



# Engineering Libraries Division Newsletter



## September 2017

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## Message from the Chair

Bruce Neville



Some of us had a little *too* much excitement at the start of the fall semester from an active storm season in the Atlantic. Here in College Station, we got a rainy weekend out of Harvey, but not much more. He did considerable damage, however, close to the coast. Not to be outdone, Hurricane Irma did unimaginable damage throughout the state of Florida and beyond, only to be topped by the ravages of Maria in Puerto Rico and surrounding islands. I hope all of our members, their libraries, and their colleges came through with minimal effects.

In this, my first message as Division Chair, I want to thank those who helped make the Columbus conference such a success. The help of Craig Beard, who went through the process the previous year, was invaluable. Kari Kozak again stepped forward to coordinate the Division Mixer. The authors came through big time with enough papers to fill the lightning talks, three technical sessions, and a poster session. Scott Curtis contributed his experience with the paper review and acceptance process. Sari Frances of IEEE coordinated a panel discussion on digital piracy. The Anniversary Committee did a fantastic job with a celebration on Wednesday with a logo, cake, a memory book for the archives, Part 2 of Michael White's history of ELD, and a panel of "vintage" ELD members sharing recollections. The Development Committee provided some exceptional swag. We sponsored a workshop on Systematic Literature Reviews, co-sponsored with the Student Division, and co-sponsored a workshop on Integrating Standards into Design Courses with the Engineering Technology Division.

I want to thank the Publications Committee for reviewing and constructively commenting on all those papers. I want to thank my moderators: Sylvia George-Williams, Ronke Lawal, Paula Johnson, John Teleha, Anna Sackmann, Sari Frances, and Michael White. I want to thank the workshop presenters: Margaret Foster (Texas A&M), Systematic Literature Reviews; and Margaret Phillips and Michael Fosmire (Purdue University) and Paul McPherson (Purdue Polytechnic Institute), Integrating Technical Standards into Design Courses. I want to thank my Program Committee: Craig Beard, Amy Buhler, Scott Curtis, Kevin Drees, Daniela Solomon, and Larry Thompson.

Critically important to the success of our conferences are our sponsors. They provide support for food during our meetings and at our social events. (And what great food it is!) They also provide travel stipends for some of us to attend the conference, including need-based stipends, without which some of our members would not be able to attend. including a couple new ones. In alphabetical order, they were: ACS, AIAA, ARM Education Media, ASME, ASTM, AWS, Begell House, Elsevier, ICE, IET, IEEE, Morgan & Claypool, SAE, SPIE, and Techstreet. A huge "thank you" to all of you! We truly value your partnerships.



ELD is a division of the American Society for Engineering Education. Its mission is "to promote and strengthen the role of the library as an integral part of engineering education."

## Message from the Chair *(Continued...)*

It's already time to start thinking about next year's conference in Salt Lake City. The call for papers should be coming out soon, so I hope you'll be as generous with abstracts to this year's Program Chair, Willie Baer, as you were to me.

Shortly after the conference, we received a nice letter (reproduced on the next page) from President Bevlee Watford regarding a resolution by the Board of Directors of the Society on our joint 50th and 75th anniversaries.

This is where the Division Chair normally talks about their Grand Vision for the upcoming year. Normally, it would be tied to the Society's theme for the year. Well, the Society's theme for the year is their 125th anniversary, and we just did that. The work is not done in the themes of past years--diversity, pre-K-to-12 STEM education, authors' rights, recruitment. I guess my Grand Vision is "Keep calm and carry on."



# ELD 50th Anniversary Resolution by ASEE Board

## BOARD OF DIRECTORS 2017-2018

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August 7, 2017

Dear Members of the Engineering Libraries Division:

It is with immense pleasure that I inform you of the vote taken by the ASEE Board of Directors on Wednesday, June 28 approving a resolution of recognition and congratulations to the Engineering Libraries Division (ELD) on the occasions of both the 50<sup>th</sup> Anniversary of the Division's formation as well as its 75<sup>th</sup> anniversary as the first organized engineering librarians group.

ELD is an essential and valued component of ASEE. We are very pleased to see that ELD members were strong participants in the Governance Strategic Doing Team survey of members.

Congratulations again on your accomplishments and continued contributions to ASEE!

Dr. Bevlee Watford  
President of ASEE

# ELD Extended Executive Committee Meeting

## ELD Extended Executive Committee Meeting ASEE Annual Conference, Garfield Room, Hyatt Hotel Wednesday, 28 June 2017

**Present:** Alice Trussell (Awards - outgoing), Amy Buhler (Development), Amy Van Epps (Awards & Electronic Voting), Bernadette Ewen (Director), Bruce Neville (Division Chair), Craig Beard (Nominating), Daniela Solomon (Scholarly Communications), David Hubbard (Accreditation & Standards), Dave Schmitt (Membership), Eric Schares (Member, Publications and Website Committees), John Napp (Director), Julie Cook (Secretary/Treasurer), Kari Kozak (Website), Kevin Drees (Mentoring), Kristen MacCartney (Newsletter), Mel DeSart (E-Lists), Michael White (Anniversary Celebration), Willie Baer (Program Chair), Zachary Painter (Archives)

### Extended Executive Committee re-appointments and new appointments:

Re-appointed: Zachary Painter (Archives), Mel DeSart (E-Lists), Kevin Drees (Mentoring)

New appointments: Amy Van Epps (Awards), Kristen MacCartney (Newsletter), Craig Beard (Nominating), Daniela Solomon (Scholarly Communication), Kari Kozak (Website).

End of temporary committee: Michael White (Anniversary Committee)

The EEC unanimously approved these changes.

### Report on the PIC Meeting

PIC meeting was attended by Willie and Craig.

Craig will contact Teri (PIC IV Chair) about our bylaws and let her know that they are, in fact, updated on the ELD website. Teri needs to see proof of ASEE Board approval of the bylaws. Craig will follow through with Teri.

### ASEE Anniversary

The 125<sup>th</sup> Anniversary of ASEE is next year. Do we want to contribute to the celebration/programming?

Mike: make a poster of a timeline of engineering information.

Kari: Prism will do interviews with engineers, maybe we can participate.

Willie: perhaps the Prism issue could include a timeline/article about 125 years of engineering information. EEC discussed having Mike join the ASEE Anniversary Committee. Bruce will contact Teri to find out process for getting on the committee.

### Membership issues

Mel: ELD membership has been falling. Serious issue of ALA and ASEE overlapping 5 out of 6 next conferences, since ASEE moved to fourth weekend in June instead of third. We should express this concern to Teri (PIC IV Chair). Willie will be contacting Utah librarians about helping to plan 2018 (taking place in Salt Lake City) but also to recruit them to ELD. Big issue for us that people have to choose between ASEE/ELD and ALA, and we have seen members choosing to attend ALA over ELD.

### Recruitment ideas

Science boot camps are a great place to recruit. Noted that lots of ALA business takes place outside of their conference, either virtually or at ALA Mid-Winter. All of our business takes place at the conference. Membership Committee has brainstormed ideas for recruiting. Determined that tracking new hires, etc. requires quite a bit of legwork. We saw our membership dip when the dues went up. Our numbers have been steady for last 2-3 years. Perhaps we should add a recruitment function to the membership committee. Plan to come up with a recruitment strategy in the next year including ideas to reach schools. Dave will have committee look at this. Mel: an additional area to examine is how to reach people that have picked up engineering as a secondary responsibility.

### Development

Amy B. reported that the development committee decided to have a continuing liaison with Elsevier and IEEE instead of having Directors be the liaison, which changes from year to year. With the increased travel stipends, this will make it easier for vendors to have a consistent contact person. The EEC agreed that this makes sense. Will require slight change to Directors' description of duties.

Amy B. started discussion of ways to increase the recognition of sponsors at the ELD Business Meeting, as extra recognition for their support is beneficial. One idea discussed is to invite all our sponsors to the business meeting; allowing a table in the back at the meeting for sponsor swag. Idea comes from STS model. SLA does this, too. Noted that this idea requires that the meeting setup would have to allow for extra space for additional attendees and a table. Kristen: give sponsors an opportunity to give a spiel limited to one minute and one slide. This wouldn't require any extra meals or

*Continued on next page...*

## ELD Extended Executive Committee Meeting *(Continued)*

extra space. Noted that vendors like the opportunity for face-to-face time rather than distributing swag. The EEC decided to go with this idea. Amy B. will let sponsors know about this opportunity when she sends thank you notes for their 2017 support.

Several vendors proposed a lightning talk this year. We told them it was ok as long as it wasn't a sales talk, i.e. just to highlight new features. However, we didn't have enough member proposals this year. If the lightning talks are more structured and we give more guidance to the moderator who must stick to the schedule, we will have time for vendor talks in addition to the member talks. Noted that since there is food served, this complicates things, as it increases the time needed for the session.

### **Program Chair:**

Willie asked for feedback and comments from the group, especially in regards to ASEE's changes for this year's conference, which included Sunday programming. This year we didn't have any sessions scheduled for that time, but that could change in upcoming years. ASEE wants to make more money; Wednesday sessions have often been poorly attended because people start leaving. If Sunday meetings are scheduled, we have to consider extra time/expense for members, if they have to arrive on Saturday. Ongoing discussion about viability and benefits of scheduling Sunday afternoon sessions.

For 2018: do we want to offer workshops or an unconference? Now that ASEE is offering programming on Sunday, we couldn't really schedule then, as cross-programming is a no-no. What about a Wednesday afternoon workshop/session? We did this in 2008. What are trending themes for a potential workshop? Would a Wednesday workshop be sufficiently attended? Schedule it for a 2-hour session: still gives people time to leave on Wednesday afternoon, time enough to raise issues, have discussions. This requires that the EEC meeting be scheduled for Wednesday morning.

### **2018 Program Ideas:**

Teaching engineering resources to non-engineers; engineering/technology for humanities people; co-sponsor a session with an education division: i.e. liberal education; "engineering faculties' willingness to teach and non-majors' willingness to learn" was a session this year. M349. Who would be audience for this type of thing? Perhaps P-12 people that are teaching technology to a broader/less technical audience; OER (open education resources); offer more to later career librarians, mid-career refresh, later career planning, succession planning, how to rise to power! This could do well in a panel format (how to propose a panel? Submit a proposal for the panel when paper proposals are submitted; program chair reviews; is not a technical session); "How to write a paper" workshop, (although hosting a webinar before the paper due date would be more timely and useful); how to make a poster or how to turn a paper into a poster. Do we know what the 2018 ASEE theme is yet? (No).

Scholarly Communication Committee: Daniela brought up the issue of promoting member articles on our website or on a more broadly available platform such as Mendeley. Do we know where are our ASEE papers are indexed? Do we know how to get them indexed in library literature or education databases? What about getting involved in the Engineering Archive (@engrXiv)? This highlights the problem with the ASEE publish-to-present requirement, since if a paper is published as a conference paper then it can't also be published in a journal. Many people may be choosing not to publish with ASEE because of this.

**Meeting minutes respectfully submitted by Julie Cook, Secretary/Treasurer**

## ELD Annual Business Meeting

The 2017 Business Meeting of the ASEE Engineering Libraries Division took place in the Fairfield Room of the Hyatt Regency Hotel, Columbus, Ohio, on Tuesday, 27 June 2017. The meeting was called to order at 8:15 by Division Chair Craig Beard.

Minutes of the 2016 Business Meeting were distributed. Doug McGee moved and Amy Van Epps seconded that the minutes be approved. The motion passed.

### REPORT OF THE PIC IV CHAIR, TERI REED

The financial situation of ASEE is greatly improved. They have begun setting aside money for a contingency fund as well as building and endowment funds. There is a new controller, Jessalyn Vermillion. A committee is being organized to plan the celebration for ASEE's 125<sup>th</sup> anniversary. ASEE is seeking feedback on the new conference format. The long range goals for the society will soon be published. Developing streamlined BYLAWS updates. Q: Now that finances are improving will conference registration fees decline? A: Probably not in the near future. Q: How is ELD represented at PIC and higher? A: PIC representatives are elected. The hurdle is getting ELD members onto the ballot. Q: Will there be a one-day registration option? A: No current plans, but worth exploring.

### REPORTS

**Secretary/Treasurer:** The financial situation of the division is better than reported in the May newsletter which showed a balance of \$2,809.95. An audit finished in June showed the new balance of \$7,457.62. This number was since modified because a conference expense was incorrectly charged to our BASS account, instead of the conference account. With that change, the correct balance for the end of FY2016 is \$7,918.08.

**Archivist:** Please send items for the archives.

**Awards:** Thanks to the committee. Special thanks to Alice Trussell for her service. Amy Van Epps will be the new chair.

**Accreditation & Standards:** The findings of the ABET Accreditation Visit Survey has been finalized.

**Development:** This event was sponsored by SAE.

**Membership:** Please make sure conference registrants register for ELD. See Julie for Banquet information.

**Banquet:** Reminder that the annual banquet will be at Venue@dock580.

**Directory:** Check the accuracy of your information on the list.

**Nominations:** Congratulations to Julie Cook and Bernadette Ewen on the recent elections. Contact Craig if you are interested in running for office.

**Publications:** Provide paper review.

**Webmaster:** Kari Kozak will be taking over.

**Anniversary:** Thank you to the committee. Remember to sign the anniversary book. Make sure to get a padfolio.

**Interdivisional Subcommittee for Publication and Policies:** There is currently a "publish and presentation" policy. Some drawbacks to our current system include: papers are hard to access, copyright has to be assigned to ASEE, limited exposure, and cost of conference. There is a call to increase the view of conference proceedings. The possibility of repackaging conference papers into a journal was discussed. There was concern with self-plagiarism.

### New business:

Please visit the poster session!

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## ELD Business Meeting *(Continued)*

### AWARDS AND RECOGNITIONS

#### **Morgan & Claypool Travel Stipends**

**2017 Awards:** Jay Bhatt and Alice Trussell received \$250 stipends. Nestor Osorio and Sarah Wagner received \$500 stipends.

**2018 Awards:** In a drawing for the \$250 awards, the names, in order were: Martin Wallace, Sarah Huber, Kari Kozak, Lisa Ngo, and Alexander Carroll. The \$500 awards are needs-based.

**Elsevier needs-based travel stipend:** Chelsea Leachman received a \$1,500 stipend from Elsevier.

**IEEE needs-based stipends:** Alexander Carroll and Sarah Parker each received a \$1,750 stipend from IEEE.

**The 2017 Best Publication Award** goes to Megan Sapp Nelson for her 2016 ASEE Conference paper *Using Altmetrics as an Engineering Faculty Outreach Tool*.

The **2017 Homer I. Bernhardt Distinguished Service Award** goes to Michael White of Queen's University in Kingston, Ontario, Canada.

**Long-term Member Recognition Program.** ELD members with at least 10 years of participation in ASEE will continue to be recognized when they reach an additional 5-year mark (10 years, 15 years, etc.).

John Napp moved for the meeting to be adjourned. Anne Rauh seconded the motion.

The meeting adjourned at 9:30am.

Respectfully submitted,

**Willie Baer, Secretary/Treasurer**

## Call for Papers, Salt Lake City, 2018

The Engineering Libraries Division (ELD) of the American Society for Engineering Education (ASEE) is seeking abstracts for consideration for presentation at the 2018 Annual Conference & Exposition in Salt Lake City, Utah, June 24th to June 27th. ELD accepts abstracts for full-length presentations and posters and welcomes abstracts from, or joint presentations with, members of other divisions. Topics of interest include, but are not limited to:

- Open educational resources
- Basics of engineering librarianship for new librarians
- Electronic resources in engineering
- Collection development in the age of PDA, DDA, and EBA
- Flexible learning
- Teaching engineering information to non-engineers
- Recruiting new engineering librarians, and
- Marketing and outreach activities

Papers on inclusion are also always welcome; to qualify for the Society's Best Diversity Paper, diversity and inclusion must be the focus of the paper. See below for the ELD Author Guidelines; the ASEE 2018 Annual Conference Author's Kit can be found here: <https://www.asee.org/documents/conferences/annual/2018/2018-Authors-Kit.pdf>

Please direct any questions to Willie Baer, ELD Program Chair, at [wbaer@nd.edu](mailto:wbaer@nd.edu).

*Notice: The above call for papers is only for those that are handled in *Monolith*, and will be published in the *Proceedings of the Conference*; it does not include our lightning talks. Lightning talks are managed outside the formal paper management system. A call for lightning talks will come later through the ELD listserv.*

## ELD Author Guidelines Revision 1.0 / February 2017

The following rubric/guidelines are adapted from the ASEE *Journal of Engineering Education* author guidelines, modified for differences found with the ASEE Conference Author's Kit and Draft Paper Evaluation Rubric.

### ASEE Engineering Libraries Division - Author Guidelines

#### Abstract Preparation

The first step in becoming an author/presenter at the ASEE Annual Conference is the submission of an abstract for approval.

Abstract Format Guidelines are set by ASEE in the ASEE Author's Kit for the current year's conference. An example of the Abstract Guidelines can be found in Appendix B of the ASEE 2016 Annual Conference Author's Kit at [https://www.asee.org/documents/conferences/annual/2016/2016\\_Authors\\_Kit.pdf](https://www.asee.org/documents/conferences/annual/2016/2016_Authors_Kit.pdf)

In order to better communicate your proposal, a structured abstract approach is recommended, similar to the structured abstract guidelines here (adapted from the Author Guidelines for the ASEE *Journal of Engineering Education*).

The format for a structured abstract would include the following elements, as noted:

- **Background** - Briefly describe the context and motivation for the study
- **Purpose/Hypothesis** - Summarize the research question/proposition(s) addressed
- **Design/Method** - *For empirical studies*, provide an overview of the research design, methods of data collection, and analysis
- **Scope/Method** - *For research reviews or pedagogical innovations*, provide a description of the literature considered and the methods used in the review process

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## ELD Author Guidelines Revision 1.0 / February 2017 (Continued)

- **Results** - Summarize the key findings
- **Conclusions** - State the key conclusion(s) based on the findings for publication.

The author should label each part of the structured abstract with the appropriate subheading. Abstracts should have between 250-500 words (excluding the subheadings). This limit results in about 2 to 5 sentences per subheading. The parts do not need to be of equal length. A matter-of-fact, statement-oriented writing style is better suited for structured abstracts than an expository, conversational writing style.

### General manuscript requirements

There is no set manuscript length.

For all papers, a review of literature directly relevant to the research problem or topic should be summarized. This review of literature helps the reader determine the originality and context of the findings reported in the paper and presentation.

Submitted manuscripts must not have been previously published nor have been submitted concurrently elsewhere for consideration for publication.

### Types of manuscripts

Manuscripts should report original research that contributes significantly to the body of knowledge in the field of engineering education, or that supports engineering education through means such as information literacy instruction or library programming, services, marketing, or collections.

Quantitative, qualitative, and mixed methods research designs are accepted. Manuscripts that report the results of attempts to replicate significant empirical studies are welcome; see [“The Roles of Replication in Engineering Education Research”](#) by Benson and Borrego in the October 2015 issue of the *Journal of Engineering Education*.

Manuscripts that detail curricular or pedagogical innovations are encouraged for the conference.

Manuscripts will generally fall into two categories: empirical investigations and research reviews/pedagogical innovations.

**Empirical investigations** should state the questions addressed and their context relative to prior knowledge on the subject. The relevant theories should be presented, the research design decisions should be justified, and the research methods should be described in detail to permit an evaluation of their quality. The interpretation of the results must be supported by the data. The conclusions should explain the significance of the results for advancing engineering education research or practice.

**Research reviews/pedagogical innovations** should state the propositions addressed in the review and their context relative to the body of knowledge reviewed. A review might include a critical analysis, synthesis, or evaluation of previous research to provide new perspectives, a new knowledge structure, general conclusions or overarching principles, or new research directions. Reviews using systematic and meta-analytic approaches are encouraged, but not required. An explanation of the significance of the insights gained to advancing engineering education research or practice should be provided.

### Review Criteria

Manuscripts will be reviewed according to the current Draft Paper Evaluation Rubric provided by ASEE for the Annual Conference. The 2016 rubric is available for review at <https://www.asee.org/documents/conferences/annual/2016/Rubric.pdf> Check the ASEE Annual Conference website for the current rubric.

Authors are advised that, regardless of any unforeseen changes in the Conference rubric, an acceptable and high-quality draft manuscript will address these criteria implemented by the ASEE *Journal of Engineering Education* (JEE), which

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## ELD Author Guidelines Revision 1.0 / February 2017 (Continued)

are in turn adapted from the *International Journal of Teaching and Learning in Higher Education* (<http://isetl.org/ijtlhe/criteria.cfm>).

### **Empirical Articles**

1. **Focus:** All empirical articles should report original research that extends the body of knowledge in the field of engineering education.
2. **Problem:** Does the manuscript clearly state and explain the problem or issue that is addressed by the research, the warrants for claims made, and the significance of the problem? Is the statement of the problem directly linked with and in alignment with the subsequent review of the literature?
3. **Literature:** Does the article identify, synthesize and evaluate the relevant literature that led the author to propose the research? Is there a specific and persuasive explanation of how the present study will contribute to the literature as well as to practice or policy? What conceptual or theoretical framework informs the study?
4. **Methods and Analysis:** Does the manuscript present a well-developed, clearly articulated, and appropriate method or set of methods for the expressed problem, supporting literature, and research approach (e.g., qualitative or quantitative)? How detailed is the description of the context of the study? Are the data that are collected, regardless of form (e.g., interview transcripts, survey results), analyzed using appropriate procedures? Are the results of these analyses reported accurately and fully in the manuscript?
5. **Quality of Data and Findings:** Regardless of the method(s) used, the data should be of sufficient quality to address the hypothesis and/or research questions. In quantitative studies, are the sample size and demographics appropriate to the problem? In qualitative papers, were the data collected in a way to provide an in-depth understanding of the context? Are findings supported by data and results? Are findings sufficiently compelling to support publication?
6. **Conclusions:** Are the conclusions specific to the research questions or hypotheses posed? Are they supported by the data analysis? In addition, does the conclusion address both the original problem and the implications of the research findings? For quantitative studies, do the conclusions address the hypothesis? For qualitative papers, do the conclusions address the research question? Does the manuscript connect the findings to the conceptual framework that informs the study, discuss the limitations of the study, and describe the implications of the findings for further research or educational practice?
7. **Clarity and Organization:** Is the manuscript organized in accordance with currently accepted formats for reporting qualitative, quantitative, or mixed methods research? (For guidance, see the *Publication Manual of the American Psychological Association*, sixth edition).
8. **Style and Mechanics:** Is the article written in an appropriate style? Is the article free from grammatical, punctuation, and spelling errors? *Note: citations and references will be accepted in any standard format. ASEE has not adopted a particular citation and reference standard.*

In addition to these general criteria, specific criteria apply depending on the type of empirical article:

1. **Quantitative studies** will generally be hypothesis-driven. Is the hypothesis clearly articulated and are the methods appropriate to address the hypothesis? Are the sample and any controls appropriate? When scales, instruments, or tests are used, is there evidence of validity and reliability? Is the use of statistical tests explained clearly? Are decisions regarding the choice of statistical tests justified? Have assumptions for statistical tests been checked or verified? When appropriate, are effect sizes, confidence intervals, statistical power, and goodness of fit reported?
2. **Qualitative studies** do not have to be hypothesis-driven. Does the manuscript articulate the research questions that guide the study? Are the methods appropriate to answer the research questions? Additionally, is

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## ELD Author Guidelines Revision 1.0 / February 2017 *(Continued)*

there justification for the cases or participants being studied? Are credibility and trustworthiness established? Are the analyses used appropriate? Does the methodology provide a deep, contextual understanding of the phenomenon being studied? Is the researcher's epistemological stance clearly articulated and reflected in the methodology?

3. For **mixed methods studies**, are the hypotheses or research questions clearly stated? Does the article delineate whether it uses a mixed or multiple methods approach? Does the article clearly describe the research strategy and the plan for integrating the different data sets? Finally, do the quantitative and qualitative components satisfy the criteria given above?

### ***Research Reviews and Curricular/Pedagogical Innovations***

1. **Focus:** Are the goals well stated and developed, and bear a clear relationship to engineering education?
2. **Topic:** Does the manuscript clearly state and explain the topic or issue that is addressed by the review? Is the statement of the topic delineated and distinguished from related topics, and directly linked with inclusion criteria described in the manuscript's methods section?
3. **Methods and Analysis:** Does the manuscript clearly describe how articles were identified for the review, and is the approach appropriate for the type of review? Are decisions as inclusion criteria, databases used, and the number of qualifying articles documented? For a meta-analytic review, is a description of the statistical techniques used in the analysis included?
4. **Synthesis and Critique:** Does the manuscript sufficiently describe what is known about the topic? Does it advance knowledge and identify future directions of research? Is it a complete treatment of the topic?
5. **Conclusions:** Are the conclusions meaningful and the scholarly contributions supported by the literature review? Do the conclusions suggest further directions for research, areas that are missing from our current understanding, or implications for engineering education practice?
6. **Clarity and Organization:** Is the manuscript organized in accordance with currently accepted formats for literature reviews?
7. **Style and Mechanics:** Is the manuscript written in an appropriate style? Is the manuscript free from grammatical, punctuation, and spelling errors? *Note: citations and references will be accepted in any standard format. ASEE has not adopted a particular citation and reference standard.*

### **Submission**

The mechanics of submission are governed by the Author's Kit published by ASEE for the Annual Conference. As an example, the 2016 Author's Kit document is located at [https://www.asee.org/documents/conferences/annual/2016/2016\\_Authors\\_Kit.pdf](https://www.asee.org/documents/conferences/annual/2016/2016_Authors_Kit.pdf)

## Call for Nominations

The ELD Nominating Committee is seeking candidates interested in running for the positions of Secretary/Treasurer and Director. Serving as an ELD officer is a great way to get involved in ASEE and contribute to your professional community. The slate of candidates will be presented in late February 2018 and elections will be held in March, in accordance with the ELD bylaws.

**Secretary/Treasurer** is the first position in the four-year officer track (concluding June 2022). The elected individual commits to serve in all four positions (Secretary/Treasurer, Program Chair, Division Chair, and Past Chair), and is expected to attend the Annual Conference for the duration of their term. For the first three years, this person will serve on the Executive Committee (EC), and for all four years, this person will serve on the Extended Executive Committee (EEC). The EC is the primary governing body of the Division and the EEC is an advisory body to the Executive Committee on matters relating to the objectives of the Division.

The **Director** position is a two-year commitment and the elected individual will also be expected to attend the Annual Conference for the duration of their term (concluding June 2020). There are two directors serving staggered terms who are both members of the EC and the EEC. In the first year of the term, the Director organizes the ELD welcome reception. In the second year, the Director organizes the annual banquet.

Complete descriptions of the positions and responsibilities are available on the [ELD Officers, Committees and Appointed Positions](#) page.

Nominations, including self-nominations, can be sent to [eld-nominations@u.washington.edu](mailto:eld-nominations@u.washington.edu).

If you have questions about the nominating process or the responsibilities of the positions, please let me know ([cwb@uab.edu](mailto:cwb@uab.edu)). Also, most ELD members who have served in these positions are happy to discuss their experiences with potential candidates. See the [list of past chairs and past directors](#) for their names.

Craig Beard, Chair  
Nominating Committee

## Conference Report, Columbus, OH, 2017

### ASEE-ELD Conference Summary

By Kristen MacCartney, Paul Grochowski and David Hubbard

#### Monday, June 26

Michael White (Queen's University) set a warm and welcoming tone for the Engineering Libraries Division 50<sup>th</sup> Anniversary program by *announcing* the "secret" signing of a tee shirt, a long-standing ELD tradition, for outgoing chair Craig Beard. As the audience laughter died, Sylvia George-Williams (Southern Methodist University) took charge as moderator of eighteen 3-minute Lightning Talks. Speakers highlighted novel student engagement activities, including a "living library," information literacy through gaming, an engineering Olympics, and a spotlight on student hands-on projects. Talks also covered data management/literacy, flipped and active learning instruction, and faculty outreach (faculty press anyone?). Interested in how libraries can better support campus entrepreneurship, ideas for standards promotion/collection, and theses/LaTeX workshops? PowerPoints of these lightning talks, and the presentations discussed below, will be available when the new ELD web site goes live later this fall. Full papers may be found in ASEE PEER (<https://peer.asee.org/>). Lunch was sponsored by AIAA, ASME, AWS, IET and Techstreet.

To keep this conference recap concise, presenting authors only are listed below.

Monday's first technical session, "Collaborating with Engineering Students and Faculty," was sponsored by ICE and moderated by Ronke Lawal (Virginia Commonwealth University). Pauline Melgoza (Texas A&M University) discussed

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## Conference Report, Columbus, OH, 2017 (Continued)

how “Mentoring Industrial Distribution Students on Their Junior and Senior Papers” built credibility with students and professors, who began to rely on librarian-mentors to “vet topics and refocus teams who did not understand the scope of the project.” Aleshia Huber’s (Binghamton University) “Redesign of Library Spaces: A Collaborative Project with Engineering Students” covered a project where engineering students, working with librarians and a professional engineer, completed two library design projects with potential for technical and public use spaces. In “Lab-Integrated Librarians: Engagement with Unreachable Researchers” Alexander Carroll and Bertha Chang (North Carolina State University) showed how user-centered, point-of-need assistance produced more authentic and nuanced research partnerships and better outcomes. The session ended with Christie Wiley’s (University of Illinois, Urbana-Champaign) “An Integrated Data Management Plan Instruction Program,” a topic of near-universal concern among librarians eyeing federal agency and publisher mandates – and recalcitrant faculty and students.

Technical Session 2 focused on “Improving Information Literacy Programs.” The sponsor was ARM, and Paula Johnson (University of Arizona) moderated. The title “Watch It or Read It: Understanding Undergraduate Engineering Students’ Learning Effectiveness and Preference for Video Tutorials vs. Guide on the Side Tutorials” by Qianjin Zhang (University of Iowa) neatly sums the research results. “Information Literacy Portfolio for Curriculum Mapping,” by Jeff McAdams (University of North Carolina, Charlotte), outlined an ambitious project to provide short, highly targeted info lit experiences for undergraduates. In “From Creativity to Classification: A Logical Approach to Patent Searching” Marian Armour-Gemmen (West Virginia University) demonstrated how to use trees and hierarchies in Espacenet and USPTO to guide students and faculty toward a more productive patent search. In “Open Educational Engineering Resources: Adoption and Development by Faculty and Instructors” Chelsea Leachman (Washington State University) shared best practices liaison librarians can use for more successful discipline-specific OER outreach. In the Q&A, she noted that faculty are often good sources for OERs. Other Q&A answers: Qianjin recommended University of Arizona code.library for [Guide on the Side tutorials](#). In response to “why not use Google patents to teach students?” Marian responded, “Do you really want Google to know about your idea?”

Members repaired to NOVO Bistro, for a reception organized by John Napp (University of Toledo) and sponsored by IEEE. The evening receptions are a relaxed forum to reconnect with old friends, and make new members feel at home. While everyone enjoyed a dinner bookended with a champagne toast by Emily Csernica, Director of North America Sales at IEEE, and 50<sup>th</sup> ELD Anniversary cake, no one anticipated a free show in the Columbus sky: double rainbows.

Tuesday kicked off with the ELD Division Business Meeting, sponsored by Elsevier, IEEE, Morgan & Claypool, and SAE. Craig Beard moderated. Notes to this meeting can be found on page 6, but a few highlights worth are worth repeating here. Congratulations to Megan Sapp Nelson, who received the 2017 Best Publication Award. Her 2016 ASEE Conference paper *Using Altmetrics as an Engineering Faculty Outreach Tool* examined the pros and cons of various altmetric tools so librarians can better assist early career faculty build a meaningful online research presence.

Michael White, of Queen’s University, received the 2017 Homer I. Bernhardt Distinguished Service Award. On pages 17-18, Michael graciously shares his thoughts on 25 years of ELD membership and what receiving the Bernhardt Award means to him. For those not familiar with the award, it’s history can be found here: <http://depts.washington.edu/englib/eld/awards.php#homer>



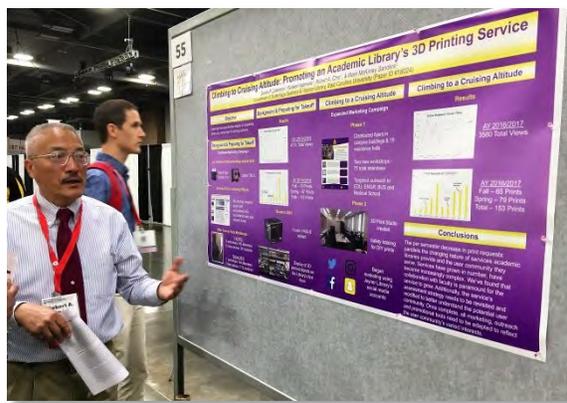
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## Conference Report, Columbus, OH, 2017 (Continued)

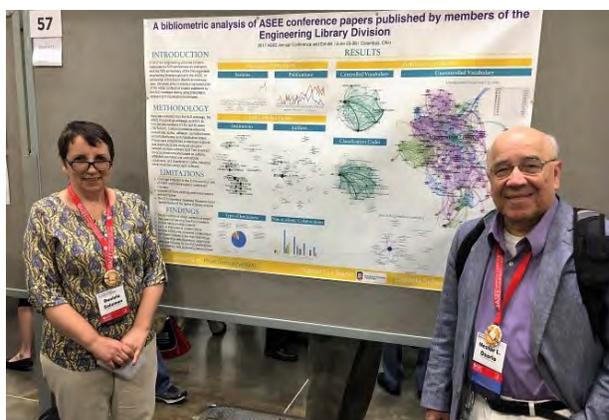
The ELD Poster Session took place during lunch in the Exhibit Hall; John Teleha (North Carolina A&T State University) moderated; there were four posters presented.



“Librarians Embrace the Grand Challenges,” James Van Fleet (Bucknell University)



“Climbing to Cruising Altitude: Promoting an Academic Library’s 3D Printing Service,” Robert Chin (East Carolina University)



“A Bibliometric Analysis of ASEE Conference Papers Published by Members of the Engineering Libraries Division,” Daniela Solomon (Case Western Reserve University) and Nestor Osorio (Northern Illinois University)



“An Analysis of Engineering and Technology Faculty Library Usage Patterns and Recommendations for Enhancing Interaction with the Library,” George Stefanek (Purdue University Northwest)

ELD’s third technical session was on the “History and Future of Engineering Librarianship,” moderated by Anna Sackmann (University of California, Berkeley). Julie Arendt and Martha Roseberry (Virginia Commonwealth University) opened with “University Library Services to Engineering Summer Campers” detailing the resources of interest, challenges of adapting curriculum to younger students, and potential conflicts when engaging middle school students in the process of engineering invention. Kari Kozak (University of Iowa) begins her paper “Creating Ideas into Reality: Spaces and Programs that Open Up the Imagination” with “Virtual reality, 3-D scanning, Arduino programming, oh my!” “Her library’s new Creative Space and Kickstart scholarship/grant program expands hands-on opportunities to explore and invent. Read the paper presented by Lisha Li and Isabel Altamirano (Georgia Institute of Technology) on the “History of the Georgia Tech Library with Emphasis on the Crosland Era,” for inspiration about the lasting impact librarians can

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## Conference Report, Columbus, OH, 2017 *(Continued)*

have on their immediate academic community and far beyond. Dorothy Crosland's accomplishments during her 46-year career with Georgia Tech prompted this outburst: "I wonder when she slept?" Jill Powell (Cornell University) closed the session with an absorbing talk "Celebrating Engineering Librarianship: 130 Years of Cornell University Engineering Libraries." Another title might be, "From Card Catalog to Virtual Reality Workstations with Stunts, Songs and a Sit-in In Between."

The panel session on "Digital Piracy: What You Need to Know to Protect Your Library" was moderated by Sari Frances (IEEE) and sponsored by Begell House. In addition to Sari, panelists included Paul Butler (Ball State University), Don Hamparian (OCLC), and Andrew Pitts (Publisher Solutions International). The focus was on SciHub: why students and faculty use it, whether they should, who bears responsibility for its rise, the implications to schools and related vulnerabilities, and tactics to prevent and identify unwanted intrusions.



The ELD 2017 Annual Banquet was another lovely evening, this time at The Venue@dock580. Julie Cook (University of Washington) organized the reception, and the sponsor was Elsevier. An outdoor cocktail hour provided ample time for people to network and engage the day's speakers with follow-up questions. During dinner, James Tonna, Vice President of Sales and Customer Marketing for Elsevier, spoke to the company's long-standing commitment to ELD support.

After recognizing the considerable contributions of those who keep ELD vital year-round, Craig Beard accepted Bruce Neville's gift on behalf of the membership, that not-so-secretly-signed tee.

In a fitting close to the 2017 ELD program, Michael White (Queen's University), keynoted the 50th Anniversary Celebration with his paper "The History of the Engineering Libraries Division, Part 2: 1960-2017." The author took us on a fascinating journey through these "tech years" and highlighted visionary leaders -- John P. McGowan, Warren N. Boes, Thomas L. Minder, and Karen G. Takle -- who persisted when others questioned the inclusion of librarians in ASEE.

Michael's talk was followed by a panel with Dorothy Byers (University of Cincinnati, retired), Charlotte Erdmann (Purdue University), Tom Volkening (Michigan State University) and Mel DeSart (University of Washington). Panelists gave a brief overview of their career trajectories. Challenges included flat tires on the way to an interview "and I changed it" (Byers) and inspiration from bosses who insisted conference attendance required publishing (Erdmann). The benefits of being involved in ELD and attending the annual ASEE conference were pervasive, from being on hand to see the first demo of Mosaic (Volkening) to being present right then, 27 years after joining, to encourage those assembled to get involved in ELD, this incredible community (DeSart).

Sponsors for this session were AIAA, ASME, AWS, IET and Techstreet.

## Committee Reports

### Accreditation and Standards Committee

The Accreditation and Standards Committee continues to monitor proposed ABET changes to EAC's Criterion 3 (Student Outcomes) and Criterion 5 (Curriculum). The Committee finalized the ABET Accreditation Visit Survey (2014-2015) and survey findings were briefly discussed during the 2017 ASEE Annual Conference at the ELD Business Meeting, and then subsequently distributed to the ELD membership via eld-l. The purpose of the survey was to collect information from ELD members about their ABET accreditation visit experiences in order to assist other ELD members with planning for future ABET accreditation visits. The report will be posted on the new website.

David E. Hubbard  
Chair, Accreditation and Standards

### ASEE ELD Directory of Members

The ASEE ELD Directory of Members was last published in July 2017. The directory is a great tool for networking. It lists contact information, research id numbers, research interests, and CV/Bio links. ELD members, who wish to update their information listed in the directory or request the link and password for downloading the latest directory, should e-mail [ewen@rose-hulman.edu](mailto:ewen@rose-hulman.edu).

Bernadette Ewen  
Chair, Membership Directory

### Newsletter Committee

Many thanks to Lee Cummings for his kind guidance during the passing of the torch, and to Paul Grochowski and David Hubbard for patiently providing much-needed assistance in the production of the newsletter. The Chair takes full responsibility for any errors of omission or otherwise. If you have comments, or wish to submit content for the newsletter, please contact the editor at: [k.maccartney@ieee.org](mailto:k.maccartney@ieee.org).

Each year, four issues of the ELD Newsletter are produced and posted on the ELD web site, currently at: <http://depts.washington.edu/englib/eld/newsletter.php>.

Kristen MacCartney  
Chair, Newsletter Committee

### Publications Committee

A sincere thank you to all the Publications Committee members who served in 2016-2017! We've added a few new members for 2017-2018, and are looking forward to the peer review process for the 2018 conference.

In preparation for the 2018 Annual Conference, please remember that last year the Publications Committee completed two guidance documents that will be useful for authors and reviewers of conference papers. The ELD Author Guidelines begin on page 8, and will also be available on the refreshed ELD website, when launched, along with ELD Peer Reviewer Guidelines.

Scott Curtis  
Chair, Publications Committee

### Scholarly Communications Committee

At the Columbus meeting, the Extended Executive Committee has tasked the Scholarly Communications Committee to investigate ways to increase visibility and discoverability of publications authored by ELD members. In a first stage, the committee members will explore multiple platforms available for scholarly outputs dissemination and determine which one(s) is appropriate to fulfill this goal with respect to copyright and open access issues.

Daniela Solomon  
Chair, Scholarly Communications Committee

## Reflections from the 2017 Bernhardt Awardee



I am grateful and honored to receive the Homer I. Bernhardt Award. ELD is an amazing group of librarians from whom I've learned so much over the years. I am continually impressed by your collegiality, professionalism, knowledge, and camaraderie. My research into the history of ELD has only deepened my respect and admiration for engineering librarians.

I attended my first ELD event twenty-five years ago in 1992. I was a graduate student and library associate in the Engineering Library at the University of Michigan. My supervisor, Bob Schwarzwald, who was head of the Engineering Library, invited me and other library associates to a gathering of ELD members at the home of Maurita Holland.

Maurita was a long-time member of ELD who had just received the Bernhardt Award. She had recently retired as head of the Engineering Library but continued working as an adjunct professor in the School of Library and Information Studies. I took several of her courses including her course on science and engineering information resources. She was an outstanding teacher and a strong advocate for collegial and evidence-based librarianship. Her course on library management was one of the best I took at Michigan.

That afternoon mingling with ELD members at Maurita's home made an impression on me. Soon after I began thinking seriously about pursuing a career in engineering librarianship. Bob was a great mentor. I remember the first time we met, a few days after I arrived in Ann Arbor in September 1991. I went to his office in the Engineering Library to discuss my internship, my schedule, responsibilities, interests, and so on. Towards the end of our meeting he said to me, "Mike, your job is to look at what we're doing, tell us we're doing wrong, and how we could do it better."

Frankly, I was taken aback. Although I had several years of experience working in academic, public and special libraries, I had never worked with technical information or in a research library. I was a refugee from the liberal arts: my science and engineering background consisted of a few astronomy courses. As I left Bob's office, I remembering feeling a bit apprehensive but also excited. "Is he serious?" I thought. Most of my previous (and future) supervisors had not encouraged me to critique library operations. It was a very empowering statement.

Bob was true to his word. He welcomed feedback and encouraged us to pursue ideas. He was not a micromanager and always gave credit to others. Working in the Engineering Library was a great experience. I learned much from Bob, and from Gene Alloway and Jim Ottaviani, who were also ELD members. We had many interesting conversations about librarianship and technology. I remember Gene and Jim coming back from the 1993 ASEE conference with information about a new technology called a web browser. They installed a working copy of Mosaic on one of our staff computers so that we could explore it. That was my first introduction to the World-Wide Web. A year later, in my first professional position as a science librarian at Loyola University Chicago, I created my first web-based online exhibit.

In the late fall of 1992 I began thinking about my job search. By that time I was certain that I wanted to pursue a career in engineering or science librarianship. However, I was concerned that my lack of a science and engineering background might be a major disadvantage. I asked Bob for advice. He was very encouraging. He told me that having a



Alice Trussell presents the Homer I. Bernhardt Distinguished Service Award to Michael White.

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## Reflections *(Continued)*

science or engineering degree did not automatically guarantee that one would be well-suited for a career as a sci-tech librarian. After all, he said, a biologist is not going to know much about physics information resources. And knowledge of civil engineering is great if you are building a bridge but won't make you a competent patent searcher. The most important criteria were being a good librarian, continuously developing my knowledge and skills, and engaging with researchers and their areas of interest. It was good advice.

After the University of Michigan, I was fortunate enough to work at the Science Library at Loyola University Chicago, where I deepened by knowledge of science resources, and then as the engineering and patent librarian at the University of Maine at Orono. My interest in patent information, which I first discovered at the University of Michigan, led me to a fellowship and then a permanent position at the U.S. Patent and Trademark Office. While at the USPTO I had the pleasure of working with some amazing ELD members including Charlotte Erdmann of Purdue, Jim Miller of the University of Maryland, and Tom Turn of Arizona State. It also gave me the opportunity to visit many engineering libraries across the U.S. and meet with ELD members such as Glee Willis at the University of Nevada-Reno and Ginny Baldwin at the University of Nebraska. Thank you again for this honor and for the privilege of serving this community

Michael White

Associate Librarian, Engineering and Science Library, Queen's University, Kingston

## People and Places



**Helen B. Josephine**, Head of the Terman Engineering Library, has retired from the Stanford University Libraries. She has been a librarian in both the academic (Arizona State University, University of Hawaii, Manoa, Menlo College, Foothill College and Stanford University) and corporate sector (Information on Demand, Thomson, Intel). Throughout her career she has provided technology and science information services for researchers, faculty and students.

She currently works as a consultant in the library/publishing world and is a member of the product advisory group for several publishing and software development companies. She received her MLIS from the University of California Berkeley and holds a Project Management Professional certification from the Project Management Institute. Contact Helen via LinkedIn [www.linkedin.com/in/helenjosephine](http://www.linkedin.com/in/helenjosephine) or Facebook [www.facebook.com/hbjosephine](http://www.facebook.com/hbjosephine)



**Amy Van Epps** announced a new adventure taking her east. After 17 years (and 2 months) as an Engineering Librarian at Purdue University, with several steps in and out of leadership at different times in that tenure, she is heading to Harvard to take on leadership full-time as the Director of Science and Engineering Services.

“In the last week, I’ve been thinking a lot about all of the people and relationships I will be leaving behind, and realizing how extensive a network I’ve developed around campus, and all of the people I will miss seeing either regularly or in those happy ‘run-ins’ while walking across campus. Among the things I will be leaving behind is a wonderful view of the Purdue bell tower from my 3<sup>rd</sup> floor office window in the new classroom / library building.

While lots is changing in my job, and where I live, there are some things that won't be changing, and one of them is my membership and activity with ELD, and while juggling duties with STS during ALA annual will mean I arrive late for the 2018 conference, I will be there! Looking forward to seeing many of you then!”



## ELD Sponsor Organizations

Thank you to all of our sponsors at Columbus, 2017

ELD continues to enjoy the support of many sponsors whose generosity enhances the conference experience for all attendees. Their support provides meals, our receptions, the session Internet connections, and the travel stipends. Each of this year's 15 sponsors were critical to the success of ELD's 50th anniversary sessions and celebrations.



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