The C-EBLIP Fall Symposium: Librarians as Researchers

October 12, 2016

The Centre for Evidence Based Library and Information Practice (C-EBLIP)
http://library.usask.ca/ceblip/
Last updated October 3, 2016
Welcome to the C-EBLIP Fall Symposium: Librarians as Researchers. This one-day event is designed to facilitate sharing, collaboration, and networking with the focus on librarians in their researcher roles.

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: ceblip2016
Password: welcomeceblip

Tweet the Symposium
Live tweeting of the symposium sessions is encouraged. The Twitter hashtag for this event is #ceblip2016.

Follow the Centre for Evidence Based Library and Information Practice on Twitter: @ceblip

New! The C-EBLIP Research Network
An international affiliation of institutions committed to librarians as researchers and/or interested in evidence based practice. For more information or to join the C-EBLIP Research Network, contact Virginia Wilson, virginia.wilson@usask.ca
C-EBLIP Fall Symposium: Librarians as Researchers Schedule at a Glance

**Tuesday, October 11 Pre-Symposium Workshop**

1:00pm – 4:00pm, Murray Library Room 102
Practical Research for Librarians: Making our Research Relevant
Margaret E. Henderson, Director, Research Data Management and Associate Professor, Virginia Commonwealth University Libraries

How do we know the work we are doing has an impact?
What do we do that our institutions care about?
What do we do that our institutions should care about?

In most institutions, libraries are in a precarious place. Usually, libraries spend money on resources and salaries, but don’t actually make money. By focusing research efforts on areas that will show the impact of library activities, librarians can make a difference in how their services are viewed by others in the institution. This workshop will consider the influential people at our institutions and how we can tailor our research efforts to tell the story of the essential work of libraries.

**Member meeting, C-EBLIP Research Network**

4:00pm – 5:00pm, Murray Library Room 154

**Wednesday, October 12 C-EBLIP Fall Symposium**

The symposium will be held in the Exeter Room, Marquis Hall, University of Saskatchewan

7:30am – Registration opens

7:45am – Networking Breakfast (participants must have indicated participation upon registering)

9:00am – Welcome: Virginia Wilson, Director of C-EBLIP

9:10am – **Opening Keynote**: Collaborating to Increase the Evidence Base in Library and Information Practice with Margaret E. Henderson, Director, Research Data Management and Associate Professor, Virginia Commonwealth University Libraries

10:00am – BREAK

10:30am – “Outreach by Stealth” and Other Strategies of Effective Open Access Outreach Services to Researchers – DeDe Dawson, University of Saskatchewan

10:50am – Quantitative Methods and Inferential Statistics: Capacity and Development for Librarians – Lise Doucette, University of Western Ontario
11:10am – Information Literacy Skills Retention and Use by Healthcare Professionals: A Longitudinal Survey – Janet Rothney and Hal Loewen, University of Manitoba

11:30am – Changing Your Research Plan En-Route – Angie Gerrard, University of Saskatchewan

11:50pm – LUNCH – provided

1:10pm – Through the Students’ Lens: Visual Methods for Library Research at UVic and U of T – Shailoo Bedi, University of Victoria and Jenaya Webb, University of Toronto

1:50pm – Stop. Collaborate and Listen: The Impact of Conducting Research on an Early Career Librarian – Laura Thorne, University of British Columbia, Okanagan Campus

2:10pm – Online Presence for Researchers: Using Website and Social Media for Knowledge Dissemination, Collaboration, and Profile Raising (While Still Having Time to do Your Research) – Shannon Lucky and Dr. Joe Rubin, University of Saskatchewan

2:30pm – BREAK

3:00pm – In and Out of the Rabbit Hole: Unpacking the Research Proposal – Marjorie Mitchell, University of British Columbia, Okanagan Campus

3:20pm – Visualizing Methods for Special Collections: Using Library Data to Tell a Geospatial Story – Carolyn Doi and Kristin Bogdan, University of Saskatchewan

3:40pm – The Elephant in the Room: Imposter Syndrome and Librarian Researchers – Jaclyn McLean, University of Saskatchewan

4:00pm – Wrap-up

4:20pm – Adjourn for an informal social opportunity at the University Club to round out the day
Symposium Session Descriptions

9:10am – Opening Keynote Address
Collaborating to Increase the Evidence Base in Library and Information Practice
Margaret E. Henderson, Director, Research Data Management and Associate Professor, Virginia Commonwealth University Libraries

Evidence based practice is becoming common in many disciplines. On the face of it, it seems reasonable; review the research, synthesize the best evidence, combine with experience, and voila, we have an answer. But often, in librarianship, there isn’t enough evidence in the literature to work with. Most librarians are constantly trying to balance the service and teaching aspects of our jobs, which require we be in a specific place for a specific amount of time, with the need to conduct research to provide better service and teaching. In the newish field of data librarianship, this is especially true, because there hasn’t been enough time or evidence to prove that data management plans for grants are better if the writer gets help from a librarian, or that good organization and documentation will make research better and reproducible. In her keynote, Margaret will share some of her thoughts on how we can work with what we have, and work together going forward.

10:30am – “Outreach by Stealth” and Other Strategies of Effective Open Access Outreach Services to Researchers – DeDe Dawson, University of Saskatchewan

Many major funders around the world are now mandating that grant recipients make the products of their research publicly available through Open Access (OA) outlets; and many academic libraries now offer support services to assist researchers on their campuses in complying with these funder policies. This presentation will discuss the preliminary results of a sabbatical research project that investigated good practices of successful OA support services offered by academic librarians, and other professionals, at research-intensive institutions in the U.K. The focus of the project was on outreach efforts implemented to help raise the awareness of researchers about OA, their funders' policies, and the services available to support them in making their research products OA. This study is especially important and timely considering that the Tri-Agency Open Access Policy on Publications was recently implemented in Canada. Currently, Canadian academic librarians are considering how to bolster their services in response to the growing needs of researchers in this area.

Takeaways:

- Learn some concrete strategies for communicating effectively with researchers on your campus. The focus in this presentation is on raising awareness about issues related to OA, but these strategies may be broadly applied to communicating on other topics as well.
- Engage with some intriguing related issues that surfaced during the data collection of this study: What is a library’s role in OA advocacy? Does the philosophy underlying OA get lost when so much emphasis is placed on compliance with policies?
"We know accurately only when we know little; doubt grows with knowledge." - Goethe

Quantitative methods and inferential statistics have long been essential to social sciences research; however, this is not a focus of the MLIS curriculum, and many librarians begin their research career without significant quantitative experience or education. Understanding quantitative methods allows librarians to develop and answer different types of research questions, and can complement qualitative research methods.

I will discuss a number of ways that librarians can increase their comfort with and knowledge of quantitative methods, and share my own experiences learning through online tutorials, workshops, university-level courses, and from colleagues and professional literature. I will also highlight my experience participating in the 8-week ICPSR 2016 Summer Program in Quantitative Methods of Social Research, and share how this intensive, communal period of learning, reflection, and research inspired me as a researcher, and expanded my capacity to think about research. Research is a continual learning process; the path back and forth between ‘knowing accurately’ and ‘doubt’ in the realm of quantitative methods is often challenging, and ultimately humbling and rewarding.

Participants will:
- Understand the value, use, and potential of quantitative methods and inferential statistics in research
- Reflect on their own comfort with and knowledge of these areas
- Learn about a number of resources to help develop capacity and skills in these areas

11:10am – Information Literacy Skills Retention and Use by Healthcare Professionals: A Longitudinal Survey – Janet Rothney and Hal Loewen, University of Manitoba

Using a longitudinal survey the objective of this study is to measure the information literacy skills acquired during the programmes of Physical Therapy, Occupational Therapy, and Dental Hygiene; and to measure the retention and use of those skills one year into professional practice.

Information literacy has been identified as an important skill set for university students, as well as a required skill in professional competencies for the health disciplines included in this study. Participants will be assessed at three points in time: beginning students, graduating students, and early professionals. At each point, participants will be invited to complete a short demographic survey and a test on information literacy.

Responses to the surveys and tests will be tabulated by cohort and data analyzed for trends across time. The study will not be analyzing performance between disciplines, as the academic programs are not comparable. Results from this project will be used to inform the structure and content of information literacy training to support both educational and professional needs of the three health profession programmes.
Data collection for this project is in the second year of a four year cycle, designed to capture two full cohorts.

Participants will learn about:
- the time and collaboration (between library, faculty, and professional association) required in setting up and maintaining a longitudinal study
- ways that participating in research can inform librarians who work with researchers and faculty groups

11:30am – Changing Your Research Plan En-Route – Angie Gerrard, University of Saskatchewan

As the saying goes, the best laid plans of mice and men often go awry. Using the presenter’s sabbatical experience as a case study, the presentation will highlight several practical challenges of undertaking a solo research project that did not progress as planned. The presentation will also discuss the affective side of research and the need to adopt a growth mind set in order to move the research forward.

Through this presentation, attendees will understand some of the logistical and emotional challenges associated with undertaking a large research project. This discussion may assist attendees with planning for their own research as well as provide insights and empathy to those assisting students with their research projects.

1:10pm – Through the Students' Lens: Visual Methods for Library Research at the University of Victoria and the University of Toronto – Shailoo Bedi, University of Victoria and Jenaya Webb, University of Toronto

If you have been curious about how students navigate and experience library spaces, no doubt you have used surveys and focus groups to gather data. Although both surveys and focus groups are valuable tools to gather student data, these tools are limited to students’ retrospective impressions. Yet armed with cameras in hand, students can record their use of library space as they go, thus providing in the moment impressions. Presenters will discuss their own research using visual methods and highlight how participant-driven photo-elicitation (PDPE) methodology, a well known method in social science disciplines, is a valuable way to gather more meaningful data from students, especially if your library is considering a renovation, a new construction, or if you simply need evidence to advocate for improvements to library spaces.

Outcomes or takeaways:

In this session, participants will gain a practical understanding of PDPE as a methodology to support user-focused improvements to library spaces and consider how visual methods can provide new insights to LIS research. The presenters will provide concrete tools on how to implement your own PDPE study and they will share valuable learning and insights from their experiences using this methodology.
The first years of academic librarianship can be rewarding, yet overwhelming. New academic librarians are often in tenure track positions, requiring service to the university and contributing to the profession through conferences or publications. Meanwhile, they are also acclimatizing to their new workplace and field, becoming acquainted with one or more subjects or specializations, and gaining familiarity with the academic sphere from the perspective of a professional. Although research may be of interest to them, it is often left on the back burner or done off the side of their desk due to constraints on time, funding, or support from their workplace and new librarians may not feel comfortable or be able to argue the value of librarians as researchers.

This presentation will discuss the specific “librarian as researcher” experiences of a new academic librarian as a principal investigator, collaborator, and member of interdisciplinary research teams and the benefits of being fully immersed in the academic research cycle, from ethics and grant applications, to analysis and publishing. It will discuss successes and failures, lessons learned, how those lessons have been applied to the benefit of everyday work, and why the presenter will keep encouraging new librarians to find opportunities to conduct research.

Takeaways:

- How conducting research positively impacts one’s ability to provide research support to faculty and researchers, making you a better academic librarian
- How to apply lessons learned through conducting to typical academic librarian work, especially as a new librarian
- What useful, and sometimes unexpected, skills are developed through conducting research

2:10pm – Online Presence for Researchers: Using Website and Social Media for Knowledge Dissemination, Collaboration, and Profile Raising (While Still Having Time to do Your Research) – Shannon Lucky and Dr. Joe Rubin, University of Saskatchewan

Developing an online presence is increasingly important for researchers in all areas, particularly in interdisciplinary fields where collaborative research teams and new modes of knowledge dissemination are vital to scholarly success. Access to social media, blogging, digital publishing, and website building tools has made it easy for researchers to construct an online presence for themselves or their research team. However, the proliferation of digital tools and academic social media sites, like Academia.edu and ResearchGate, has made it difficult to decide which are worth investing in. This presentation will discuss why you might develop an online presence as a researcher, how you can use it to build your reputation, and how to maintain it, while still having time to do your research. Approaching this topic from the perspectives of both an individual Librarian researcher and the head of a microbiology research lab, we will compare common online tools, platforms, and social media services to identify opportunities for researchers from diverse disciplines and research cultures. We use our own research websites to illustrate how and why we chose the digital elements we use (ORCiD, Google Scholar, Flickr, Twitter, Wix/SquareSpace/Wordpress, etc.) and how they connect to our institutions’ websites.

This session will provide:
- Discussion of why it is beneficial to create an online identity as a researcher.
- A breakdown of the types of tools available and when you might want to use or avoid each (academic social media networks, mainstream social media, web site platforms, managing and sharing publications, research data, and unpublished writing).
- Recommendations on choosing tools and developing a strategy to create and maintain a useful and sustainable online presence.

3:00pm – In and Out of the Rabbit Hole: Unpacking the Research Proposal – Marjorie Mitchell, University of British Columbia, Okanagan Campus

The research proposal is almost a fairy tale document. And I don’t mean it is fantasy or beyond belief (although some probably are), but rather that, at the time of composing, a research proposal is not quite research, not quite fiction, and a whole lot of optimism about a happy ending. The happy ending is not guaranteed, either.

There are research proposals (ideas on the back of a napkin) all the way to RESEARCH PROPOSALS (formal proposal for either a PhD or large funding grant (SSHRC)).

For this presentation I am going to share with you the process I’ve gone through for my latest research project (working title Walking the walk: Librarians sharing their research data). There is no one right way to create a research proposal, but there appears to be widespread support that research proposals are a useful tool. Some examples of finished research proposals are available to read. However, composing them remains one of the invisible or “inside the black box” parts of research. In an attempt to unpack and refine the process, I will briefly walk through the steps and mis-steps, including some highlights of conversations with people I consulted for advice, background readings, and pre-research that I have done.

Takeaways:

- Research proposals are worth the time they take to create.
- Research proposals can link you to the larger community of librarian researchers.
- Research proposals can guide you out of some unproductive places during the research process by limiting the scope of your research and by bringing you back to the main, stated purpose of your research.

3:20pm – Visualizing Methods for Special Collections: Using Library Data to Tell a Geospatial Story – Carolyn Doi and Kristin Bogdan, University of Saskatchewan

Librarians have a growing role in making data more visible and accessible. One way this is possible is through mining data sources such as library catalogues in order to present collections using visualization tools.

This presentation focuses on how we used catalogue data from the Saskatchewan Music Collection, a local music collection located at the University of Saskatchewan, to create an interactive online geospatial visualization. The project was a partnership between the GIS librarian and music librarian, who bring diverse but complementary skills and perspectives to the project. A proof of concept map was
created using OpenRefine and ArcGIS software. It was presented to a group of librarians, and initial feedback was then used to revise the visualization.

Challenges and outcomes of working with library catalogue data to create geospatial visualizations will be discussed in this presentation, as will best practices for librarians hoping to develop data management, maintenance, and preservation plans. The prototype and finished product of the visualization will be presented. We conclude with discussion of some of the connections between library data management and current developments within digital humanities and academic library research.

Takeaways:

- Workflow to collect, clean up, and present catalogue data using current data management and presentation software
- How to develop and implementing a data management strategy
- Best practices for developing, testing, and implementing geospatial visualization tools for access to library special collections

3:40pm – The Elephant in the Room: Imposter Syndrome and Librarian Researchers – Jaclyn McLean, University of Saskatchewan

In embarking on my own research this past year, I encountered periods of extreme self-doubt about my abilities. Librarians of all ages and experience levels have spoken frankly to me of their own impostor syndrome moments, most tied to research. I’ve observed, and experienced, an ability to find a niche in professional practice with much more ease than settling into the researcher persona. I see librarians undertaking more complex research, far beyond a former role as bibliographer. As a profession, we are receiving grants, conducting sophisticated research studies using multiple methodologies, and producing professionally published results. Yet many librarians I’ve talked to minimize these achievements and remain unsure of themselves as researchers. My doubts stem from inexperience—I’ve never supervised a student or written a graduate thesis, and took a single solitary course on research during my MLIS. The prevalence of impostor syndrome among librarian practitioner-researchers has piqued my curiosity, and I’m wondering if there are some ways we can support each other and build confidence as researchers throughout the profession. I thought it might start with talking about it out here in the open, with an audience full of practitioner-researchers, and share some strategies and ideas with each other.

Takeaways:

- Awareness of impostor syndrome
- Discussion of strategies to support librarians as practitioner-researchers
Speakers Biographies

**Shailoo Bedi, University of Victoria**
Dr. Shailoo Bedi is currently the Director for the Academic Commons and Strategic Assessment at the University of Victoria Libraries. She has been an academic librarian for 18 years. Most of her professional work has focused on management, organizational development and training, and library assessment and institutional planning. Her portfolio has recently expanded to include library facilities, space, and design. Shailoo has a BA in Classics and History in Art, MA in History in Art, MLIS, and PhD in Curriculum and Instruction. Her dissertation focused on issues of diversity and inclusion related to racialized minority educational leaders. Her dissertation was recently recognized by the Canadian Society of Studies in Education with the award for Outstanding Dissertation - 2015. Shailoo is currently the principal investigator on a study to understand student use of library space told through student photo-narratives. She is passionate about seeing an expansion in the use of diverse research methodologies and research approaches in the library and information studies discipline.

**Kristin Bogdan, University of Saskatchewan**
Kristin Bogdan is the Science & Engineering Librarian at the University of Saskatchewan. She has undergraduate degrees in Geology and International Studies from the University of Saskatchewan and a MLIS from Western University in 2011. Kristin’s research interests include visualizing library data to present collections in interesting ways, librarians using data for research, and technology in libraries.

**DeDe Dawson, University of Saskatchewan**
Diane (DeDe) Dawson is a Science Liaison Librarian at the University Library, University of Saskatchewan. In addition to her MLIS degree, she holds a BSc in Biology and an MSc in Earth Sciences. Driven by her education and research background in the sciences, she has a strong interest in the ways scientists communicate the results of their research and how libraries can support this. DeDe’s research focuses on scholarly communication and open access issues, and related topics involving science library collections.

**Carolyn Doi, University of Saskatchewan**
Carolyn Doi is the Music Librarian at the University Library, University of Saskatchewan. Prior to this, she worked as a Liaison Librarian at the Marvin Duchow Music Library at McGill University. She completed studies in music history at the University of Victoria and received her MLIS from McGill University in 2010. Her current research interests include local music collections, music collection management, and online learning.

**Lise Doucette, University of Western Ontario**
Lise Doucette is the Assessment Librarian at the University of Western Ontario. She is currently enjoying being on Study and Research Leave. Her research interests include the impact of using business practices in academic libraries, and academic librarians’ acknowledgement and understanding of the political and economic motivations for library assessment work.

**Angie Gerrard, University of Saskatchewan**
Angie Gerrard is a social sciences liaison librarian at the University of Saskatchewan who has recently started in a new position of information literacy co-ordinator in the Library’s Student Learning Services unit. Angie is passionate about teaching and learning and exploring ways to integrate information literacy everywhere!

Shannon Lucky, University of Saskatchewan
Shannon Lucky is an assistant librarian in the Library Systems & Information Technology unit at the University of Saskatchewan. Her research focuses on how usable technology can support the information practices of people and communities. With a background in the digital humanities, Shannon is passionate about the value of making computation methods and tools accessible to everyone.

Jaclyn McLean, University of Saskatchewan
Jaclyn McLean is the Electronic Resources Librarian (MLIS, Western, 2008) at the University Library, University of Saskatchewan. She has worked in special and public libraries, and is a now building experience as a practitioner-researcher in academic libraries. Her research interests stem from curiosity about the impacts of change on libraries as organizations and librarianship as a profession, especially when technology or external stimuli are involved. When she’s not at the library, you will likely find her with knitting needles or a cup of tea in hand, and a ginger cat or two nearby.

Marjorie Mitchell, University of British Columbia, Okanagan Campus
Marjorie Mitchell has been a librarian at the University of British Columbia Okanagan campus for more than 10 years. In addition to her liaison work, she is responsible for the Research portfolio helping faculty, researchers, and students develop research data management plans. Her research interests are around research data management practices of research faculty and librarians.

Janet Rothney, University of Manitoba
Janet Rothney is the Dentistry Librarian at the University of Manitoba Libraries. She also provides research and reference assistance and library training to the Faculty of Health Sciences as part of the Health Sciences Libraries team. Her research interests include information literacy and working collaboratively. Janet holds an MLIS from McGill and a Graduate Certificate in Technology-Based Distributed Learning from UBC.

Joe Rubin, University of Saskatchewan
Joe Rubin is an Assistant Professor in the Department of Veterinary Microbiology at the University of Saskatchewan. Prior to beginning his academic appointment, Joe completed his DVM and PhD at the Western College of Veterinary Medicine. Joe’s research is in the area of antimicrobial resistance, and the molecular epidemiology of antimicrobial resistant organisms. His research group is currently working to identify and describe resistant organisms in companion animals, wildlife, agricultural animals and imported foods.

Laura Thorne, University of British Columbia, Okanagan Campus
Laura Thorne is the Communications, Marketing, and Assessment Librarian at the University of British Columbia’s Okanagan Library where she is responsible for the development and implementation of assessment and communication activities. She is interested in the role evidence and data play in library decision-making, as well as the communication of research with key stakeholders. She is currently
conducting a research study examining the transition from library school to professional academic librarian and is a member of several interdisciplinary research teams.

**Jenaya Webb, University of Toronto**

Jenaya Webb is Public Services and Research Librarian at the Ontario Institute for Studies in Education (OISE) Library, University of Toronto. Her primary roles are to provide information literacy instruction and research support to OISE students, faculty, and staff. She also coordinate research initiatives focused on service improvements at the OISE Library. Jenaya holds a B.A. and an M.A. in anthropology from the University of Alberta and an M.I. (Library and Information Studies) from the University of Toronto. Her current research takes ethnographic and visual approaches to understanding wayfinding in library spaces.