly its adoption among university libraries in Nigeria.

**Objective:** To examine the adoption of EBLIP among academic libraries in Nigeria, the challenges preventing its adoption, and the value EBLIP stands to impact on academic library system.

**Method:** The study utilized a survey research method with questionnaire, interview and observation as instruments of data collection. The findings were analyzed and interpreted in percentages.

**Result:** The study established that the university libraries studied do not have sound EBLIP on the ground but there is strong enthusiasm to established it.
Can dynamic modeling enrich library practice decision making?

Janet Bangma, University of Saskatchewan, Canada

One methodology that is gaining interest for aiding in decision making within complex systems, such as healthcare, business, and public policy development, is the application of system dynamic modeling. John Sterman, a leading author in the field, wrote “system dynamics is a perspective and set of conceptual tools that enable us to understand the structure and dynamics of complex systems. System dynamics is also a rigorous modeling method that enables us to build formal computer simulations of complex systems and use them to design more effective policies and organizations.” (Sterman J. Business dynamics: Systems thinking and modeling for a complex world. Boston: Irwin/McGraw-Hill; c2000. p. vii.)

Dynamic modeling provides decision makers with an additional tool and data perspective that is not easily obtained. In its purest form, modeling allows researchers and practitioners to experiment with “what if” scenarios by using the available evidence in different ways.

**Objective:** There are two objectives to this study:

1. To determine how dynamic modeling has been applied, to inform decision making, broadly and specifically within a complex system like librarianship.

2. To identify the types of “evidence” used in developing the models.

**Methods:** Two scoping review projects were completed to identify examples of the application of dynamic modeling. The first review project focused on health sciences professional practice, specifically childhood immunization. The second review project looked at dynamic modeling within library practice. The objective of the scoping review projects was to complete a comprehensive review of the literature in the application of dynamic modeling to understand how the “evidence was applied” both for childhood immunization and library practice decision making.

**Results:** The scoping review highlighted that the application of dynamic modeling for decision making is relatively new within librarianship and there is a lack of consistency in developing the models and the integration of available evidence within the model. The review did highlight that when looking at the application of dynamic modeling beyond librarianship, the effect on decision making can be quite dramatic however the type of evidence used in developing the model varies.

**Conclusions:** Dynamic modeling is proving useful in analyzing available evidence based data and for examining the potential impact of possible intervention options, especially in disciplines outside of librarianship. It is the ability, or perhaps the promise, of using system dynamics to prioritize interventions, within a complex system such as librarianship, that suggests its usefulness as a tool to identify appropriate strategies to improve librarianship practice.
Action learning sets: An innovative way to facilitate writing for publication

Maria Grant, University of Salford, United Kingdom

Objective: Action learning sets (ALS) provide a supportive context in which individuals work and learn together, tackling real issues and reflecting on their actions. Since September 2011 a library and information practitioner has been using the ALS methodology to lead colleagues in developing their understanding and confidence in writing for publication. Meetings are held monthly to discuss the writing process and to provide feedback on a piece of writing for a colleague.

Methods: Documentary analysis of meeting notes and associated records were employed to evaluate a writing focused ALS.

Results: The ALS discussion topics have included deciding what to write, refining writing ideas, structuring content and avoiding self-plagiarism. Although participants sometimes expressed nervousness prior to receiving feedback, they subsequently stated that the ALS is a “safe and helpful” environment, that they had been “stimulated into action” and that receiving feedback has given them “confidence to continue” with their writing. Circulated notes from the meetings were said to be “so useful!” and to have “inspired” writing activity in those unable to attend the ALS.

Conclusion: Action learning sets can provide a supportive and motivating way forward for those wishing to develop their writing knowledge and expertise.

Looking back to move forward: Using student performance to assess instructional effectiveness

Elizabeth Moreton, Southern Illinois University Edwardsville, United States
Jamie Conklin, Southern Illinois University Edwardsville, United States

Objective: Traditionally, the assessment of information literacy is used to reflect on student performance, but rarely is it used to evaluate the impact of the librarian's instruction decisions. This study demonstrates how student performance on a library assignment for an introductory nursing course could inform the concepts and skills taught in future iterations of the library instruction session.

Methods: The study evaluated worksheets completed by first year nursing students (n = 111) after a two-hour library instruction session on topic development, search strategies, search application, and literature retrieval. The researchers identified all possible mistakes that could be made on the assignment, assigned codes to those mistakes, and then used a check sheet to tally the occurrence of each code. The researchers then analyzed the results with a focus on their instruction and the structure of the assignment.

Results: Students most frequently provided partially or completely incorrect definitions of limits (n = 70/111 or 63%), listed unsuitable phrases (n = 55/111 or 50%), and truncated incorrectly (n = 48/111 or 43%). Of 629 total errors, 24% resulted from students leaving
Additionally, some students showed deficiencies in analyzing their results and knowing when to refine their keyword and subject searches. This analysis indicates that the instructors should use more active learning techniques for explaining search concepts and strategies, clarify the assignment structure so students do not miss question components, and emphasize the evaluation of search results.

Conclusions: This study confirmed that an analysis of student performance on a library assignment can be used to indicate areas of improvement for both library instruction and for assignments. Consistent errors among student responses should not be considered as defects in their learning, but rather, as problem areas librarians can address in the future.

Rows of data: Assessing the impact of a multi-year lesson study in nursing

Eric Jennings, University of Wisconsin (UW)-Eau Claire, United States
Hans Kishel, UW-Eau Claire, United States
Bryan Vogh, UW-Eau Claire, United States
Rita Sperstad, UW-Eau Claire, United States
Angie Stombaugh, UW-Eau Claire, United States
Arin VanWormer, UW-Eau Claire, United States

Objective: The purpose of the study was to assess the effectiveness and impact of using Lesson Study to improve information literacy skills and integrate evidence-based practice (EBP) concepts within the nursing curriculum.

Design: A team of nursing faculty and librarians used the Lesson Study methodology to collaboratively build a scaffolded (three separate class sessions taught by librarians), multi-year approach to teaching information literacy and EBP.

Setting: This study took place at a mid-sized regional public university in the Midwestern United States.

Participants: Participants in this study are two cohorts of nursing students (56 and 53 students) during a five-semester nursing program. Participants are predominantly female and white. Students opted into the study. Selection of cohorts was simply due to the timing of the intervention being ready.

Intervention: For the first session in the students’ sophomore year, groups of students generated a PICO question and were given a worksheet as a resource and as an interactive exercise. The librarian briefly demonstrated how to search using the sample PICO question from the worksheet. Subsequently, students mirrored this process using their group’s PICO question and recorded their process of searching and finding a relevant resource.

During the intervention’s second session in the junior year, students worked through three exercises on a worksheet, comparing databases beyond CINAHL. When comparing the utility of these other databases, students also practiced advanced search strategies while attempting to find relevant EBP resources.

The third and final session will take place during the senior year and continues to build on the previous sessions but provide senior students with skills to find EBP resources when working
in settings that do not have access to traditional library resources. For example, students will continue to search for EBP information using a PICO question in the PubMed database.

**Main Outcome Measures:** Researchers gathered baseline data of students entering the nursing program by administering a pre-test to incoming cohorts. Control data in the form of a post-test was provided by two cohorts of senior students who did not participate in the intervention. After each teaching session, embedded questions were used in course evaluation to gauge whether students mastered learning the concepts. That same pre-test given to incoming cohorts of students will be given as a post-test once a cohort has completed the scaffolded program. Additional measurement tools include in-class observations by team members and focus groups after each teaching session.

**Main Results:** By comparing pre-test results with course embedded questions and the control group, our data indicates that students are learning the information literacy and EBP concepts. For example, when determining the best type of information to select in a hypothetical nursing floor situation, students on the pre-survey averaged below 10% correct. On the post-test with the control groups, students averaged between 27-36% correct. Students who had gone through the intervention process to date averaged 66% correct.

**Conclusion:** Using Lesson Study is an effective method of planning specific lessons within a curriculum. Data indicate that students are becoming more information literate and learning EBP concepts.

**E3-Biology 125**

**EBLIP in a public library: Assessment and research at Edmonton Public Library**

Soleil Surette, Edmonton Public Library, Canada

**Objective:** This paper will look at some of the practical challenges facing an organization seeking to implement evidence-based decision-making. At Edmonton Public Library (EPL) practicing EBLIP is an important way of demonstrating accountability and responsibility to stakeholders, as well as the basis for sound decision-making. The position of Manager, Assessment and Research was created as an integral part of this undertaking.

**Methods:** EPL’s implementation of evidence-based decision making will be examined through three areas of library practice: management, programming, and collections. These three areas are fundamental to library business and each offers varying degrees of research and evidence on which to base decisions. Each also presents specific challenges to gathering and interpreting data in order to implement EBLIP.

A challenge in moving to evidence-based decision making for public libraries is staff understanding, buy-in and uptake of the concept as it is usually a paradigm shift for the organization. At EPL this shift has meant challenges to certain “truths” and ways of making decisions, especially around staffing. EPL primarily uses three tools for examining this: activity assessments, time audits and activity per FTE calculations. The strengths and limitations of these tools will be discussed.
Moving to this new model has meant creating new tools for evaluating program success; but how can it be known if these are providing sound data on which to base decisions? The tools created to initiate evidence-based evaluation of programming and outreach will themselves be evaluated through a survey of tool users and an analysis of the data collected by the tools.

Finally, EPL has recently collected a variety of data on customer use and access of collections and space. The collection of this data will be discussed along with its utility and limitations.

The question of how successful an organizational transformation to this new model EPL has had will be partly answered through a report on staff understanding of EBLIP via a survey that examines both quantitatively measured comprehension of EBLIP practice at EPL and affective response to this paradigm shift.

**Results:** The challenges in implementing EBLIP in a public library will be illustrated via results of the above undertakings. Successes will hopefully provide a framework for what other libraries need to think about and do in regards to implementing evidence-based practice in their organizations. EPL also plans on using its experience with implementing EBLIP to bolster its data collection methods in order to produce replicable results that will aid in strengthening the evidence base for all public libraries.

**Conclusions:** Moving to an evidence-based model can be challenging in the public library sector. This paper is meant to illustrate some of these challenges and provide potential solutions for other libraries to learn from. This session will be of interest to library administrators and practitioners interested in challenges that come with a move to evidence-based decision-making.

**Narrative inquiry: Generating useful data for research questions**

Kathleen De Long, University of Alberta, Canada

**Objective:** This session will provide researchers and practitioners with information about the narrative inquiry research methodology and outline its usefulness for answering research questions and generating research data. It will also focus upon the measures that can be used to ensure data quality.

**Methods:** Narrative inquiry allows the researcher to plumb facets of human experience by focusing on narratives or stories that “present experience holistically in all its complexity and richness” (Webster & Mertova, 2007). Narrative, however, is not only about experience and making of meaning (what happened and why); it also encompasses the dynamics of the relationships between the actors in the stories and the plot or events that are worth telling (why it happened and why it was important). As narrative or story is so fundamental to human experience, it offers researchers a rich means of exploring life experiences and has led to a narrative inquiry research approach that provides the ability to focus on critical events that can offer invaluable insights into complex social and cultural issues.

**Results:** A number of data collection methods are associated with narrative inquiry, including organizational documents and interview transcripts (Klenke, 2008). With the latter, the use of a narrative inquiry design can generate data from the point of view of an individual study participant’s experience, within context, thinking, values, and actions. Asking study participants to recall critical events also allows the researcher to capture elements of time,
challenge, and change. Both restorying and thematic analysis are commonly used to analyze narrative data and interpret and present findings. Restorying (Creswell, 2008) allows the researcher to analyze the narrative for critical incidents or events, identify key elements such as setting, characters, action, problem and resolution, and then re-write them in a logical and chronological sequence of ideas or activities. With thematic analysis, the data are coded into categories or themes using an inductive approach that allows themes to emerge as the interview texts are examined (Boyatzis, 1998). In presenting the data, restorying is central to the narrative report and thematic analysis allows the highlighting of specific themes that emerge from the stories (Creswell, 2008).

Conclusion: The narrative inquiry research methodology that has been described seems intuitively useful for probing individual experience and meaning; however, it does not lend itself to reliability and validity measures that emphasize repeatability and dependability or objective measurement of concepts. These traditional measures need to be re-defined in application to narrative inquiry, and new measures such as access, honesty, verisimilitude, familiarity, transferability, and economy have been identified and can also be used to judge the strength of narrative studies.

Session F 3:30–4:30 pm
F1–Geology 155

Investigating the impact of leadership learning in an academic library

Jill Crawley-Low, University of Saskatchewan, Canada

Objective: What has been the impact of leadership learning on the behaviour of employees and the organizational culture at the University Library, University of Saskatchewan?

Methods: The study took place in an academic library serving a mid-sized medical/doctoral university in western Canada. Twenty-one employees who had completed the Library Leadership Development Program (LLDP) participated in one on one interviews of 40-60 minutes duration in a neutral study location. Interview questions included four standardized questions and seven open-ended questions for fuller exploration of the participants’ perceptions of the effect of leadership learning on themselves, their colleagues and the organization. Interview transcripts were prepared and reviewed by the participants, and these source documents are stored in NVivo software. Verbatim segments from the transcripts were coded using NVivo according to one or more topical categories in order to more faithfully record events as expressed in the interviews. Level of importance was determined by frequency or originality of coded responses. Data from surveys administered during the LLDP sessions as well as concepts from a literature review added to the richness of the data. While topical coding focuses on description, the next step is analytical coding which rises above description to isolate patterns in the data and develop conceptual or explanatory headings.

Results: There is evidence through participants’ responses that leadership learning has had a positive effect on them as individuals and on teams, and although less clearly stated, the organization is changing, too. Individuals have expressed increased job satisfaction directly linked to leadership learning opportunities. Evidence of individual skill development arising
from the use of personality instruments and feedback is reported as increased self-awareness, confidence, accountability, and job satisfaction. A theoretical understanding of team dynamics and acceptance of others’ behavioural styles and ways of working has led to improved team performance, and a sense of community with the benefits of increased sharing of knowledge and reducing silos across the organization. Employees report a deeper understanding of change management, some view it as positive and challenging, and many have a “big picture” view of the vision and values of the organization as expressed in the library’s strategic plan and the People Plan. There is evidence that the hierarchy is relaxing when new ways of working are accepted, knowledge is shared and no longer hoarded, and there is an expectation of providing input into operational and planning initiatives. As well, employees expect that the organization will demonstrate: improved communication; increased transparency in decision-making; and continued support for learning opportunities available for new and experienced employees.

Conclusions: Participants indicate that leadership learning opportunities have played a role in self-improvement, more effective team dynamics, and a sense of community with employees having a stake in the work of the library. Future research could ask how to move to the next level of leadership awareness and practice.

A stretch too far? How staff behaviour is key to professional excellence

Alison Mackenzie, Learning Services, Edge Hill University, United Kingdom
Maria Mirza, Learning Services, Edge Hill University, United Kingdom

Objective: To reflect on how the Association of University Administrators (AUA) CPD Framework of professional behaviours’ framework provided an appropriate context for evidence based professional development and enhanced contribution to Service innovation

For individuals participating in the pilot the objectives were:

• Improved awareness of strengths and areas for growth
• Increased capacity and confidence in current role
• Developing greater autonomy and less reliance on direction from line managers
• Improved understanding of concept of “ownership” in relation to scope of role
• Enhanced awareness of capacity for professional and career development

The Service envisaged the following benefits:

• Improved workforce capability
• Identification of candidates for potential promotion
• “Stretching” individuals to work more effectively
• Development of higher level transferable skills

Key aims of the pilot were to use the framework to develop an improved awareness of individual strengths and areas for growth through a process of self-assessment and reflection, and to increase capacity and confidence to lead service developments within the scope of their roles. The intention was that participants would be assigned projects which were identified as part of the Learning Services strategic plan and over a six month period, with support from project sponsors and an external facilitator, work on achieving the project outcomes alongside completion of a reflective log focusing on those areas for growth. Each
A project was designed to provide opportunities for participants to also reflect on whether the AUA CPD framework was an effective tool for professional development.

**Methods:** The group of ten staff initially identified for participation in the pilot were typically graduates in their first or second professional post, among whom we would normally source candidates for secondments to project work or, in some cases, for promotion to higher grade responsibilities. The intervention began with a self-reflection exercise mapped against the behavioural framework, the production of a personal development plan (PDP) based on the reflection activity, accompanied by structured feedback from their line manager. This groundwork was designed to equip participants to lead on service-wide projects that would not only expose them to new areas of ‘knowledge’ but also stretch them in the behavioural areas identified in their PDP. Each participant was assigned a project mentor, whose role was to both monitor progress against completion on individual projects and to provide feedback on identified areas of growth and improvement.

**Results:** In terms of meeting the objectives identified, the pilot was successful. Not uniformly and not for all participants, but the combined approach of using a behaviours’ based framework as an evidence base, with responsibility for delivering specific project outputs proved a successful combination of approaches.

**Conclusions:** The introduction of the behaviours’ framework required a significant re-assessment of what constitutes an evidence base for professional development; its use is now extending into objective setting and performance review; its impact is measured through feedback and evidenced by individual examples of enhanced engagement with Service development and innovation. It has also provided managers with a framework to enable a more holistic appraisal of staff capability and potential for progression.

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**F2-Geology 265**

**Learning from students: Understanding the value and impact of the academic library through student interviews**

Carol Shepstone, Mount Royal University, Canada

**Objective:** This paper examines student perception and understanding of the role and value of the academic library through the analysis of qualitative interview data. The research is focused on determining if, and how, undergraduate students’ understand the impact of the library (instruction, services, space and resources) on their learning and academic success, and how this evidence may be used in understanding and assessing institutional learning outcomes.

**Methods:** This qualitative research is based on textual analysis of three years of semi-structured interview data gathered from undergraduate students attending Mount Royal University in Calgary, Alberta, Canada. Based on an adaptation of the Harvard Assessment Seminar model, this institutional-level assessment initiative is aimed at better understanding the student experience with the intention of actionable outcomes for improvement across the University. Approximately 290 individual student interviews, with sampling across programs and years of study, capture a diverse and evolving student experience in which to explore perceptions and value of the academic library and its role in student learning and the student experience.
**Results:** Initial analysis of the data indicate that students do value the academic library and identify interactions with staff, information literacy instruction, and library space as being particularly important to their success as students. It is anticipated that a comparison of responses based on “year-of study” and degree program, will reveal an increasingly complex and integrated understanding of the value and impact of the library, and will enable a robust analysis of how learning outcomes are being understood, embodied and achieved. Using the data found in both library-specific, and “non-specific questions,” or “unsolicited” responses that mention the Library, provides a uniquely integrated understanding of the student perspective.

**Conclusions:** The findings confirm that exploring student perceptions of the academic library and its value to student learning can be extremely challenging. Employing an institutional-level, broadly-focused (non-library specific) assessment of the “whole” student experience can provide rich evidence on which to understand and demonstrate library value and impact. Learning from student experience, understanding and perception provides valuable data for better understanding and assessing learning outcomes as well as communicating library value within the university.

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**Working with academic courses to gather evidence for library evidence-based planning**

Margaret Brown-Sica, University of Colorado Denver, United States

**Objective:** To have students (the largest library user group) formulate questions, analyze data and provide suggestions that would help the library make evidence based decisions. The projects would provide student produced information that would be used to renovate the library.

**Methods:** The Auraria Library, which serves the University of Colorado Denver, Metropolitan State College of Denver and the Community College of Denver, collaborated with several academic courses (Human Factor Engineering, Architecture, Landscape Architecture and Civil Engineering) on its campus to investigate some aspects of Participatory Action Research and Service Learning.

**Results:** Students in each class identified problems in the library environment and developed potential solutions. By having users identify both the challenges and possible improvements the library benefited in pure unadulterated user perceived input rather than input that was influenced by preconceptions of those who work in the library. Some of the suggestions and proposals were worked into the plan for a re-design of library space. Unexpected benefits included the valuable relationships that developed between the Auraria Library, students and teaching faculty.

**Conclusions:** This type of evidence gathering and use could be duplicated by other libraries to the great benefit of library users. Libraries have influenced evidence-gathering too heavily in the past by projecting their preconceptions into surveys and other research methods. The evidence gathered during these experiments is documented in a series of articles including a forthcoming article in the Journal of Academic Librarians titled, “Using Academic Courses to Generate Data for Use in Evidence Based Library Planning.”
LibQUAL+ and the information commons initiative at SUNY Buffalo State: 10 years later

Eugene Harvey, State University of New York (SUNY) Buffalo State, United States
Maureen Lindstrom, SUNY Buffalo State, United States

Objective: In 2003, E. H. Butler Library at SUNY Buffalo State prepared to engage in its first LibQUAL+ assessment initiative. After analyzing its first dataset, Butler Library discovered that levels of user satisfaction fell short in all 3 service areas (i.e., Affect of Service, Information Control, and Library as Place) by up to 10 percentile points. Using the quantitative and qualitative results as a guiding framework for service restructuring and departmental reorganization, Butler Library implemented a long-term plan to develop an Information Commons model of service delivery in an attempt to improve upon patrons’ perceptions of library service.

Methods: Beginning in 2003, Butler Library utilized a cross-sectional sampling plan to collect LibQUAL+ survey data from its constituents in three-year intervals. After the data collection periods, results were analyzed in three distinct ways. Firstly, results from each measurement interval were compared to the national norms of the LibQUAL+ instrument, a process commonly referred to as benchmarking. Secondly, results were examined across time as a means of self-benchmarking, which enabled the library to determine the overall success of the Information Commons initiative and to make ongoing “course corrections” toward ideal library service quality. Lastly, each set of results was analyzed on a micro-level, including between-groups analyses and comparisons (e.g., differences between undergraduates, graduates, and faculty), item-by-item examinations, and qualitative data/feedback.

Results: After the Information Commons initiative was completed, results of the 2006 LibQUAL+ data revealed statistically significant improvements in users’ overall perceptions of library service quality (i.e., total scores) and the scale’s three sub-dimension scores as compared to 2003 data. Scale scores increased and approached or exceeded the 50th percentiles of respective national norms. Also, results of 2009 data showed no significant declination, if any, in perceived library quality despite fiscal and service hardships stemming from state budgetary cuts and concerns. Thus, the impact of the Information Commons model was sustained.

Between-groups analyses of 2009 data revealed statistically significant differences in perceived library quality between undergraduate and graduate students. We hypothesize this could be due to group differences in service needs and ideals. For example, undergraduate students tended to place greater emphasis on “library as place” whereas graduate students indicated information control and affect of service as being of greater importance. Since the Information Commons initiative was based somewhat on spatial renovations and structural reorganization (i.e., more easily visible changes), it might have been more aligned with undergraduates’ needs and values than graduates.
Conclusions: E. H. Butler Library completed its fourth triennial administration of LibQUAL+ in Fall 2012. Systematic utilization of a singular, comprehensive measurement tool, such as LibQUAL+, enabled consistent, reliable assessment and evaluation of the impact of a major library service restructuring initiative. These data support the Information Commons as a useful, valid model for realigning a library and its services with its users’ expectations and ideals. Also, marketing efforts can be specialized to reach out to and inform constituents collectively based on their service needs.

The possibilities are measurable: Evaluating innovation, learning, and strategic thinking within library technology

Rick Stoddart, Oregon State University, United States
Evviva Weinraub, Oregon State University, United States

Objective: An essential contributor to library value is found within library systems, web services, and emerging technologies departments. Often these areas of library services are overlooked by traditional assessment measures. Assessing the impact of units engaged in library instruction, reference, and circulation are relatively well established. However, library technology departments, who provide the backbone upon which these other units rest, are significantly more difficult to gather appropriate evidence, metrics and measures of importance. Library technology departments provide essential services and expertise that certainly influence student learning, researcher productivity, and library innovation but documenting this impact remains a challenge. In order to provide a more complete picture of library impact and value, new and robust methods of assessing library technology departments must be developed and employed.

Methods: This paper/presentation will explore how Oregon State University Libraries & Press has begun to incorporate more meaningful assessment measures and strategic thinking within its library technology department. In the Fall of 2012, the Emerging Technologies & Services department engaged in a one-week qualitative assessment activity designed to gather evidence of the impact the department have on other units within the library.

Results: This starting point allowed the researchers to draw inferences about this department’s role in student learning and success. Each member of the technology team provided detailed reports on their activities during the week, outlining the type of activities performed, the library project to which it was attached, and the department impacted by their efforts. This data was further enhanced by interviews with team members that provided greater detail, leading to the discovery of under-realised connections between library technology departments and its stakeholders.

Conclusions: The outcomes of this research project included developing a set of assessment measures that gathered better evidence concerning the value and impact library technology departments have on learning, library innovation, and strategic alignment of resources. While this is the first year of the assessment project, there are plans to map out correlations between enhanced IT infrastructure and student learning opportunities within the library.
## Schedule: Thursday, July 18

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<tr>
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<td><strong>Session G1:</strong></td>
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<td>• Sowing the seeds: Information literacy research in science pedagogy journals</td>
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<td>• Looking for InfoLit: Using syllabi to map strategic information literacy instruction</td>
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<td><strong>Session G2:</strong></td>
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<td>• Job satisfaction, career progression and digital literacy skills amongst academic library staff</td>
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<td>• The endless possibilities for professional development for continuous improvement and demonstrating library value: A case report of an initial project</td>
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<td>12:30</td>
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<td>2:45</td>
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### EBLIP7 Lightning Strikes! 9:45-11:00 am

EBLIP7 Lightning Strikes are 5 minute/20 slide talks on the topic “How I’ve been inspired by evidence based library and information practice.” The twist is the slides will automatically advance every 15 seconds! We want individuals’ stories and perspectives, and a broad interpretation of the topic.
Sowing the seeds: Information literacy research in science pedagogy journals

Cara Bradley, University of Regina, Canada

Objective: To determine if research about information literacy-related pedagogical topics has been published in science pedagogy journals and if so, to assess the relative contributions of librarians and subject faculty to this body of research.

Methods: The 2011 ISI Journal Citation Report (JCR) Science edition will be used to identify the 15 journals with the highest impact factor in the “Education - Scientific Disciplines” subject category. Every issue of these journals published in the last 10 years (2003-2012) will be scanned to identify potential articles for inclusion. Titles and abstracts of each study will be reviewed, with further reference to the entire paper in instances where additional clarification of the topic is required. Only research articles will be included; editorials, news items, letters, and resource reviews will be excluded from the analysis.

Studies identified as relevant to the question will be read in their entirety, and then mapped to the corresponding ACRL Information Literacy Competency Standards in order to verify their relevance and to provide more detailed insight into which standards are most frequently addressed in this body of literature.

Results: Preliminary results indicate that research on information literacy-related topics appears only sporadically in science pedagogy journals, and that frequency varies significantly depending on subject area. Additionally, the research tends to cluster around a couple of the ACRL Information Literacy Standards, rather than addressing them equally. Overall, librarians contribute a relatively small proportion of these articles, but this too varies significantly depending on subject area.

Conclusions: The presence of some research on information literacy-related topics in science pedagogy journals suggests a willingness among these journals to publish work in this area. Despite this, relatively few librarians have pursued this publication option, choosing instead to publish research on information literacy topics within the LIS literature. This is unfortunate, as it suggests that librarians are missing an opportunity to familiarize science educators with information literacy topics. They are also losing the chance to share their published research in venues more likely to be seen and valued by subject faculty.

Looking for InfoLit: Using syllabi to map strategic information literacy instruction

Katherine Boss, Long Island University Brooklyn, United States
Emily Drabinski, Long Island University Brooklyn, United States

Objective: Facing institutional demands to increase information literacy instruction in upper division courses coupled with limited and declining human resources, the librarians at LIU Brooklyn faced what could have been fallow terrain. Instead, a systematic data-gathering process enabled us to transform our approach to targeted instruction throughout the campus.
Methods: We selected the School of Business as our field of study, and conducted a syllabus review to enable and direct strategic expansion of our relationships with this department. We were rigorous about our method, believing that armed with evidence we could make better decisions about the use of our limited resources. Using a set of content analysis questions developed using the AAC&U Information Literacy VALUE Rubric, the librarians evaluated 79 syllabi for information literacy learning outcomes and library use requirements. We normed our questions prior to coding to ensure reliability. At the conclusion of coding, we established our interrater reliability using two methods, joint probability agreement and Krippendorf’s alpha.

Results: The reliable data were cross-tabulated and analyzed, providing us with data that drives multiple and scalable instruction interventions. The most significant finding directed us to embed instruction in 28 (out of a total sample of 79) courses that included a final integrative project and required students to use library resources. Additionally, data revealed eight courses that required only library retrieval skills. These learning outcomes will be best met with less intensive course-embedded guides to relevant retrieval tools. The results revealed the most critical points for curriculum-integrated instruction as well as courses whose outcomes could be met with less intensive digital research guides, online tutorials, and brief in-class presentations.

Conclusions: The data provides a concrete map for embedding information literacy instruction within the School of Business curriculum. The study also provides a replicable model for data-driven programmatic expansion of information literacy instruction both on our campus and beyond. Rather than approaching faculty and administration with the assertion that we can add value to their program, our gathered data provides us with evidence as we make the case for institutional collaboration and the need for increased resources for our information literacy program.

G2-Geology 265

Job satisfaction, career progression and digital literacy skills amongst academic library staff

Victoria Itsekor, Covenant University, Nigeria

Objective: The specific objectives of this study are to:

i. investigate if academic library staff possess certain digital literacy skills needed to assist students and faculty in their learning, teaching, and research;

ii. examine the place of digital literacy skill acquisition and utilization in their career progression;

iii. find out the changes and challenges for emerging trends in the use of information communication technology (ICT) on their job;

iv. determine the attitude of academic library staff towards the use of digital literacy skills on their jobs

Methodology: The research design used for this study was social survey. This is appropriate because it is a systematic approach of collecting data (which covers attitudes, ideas,
perceptions and thoughts) in order to make estimates from the target population. Three main instruments were used to collect data: a questionnaire, interviews, and direct observations. The survey assesses the status and practice of academic library staff, their job satisfaction and level of career progression in seven tertiary institutions in South-West, Nigeria. The total numbers of academic library staff in these higher institutions were 245: 150 were randomly sampled and 105 copies of the questionnaire were retrieved and found usable for this study. Four research questions were raised and tested using descriptive and inferential statistics of frequency counts, percentages, mean and cross tabulation of variables using the Statistical Package Software for Social Sciences (SPSS).

Conclusions: The main finding is that many of these institutions have in place structures for motivating their staff towards progressing in their careers and most academic libraries have attempted to automate their library systems and operations. The acquisition and possession of vital digital literacy skills in ICT by academic library staff has been discovered to enhance individual job satisfaction and career progression. For libraries to fulfill their primary aim of meeting the information needs of users and the institutions, the library academic staff must be empowered with all necessary digital literacy skills to accomplish their mission of teaching, learning, research and community building. The level of expertise of the academic library staff determines to a large extent how effectively they are able to perform and carry out their routine jobs in the library and the academic institution. When libraries are automated and functioning, librarians are also very satisfied with how they perform their jobs and they are also well motivated and progressive in their careers.

The endless possibilities for professional development for continuous improvement and demonstrating library value: A case report of an initial project

Lisa Janicke Hinchliffe, University of Illinois at Urbana-Champaign, United States
Kara Malenfant, ACRL, Special Initiatives, United States

Objective: The Association of College and Research Libraries began with single goal - commission a report on the state of the literature on the value of academic, special, public, and school libraries (freely available from http://www.acrl.org/value/). Librarians responded with gratitude for the information but quickly began demanding resources, professional development opportunities, and training. To respond to this demand, ACRL convened two groups to discuss needs, next steps, and strategic actions. This case report shares the results of an analysis of the data gathered about provost, institutional researcher, and library director perceptions of how libraries should respond to calls for accountability and improvement. As a result of analyzing this input, a professional development model for developing librarian skills and campus capacity for responding to institutional needs was created.

Methods: Data was gathered through a series of structured conversations and activities during two meetings. The first meeting included provosts, institutional research directors, and library directors as well as representatives from accreditation agencies and higher education associations. The second was of library directors alone. Data was analyzed for themes and recommendations.
**Results:** The resultant themes are: accountability drives higher education discussions; a unified approach to institutional assessment is essential; student learning and success are the primary focus of higher education assessment, and academic administrators and accreditors seek evidence-based reports of measurable impact. Recommendations for a professional development program included: the goal of increasing librarians’ understanding of library value and impact in relation to various dimensions of student learning and success; articulating and promoting the importance of assessment competencies necessary for documenting and communicating library impact on student learning and success; and expanding partnerships for assessment activities with higher education constituent groups and related stakeholders.

**Conclusions:** The resultant professional development program was designed to respond to the themes that emerged from the data analysis. The curriculum is aimed at developing librarian skills and campus capacity for responding to institutional needs in the context of institutional goals and priorities. This curriculum will be tested with a group of participants in 2012-2013 and follow-up analysis will be conducted to validate and/or challenge the original themes and recommendations.

**G3-Biology 125**

**Going out on a LIM: The practices of lay information mediaries**

Nicole Dalmer, University of Alberta, Canada
Tami Oliphant, University of Alberta, Canada

**Objective:** Lay information mediaries (defined in the literature as those individuals who search on behalf of, or because of, others) are a population receiving increasing notice in library and information studies research, which has implications for professional practice. Using two separate data sets, this paper will explore and report on the information practices of two groups of lay information mediaries (LIMs).

**Methods:** Data for two different studies were collected from three different settings: online, telephone, and in-person.

The first data set came from the postings and messages placed on three online newsgroups. Additional data was gathered from ten (10) in-depth, in-person interviews with adults from across Canada. Newsgroups were selected according to their longevity, large number of subscribers, degree of activity, and subject matter (lay perspectives of biomedicine newsgroup (986 subscribers); complementary and alternative medicine newsgroup (1,398 subscribers); and depression support newsgroup (2,265 subscribers)). Newsgroup posters were mostly Americans although many Canadians and some Australians and British participated as well. In addition, in-depth interviews were conducted with ten (10) adult participants who self-identified as having depression either presently or at some point in the past.

In the second study, data for a pilot study was collected via telephone semi-structured interviews with five (5) participants from across Canada, who self-identified as caregivers of an older adult. Participants were recruited from electronic posters distributed via different online caregiver communities as well as snowball sampling. All participants were female with an age range of 35–65.
Abrahamson and Fisher’s (2007) general lay information mediary behaviour (LIMB) model provided the theoretical framework used to evaluate LIM practices. In both studies the data were analyzed using constant comparison as developed by Glaser and Strauss.

**Results:** Participants’ searches are internally motivated, self-initiated, and occur only in the presence of a catalyst. Participants use personal and professional experiences to shape and guide their searching processes, and choose to store information found, often not sharing with the person they were searching for information on behalf of. These results partially support the LIMB model.

**Conclusions:** The information behaviours of LIMs are complex and personalized, shaped by past experiences. An amended LIMB model, with a greater focus on LIMs, may be necessary for those LIMs studied in order to improve information services to this group of information seekers and users. Additional research is recommended.

**A community archive: To build capacity for legacies, leadership and learning with Greek sororities and fraternities**

Sarah Passonneau, Iowa State University, United States
Michele Christian, Iowa State University, United States

**Objective:** The researchers wanted to determine the best method for developing a community archive of Greek Sorority and Fraternity materials without adding to the workload of the archives.

**Methods:** The researchers employed EBLIP to examine undergraduate sorority and fraternity students and Greek alumni participation and learning during archival outreach programs. The researchers did an exploratory study using qualitative methods to compare student and alumni learning and involvement under the old lecture method and student and alumni learning and involvement using interactive learning strategies.

The researchers developed a two part workshop, each session being one hour long. Student learning and involvement were measured through summative and formative assessments.

**Results:** The Greek student community archive is innovative, student centered and flourishing. Compared to the old lecture format the researchers can assess student involvement and learning using authentic assessments. Fraternity and sorority students and alumni learn basic archival skills and maintain their involvement with the program. A new internship program grew out of the success of this project. Interested students can intern and lead the development of the collections. There are more than 200 images in the archive. 50 students, 20 alumni, the Office of Greek Affairs and the library assessment program continue to work with the archive to sustain a student run community archive.

**Conclusions:** Students are important stakeholders on campuses. They create records that reflect important cultural and social trends occurring on University campuses. This community archive is a unique and innovative way to develop a collection of student records and images without increasing the workload of library faculty or campus staff. This project aligns with the Library’s and the University’s strategic plan. Through authentic assessment the researchers can continuously improve the program. EBLIP helped the researchers focus their efforts and remodel an old program into a unique learning opportunity for students while increasing the student records and images in archival collection while minimally impacting current librarians’ workloads.
The ‘Evidence-based’ Conundrum

Why is evidence-based medicine a movement that is drawing interest from many other fields and spawning similar ‘evidence-based …’ reforms? Shouldn’t all medicine be evidence-based? Shouldn’t all our work? Why is it necessary to direct attention to evidence? The answer lies in human nature, Dan Gardner explains. Efforts to promote evidence-based thinking are essential because people don’t do evidence-based thinking naturally—and what we do naturally gets us in a lot of trouble.

Dan Gardner is a Canadian journalist, author, and lecturer.

Trained in law (LL.B., Osgoode Hall Law School) and history (M.A., York University), Dan first worked as a political staffer to a prominent politician. In 1997, he joined the editorial board of the Ottawa Citizen. His writing has won or been nominated for most major prizes in Canadian journalism, including the National Newspaper Award, the Michener Award, the Canadian Association of Journalists award, the Amnesty International Canada Media Award for reporting on human rights, and a long list of other awards, particularly in the field of criminal justice and law. Today, he is an opinion columnist who refuses to be pigeonholed as a liberal or a conservative and is positively allergic to all varieties of dogma. If you must label him -- and he’d rather you didn’t -- please call him a “skeptic”.

In 2005, Dan attended a lecture by renowned psychologist Paul Slovic. It was a life-changing encounter. Fascinated by Slovic’s work, Dan immersed himself in the scientific literature. The result was a seminal book on risk perception, Risk: The Science and Politics of Fear. Published in 11 countries and 7 languages, Risk was a bestseller in the United Kingdom and Canada. But more gratifying to Dan was the support of leading researchers, including Slovic, who praised the book’s scientific accuracy.

In his latest book, Future Babble, Dan delved deeper into psychology to explain why people continue to put so much stock in expert predictions despite the repeated -- and sometimes catastrophic -- failure of efforts to forecast the future. Again, Dan was delighted that his book garnered the praise of leading researchers, including Philip Tetlock of the University of California, who called it “superb scholarship,” and Steven Pinker of Harvard University, who said it should be “required reading for journalists, politicians, academics, and those who listen to them.”

Dan is also Panelist on CTV’s Question Period. He lives in Ottawa, Canada, with three young children and one exhausted wife.
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RESEARCH SECTION

The Research Section of the Medical Library Association believes that research is essential for advancing health information practice and science.

EBLIP7 thanks the following for their generous donations:

University Archives and Special Collections, University of Saskatchewan
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University of Saskatchewan Human Resources Division
The Sheepdogs
Lia Sophia Jewelry
Indie Ink
The Saskatoon Blades
Elsevier Australia
University of Saskatchewan Bookstore
Mount Royal University
Sharon Butala, author
Tourism Saskatoon

Photo images courtesy of Virginia Wilson
Social Events

Reception and Banquet

Night at the Museum

Welcome to EBLIP7!
Join us for mixing and mingling at the opening reception of the conference. We’ll be in the Geology building with the dinosaurs.
Tuesday, July 16, 2013
5:00–7:00 pm

Evidence Based Hootenanny!
Get ready for some down home country cooking Ukrainian-style, and the atmosphere to go with it. The Evidence Based Hootenanny will be held at The Barn Playhouse, a family-run venue out in the middle of the Canadian prairies. In addition to a hearty meal and natural surroundings, delegates will also be able to spend some time shopping for prairie crafts and souvenirs in the Craft Barn. Buses will transport conference delegates to and from the Barn.
Wednesday, July 17, 2013
6:00 pm–late

Driving to the Barn Playhouse from the Agriculture Parkade or Stadium Parkade
- Exit the University campus onto College drive, and proceed across the river.
- Turn left onto 1st Avenue North
- Turn Right onto 24th Street East
- Turn Right onto Idylwyld Drive North (this road turns into highway 11/12)
- Continue following Highway 12 out of town, towards Martensville
- The Barn Playhouse is approximately 25 Km north of Saskatoon. Watch for signs on the right hand side of the road!