“Women’s Health Resources Dissemination Outreach Project”

Proposal Cover Sheet

TITLE OF PROPOSED PROJECT:
WOMEN'S HEALTH/SEX AND GENDER DIFFERENCES OUTREACH PROJECT

NAME, ADDRESS, PHONE & FAX NUMBER OF SUBMITTING ORGANIZATION:
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ORGANIZATION WEBSITE ADDRESS:
Health Science Center Libraries www.library.health.ufl.edu
Smathers Libraries http://web.uflib.ufl.edu/

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Note: All partners are within the University of Florida

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College of Medicine: http://med.ufl.edu/  
Clinical and Translational Science Institute: http://www.ctsi.ufl.edu/  
Interdisciplinary Program in Biomedical Sciences: http://idp.med.ufl.edu/  
Graduate Program in Genetics & Genomics: http://ufgi.ufl.edu/graduate-students/  
Center for Women’s Studies and Gender Research: http://web.wst.ufl.edu/  
Rural and Urban Underserved Medicine: http://ruum.med.ufl.edu/
BRIEF SUMMARY OF PROJECT (250 – 400 words):

In order to increase sex differences research in basic sciences and build a well-trained, diverse, and vigorous women’s health research workforce, the HSCL will undertake a 7-part outreach effort, focusing primarily on awareness-building and skills development among UF students and faculty in the basic sciences and health profession and secondarily on increasing document access in the areas of women’s health and sex and gender differences. Outreach efforts will include student training within existing coursework for undergraduate, medical, and PhD biosciences students; faculty training and professional development; library collection building in the areas of women’s health and sex and gender differences research; open access publishing support in these fields; facilitating collaboration across disciplines; information dissemination through resource guides; and sharing project results through professional associations. All training and instruction sessions will introduce the Women’s Health Resources Portal; faculty will also be introduced to the training module “The Science of Sex and Gender in Human Health.” Partners in this work include faculty across the College of Medicine, College of Liberal Arts and Sciences, and College of Public Health and Health Professions.

Introducing students to this field and its resources early in their careers will lead some to focus on women’s health and sex differences research, and others to be aware of the importance of sex differences in other areas of research and patient care. Similarly, introducing early-career faculty to these resources may influence their choices of research focus and will raise awareness of the importance of sex differences across research and patient care. An improved collection will enhance the research and teaching of those faculty already working in these areas and facilitate such research and teaching for others starting or considering work in these areas. Funding for publication in open access venues will speed the dissemination of research results in women’s health and sex and gender differences. The planned collaboration events will lead to new and innovative research projects in women’s health and sex and gender differences among basic sciences and clinical researchers. Dissemination of information and promotion of the Women’s Health Resources Portal through existing UF web-based resources will help reach students and faculty not directly impacted by the more specific activities described above. Presenting project results at professional association meetings will promote the Women’s Health Resources Portal to attendees and offer a model to other librarians interested in similar outreach projects.

PRIMARY PLACE OF PERFORMANCE: University of Florida, Gainesville FL

<table>
<thead>
<tr>
<th>Name and Title of Person Authorized to Sign Quotation:</th>
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<td>Brian Miller, Assistant Director of Research</td>
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1. INTRODUCTION

Throughout much of history, the majority of medical research and thinking has been based on the human male. Anatomy and physiology have focused the obvious differences in reproductive and lactating structures, but evolving technologies are increasingly enabling us to detect biochemical and other small differences. Over the past decade, researchers and clinicians have begun publishing their research and clinical experiences with differing symptom presentation, reaction to therapy and prognoses, even within the same non-reproductive disease between the sexes. Endocrinology, cardiology, neurology, psychology and orthopedics have noted such differences.

University of Florida (UF) faculty have been among those publishing on sex and gender differences, making the UF Health Science Center a natural venue for growing new researchers. With 16 colleges, more than 150 research centers and institutes, over 4,000 faculty members, and more than 50,000 students, UF offers an important nexus for the investigation and application of information on sex- and gender-specific medicine. A broad PubMed search found UF researchers had published nearly 600 articles on gender-related issues in physical and mental health between 1987 and October 2012, with authors distributed throughout all six colleges of the Health Science Center, the College of Health and Human Performance, the College of Engineering, and the Psychology and Biology Departments in the College of Liberal Arts and Sciences.

The Health Science Center Libraries (HSCL), part of the George A. Smathers Libraries at the University of Florida (Smathers Libraries), are active partners in the education, research, training, and clinical needs of the Health Science Center colleges, centers, and institutes. With a strong liaison librarian program in place since 1998 (Tennant et al, 2001), the HSCL integrates information skills and resources instruction into curricula across the Health Science Center, provides support to basic sciences and clinical researchers through both document access and expert searching services, and strives to facilitate interdisciplinary collaborations by connecting researchers with one another.

Given the HSCL’s strengths and existing partnerships, it will be most effective in reaching out to UF faculty and students about women’s health and sex and gender differences research in the following goal areas:

- Increasing sex differences research in basic sciences
- Employing innovative strategies to build a well-trained, diverse and vigorous women’s health research workforce

In order to achieve these goals, HSCL librarians will undertake a 7-part outreach effort, focusing primarily on awareness-building and skills development on the part of UF students and faculty in the basic sciences and health professions, and secondarily on increasing document access in women’s health and sex and gender differences research. HSCL librarians will also explore other opportunities to present, train, and facilitate collaboration during the grant period.

1. **Student training**

   Librarians will partner with faculty from the Colleges of Liberal Arts and Sciences, Medicine, and Public Health and Health Professions to train students in the use of the Women’s Health Resources Portal while introducing them to the importance of sex and gender differences in research and healthcare. It is expected that introducing students to these concepts and resources early in their careers will lead all to be aware of the importance of sex differences across areas of research and patient care, and some to focus on women’s health and sex
differences research. Several teaching efforts will focus on basic science students including undergraduate genetics students, Genetics and Genomics PhD students, and Interdisciplinary PhD in Biomedical Sciences (IDP) students. Other teaching efforts will focus on future clinicians and clinical researchers including undergraduate students minoring in health disparities in society, undergraduate students in the Rural and Urban Underserved Medicine (RUUM) program, and first and second year medical students.

2. Faculty training and professional development
Librarians will introduce faculty directly to the Women’s Health Resources Portal and promote the training program “The Science of Sex and Gender in Human Health” via presentations at various venues. It is expected that introducing early-career faculty to these resources will raise awareness of the importance of sex differences across research and patient care and may influence their choices of research focus. Presentation venues include the two-week course Introduction to Clinical and Translational Research, a professional development seminar series, and local conferences and research symposia.

3. Collection building
The HSCL will collaborate with the partners described above as well as the librarian subject specialist for Women’s Studies to identify items for possible purchase for the HSCL’s collection that would significantly improve access to women’s health and sex and gender differences literature. Such items may include books, journal back-files, videos, and/or data sets. It is expected that having relevant information resources related to women’s health and sex and gender differences will enhance the research and teaching of those faculty already working in these areas and will make such research and teaching more feasible for others considering working in these areas.

4. Open access publishing
The HSCL will offer funds to UF authors publishing in open access journals or open access articles in traditional journals in the fields of women’s health and sex and gender differences. Fund distribution and administration will be coordinated with Smathers Libraries personnel who have been administering an Open Access Publishing Fund for over two years, with funds designated to cover open access publishing fees. It is expected that such funding will encourage publication in open access venues and will thus facilitate the dissemination of women’s health and sex and gender differences research results.

5. Facilitating collaboration
Smathers Libraries personnel will lead two “Collaborating with Strangers” workshops using CoLAB® (CoLAB) Planning Series facilitative processes for women’s health and sex and gender differences researchers on UF’s campus. These events are designed to introduce researchers to others in related fields with whom they may be able to develop meaningful connections and to encourage interdisciplinary collaboration. Graduate student assistants will aid in facilitating these workshops both in person and via a web presence that attendees will be able to use to connect with each other after the workshops. It is expected that these workshops will lead to new and innovative research projects in women’s health and sex and gender differences.
6. **Information dissemination through resource guides**  
All project team members will work to direct library users to the Women’s Health Resources Portal and the training program “The Science of Sex and Gender in Human Health” via promotion on a variety of existing subject-specific resource guides (created on SpringShare LibGuides software) related to basic sciences and clinical research, as well as women’s studies. It is expected that using the LibGuide format with which many library users are already familiar will direct interested faculty and students, particularly those not already reached by the teaching efforts described above, to the Women’s Health Resources Portal.

7. **Sharing project results through professional associations**  
Project personnel will report the outreach activities of this project to colleagues outside of the University of Florida through presentations at meetings of professional associations. It is expected that presenting at these venues will promote the Women’s Health Resources Portal to conference attendees and offer a model to other librarians interested in collaborating with their faculty and students on women’s health and sex and gender differences research outreach.

2. **TECHNICAL DISCUSSIONS**

a. **Statement of Work**

**Goals:**
- a) Increase sex differences research in basic sciences
- f) Employ innovative strategies to build a well-trained, diverse and vigorous women’s health research workforce

**Objectives:**
1. Student training in the basic sciences and clinical fields
2. Faculty training and professional development
3. Collection building
4. Open access publishing
5. Facilitating collaboration
6. Information dissemination through resource guides
7. Sharing project results through professional associations

**Background Information:**

To accomplish the objectives listed above, the HSCL project team will partner with College of Medicine educational units and its Faculty Affairs and Professional Development Office, the Department of Biology, the Interdisciplinary Program in Biomedical Sciences, the Genetics and Genomics Graduate Program, the Center for Women’s Studies and Gender Research, and the Clinical and Translational Science Institute Training and Professional Development Program. By increasing awareness of and access to existing knowledge and encouraging relationships to produce new knowledge, these activities directly address two of the University of Florida’s three institutional missions (teaching, research) and through them, indirectly address the third UF mission (service). The fields of women’s health and sex and gender differences are mature enough to have produced research to present and provide access to, yet new enough to hold potential for increased development as a result of the awareness-raising and collaboration-forming activities proposed for this grant.
WOMEN’S HEALTH/SEX AND GENDER DIFFERENCES OUTREACH PROJECT
UNIVERSITY OF FLORIDA

Approach and Methodology:

1) Student training
To work toward the goals of “increasing sex differences research in basic science studies” and “building a well-trained, diverse and vigorous women’s health research workforce,” the discipline of gender and sex differences research will be introduced within the curricula of a number of classes and academic programs.

The Health Science Center Library has a longstanding partnership with the undergraduate general genetics course in the College of Liberal Arts and Sciences. Each year in the spring semester, Tennant provides bibliographic and bioinformatics database instruction to approximately 120 students through this course; she is also responsible for developing, coordinating, implementing and grading the course term project (Tennant and Miyamoto, 2002; Tennant et al, 2012). Generally over 90% of the students in the course are pre-med, with the remainder expecting to attend graduate school in the biological sciences or other health-related professions, such as dental or veterinary school. Through this class, Tennant will provide students with an introduction to sex and gender differences research, and will present the Women’s Health Resources Portal to these students. Students will also be asked to include in their final term projects a short discussion of any sex and gender differences located in the biomedical literature related to their term project topics.

In order to reach students who are beginning their graduate level research, in September of 2013, Tennant will integrate a discussion of sex/gender difference research into her orientations for incoming PhD students in the College of Medicine (IDP students) and incoming PhD students in the Genetics and Genomics graduate program, an interdisciplinary program that includes students from the Colleges of Liberal Arts and Sciences, Agriculture and Life Sciences, and Medicine.

To reach pre-health undergraduate students with more of a clinical focus, Butson, Edwards, and Norton will work with Nancy Hardt, MD of the College of Medicine and Laura Guyer, PhD of the College of Public Health and Health Professions to introduce the Women’s Health Resources portal in two undergraduate courses: Introduction to Health Disparities and Current Issues in Medicine. Introduction to Health Disparities is a required course in the undergraduate minor in health disparities in society, offered through the Center for Women’s Studies and Gender Research. Introduction to the concepts surrounding sex and gender differences research will be particularly relevant for students in this minor, as significant goals of the minor are to raise students’ awareness about health disparities (including gender disparities) and develop critical thinking about assumptions shaping medical research and clinical practice. Current Issues in Medicine is a required course for students in the Rural and Urban Underserved Medicine (RUUM) program. The RUUM program offers qualified undergraduate students interested in rural or urban medicine and in practicing medicine to underserved populations the opportunity for early acceptance into medical school and requires dedicated coursework in their senior year. HSCL librarians will also serve as resources for these students’ Practicum in Health Disparities.

To reach medical students, the HSCL project team will work with Rebecca R. Pauly, MD of the College of Medicine to introduce the concept of the differences in disease presentation across genders in the course Essentials of Patient Care 4, which will occur in Spring Semester 2013. In this course, 130 second year medical students are taught skills in interacting with patients during lectures and provided an opportunity to demonstrate those skills in videotaped sessions with
simulated patients in the Harrell Professional Development and Assessment Center. Videotapes of
the patient interactions are reviewed by preceptors and in small groups of medical students where
concepts and skills are further discussed. Butson, Edwards, and Norton will participate in a session
focused on delivering bad news to patients presenting the Women’s Health Resources Portal in the
lecture on this topic and helping prepare for the students’ interactions with simulated patients. The
session highlight gender differences in delivering and hearing bad news and differences in the
presentation and diagnosis of Alzheimer’s disease. Simulated patients will be trained and preceptors
will be apprised of the gender differences which may be noted during the review.

The HSCL project team will work with Nancy Hardt, MD to introduce the Women’s Health Resources
Portal to first year medical students who have selected Local and Global Health Equity as their
discovery pathway. Discovery pathways allow medical students to focus on a thematic area of
research interest which they will address throughout their undergraduate medical education,
culminating in a paper, presentation, or other substantive deliverable. Butson, Edwards, and Norton
will present at one session of the weekly seminar series for Local and Global Health Equity,
iIntroducing students to the portal and other resources; students will then be asked to choose a
topic covered in the portal and make a brief presentation on it.

In addition to the courses identified above, the HSCL project will continue to work with faculty
collaborators in the Academic Health Center and College of Liberal Arts and Sciences to find other
programs or courses that would benefit from instruction on sex and gender differences research and
introduction to the Women’s Health Resources Portal.

2) Faculty training and professional development

To work toward the goals of “increasing sex differences research in basic science studies” and
“building a well-trained, diverse and vigorous women’s health research workforce,” the Women’s
Health Resources Portal and “The Science of Sex and Gender in Human Health” training program will
be introduced to faculty through coursework, professional development, conferences, and
symposia.

The HSCL project team will work with Ronald Shorr, MD to integrate information about sex and
gender differences research into the course Introduction to Clinical and Translational Research
(ICTR). This two-week summer course, offered through the Clinical and Translational Science
Institute (CTSI) is designed for graduate students and early-career faculty who are learning about
research design and analysis and typically enrolls around 50 students. The HSCL librarians have
participated in ICTR since 2009, presenting a lecture entitled “Has it already been done? Using
library resources so you don’t reinvent the wheel” and serving as small group leaders. Project
personnel will work with the librarian who typically provides instruction in this course to integrate
the Women’s Health Resource Portal into the lecture. Additionally, gender differences will be the
theme for small group sessions, which require to participants to develop a detailed research
proposal on a topic of interest within the overall theme. Project personnel will serve as small group
leaders and continue to guide course participants to appropriate resources on sex and gender
differences research in that venue.

The HSCL project team will work with Marian Limacher, MD, Senior Associate Dean of the College of
Medicine Faculty Affairs and Professional Development, to integrate women’s health and sex and
gender differences research into professional development opportunities for faculty in the College
of Medicine. Butson, Norton, and Edwards will provide support for a professional development
seminar focused on research design and analysis that address sex and gender differences. They will also assist in teaching medical residents and fellows in the CTSI Training and Professional Development Program to identify study design and analysis appropriate for applying research conclusions to female subjects within the biomedical literature.

The Women’s Health Resources Portal will be introduced at the People’s Scientific Conference to Promote Health and Eliminate Health Disparities. This conference, taking place in June 2013, is designed to provide a forum for communication between health professionals and the communities they serve. Butson and Norton will work to integrate discussion of women’s health and sex and gender differences research at the conference; both librarians are members of planning committees organizing the conference.

All project team members will present at college- and institute-based research days throughout the year, including but not limited to the Emerging Pathogens Institute Research Day, Public Health and Health Professions Research Day, and Florida Genetics 2013.

3) **Collection building**
Because research builds on what is currently known, the HSCL project team proposes acquiring access for current investigators and students to documents on the methods used and results obtained in previous research. Schaefer will identify appropriate documents for one-time purchase including relevant books, journal backfiles, videos, electronic products such as software and data sets. The HSCL’s existing connections and consortial borrowing arrangements (CONBLS, UBorrow) mean that these purchases have the potential to reach many researchers in the state of Florida and/or in the Southeast Atlantic region. Examples of resources under consideration for purchase include but are not limited to:

- Backfiles of the journal *Gender Medicine*
- Books: *Sex and Gender Aspects in Clinical Medicine; Coronary Disease in Women; Designing and Conducting Gender, Sex, and Health Research; The Palgrave Handbook of Gender and Healthcare; IOM’s Sex Differences and Implications for Translational Neuroscience Research: Workshop Summary and Male; and Female Infertility: Genetic Causes, Hormonal Treatments and Health Effects.*
- Videos: *The Gender Puzzle, Theories of Gender Role Differences: The Biological Difference, Taking Our Bodies Back: The Women’s Health Movement*

4) **Open access publishing**
To facilitate access to women’s health and sex and gender differences research for interested parties beyond Florida and the Southeast, the HSCL project team will stimulate UF researchers’ publication of such research in open access formats. Over the past 2.5 years, UF’s Smathers Libraries have distributed funding to cover publication costs of articles accepted in open access journals or for articles that will be made open access in traditional journals. This existing Open Access Publishing Fund offers up to $3,000 per UF author in open access publishing fees and has distributed over $200,000 for 190 articles. Schaefer will collaborate with personnel who have drafted these policies and handled the distribution since the beginning of UF’s funding. The HSCL project team’s efforts will use the same overall eligibility criteria in distributing funds, with some modification to ensure the funding goes only to articles aligned with the subject matter of this project. For those articles under consideration for funding by this project, Schaefer will be involved in the selection process.
5) **Facilitating collaboration**
As a means for initiating collaborative relationships and projects among UF faculty and students, CoLAB Planning Series® facilitation processes will convene participants of various disciplines on campus. Two workshops facilitated by de Farber and the Libraries’ CoLAB workshop project team will be thematically designed to target those faculty and students researching or teaching topics related to sex and gender diversity in medical research.

Each workshop will be two hours in length. After an introduction to the theories of collaborative and creative processes, and overview of the project scope, participants will share individual profiles to spark one-on-one conversations of 3- to 4-minutes. Reading participants’ profiles results in highly-focused conversations, often revealing hidden assets and commonalities of research, project and/or academic goals. Rather than focusing on what students, faculty and researchers lack in terms of support, this CoLAB process reveals access to extant resources, capacities, and networks. Participants will meet an average of 12 “strangers” in each session. Participants will then share individual ideas and thoughts on such questions as: What synergies or connections did you discover? What events, information, processes and/or services would support today’s connections and ideas? What other things do you want to learn or know? What are your next steps? An online webpage featuring headshots, profiles and contact information will provide a means for learning about “strangers” from the two sessions and enabling more connections and conversations.

6) **Information dissemination through resources guides**
Women’s studies and gender differences is an interdisciplinary field at the University of Florida with activities occurring throughout campus. In addition in person promotion of the Women’s Health Resources Portal, links to the portal will be displayed on the HSCL website and appropriate subject-specific resources guides (LibGuides). LibGuides, a product of Springshare, can be used to integrate resources in defined subject areas useful for students and faculty researchers. The HSCL project team will develop a LibGuide to that focuses on support of sex and gender differences research. HSCL librarians will work with the subject specialists from the Smathers Libraries to include the Women’s Health Research Portal on LibGuides which they support and introduce the faculty who teach in the Women’s Studies curriculum to these resources.

7) **Sharing project results through professional associations**
Tennant, Edwards, Norton, and Schaefer will promote the outreach activities of this project to colleagues outside of the University of Florida via presentations at professional association conferences. Tennant will share preliminary project results at the Special Libraries Association (SLA) annual meeting in June; Edwards and Norton will share results at the Southern Chapter of the Medical Library Association (SC/MLA) annual meeting in October, and Schaefer will share results at the American Public Health Association annual meeting in November.

**Description of Organizations Participating in the Project:**

Within the University of Florida, women’s health and sex and gender differences are addressed by many different colleges and departments. All of the work of this outreach project will occur with partners within the University of Florida. The HSCL’s well-developed library liaison program has forged many relationships with partners in the Academic Health Center. This outreach project is designed to continue collaborations with existing partners and to build new relationships and partners across the university. In order to increase basic science research in sex and gender differences and help develop
the women’s health research workforce, awareness-building and instruction are needed across educational levels (undergraduate students through faculty) and across disciplines.

- **College of Liberal Arts and Sciences: Department of Biology.** Tennant has been an instructor in the undergraduate genetics class taught by Miyamoto since 1996. Miyamoto’s genetics students have presented their poster sessions on genetic disease manifestations in the HSCL for the last five years.

- **College of Medicine: Interdisciplinary Program (IDP) in Biomedical Sciences.** The IDP program confers doctoral degrees in six concentrations: Biochemistry & Molecular Biology; Genetics; Immunology & Microbiology; Molecular Cell Biology; Neuroscience; and Physiology & Pharmacology. Tennant has been the liaison to this group since 1996 and regularly presents in their orientations.

- **Genetics Institute: Genetics and Genomics Graduate Program.** Tennant has served as liaison to the Genetics Institute since 2001 and has provided support for the Genetics and Genomics Graduate Program since its inception, regularly presenting in their orientations.

- **College of Liberal Arts and Sciences: Center for Women’s Studies and Gender Research, Health Disparities in Society undergraduate minor.** Hardt and Guyer have been the prime movers in establishing UF’s newly approved minor (2012) in Health Disparities in Society, which is housed in the Center for Women’s Studies and Gender Research. HSCL librarians have worked with Hardt on several projects regarding serving the rural and underserved populations. Hardt has developed a mobile van clinic in which students from a variety of disciplines see patients who would otherwise have difficulty accessing healthcare. HSCL librarians worked with Guyer in her former role of placing public health students in rotations facilitated by the University of Florida AHEC program; Guyer involved HSCL librarians as consultants, preparing students for the research components of those rotations. While working with familiar partners, involvement with the 50 students taking the health disparities in society undergraduate minor will be a new role for the HSCL.

- **College of Medicine: Rural and Urban Underserved Medicine (RUUM) Track.** Guyer coordinates this program that offers early medical school acceptance to exceptional undergraduate students with an interest in serving rural and urban underserved populations. HSCL librarians have worked with Guyer as described above; collaborating to provide instruction in RUUM courses will be a new venture for the HSCL.

- **College of Medicine: Medical student curriculum.** Butson and Norton are current members of the College of Medicine Curriculum Committee, and other HSCL librarians have previously served in this capacity. The HSCL has been involved in various aspects of the medical curriculum for many years, most recently (Fall 2012) providing support for a newly developed week-long intersession on health policy and outcomes. For the current project, HSCL librarians will work with Pauly and Hardt in portions of the first and second year curriculum in which the library has not previously been involved. Pauly and Butson have been co-principal investigators on three projects, one of which, “Influencing Patient Provider Communication,” was funded by the Southeastern Atlantic Regional Medical Library Program of the National Library of Medicine in 2011-2012. Based on that project, Pauly and Butson secured additional Gatorade funding for 2012-2013 to continue the project in which a librarian is embedded in the Internal Medicine clinic eight hours per week. The HSCL has previously worked with Hardt as described above.

- **Clinical and Translational Science Institute (CTSI): CTSI Training and Professional Development Program.** HSCL librarians have been teaching in the CTSI-sponsored course “Introduction to Clinical and Translation Research” since, and seven of the library’s eleven librarians have taken
the course. Librarians have taught the principles of database searching and assisted small groups with the development of research proposals.

- **College of Medicine: Faculty Affairs and Professional Development.** Working with Marian Limacher, Senior Associate Dean for Faculty Affairs and Professional Development for the College of Medicine, will be a new relationship for the HSCL. Several HSC librarians have attended the professional development seminars which have been offered by her office and the CTSI Introduction to Clinical and Translation Research described above is conducted under her auspices.

**Evaluation:**

**Evaluation Goals**
The goals of the evaluation are designed to provide support for, and a way to measure the success of, overall program goals. As such, the evaluation goals and questions will be directly tied to project goals and objectives.

The evaluation is designed to gauge the project’s success in several areas including:

1. Awareness of the need for increased research in the area of Women’s Health and sex/gender differences
2. Instruction and training (objective 1, 2, and 6 listed above)
3. Collection development (objective 3)
4. Information dissemination (objectives 4 and 7)
5. Facilitating collaboration/building partnerships (objective 5)

**Evaluation Description & Methodology**
The evaluation was designed to align with the project goals and to meet the needs of the project stakeholders, which is a blend of the “objectives-oriented approach” and the “participant-orientated approach” described by Fitzpatrick, Sanders, and Worthen (2004). The following groups have been identified as entities with a direct interest in the project and its results. The most obvious and significant stakeholders are the funding agencies, the National Library of Medicine and the Office of Research as Women’s Health, due to the fact that they identified the project needs and provided funds to carry out the work for the project. Additional stakeholders include the project team and the partners at the University of Florida because project success will not only reflect upon the project team, but potentially impact the landscape for Women’s Health Research and partnerships with the HSCL. As with any evaluation, the audience for the evaluation report consists primarily of the stakeholders and this will be considered throughout the evaluation and reporting process.

Other factors influencing the evaluation methodology include the abbreviated 9 month grant period, regulation barriers, and other time constraints. Therefore, evaluation feasibility is a concern and the evaluation described below will meet the evaluation goals while endeavoring to focus on what is feasible given the constraints mentioned above.

The following table illustrates the various evaluation elements. The evaluation questions are tied to the project and evaluation goals. Information needed to answer the evaluation questions is described as well as the information source(s) and the method to collect the information. At this time no data collection instruments have been finalized, but that task will be finished as early into the grant period as possible.
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<th>Information Required</th>
<th>Information Source</th>
<th>Method to Collect Information</th>
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<td><strong>Evaluation Goal 1: Awareness of the need for increased research in the area of Women’s Health and sex/gender differences</strong></td>
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<tr>
<td>Are the constituents aware of the need for increased research in women’s health and sex/gender issues?</td>
<td>User perception data re: awareness</td>
<td>1) HSC faculty, staff, and students</td>
<td>Questionnaires, both general and post instruction/training</td>
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<td>2)Instruction/training attendees</td>
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<td>Questionnaires, both general and post instruction/training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2)Instruction/training attendees</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation Goal 2: Instruction and training</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the instruction/training reach the appropriate audiences?</td>
<td>User data demographic data from the instruction/training</td>
<td>Instruction/training attendees</td>
<td>Questionnaires, both general and post instruction/training</td>
</tr>
<tr>
<td>Were the learners satisfied with the instruction/training?</td>
<td>User satisfaction data from instruction/training</td>
<td>Instruction/training attendees</td>
<td>Post instruction/training questionnaire</td>
</tr>
<tr>
<td>Did learning (or perceived learning) occur as a result of the instruction/training?</td>
<td>User data from instruction/training</td>
<td>Instruction/training attendees</td>
<td>Post instruction/training questionnaire/formative and summative assessment of training/instruction</td>
</tr>
<tr>
<td><strong>Evaluation Goal 3: Collection development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much money was spent adding to the collection in the areas of women’s health and sex/gender differences?</td>
<td>Expenditure data</td>
<td>Purchase receipts, expenditure reports from librarians</td>
<td>Data mining from appropriate sources</td>
</tr>
<tr>
<td>How many volumes were purchased?</td>
<td>Collection purchasing data</td>
<td>Materials purchase records from librarians</td>
<td>Data mining from appropriate sources</td>
</tr>
<tr>
<td>How much was the collection used by the intended audience?</td>
<td>Collection materials use data</td>
<td>Aleph; specific resource usage statistics</td>
<td>Data mining from appropriate sources</td>
</tr>
<tr>
<td><strong>Evaluation Goal 4: Information dissemination</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much money was spent to help researchers publish results of women’s health or sex/gender differences studies in open access journals?</td>
<td>Expenditure data including expenditure reports</td>
<td>OA administrators</td>
<td>Data mining from appropriate sources including the OA collaborators</td>
</tr>
<tr>
<td>How much money was spent to publish open access articles in traditional journals?</td>
<td>Expenditure data including expenditure reports</td>
<td>OA administrators</td>
<td>Data mining from appropriate sources including the OA collaborators</td>
</tr>
</tbody>
</table>
## Sample Evaluation Question

<table>
<thead>
<tr>
<th>What are the researchers’ perceptions of the open access publishing fund and/or publishing in open access journals? For instance, did they find relevant OA journals to publish in?</th>
<th>Information Required</th>
<th>Information Source</th>
<th>Method to Collect Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Perception data re: using the OA fund</td>
<td>Users of the project specific OA fund</td>
<td>Post OA fund use questionnaire, semi-structured interviews/focus groups</td>
<td></td>
</tr>
<tr>
<td>2) Perception data re: OA journals in relevant areas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Evaluation Goal 5: Facilitating collaboration/building partnerships

<table>
<thead>
<tr>
<th>How many participants attended the CoLAB workshops?</th>
<th>Participant attendance data</th>
<th>CoLAB participants including faculty, staff, and students</th>
<th>Post workshop questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>What colleges/departments/units did the participants represent?</td>
<td>Participant demographic data</td>
<td>CoLAB participants including faculty, staff, and students</td>
<td>Post workshop questionnaire</td>
</tr>
<tr>
<td>Did the participants develop new collaborations with other researchers interested in women’s health and sex/gender research?</td>
<td>Participant perception data re: CoLAB partnerships</td>
<td>CoLAB participants including faculty, staff, and students</td>
<td>Post workshop questionnaire</td>
</tr>
</tbody>
</table>

### Increasing Existing and Building New Partnerships

<table>
<thead>
<tr>
<th>Describe new partnerships that were formed as a result of this project.</th>
<th>Perception data, primarily qualitative</th>
<th>Project team, consultants, and collaborators</th>
<th>Project team notes, open ended survey questions, semi-structured interviews and/focus groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how existing partnerships were built upon as a result of this project.</td>
<td>Perception data, primarily qualitative</td>
<td>Project team, consultants, and collaborators</td>
<td>Project team notes, open ended survey questions, semi-structured interviews and/focus groups</td>
</tr>
<tr>
<td>What are the partners ‘perceptions of working with the library in general?</td>
<td>Perception data, primarily qualitative</td>
<td>Project collaborators and consultants</td>
<td>Open ended survey questions, semi-structured interviews and/focus groups</td>
</tr>
<tr>
<td>What are the partners ‘perceptions of working with the library as relates to this grant project?</td>
<td>Perception data, primarily qualitative</td>
<td>Project collaborators and consultants</td>
<td>Open ended survey questions, semi-structured interviews and/focus groups</td>
</tr>
<tr>
<td>How has working with the library on this project impacted partners ‘view of the library?</td>
<td>Perception data, primarily qualitative</td>
<td>Project collaborators and consultants</td>
<td>Open ended survey questions, semi-structured interviews and/focus groups</td>
</tr>
<tr>
<td>How has working with the library on this project impacted partners’ consideration of the library as a collaborative partner?</td>
<td>Perception data, primarily qualitative</td>
<td>Project collaborators and consultants</td>
<td>Open ended survey questions, semi-structured interviews and/focus groups</td>
</tr>
</tbody>
</table>
Project schedule:

Spring Semester – January-April, 2013
- Identify and purchase items for the HSCL collection
- Begin promotion of open access publishing fund for women’s health and sex and gender differences research and distribute funds
- Teach in undergraduate genetics course
- Teach in medical students’ discovery thread on local and global health equity
- Teach in medical students’ course “Essentials in Patient Care 4”
- Teach in undergraduate course “Introduction to Health Disparities”
- Teach in undergraduate Rural and Urban Underserved Medicine course “Current Issues in Medicine”
- Present outreach project at UF Emerging Pathogens Institute Research Day
- Present outreach project at UF College of Public Health and Health Professions Research Day
- Facilitate interdisciplinary collaboration via “Collaborating with Strangers” Workshop I

Summer Semester – May-August, 2013
- Teach in “Introduction to Clinical and Translation Research” course
- Present Women’s Health Resources Portal at the People’s Scientific Conference to Promote Health and Eliminate Health Disparities
- Present outreach project at the Special Libraries Association annual meeting
- Facilitate interdisciplinary collaboration via “Collaborating with Strangers” Workshop II

Fall Semester – September 2013 and beyond
- Teach in IDP program student orientation
- Teach in Genetics and Genomics PhD program student orientation
- Present outreach project at the Southern Chapter, Medical Library Association annual conference
- Present outreach project at the American Public Health Association annual conference

Charts:

See Attachment No. 2

b. Personnel

Michele R. Tennant, Assistant Director for Biomedical and Health Information Services, and Bioinformatics Librarian, received her PhD in Biology from Wayne State University and her MLIS from UCLA. She has been a librarian at the University of Florida’s Health Science Center Library since 1995, and since that time, has served as liaison librarian to numerous basic science departments and educational programs. She currently serves as bioinformatics librarian for the UF Genetics Institute, and provides instruction, consultation, and other services to the PhD students in the Institute’s Genetics and Genomics Graduate Program, an interdisciplinary program with faculty from the Colleges of Medicine, Liberal Arts and Sciences, and Agriculture and Life Sciences. Since 1996 she has been the liaison librarian to College of Medicine PhD students in the Interdisciplinary Program in Biomedical Sciences (IDP). And since 1996 she has provided literature and bioinformatics database instruction to undergraduate genetics students. Tennant has received funding through NNLM subcontracts and grants from various
agencies. From 2011-2012, she and co-PIs Hannah Norton and others explored the information needs of clinical and translational science researchers through an NNLM CTSI Infrastructure Award. Also in 2011-2012, she served as investigator on an NNLM outreach award to assist patients in asking questions of their doctors in a university clinic. In 2007 she received the Lindberg Fellowship from the Medical Library Association, to study the bioinformatics information needs of basic science researchers. Tennant has published over 20 scholarly articles and was awarded the Academic Medical Librarian of the year award from the Medical Library Association.

Linda Butson, Consumer Health and Community Outreach Librarian, has over 35 years’ experience as a medical librarian. Since coming to the University of Florida in 1995, she has liaised to several departments in the College of Medicine (COM), served as a member of the COM Curriculum Committee and provided service to the University of Florida AHEC program and the 33 counties in North Florida that it served. She has received several NNLM subcontracts. In 2000-2002 she and Nancy Schaefer worked to train county and state public health workers in North Florida to use NLM resources. In 2011-12, she, Jennifer Lyon, and Michele Tennant received an NNLM outreach award to assist patients in asking questions of their doctors in a university clinic. In this work, she has used MedlinePlus, PubMed, and other reliable sources to provide information to patients. In 2012 she was named Co-PI with Rebecca Pauly, MD to extend that project from four hours per week to eight hours per week over a six month period.

Mary Edwards, Distance Learning and Liaison Librarian, has worked in the UF Health Science Center Libraries since 2004 and liaises to departments in the College of Medicine and the College of Public Health and Health Professions. She has recently completed a doctorate in Education, which emphasized the use of quantitative and qualitative methodologies for program evaluation and research. Her current evaluation experience includes work on evaluating library services including an embedded librarian implementation and evaluating a residence hall reference service. In 2011-2012 she, Linda Butson, and Michele Tennant, received an internal grant to purchase tablet devices to evaluate the use of tablets in providing reference services at the point-of-care during clinical rounds.

Hannah Norton, Reference and Liaison Librarian, has provided reference, collection development, and instruction services to the UF College of Veterinary Medicine (CVM), Department of Medicine, and Junior Honors Medical Program since 2009. She currently serves on the CVM and College of Medicine curriculum committees and is co-chair of the Smathers Libraries’ Data Management/Curation Task Force. She has been a co-PI on several NNLM subcontracts including, in 2011-2012, the $20,000 award “Developing an Infrastructure for Information Support for Clinical and Translational Researchers,” which involved assessing researchers’ general information needs and those specific to data management and bioinformatics.

Nancy Schaefer, Reference and Instruction Librarian, liaised to several departments and related centers and institutes in the colleges of Medicine and Public Health & Health Professions over her 13 years at the University of Florida Health Science Center Library. Several external grants have enabled her to acquire and present resources (2000-2002 NNLM subcontract training public health department staff, 2007 Medical Guild video collection grant). Her invited annotated bibliography on “Successful Aging: Women’s Health and Well-being in the Second 50 Years” for the Fourth Meeting of National Leaders in Women’s Health Research in 2007 was included in the proceedings. This year (2012) she interviewed library staff and users at 8 public health libraries throughout the United States about services, staffing and collections on a $17,000 internal “Faculty Enhancement Opportunity” grant.
Bess de Farber, George A. Smathers Libraries’ Grants Manager, has provided grantsmanship instruction for 25 years and led efforts to secure millions in grant funding for nonprofits and academic libraries at UF and the University of Arizona. Her research interest is asset-based collaboration development. As a certified professional facilitator through the International Association of Facilitators, she invented the CoLAB Planning Series® large group processes for those seeking collaborative partnerships in 2002. Since its inception, CoLAB processes have been facilitated for over 1,450 participants, representing more than 700 organizations. Sponsors of CoLAB workshops have included the Creative Campus Committee at UF, United Way of Martin and Palm Beach counties, Florida Atlantic University, Community Foundation for Palm Beach and Martin counties, and the Community Foundation of Broward.

See attached resumes for additional information on each of the project personnel.

c. Partnerships
See letters of collaboration from the following individuals:

- Jörg Bungert, PhD
- Paul Gulig, PhD
- Laura Guyer, PhD
- Nancy Hardt, MD
- Marian Limacher, MD
- Michael Miyamoto, PhD
- Rebecca Pauly, MD
- Ronald Shorr, MD

d. Facilities
The University of Florida is a large, land grant, public educational research institution with a faculty of approximately 4,000 and a student body of approximately 50,000. UF is Florida's largest university, the nation’s fourth-largest, and traces its beginnings to a small seminary in 1853. Since 1985, UF has been a member of the Association of American Universities, the prestigious higher-education organization comprised of the top 62 public and private institutions in North America. UF is home to 16 colleges and more than 150 research centers and institutes. The University offers PhDs in more than 90 fields and Master's degrees in more than 120 fields.

The Health Science Center Libraries provide services and programs to support the Colleges of Medicine, Nursing, Dentistry, Pharmacy, Public Health and Health Professions, and Veterinary Medicine; the McKnight Brain Institute; the University of Florida Genetics Institute; the Emerging Pathogens Institute; the Institute for Child and Health Policy; and the Institute of Aging; Shands HealthCare; the University of Florida/Shands Cancer Center; and the University of Florida Physicians Clinics (12 primary and 21 specialty care). The HSC Libraries also support 52% ($291,000,000) of all campus research awards by providing up-to-date research content and information access and management support. Since 1999, the HSC Libraries have operated a Liaison Librarian program to facilitate partnerships with academic faculty and programs by assigning each HSC college or department a dedicated librarian who works closely with its faculty, staff and students. The HSCL currently employs 11 professional librarians and 20 staff.

Presentations to students and faculty are expected to occur either in classrooms and auditoriums on the campus of the University or in the Health Science Center Library’s Instruction Lab. All of these spaces
have computers with Internet access and USB ports, projection systems and large projection screens or monitors as well as accommodation for participants with physical limitations. Many of these presentation spaces also have laser pointers and/or clip-on microphones. The LibGuide and all electronic books and journals that are purchased with grant funding will be hosted on the library system’s reliable servers and connections, with information technology personnel available to address any service disruption. All video products purchased will be either streaming or in DVD format, the latter being the hard format for which UF classrooms or mobile carts are equipped. The first CoLAB workshop will be conducted in one of several large open spaces in either the Health Science Center or a campus library. The second CoLAB workshop will also occur in one of those spaces if the newly remodeled Health Science Center Library is not completed by its projected re-opening date of April 2013.

The purpose of the College of Medicine’s Harrell Professional Development and Assessment Center is development of the techniques and tools necessary for successful patient evaluation and treatment. It contains a suite of 16 patient examination rooms that resemble outpatient clinic rooms. Each room is equipped with two closed-circuit color video cameras and a microphone, which are linked to a control center in which student-patient interactions can be monitored or videotaped. The Center uses standardized patients, individuals trained to simulate signs and symptoms of specific ailments or who have stable, abnormal physical findings.

e. Past Performance
A broad PubMed search found UF researchers had published nearly 600 articles on gender-related issues in physical and mental health between 1987 and October 2012, with authors distributed throughout all six colleges of the Health Science Center, the College of Health and Human Performance, the College of Engineering, and the Psychology and Biology Departments in the College of Liberal Arts and Sciences.

- **College of Liberal Arts and Sciences: Department of Biology.** The undergraduate course with which this project will be involved is taken primarily by pre-health professional and pre-biomedical research students. Primary course instructor Miyamoto has a history of collaborating with Tennant to incorporate necessary information skills and resources into the course and developing innovative ways for students to demonstrate their grasp of course materials.

- **College of Medicine: Interdisciplinary Program (IDP) in Biomedical Sciences.** The IDP program confers doctoral degrees in six concentrations: Biochemistry & Molecular Biology; Genetics; Immunology & Microbiology; Molecular Cell Biology; Neuroscience; and Physiology & Pharmacology. Over 250 faculty members from across the eight basic science departments in the College of Medicine are affiliated with the program. The program’s educational goals are to promote biological literacy through the concentrations’ curricula and to promote scholarship in biomedical science.

- **Genetics Institute: Genetics and Genomics Graduate Program.** This interdisciplinary PhD program is housed in the UF Genetics Institute and includes faculty from across the College of Medicine, College of Liberal Arts and Sciences, and College of Agriculture and Life Sciences. There are currently 28 PhD students enrolled in the program whose research covers a wide variety of topics in genetics and genomics.

- **College of Liberal Arts and Sciences: Center for Women’s Studies and Gender Research, Health Disparities in Society undergraduate minor.** The newly approved minor in health disparities in society is designed to raise students’ awareness of health disparities and
encourage critical thinking about the assumptions that shape medical research and clinical practice. One of its goals is to add diversity to the health professions workforce. Housed in the Center for Women’s Studies and Gender Research, this program currently has approximately 50 students.

- **College of Medicine: Rural and Urban Underserved Medicine (RUUM) Track.** The RUUM program offers early medical school acceptance for exceptional students with a commitment to future research or practice among rural or urban underserved groups. Approximately 6 students are accepted each year in their junior year and enroll in five required courses during their senior year.

- **College of Medicine: Medical student curriculum.** The College of Medicine’s broad-based curriculum emphasizes active learning in small groups and develops students’ background in the basic sciences and clinical medicine. Students are given opportunities to interact with patients in urban, rural, and suburban settings, exposing students to a variety of clinical presentations. Students who are interested in community outreach have a number of opportunities for hands-on medical experience in hospitals and clinics in Florida. The medical school accepts approximately 135 students into this program each year.

- **Clinical and Translational Science Institute (CTSI): CTSI Training and Professional Development Program.** The CTSI was founded in 2008 to improve human health by transforming the university’s ability to conduct clinical and translational research. The CTSI Training and Professional Development Program provides educational opportunities for clinical and basic science investigators, laboratory technicians, study coordinators and other related personnel on multi- and interdisciplinary clinical and translational research teams.

- **College of Medicine: Faculty Affairs and Professional Development.** The Office of Faculty Affairs and Professional Development offers guidance and opportunities for incoming and current College of Medicine faculty. The Office of Faculty Affairs and Professional Development sponsors several meetings each semester to encourage both personal and professional growth, as well as offer opportunities to connect with other colleagues in the College of Medicine.

**REFERENCES**


**Information Access Categories** (see Statement of Work):

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Check if Applicable</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Skills Development</td>
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<td>Activities include student training, faculty training and professional development, facilitating collaboration, and sharing project results through professional associations.</td>
</tr>
<tr>
<td>Resource Development</td>
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<td></td>
</tr>
<tr>
<td>Information Retrieval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document Access</td>
<td>x</td>
<td>Activities include collection building, open access publishing, and information dissemination through resource guides.</td>
</tr>
</tbody>
</table>
## UNIVERSITY OF FLORIDA
WOMEN’S HEALTH/SEX AND GENDER DIFFERENCES OUTREACH PROJECT

### Capabilities Matrix

<table>
<thead>
<tr>
<th>Required Capabilities</th>
<th>Reference name and phone number for capability</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Paul Gulig, PhD 352-273-8600</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laura Guyer, PhD 352-334-1360</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nancy Hardt, MD 352-265-0238</td>
<td></td>
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<tr>
<td></td>
<td>Marian Limacher, MD 352-294-5343</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Michael Miyamoto, PhD 352-392-3275</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rebecca Pauly, MD 352-265-0140</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ronald Shorr, MD 352-265-7227</td>
<td></td>
</tr>
<tr>
<td>Demonstrated organizational structure that supports relationships with one or more university/college</td>
<td>Cecilia E. Botero 352-273-8400</td>
<td>Can speak to HSCL’s organizational structure and existing support of Health Science Center colleges.</td>
</tr>
<tr>
<td>Demonstrated experience in working with the intended audience(s)</td>
<td>Jörg Bungert, PhD 352-273-8097</td>
<td>Can speak to Michele Tennant’s past work with Genetics and Genomics PhD Program. Can speak to Michele Tennant’s past work with Interdisciplinary PhD Program in Biosciences. Can speak to Michele Tennant’s past instruction in the undergraduate genetics course.</td>
</tr>
<tr>
<td></td>
<td>Paul Gulig, PhD 352-273-8600</td>
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</tr>
<tr>
<td></td>
<td>Michael Miyamoto, PhD 352-392-3275</td>
<td></td>
</tr>
</tbody>
</table>
| Demonstrated knowledge or experience with sex difference research or single sex studies | Nancy Hardt, MD 352-265-0238  
Marian Limacher, MD 352-294-5343  
Elizabeth Shenkman, PhD 352-265-7220 | Can speak to HSCL’s past instruction in Introduction to Clinical and Translational Research.  
Can speak to College of Medicine women’s and gender studies research  
Can speak to College of Medicine women’s and gender studies research  
Can speak to College of Medicine women’s and gender studies research |
| --- | --- | --- |
| Demonstrated knowledge of or experience with the dissemination of web-based health information | Cecilia E. Botero 352-273-8400 | Can speak to HSCL’s capacity to distribute web-based health information.  
Can speak to Linda Butson’s past work on grant-funded project to assist patients in asking questions of their doctors in a university clinic.  
Can speak to Linda Butson’s past work on grant-funded project to assist patients in asking questions of their doctors in a university clinic. |
| Demonstrated experience of health communication skills including development of health communication training materials and programs tailored to the intended audience(s) | Rebecca Pauly, MD 352-265-0140  
Judith Roberts 352-273-8443 | Can speak to Linda Butson’s past work on grant-funded project to assist patients in asking questions of their doctors in a university clinic.  
Can speak to Linda Butson’s past work on grant-funded project to assist patients in asking questions of their doctors in a university clinic. |
| Demonstrated ability to administer evaluations using appropriate qualitative and quantitative methods | Erik W. Black, PhD 352-334-135 | Can speak to Mary Edwards’s doctoral work in evaluating an embedded librarian project.  
Can speak to Mary Edwards’s doctoral work in evaluating an embedded librarian project.  
Can speak to Mary Edwards’s doctoral work in evaluating an embedded librarian project. |
| Demonstrated capability to integrate digital and or training tools into resource development based on the needs of the intended audience | Cecilia E. Botero 352-273-8400 | Can speak to HSCL’s overall digital training capacity.  
Can speak to HSCL’s overall digital training capacity.  
Can speak to HSCL’s overall digital training capacity.  
Can speak to HSCL’s overall digital training capacity.  
Can speak to HSCL’s overall digital training capacity.  
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Can speak to HSCL’s overall digital training capacity. |
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<th>Check if a Primary Target</th>
<th>Check if a Secondary Target(s)</th>
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<tr>
<td>University/college faculty</td>
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</tr>
<tr>
<td>University/college librarians and library staff</td>
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</tr>
<tr>
<td>Health professionals</td>
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<tr>
<td>--Professional Association</td>
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<tr>
<td>--Allied health technologists, technicians, therapists</td>
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</tr>
<tr>
<td>--Behavioral health professionals, psychologists, counselors, social workers</td>
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<tr>
<td>--Dentists</td>
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<tr>
<td>--Epidemiologists</td>
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<tr>
<td>--Medical laboratory staff</td>
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<tr>
<td>--Nurses</td>
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<tr>
<td>--Pharmacists</td>
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<tr>
<td>--Physician assistants</td>
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<tr>
<td>--Physicians</td>
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<td>--Public health workforce</td>
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<tr>
<td>--Other (please list)</td>
<td></td>
<td>Medical and special (SLA) librarians</td>
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## Women’s Health Resources Dissemination Outreach Project

### COST BREAKDOWN

**Organization:** UNIVERSITY OF FLORIDA  **Date Submitted:** 12/21/12

**Period Covered:** JANUARY 7 – SEPTEMBER 20, 2013

<table>
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<th>EXPENDITURE CATEGORY</th>
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<td>PROFESSIONAL PERSONNEL</td>
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<td>CONTRACTED SERVICES</td>
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<td>TOTAL DIRECT COST</td>
<td></td>
<td></td>
<td>45,455</td>
</tr>
</tbody>
</table>

[MODIFIED TOTAL DIRECT COST] 4,545

| OVERHEAD/IDC (10 %)          |                |                 | 4,545          |
| TOTAL                        |                |                 | 50,000         |

---

Does your organization currently have a negotiated indirect cost rate agreement with any U.S. Government agency?    X__ Yes __ No

If yes, please identify agency: DEPARTMENT OF HEALTH & HUMAN SERVICES

Will you require the purchase of equipment in the performance of this proposed contract?   __ Yes  X__ No

Do you now hold any contract for the same or similar work called for by this proposed solicitation with any other government agency?   __ Yes  X__ No

If yes, please identify contract and agency:  ________________________________
If travel is proposed, provide statement addressing the following details on destination(s); duration of trip(s); number of travelers; and cost per trip, broken down by cost elements, e.g., airfare, lodging, and meals.

See Budget Justification.

If consultants are proposed, provide name(s), rate(s), and number of hours/days.

**NOTE:** The above categories are examples only and are not meant to be all-inclusive.
Budget Justification
Grant Period: January 7, 2012 to September 20, 2013

Personnel ($19,043) – Funding is requested for effort related to planning and executing the proposed project by the project team as follows: Principal Investigator Michele Tennant, Ph.D. (.035 FTE totaling $3,000); Co-Principal Investigators include Linda Butson (.07 FTE totaling $5,076), Mary Edwards, Ed.D. (.07 FTE totaling $3,352); Hannah Norton (.07 FTE totaling $3,272); and Nancy Schaefer (.07 FTE totaling $4,344).

Student Labor ($1,000) – 100 hours @ $10/hour for a graduate student to support two Collaborating with Strangers Workshops, including promotion and recruitment of participants, workshop preparation and assistance, post workshop survey input and analysis, development of online network group component, and communication.

Fringe Benefits ($4,447) – Fringe rates were calculated as follows: 23.2% for faculty librarians, and 2.9% for student labor.

Outside Services ($750) – During the project, the Harrell Professional Development and Assessment Center, UF College of Medicine will provide actors to simulate patients (Standardized Patients) in a lecture/demonstration for 120 students in the course covering Essentials of Patient Care. Cost for the service will be $750.

Collection Materials ($5,000) – The project team will work with partners to identify important one-time purchases of materials related to women’s health and the gender/sex differences in medical research. Materials in digital formats will be preferred over those in print.

Travel ($5,215) – Members of the project team plan to disseminate the project’s activities and results at three annual conferences to be expensed as follows: Tennant will attend Special Libraries Association in San Diego, CA, June 2013 ($529 registration; $1,800 lodging for 6 nights--$300/night; $50 ground transportation; train fare $100); Schaefer will attend American Public Health Association in Boston, MA, November 2013 ($700 registration; $400 airfare); Edwards and Norton will attend Southern Chapter of Medical Libraries Association in Jackson, MS, October 2013 ($275 each registrant, $543 each airfare).

Open Access Publishing ($10,000) – The project team will work with members of The University of Florida Open Access Publishing Fund, managed by Smathers Libraries’ librarians, to award UF faculty, post-doctoral researchers or graduate students with support to open access journal publishing related to women’s health and the gender/sex differences in medical research. Awards will range from $750 to $3,000 depending on the request for publication fees, type of journal, or number of authors. Availability of these funds and subsequent awards will be promoted widely. The project team will evaluate applications based on set criteria to be developed, that best support the project theme.

Indirect Costs ($4,545) – This represents 10% of direct project costs.
MICHELE RENEE TENNANT, PhD, MLIS
Health Science Center Libraries and UF Genetics Institute
P.O. Box 100206, University of Florida, Gainesville, FL 32610-0206
(352) 273-8426, tennantm@ufl.edu

EDUCATION:
- MLIS University of California, Los Angeles Dec. 1994
  Major: Library and Information Science
- PhD Wayne State University Dec. 1991
  Major: Biology; Minor: Chemistry
- BS University of Southern California Dec. 1982
  Major: Biological Sciences

PROFESSIONAL INFORMATION WORK EXPERIENCE:
- University Librarian, Health Science Center Libraries and UF Genetics Institute, University of Florida, Gainesville, FL (July 2006 -)
- Associate University Librarian, Health Science Center Libraries and UF Genetics Institute, University of Florida, Gainesville, FL (July 2002 – June 2006)

SELECTED REFEREED PUBLICATIONS:
Med Libs, 4(3):53-78 (Invited paper)

SELECTED PRESENTATIONS, SPEECHES, POSTERS, AND GUEST LECTURES:
- “Outreach programs within your own institution”, invited presentation, Quad Chapter meeting, Medical Library Association, Baltimore, MD, 15 Oct. 2012
- “Library-based support for clinical and translational research”, invited panelist, AAAS program, Medical Library Association Annual Conference, Minneapolis, MN, 17 May 2011 (invited)
- “Using “E-Learning” technology and presentation software to enhance genetics education”, contributed poster, International Congress on Medical Librarianship, Brisbane, Australia, 3 Sept. 2009 (MR Tennant, MM Miyamoto [presenter], MG Horrell)
- “Molecular biology and genetics for librarians”, Continuing Education Course, 9th International Congress on Medical Librarianship, Salvador, Bahia, Brazil, 23 Sept. 2005 (invited)
- “The medical library’s role in graduate bioinformatics education: applications of bioinformatics to genetics”, contributed poster, 9th International Congress on Medical Librarianship, Salvador, Brazil, 21-23 Sept. 2005 (MR Tennant [presenter], MM Miyamoto [presenter], L Zhou, HV Baker)
- “Bioinformationist”, at “The Informationist” invitation-only conference, National Library of Medicine, Bethesda, MD, 4 Apr. 2002 (invited)

SELECTED INVITED PARTICIPANT/CONSULTATIONS OUTSIDE THE UNIVERSITY:
- Regional Medical Library, Planning Group for E-science Boot Camp, invited member, 2011-12
- Biomedical Library and Informatics Research Committee. Invited member, National Library of Medicine (NLM), Bethesda, MD, 3 times per year, 2008-11
- Planning panel on National Library of Medicine support for genomic science in the 21st century.

CV MRT NLM
Invited panelist, NLM, Bethesda, MD, 2005-06
• Regional instructor, “Introduction to molecular biology information resources”, taught regionally for NCBI, yearly, 2003-08
• Course developer and instructor, “NCBI’s advanced workshop for bioinformatics information specialists (NAWBIS)”, Bethesda, MD, yearly, 2002-07
• Planning meeting - Development of advanced course and enhancement of basic course in use of NCBI resources. Invited participant/consultant, NCBI, Bethesda, MD, 2001-02
• Planning meeting - Scientists’ needs, library roles, and future directions. Invited participant/consultant, NCBI, Bethesda, MD, 2001

SELECTED AWARDS, FELLOWSHIPS, HONORS:
• 2012-13 Fellow (competitive program) National Library of Medicine/Association of Academic Health Sciences Libraries
• 2010-15 Distinguished Member Status Academy of Health Information Professionals
• 2005 Distinguished Member Award, Recipient Special Libraries Association, Biomedical and Life Sciences Division
• 2005 Estelle Brodman Academic Medical Librarian of the Year Award, Recipient Medical Library Association
• 2003 Top 20 Library Instructional Paper of the Year American Library Association, Library Instructional Round Table (LIRT)

SELECTED CONTRACTS AND GRANTS:
• Faculty Enhancement Opportunity – Library-based Bioinformatics Support; University of Florida; $44,000; Principal Investigator; 2012-13
• Exploring the Real and the Imaginary: The Parallel Worlds of Harry Potter; Catalyst Fund; $3500; Co-Principal Investigator; 2012
• Do Informed patients and physicians achieve better health outcomes?; Department of Medicine Gatorade; $29,000; Collaborator; 2011-12
• Influencing patient provider communication and patient self-advocacy in a university based internal medicine clinic; National Networks/Libraries of Medicine; $5209; collaborator; 2011-12
• Developing an infrastructure for information support for clinical and translational researchers; National Networks of Libraries of Medicine; $20,000; Principal Investigator; 2011-12
• VIVO: Enabling National Networking of Scientists; National Institutes of Health; $12,300,000; (Total Award to UF Libraries: $1,729,030); Investigator; 2009-11
• Assessment of User Skills and Efficiency in Application of Bioinformatics Resources to Answer Biological Questions; Medical Library Association; $25,000; Principal Investigator; 2007

SELECTED PROFESSIONAL SERVICE
Medical Library Association (MLA; member, 1995-):
• Continuing Education Committee, member, 2009-12, chair-designate, 2011-12, chair, 2012-13
• Journal of the Medical Library Association, Editorial Board, member, 2005-08
• Task Force on Information Specialists in Context, member, 2003-05
• Molecular Biology and Genomics Special Interest Group, convener, 1999-2001
Special Libraries Association, (SLA member, 1995-)
Linda Claire Butson MLn, MPH  
Health Science Center Libraries  
P.O. Box 100206, University of Florida, Gainesville, FL 32610-0206  
(352) 273-8399, butsonl@ufl.edu

EDUCATION:
- MPH University of North Carolina- Chapel Hill 1986
- MPH in Health Policy and Administration
- MLn Emory University 1974
- Master of Librarianship
- BS University of Georgia 1973
  Major: Zoology

WORK EXPERIENCE:
- Consumer Health and Community Outreach Librarian (Associate University Librarian) Health Science Center Libraries University of Florida, Gainesville, FL (April 2010-)
- Assistant Director for Access and Outreach Services (Assistant In), Health Science Center Libraries University of Florida, Gainesville, FL (2006-2010)
- Interim Assistant Director for Access and Outreach Services (Assistant In), Health Science Center Libraries University of Florida, Gainesville, FL (2002–2006)
- Assistant Director, Outreach Services (Assistant In) Health Science Center Libraries University of Florida, Gainesville, FL (1999-2002)
- Assistant Director of Reference Education and Information Management,(Associate University Librarian), Health Science Center Libraries, University of Florida, Gainesville, FL (1995-1999)
- Associate Director, Information and Media Services, Mountain AHEC, Asheville, NC. (1986-1992)
- Assistant Director, Information and Media Services, Mountain AHEC, Asheville, NC. (1983-1986)
- Health Sciences Librarian, Mountain AHEC Asheville NC. (1979-1983)
- Director, Health Science Library, Mountain AHEC, Asheville NC. (1974-1979)

SELECTED AWARDS, FELLOWSHIPS, HONORS:

SELECTED PUBLICATIONS:
SELECTED PRESENTATIONS:

Connecting Patients and Physicians: A librarian’s role in encouraging communication, contributed paper, Quad Chapter meeting of the Medical Library Association, Baltimore, MD. (LC Butson [presenter], JA Lyon, MR Tennant, C. Botero, N.Singh, Rebecca R. Pauly, MD FACP) October 14, 2012.


Smartphone use at a Health Science Center, contributed poster, Medical Library Association annual conference, Seattle, WA (E Bushhousen, B Auten, HF Norton, R Jesano, LC Butson [presenter], K Summey, D David, MR Tennant) 22 May 2012.

Use of patron input and student collaboration in library space planning, contributed poster, Medical Library Association annual conference, Seattle, WA (HF Norton, L Butson, MR Tennant, C Botero) 21 May 2012

Does using new equipment (tablets) effect the outcome of the game?, contributed poster, Medical Library Association Annual Conference, Seattle, WA (M Edwards, B Auten, MR Tennant, L Butson) 20 May 2012

Invited Speaker, Panel about successful consumer health programs, Association for College and Research Libraries (ACRL) Health Sciences Interest Group program, American Library Association, New Orleans, LA, June 25, 2011


You have become a liaison librarian, now what? Getting in and going forward, contributed poster, Medical Library Association Annual Conference, Minneapolis, MN, May 17, 2011 (LC Butson [presenter], B Auten, E Bushhousen, N Ferree, R Jesano, JA Lyon, R Garcia-Milian, HF Norton, MR Tennant)

Preparing for the ideal library space, contributed poster, Medical Library Association Annual Conference, Minneapolis, MN, May 17, 2011 (HF Norton, LC Butson, MR Tennant, C Botero [presenter])

Scared and squeamish: identifying fears and barriers to providing point-of-care information services, contributed poster, Medical Library Association Annual Conference, Minneapolis, MN, May 2011 (JA Lyon [presenter], N Ferree, LC Butson, K Moeller, K Summey)


Take one tier and call me in the morning: codifying levels of liaison service”, contributed paper, Medical Library Association Annual Conference, Chicago, IL, May 20, 2008, (with N Ferree, N Schaefer and M Tennant).
Developing Internet savvy among Florida's rural county public health workers, contributed poster, American Public Health Association Annual meeting, Health Administration Section, Philadelphia PA, November 11, 2002, (with N Schaefer)

SELECTED CONTRACTS AND GRANTS:
- Do Informed patients and physicians achieve better health outcomes?; Department of Medicine Gatorade; $29,000; Co-Principal Investigator; 2012-13
- Influencing patient provider communication and patient self-advocacy in a university based internal medicine clinic; National Networks/Libraries of Medicine; $529; Co-principal investigator 2011-2012
- 2011 David A. Kronick Traveling Fellowship Medical Library Association, $ 2,000, 2011-2012
- VIVO: Enabling National Networking of Scientists; National Institutes of Health; $12,300,000; (Total Award to UF Libraries: $1,729,030); Investigator; 2009-11

SELECTED PROFESSIONAL SERVICE:
Medical Library Association (MLA; member, 1974-)
  Continuing Education Committee, Member, May 2003- Jan 2006.
  2001 Annual Conference Local Arrangements Hospitality Committee, Newsletter Committee Member, Consumer and Patient Health Information Section, Member 2010-
  Membership Committee, Chair 2011-
  Cancer Librarians Section, Member, 2010-; Hospital Libraries Section, Member 1975-; Leadership and Management Section, Member 2002-; Public Services Section, Member 1995-; Research Section, Member 2010-
Southern Chapter of the Medical Library Association, Member 1995-
  Nominating Committee 2011-2012; Program Planning Committee, member 2010-2011
  Professional Development Committee, member 2006-2009
Florida Health Sciences Library Association (FHSLA), member, 1995-
  Nominating Committee, Member, 2011
Mary E. Edwards, MLIS, EdD  
Assistant University Librarian  
Distance Learning Librarian/Liaison

EDUCATION

Ed.D in Curriculum & Instruction  
Univ. of Florida  
December 2011

M.A. in Lib. And Info. Science  
Univ. of South FL  
December 2003

B.A. in History  
Mercer University  
May 2001

POSITIONS

From: January 2011  To: Present  
Title: Distance Learning and Liaison Librarian - Assistant University Librarian

From: December 2006  To: December 2010  
Title: Distance Learning and Liaison Librarian - Visiting Assistant University Librarian

From: March 2004  To: November 2006  
Title: Distance Learning Librarian - OPS Professional

SELECTED PUBLICATIONS

Journals:

Kumar, S. & Edwards, ME. “Information Literacy and Embedded Librarianship in an Online Graduate Program”. Journal of Information Literacy. (Accepted for publication July 2012).

Kumar S, Ochoa M, & Edwards ME. “Considering information literacy skills and needs: Designing library instruction for the online learner”. Communications in Literacy. 6(1), in press (2012).


Edwards ME, & Black EW. Case Study Evaluation of an Online Embedded Librarian Implementation. Journal of Library and Information Services for Distance Learning. 6(3/4), 284-311.


Tennant MR, Miyamoto M, & Edwards M. Redesigning a library-based genetics class research project through instructional theory and authentic experience. Journal of the Medical Library Association. 100(2), 90-97.

**Other Publications:**

Invited Book-Chapter:

Invited Book Chapter:

**GRANTS**

**SELECTED PRESENTATIONS**


**HONORS**
Accepted as a National Library of Medicine/ Woods Hole Biomedical Informatics Fellow, 2012.


**ASSOCIATION MEMBERSHIP & SERVICE**

National
- American Library Association (ALA), Member 2003- present
- Association of College and Research Libraries (ACRL)
  - Distance Learning Section, Member 2004 – present
  - Communications Committee July 2005-July 2009
  - Bibliography Committee, July 2009 – present

CV MEE NLM
- Medical Library Association (MLA), Member 2006 - 2008
- Association of Educational Communications & Technology (AECT), Member 2008-2009

**Boards:**
Off-Campus Library Services Conference Advisory Board April 2006-2008; April 2010-April 2012
CONTACT INFORMATION:
Health Science Center Libraries, University of Florida, P.O. Box 100206, Gainesville, FL 32610 Phone: (352) 273-8412; Fax: (352) 846-2272; Email: nortonh@ufl.edu

EDUCATION:
- M.S.I.S. The University of Texas at Austin; Austin, TX August 2009 Major: Information Studies
- B.A. Carleton College; Northfield, MN June 2005 Major: Biology

WORK EXPERIENCE:
- Assistant University Librarian, Health Science Center Libraries, University of Florida, Gainesville, FL (March 2011 - present)
- Visiting Assistant University Librarian, Health Science Center Libraries, University of Florida, Gainesville, FL (Dec. 2009 – March 2011)
- Graduate Research Assistant, Reference and Information Services, The University of Texas Libraries, Austin, TX (Sept. 2008 – Aug. 2009)

HONORS:
2011, Accepted as a National Library of Medicine/Woods Hole Biomedical Informatics Fellow.

SELECTED PUBLICATIONS

SELECTED PRESENTATIONS:


SELECTED GRANTS:

SELECTED PROFESSIONAL SERVICE:
Medical Library Association, member, 2010 – present,
• Membership Committee, member 2011-present, Colleague Connection coordinator, 2011-2012.
• Veterinary Medical Libraries Section, Treasurer 2012-2014.
Program Planning Committee, Second Annual VIVO Conference, 2011.
Nancy M. Schaefer  
3951 NW 27th Lane  Gainesville, FL  32606-6683  
352.373.4593 home  352.213.9681 cell

Education
Master of Library and Information Science, University of Washington 1999  
Master of Arts in Teaching English as a Second Language, University of Illinois 1984  
Bachelor of Science, Elementary Education, Indiana University 1977

Library Experience
University of Florida Health Science Center Libraries, Gainesville, FL  
Associate University Librarian 7/09 - present  
Assistant University Librarian 10/99 - 6/09  
--Reference, instruction, collection management, searching, communication for the following:  
  • College of Medicine; Community Health/Family Medicine; Emergency Medicine through July 2010;  
    Endocrinology through February 2010; Health Outcomes and Policy; Ob/Gyn 1999-2003 and from  
    2011; Pediatrics through 2003; Pulmonary and Critical Care Medicine through February 2010.  
  • College of Public Health and Health Professions; Bachelor of Health Science Program through  
    December 2009; Biostatistics; Environmental and Global Health; Epidemiology; Health Services  
    Research, Management & Policy as of February 2010; Social and Behavioral Sciences.

Professional Teaching Experience
English as a Second Language Instructor at the following institutions:  
  Shoreline Community College, Shoreline, WA  9/90 – 8/93  
  Intensive English Language Institute, Tacoma, WA  7/85 - 8/89  
  Instituto de Inglés, University of Southern California, Madrid, Spain 9/84 - 6/85  
  Intensive English Institute, University of Illinois, Urbana, IL  8/82 - 8/84  
  Nagoya International College of Foreign Languages Nagoya, Japan 3/79 - 10/80

Honors
Sunshine State Library Leadership Institute, 2008-2009  
  Competitive program involving lectures, discussion of readings and projects to develop project  
  management, program planning, marketing, and leadership skills in Florida librarians. Sponsored by the State  
  Library and Archives of Florida.

Academy of Health Information Professionals. Senior status. 2008-2013

Refereed Publications
Book Chapter (Invited)

Journal Article

Non-Refereed, Invited Publication
Section in Published Proceedings
in the Second 50 Years.” In The Proceedings: Fourth Meeting of National Leaders in Women’s Health  
Research--Successful Aging: Women’s Health and Well-Being in the Second 50 Years, 2001, by University  
of Florida Health Science Center, 216-220. Gainesville, FL: Custom Copies, Inc.

Creative Works - LibGuides
Audiology http://guides.uflib.ufl.edu/Audiology  
Obstetrics & Gynecology http://guides.uflib.ufl.edu/obgyn  
Otolaryngology http://guides.uflib.ufl.edu/otolaryngology  
Health Outcomes & Policy http://guides.uflib.ufl.edu/hop  
Health Services, Research and Management http://guides.uflib.ufl.edu/HSR  
Public Health http://guides.uflib.ufl.edu/public_health
Speech-Language Pathologyy [http://guides.uflib.ufl.edu/speech-language]
Writing-Publishing [http://guides.uflib.ufl.edu/write_publish]

Papers, Speeches, Presentations
Non-Invited Presentations

National

Regional
Peer review and publication: what you don’t know could hurt you and your patrons.” Southern Chapter/Medical Library Association Annual Meeting, St. Pete Beach, FL 14 November 2010

Designing librarian roles in health literacy. Contributed paper, Southern Chapter/Medical Library Association annual meeting. 2007.

Allied Health B.I.t.es. Contributed paper, Southern Chapter/Medical Library Association annual meeting, 2005
With N. Ferree [presenter]. (Bibliographic instruction in the myriad sources of allied health literature.) [http://www.library.health.ufl.edu/nita/SCMLA/B.I.tes.ppt]

Non-Invited Posters

National
Partnersing for accreditation: Librarians helping meet the information needs of the Public Health Accreditation Board standards. American Public Health Association Annual Meeting, Washington, DC 29 October - 2 November 2011 (Nicholson J, Schaefer N [co-presenters])

State

Grants

Funded, External
Principal Investigator. Medical Guild Video Collection
$2600 grant from University of Florida Medical Guild to upgrade library’s collection of DVDs on topics of multidisciplinary and current interest in the healthcare community, 2007.

Co-Principal Investigator with L.C. Butson, Information Access for Public Health Professionals
A $50K subcontract with the National Network of Libraries of Medicine. Trained employees in 14 county health departments and the Florida Department of Health in Internet use, resource, search tips, 2001-2003

Funded, Internal
$17K University of Florida Faculty Enhancement Opportunity grant for travel to 7 libraries serving public health workers, faculty, students at college, state, regional and national levels.

Not funded
09-MD-101 Creating Transformational Approaches to Address Rural Health Disparities
National Institutes of Health R01 grant proposal to study health information-seeking behavior of rural breast cancer survivors. Co-Principal Investigator with Kim Chalmers (Professor, Journalism) and Mary Ann Burg Health (Associate Professor, Community Health and Family Medicine) 2008.

Assessing Rural Women’s Use of the Internet to Address Breast Health and Breast Cancer Information Needs
Lance Armstrong/LiveStrong R01 grant to demonstrate reliable online resources and train women to evaluate quality of information resources. Co-Investigator with Kim Walsh-Childers (Professor, Journalism) and Ellen Lopez (Principal Investigator, College of Public Health and Health Professions’ Social and Behavioral Sciences), 2007.

Service to professional associations, other presentation/ publication and classes information available on request
December 17, 2012

Michele R. Tennant, PhD, MLIS
University Librarian
Health Science Center Libraries
Bioinformatics Librarian
UF Genetics Institute
University of Florida
PO Box 100206
Gainesville, FL 32610-0206

Dear Michele,

I whole heartedly support your proposal in response to the RFP on sex/gender difference research from the National Library of Medicine/NIH Office of Research on Women’s Health. Your plans clearly meet the goals of the Women’s Health Resources Dissemination Project to improve the level of awareness regarding sex and gender difference in basic science, sex-specific investigations, and gender disparities in basic, clinical and translational research and application and involve a wide range of partners.

As Director of Health Science Center Libraries, I realize that the work in this proposal will strengthen our existing relationships within the Academic Health Center, particularly with the College of Medicine, and will create new relationships with the undergraduate programs from which the health science center’s education programs draw students. In this way, the Health Science Libraries can partner to extend our service to create a seamless pipeline from our undergraduate campus to our medical and other health science schools where we will educate future clinicians and clinical researchers. This proposal also creates opportunities to collaborate with other libraries and librarians on campus.

I will gladly support the activities of the grant and of the librarians who are working with you to accomplish the goals and tasks involved.

Sincerely,

Cecilia Botero
Associate Dean, George A. Smathers Libraries and
Fackler Director, Health Science Center Libraries
University of Florida
PO Box 100206
Gainesville, Fla. 32610-0206
cecbote@ufl.edu
Dear Michele,

Thank you for sending along to me your proposal for the RFP on sex/gender difference research from the National Library of Medicine/NIH Office of Research on Women's Health. Your team has chosen “increasing sex differences research in basic science studies” as one of your goals, and as one of the objectives to meet that goal, your team is planning to provide outreach and instruction to our graduate students in the Genetics and Genomics PhD program. This program is administered by the University of Florida's Genetics Institute, and includes students from the Colleges of Medicine, Liberal Arts and Sciences, and Agriculture and Life Sciences. Our incoming students are just beginning their research careers, and as such, are primed for an introduction to this area and the information resources that are available to support research in the discipline.

As co-director of this graduate program, I am pleased to partner with the library in these endeavors. I look forward to working with your team if your proposal is funded.

Sincerely,

Jörg Bungert, PhD
Professor
Genetics Institute
Coordinator of the Genetics and Genomics PhD Program
December 11, 2012

Michele Tennant, Ph.D.
Health Science Center Libraries
UF Genetics Institute
Box 100206
University of Florida
Gainesville, FL 32610

Dear Michele:

Thank you for inviting the College of Medicine Interdisciplinary Program in Biomedical Sciences to partner in the library’s efforts to bring information resources in sex and gender differences research to our graduate students. The IDP in Biomedical Sciences confers the doctoral degree in Medical Sciences, with students receiving specialized training in six advanced interdepartmental graduate concentrations: Biochemistry & Molecular Biology; Genetics; Immunology & Microbiology; Molecular Cell Biology; Neuroscience; and Physiology & Pharmacology. As these students are training to be research scientists in the basic biomedical sciences, this population is an excellent match for such instruction. As you have been the liaison librarian to IDP since the program began in 1996, you have an understanding of the information needs of these students.

There is a variety of potential venues in which we could integrate this information into the IDP curriculum in the fall semester of 2013, for example, during your yearly orientations to incoming students, through an elective journal club, a new elective course, or as a module in our ethics in research course. I support this partnership between the Health Science Center Library and the IDP in Biomedical Science graduate program. We can meet early in the new year to finalize our plans.

Sincerely,

Paul A. Gulig, Ph.D.
Professor and Associate Dean
Dear Michele,

Thank you for sharing the RFP on sex/gender difference research from the National Library of Medicine/NIH Office of Research on Women’s Health. I am interested in your plan for the project and support your decision to focus on the goals of increasing sex differences research in the basic sciences and building a well-trained, diverse, and vigorous Women’s Health Research Workforce. As an educator of medical and health professionals, I am responsible for preparing future clinicians and clinical researchers. UF’s newly approved minor, Health Disparities in Society, provides numerous opportunities for instruction and outreach to our undergraduate medical and pre-health students in the formative years of their college experience.

I am intrigued by the opportunities this project provides and will gladly partner with you to integrate instruction about women’s health into the undergraduate health disparities curriculum. The Women’s Health Resources Portal will be a source of invaluable resources that introduce undergraduate students to gender disparities and promote understanding of the need for more research on gender/sex related health topics. These students will be better prepared to consider the issues of women’s health and integrate them into patient care using research from evidence based medicine.

I look forward to partnering with you on this timely and important project. Please let me know if you need further information or assistance.

Sincerely,

Laura K. Guyer, PhD, RD
Courtesy Associate Professor
College of Medicine and Center for
Women’s Studies and Gender Research
December 10, 2012

Michele R. Tennant, PhD, MLIS
University Librarian
Health Science Center Libraries
Bioinformatics Librarian
UF Genetics Institute
University of Florida
PO Box 100206
Gainesville, FL 32610-0206

Dear Michele,

I met with Linda Butson and other library staff last week concerning the RFP on sex/gender difference research from the National Library of Medicine/NIH Office of Research on Women’s Health. I am committed, as you know, to increasing sex differences research in the basic sciences and building a well-trained, diverse, and vigorous Women’s Health Research Workforce. As Director of Service Learning and Health Equity for the College of Medicine, I work particularly hard to create a seamless pipeline from our undergraduate campus to our medical school where we will educate future clinicians and clinical researchers. Over the years since I have been here, there are more women in the medical school, but we still have a long way to go in biomedical sciences, especially in research, and even farther to go in administration. To improve this picture, I can think of several ways we can direct students (male and female) to the resources in the National Library of Medicine. We can begin with the Undergraduate Minor called Health Disparities in Society which is disproportionately selected by women and minority undergraduate students. These students are the most qualified for early admission in the Rural and Urban Underserved Medicine Early Admissions Program where they will then take our Senior Research Course and our Topics in Medicine Course. Then when they matriculate in the College of Medicine, they can select the Discovery Pathway in Local and Global Health Equity.

I know Dr. Guyer sent you a letter regarding the undergraduate classes, where I envision our colleagues from the library reviewing the Women’s Health Resources Portal. I envision a similar plan for medical students in the Discovery Pathway for Health Equity. We will welcome you to the Thursday afternoon seminar series where you can direct students to the resources, we can allow them to choose a topic for brief presentation, then we can give them time in class to create the presentations and then share them. Everytime I do this, I learn a lot!

Thank you for thinking of me. I will gladly partner with you to integrate your instruction into the College of Medicine and undergraduate health disparities curricula.

Sincerely,

Nancy S. Hardt

Nancy Hardt, MD
Professor of Medicine

An Equal Opportunity Institution.
Dear Michele:

I am pleased to offer my full and enthusiastic support for your proposal to improve access to and use of sex and gender differences information for the students and faculty of the University of Florida Health Science Center as an initiative of the National Library of Medicine and Offices of Research on Women’s Health. Your plans will clearly meet the goals of the Women’s health Resources Dissemination Project and improve the level of awareness regarding sex and gender difference basic science, sex-specific investigations, and gender disparities in basic, clinical and translational research and application. The wonderful resources of the Health Science Center Libraries and your accomplished colleagues are ideally positioned to partner with many of our existing programs to achieve your objectives.

I have the privilege of serving as the Senior Associate Dean for Faculty Affairs and Professional Development for the College of Medicine and have sponsored a monthly Professional Development seminar for faculty. We cover all aspects of academic culture and productivity and will work with you to include a seminar focused on the key aspects of creating research designs and conducting analyses that will inform the scientific and medical communities about sex/gender differences across the spectrum of medical research. I also direct the Training and Professional Development Program for our Clinical and Translational Science Institute funded through the Clinical and Translational Science Award. We will now include a special focus on teaching our clinical research trainees and our medical trainees (residents and fellows) how to critically review journal articles for appropriate study design and analyses that will permit conclusions that apply to female subjects. In addition, we will select case studies that illustrate the importance of appropriately identifying sex/gender differences within research studies for our core course on Ethical and Policy Issues in Clinical Research (GMS 6931), taught every spring. Finally, we will highlight the use of the Women’s Health Resources Portal for all active researchers through direct links on the websites of our Clinical and Translational Science Institute, Office of Faculty Affairs and Professional Development and Office of Research. Together with the changes outlined by Dr. Shorr in the Introduction to Clinical/Translational Research (GMS 7093), our Certificate and Master’s programs in Clinical and Translational Science will have much improved emphases on these important topics.
Thank you for bringing this opportunity to my attention. My personal research interests revolve around women’s health and cardiovascular disease in women and I am committed to working to advance women’s health through knowledge and science. Training all those involved in Clinical and Translational Research of the concepts of sex/gender differences and health disparities is an appropriate collaborative endeavor for our programs.

I look forward working with you and to accomplishing the important goals outlined in this proposal.

Sincerely,

Marian C. Limacher, MD, FACC, FAHA, FACP
Senior Associate Dean of Faculty Affairs and Professional Development
Director, UF Clinical and Translational Science Institute, Training and Professional Development Program
AHA Suncoast Endowed Professor of Cardiovascular Research
Dear Michele,

I read with interest your plans for the RFP on sex/gender difference research from the National Library of Medicine/NIH Office of Research on Women's Health. I agree that outreach and instruction to our undergraduate genetics class is an excellent match for this project, as the students in the course are pre-health professional and pre-biomedical research students. I suspect that many of these students have never considered gender differences in the disease process, or for that matter, how gene expression differences between the sexes may impact health, wellness, and disease.

Your plans for including the Women's Health Resources Portal and a discussion of gender/sex differences in your informatics sessions in the spring of 2013 will provide a needed introduction to the discipline to these students, who will soon be starting their professional or graduate level studies. Including the topic as a component of their final term poster project will provide a measure to evaluate what they have learned about the topic.

I support your introduction of the topic into our course on undergraduate genetics, and look forward to integrating information on sex and gender differences research into my lectures as well. Thank you for thinking of our genetics course as a partner in this endeavor, and please let me know if you need any additional information from me.

Sincerely,

Michael M. Miyamoto, PhD
Professor, Department of Biology
University of Florida
Telephone: 352-392-3275
Email: miyamoto@ufl.edu
December 10, 2012

Michele R. Tennant, PhD, MLIS
University Librarian
Health Science Center Libraries
Bioinformatics Librarian
UF Genetics Institute
University of Florida
PO Box 100206
Gainesville, FL 32610-0206

Dear Michele,

Thank you for sharing the RFP on sex/gender difference research from the National Library of Medicine/NIH Office of Research on Women’s Health. I am interested in your plan for the project and support your decision to focus on the goals of increasing sex differences research in the basic sciences and building a well-trained, diverse, and vigorous Women’s Health Research Workforce. As a medical educator and course director, I am uniquely involved in teaching communication, medical interviewing, physical examination, and clinical decision-making to future physicians. I envision a plan for instruction and outreach to medical students, specifically to the pre-clinical students in the Essentials of Patient Care (EPC) Course which I direct.

I am intrigued by the opportunities this project provides and will gladly partner with you to integrate your instruction into the EPC curriculum as the students develop advanced communication skills in delivering bad news to standardized patients. We will discuss gender differences in delivering and hearing bad news as well as gender differences in the presentation and diagnosis of Alzheimer’s. By introducing medical students to the need for more research on gender/sex related health topics and the resources available via the Women’s Health Resources Portal they will be able to consider these issues as they enter into patient care and utilize this research for providing evidence based medicine.

I look forward to partnering with you on this project. Please let me know if you need further information or assistance.

Most sincerely,

Rebecca Rainer Pauly, MD, FACP
Professor of Medicine
Associate Vice President, Health Affairs, Equity & Diversity
Associate Chair, Department of Medicine for Medical Student Education
Course Director, Essentials of Patient Care

The Foundation for The Gator Nation
An Equal Opportunity Institution
December 15, 2012

Michele R. Tennant, PhD, MLIS
University of Florida Health Science Center Libraries
PO Box 100206
Gainesville, FL 32610-0206

Dear Michele,

I am delighted to support the University of Florida health Science Center Libraries’ proposal for funding for the promotion of the Women’s Health Information Portal.

As you know, I am the Course Director for Introduction to Clinical Research (ITCR), a two week summer intensive that enrolls approximately 50 students representing multiple disciplines who are beginning translational research careers. The library group participates annually as lecturers and co-leaders of small group sessions.

ITCR is an ideal venue to promote and role model the use of the Portal. First, I would propose that the Portal is introduced in this year’s library lecture: “Has it already been done? Using library resources so you don’t reinvent the wheel.” Second, gender differences can be the overarching theme for our small group sessions. This will reinforce the use of the Portal as the students assemble their mock grant proposals. In future years we can modify the exposure to the Portal in ITCR as you see fit.

I look forward to partnering with you on this project and please let me know if you need further information or assistance.

Sincerely,

Ronald I. Shorr, M.D., M.S.
Director
Professor, Department of Epidemiology, University of Florida
Program Director, Advanced Postgraduate Program in Clinical Investigation (APPCI),
UF CTSI Training and Professional Development Program