Fall is such a busy time for most of us. I invite you all to take a brief moment to reflect on recent EBSS successes, and look forward to new professional opportunities in the coming year. It’s fun and often impressive to see what EBSS committees and members have been up to since the last newsletter.

One of my favorite things about EBSS is how we create learning opportunities for our community. Our Current Topics webinar series, coordinated by our Members-at-Large, have had years of success with popular sessions on timely topics. If you missed the Copyright and Open Educational Resources webinar in July, you can find the video on Facebook: [https://www.facebook.com/ebssacrl](https://www.facebook.com/ebssacrl). Look for information about upcoming webinars on the EBSS listserv. For those interested in facilitating a webinar, send your topic ideas to Members-at-Large Kimberly Miller and Rachael Elrod.

In May, EBSS held its first Virtual Research Forum, sponsored by the American Psychological Association. Four scholars presented their research to an online crowd of more than 80 attendees. Samantha Godbey, chair of the Research Committee, served as moderator. Thank you to everyone involved in making this event a success.

There will be a new way to contribute to EBSS committees next year. The Executive Committee has been working to add a secretary position to each of the committees to help facilitate notetaking and posting of committee minutes. For EBSS members who might be interested in easing into a leadership position, this should be a great new opportunity.

EBSS holds its ALA Midwinter meetings virtually, with online meetings before or shortly after the conference. Be sure to watch the EBSS listserv for meeting announcements. Our meetings are open, and guests are welcome to attend. Please consider contributing as an active EBSS committee member. Committee work and EBSS leadership positions provide opportunities to work on projects that benefit our organization and enrich our growth as professionals.

These are just a few highlights from EBSS. Read on to learn more, and follow our Facebook page and the listserv for news, discussions, and committee information.
Committee Reports

Awards Committee

Yu-Hui Chen, University at Albany, and Kyle Denlinger, Wake Forest University | Co-Chairs

In January, the Awards Committee selected Joyce Garczynski of Towson University as the recipient of the 2019 EBSS Distinguished Librarian Award. The award presentation took place at the EBSS Social during the ALA Annual Conference in June. Submit your nomination for the 2020 EBSS Distinguished Librarian by December 6.

The Awards Committee is also pleased to announce HyunSeung Koh from the University of Northern Iowa was the recipient of the Spring APA Librarian Conference Travel Award. With this award, HyunSeung Koh attended the International Conference on Performance Measurement in Libraries in Aberystwyth, Wales, in July. The award application deadline for conferences taking place from September through December 2019 has passed.

Communication Studies Committee

Megan Blauvelt Heuer, Southern Methodist University | Chair

The EBSS Communication Studies Committee completed a research study on the information-seeking practices of professional journalists, journalism professors, and students. Initial findings were presented at ACRL last April. The committee will be writing a draft information literacy framework for journalism this year.

The EBSS Newsletter (ISSN 0887-5189) is a biannual electronic publication of the Education and Behavioral Sciences Section (EBSS) of the Association of College & Research Libraries (ACRL), a division of the American Library Association (ALA). Members of the ALA/ACRL EBSS section receive the newsletter as a perquisite of current membership.

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All background photos from Pexels.com. Profile pictures provided by EBSS members or retrieved from professional websites.
The EBSS Education Committee recently published a Library Guide Repository to provide inspiration and ideas to librarians who create Education research guides. The repository contains links to library guides on varying education topics that meet best practices of library guide creation. The committee also created a spreadsheet comparing the databases ERIC and Education Research Complete. These resources will be shared through various EBSS communication channels. The committee is also in the process of conducting a survey on the job responsibilities and institutional contexts of Education liaison librarians. The survey went out this summer, and committee members will begin the process of analyzing the responses over the next year.

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Curriculum Materials Committee

JAMES ROSENZWEIG, EASTERN WASHINGTON UNIVERSITY, AND ASHLYNN KOGUT, TEXAS A&M UNIVERSITY | CO-CHAIRS

The Curriculum Materials Committee plans to spend this year completing a LibGuide that will collect and curate useful links and resources for librarians working in curriculum materials centers. The guide will address a wide array of topics that have been identified as areas of need by CMC librarians in the past. The committee’s intention is to publish the guide in time to share the finished work with the EBSS community by next year’s ALA Annual.

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Education Committee

KATHERINE DONALDSON, UNIVERSITY OF OREGON | CHAIR

The EBSS Education Committee recently published a Library Guide Repository to provide inspiration and ideas to librarians who create Education research guides. The repository contains links to library guides on varying education topics that meet best practices of library guide creation. The committee also created a spreadsheet comparing the databases ERIC and Education Research Complete. These resources will be shared through various EBSS communication channels. The committee is also in the process of conducting a survey on the job responsibilities and institutional contexts of Education liaison librarians. The survey went out this summer, and committee members will begin the process of analyzing the responses over the next year.
Committee Reports

Electronic Resources in Communication Studies Committee

REBECCA KELLEY, LOUISIANA STATE UNIVERSITY, AND ALESSIA ZANIN-YOST, SLIPPERY ROCK UNIVERSITY | CO-CHAIRS

The Electronic Resources in Communication Studies Committee further enhanced the ACRL LibGuide Library Resources for Communication Studies by adding extensive content for five new subjects: Interpersonal Communication, Organizational Communication, Public Relations, Television & Radio, Visual Communication (not yet live, pending further updates).

Higher Education Committee

SARAH FRENCH, ILLINOIS STATE UNIVERSITY, AND DAWN BEHREND, LENOIR-RHYNE UNIVERSITY | CO-CHAIRS

The Higher Education Committee will resume its work this fall after a brief summer break. As you may recall, the committee developed and disseminated a survey on prospective professional development topics and preferred learning formats of academic librarians. Based on the survey results, we created a “High Impact Practices Series” of articles that will be featured in this and future EBSS newsletters.

For this issue, we wrote two brief articles; the first, introducing the concept of high-impact practices, and the second, focusing on two specific high-impact practices: service learning and internships. We will introduce other models of high-impact practices in future newsletters.
Committee Reports

Membership & Orientation Committee

CARIN GRAVES, MICHIGAN STATE UNIVERSITY, AND JOYCE GARCYZNSKI, TOWSON UNIVERSITY | CO-CHAIRS

The EBSS Membership and Orientation Committee continues to monitor our growth. We have over 900 members and are looking for ways to continue our growth in membership. Additionally, we are planning a forum for student members to become involved in EBSS. We will provide further details on this forum soon. At both ACRL 2019 in Cleveland and ALA Annual 2019 in DC, the EBSS Socials were well-attended. We are currently in the process of planning the social for ALA Annual in Chicago next year.

Online Learning Research Committee

KAREN REED, MIDDLE TENNESSEE STATE UNIVERSITY | CHAIR

The Online Learning Research Committee met virtually on August 26, 2019. The group unanimously agreed to pursue a research project on embedded librarianship this academic year. It was decided that monthly meetings would be necessary in order to move the project forward. The group brainstormed a list of possible research questions for the project. Action items before the next meeting include the commencement of a literature review.

Psychology Committee

EMILY DAROWSKI, BRIGHAM YOUNG UNIVERSITY, AND JORDAN SLY, UNIVERSITY OF MARYLAND | CO-CHAI RS

The Psychology Committee membership changed significantly with the ALA June/July turnover. Kimberly Miller is the outgoing chair. Many thanks for her leadership of the committee and her help onboarding Jordan and Emily as

CONTINUED ON NEXT PAGE
Committee Reports

PSYCHOLOGY COMMITTEE REPORT, CONTINUED

the new co-chairs. Three committee members rotated off this year: Jacalyn
Bryan, Jennifer Elder, and Rosalind Fielder-Giscombe. New members are:
Emily Bergman, Meghan Testerman, and Melissa Ann Vetter. Continuing
members are: Yali Feng, Jamie Dwyer, Elizabeth Chenevey, and Kathy
Shields. We will be meeting early this fall to set goals and begin working
on projects. We aim to crosswalk language between the ACRL Framework
for Information Literacy and psychology student learning outcomes so
librarians are better able to communicate services and value to faculty. We
also want to explore best practices for psychology librarians, check the links
on the EBSS Psychology LibGuide, and add a section about psychology open
educational resources.

Publications &
Communications Committee

KARNA YOUNGER, UNIVERSITY OF KANSAS | CHAIR

The EBSS Publications and Communications Committee (Publications)
welcomed new faces to the committee this year but currently does not have
any publications from EBSS that require review.

Currently, Publications is searching for a new web manager. Tina Mullins,
web manager, and Jackie Sipes, the assistant web manager, rotated off the
committee in July. Over the summer, the committee’s position posting failed
to elicit a response, but we are hopeful that a revised position description
will attract good candidates. Tina has kindly agreed to continue to volunteer
as web manager until a replacement can be found. We are grateful for Tina
and Jackie’s service to EBSS and especially grateful to Tina for her continued
work.

Additionally, Trent Brager has taken over Emily Darowski’s role as newsletter
editor. He is thriving in his new role and building on the great redesign work
that Emily completed during her tenure.

Sabine Dantus continues to monitor the section’s listserv and to innovate
EBSS’s social media, including posting live shots from ALA Annual. The
section is really benefiting from Sabine’s extensive marketing experience.

Last but not least, Reabeka King-Reilly has joined the committee as a
member. Welcome, Reabeka!
Reference Sources & Services Committee

RACHAEL ELROD, UNIVERSITY OF FLORIDA | CHAIR

The Reference Sources and Services Committee continues to analyze data from a survey sent out last fall about the information seeking behavior of education faculty and students at U.S. colleges and universities. We are working together to write up an article about the results and plan to submit to a journal this fall. We look forward to sharing our work with EBSS.

Research Committee

SAMANTHA GODBEY, UNIVERSITY OF NEVADA, LAS VEGAS, AND ANNIE ARMSTRONG, UNIVERSITY OF ILLINOIS AT CHICAGO | CO-CHAIRS

The Research Committee continues to plan and host the annual EBSS Research Forum, which is now being held virtually as of spring 2019. See the report on pages 8-9 for details about this year’s event. We had a strong turnout for four excellent lightning talks, which were selected by the committee through a blind review process. Any feedback or suggestions about the forum can be directed to the committee co-chairs.

Be on the lookout for the next call for proposals in February 2020. The co-chairs also welcome any inquiries about the potential suitability of specific projects for the forum.

Scholarly Communications Committee

DORINNE BANKS, GEORGE WASHINGTON UNIVERSITY | CHAIR

The new chair of the Scholarly Communications Committee is George Washington University Libraries’ Education Librarian, Dorinne Banks. Committee member and Harvard Graduate School of Education’s Associate Director for Collections and Scholarly Communication, Rebecca Martin, generously volunteered to serve in the role of Committee Secretary this year. The eight committee members, along with a few EBSS visitors, met virtually on September 3, 2019, for a welcome meeting and began brainstorming potential collaborative projects for the upcoming year. The committee is planning to align its projects with ACRL’s new report, “Open and Equitable Scholarly Communications: Creating a More Inclusive Future.”
After years of hosting an in-person event at ALA Annual, the EBSS Research Committee held its first Virtual Research Forum on May 15, 2019. Four scholars presented their work through 10-minute lightning talks followed by a question and answer period, moderated by Samantha Godbey, chair of the committee. The event was attended by 84 people.

First, Dr. Karen F. Kaufmann, associate professor at Seminole State College of Florida, presented “College Student Perceptions of the Relevance of Information Literacy to their Academic Work.” Kaufmann’s research began with her recent doctoral thesis, which asked, “How is information literacy relevant, from a sociocognitive user view, to undergraduate student academic work?” To answer this question, Kaufmann conducted a mixed-methods, two-stage sequential study consisting of a survey and focus groups to capture student perceptions of the relevancy of information literacy to their coursework. Kaufmann’s survey indicated that information literacy is useful or meaningful for college students when used for an academic assignment, that their perceived usefulness is not bound by demographics, and that there are multi-dimensional sociocognitive factors that impact the relevance of information literacy.

Next, Dana Statton Thompson, assistant professor and research and instruction librarian at Murray State University, shared “Preliminary Findings: Librarians’ Current Perception and Use of the ACRL Visual Literacy Competency Standards for Higher Education.” Thompson’s mixed-methods study, developed from her experience at the Institute for Research Design in Librarianship, examines how and if academic librarians use the visual literacy standards in their instruction and research. So far, she has analyzed 100 articles (out of 250) as well as a survey with 146 responses and conducted 10 phone interviews. Preliminary findings from the survey indicate that:

- there is not a large awareness of the visual literacy standards in the academic librarian community;
- instruction librarians who are aware of the standards don’t feel as though they have the time to incorporate lessons on visual literacy into their instruction sessions; and,
- librarians are beginning to understand the importance of visual literacy but may feel uncomfortable teaching it themselves.

Thompson will be submitting her full results for publication later this year.

Then, Michelle Keba, associate librarian for reference at Palm Beach Atlantic University, discussed her project, titled “Curiouser and Curiouser:
Investigating Non-Traditional Undergraduate Students’ Epistemic Curiosity During the Research Process.” Keba’s mixed-methods study examined the relationship between the curiosity of 59 non-traditional undergraduate students and their information literacy self-efficacy while enrolled in a research techniques course. Preliminary analysis of the quantitative survey data suggests that there may be a small relationship between epistemic curiosity and information literacy self-efficacy but this did not affect student performance on an annotated bibliography. However, during in-depth interviews, students reflected that their curiosity to learn more was often sparked by a personal connection to the topic as well as the professor’s guidance in developing their topic. Keba will be submitting her full results for publication later this year.

Finally, Scott Marsalis, University of Minnesota, showcased “Adoption of Systematic and Related Review Methods in Social Work, and Impact of Librarian Involvement on Reporting and Quality of Searches.” Building on his experience partnering with faculty to conduct systematic and related reviews in social work, Marsalis found that the quality of work often improved when a librarian was involved. Marsalis screened over 1,000 synthesizing reviews and coded 332 eligible studies for type of methodology, common search errors, whether the search was reproducible, and whether the librarian was acknowledged. Most examined studies were systematic reviews, and over half of all studies were not reproducible because the search methodology was not fully explained. Reproducible searches, however, often contained a number of errors, such as inappropriate use of subject headings and lack of customization to each database. Problematically, of all evaluated studies, only three librarians were listed as co-authors and 46 acknowledged in some other way, which Marsalis believes may be an underreporting but also troublesome and potentially a cause of the problems with reproducible searches. He looks forward to further refining and validating his research, and encouraged attendees to become involved with systematic reviews at their own institutions and join the Systematic Reviews and Related Methods Interest Group.

At the end of the lightning talks, panelists discussed their challenges and shared advice for conducting empirical research.

If you missed the event, you can watch the recording and view the presenter’s slides. All attendees who completed a concluding survey were entered into a drawing for snack boxes generously donated by the American Psychological Association. These were awarded to Heidi Senior and Laura Bonella.
This fall, the American Psychological Association (APA) will release the 7th edition of the APA Publication Manual, a handbook that includes style and format guidelines. EBSS disciplines commonly use APA Style as opposed to the Chicago Manual of Style, Modern Language Association style guide, or the many other options. Librarians of EBSS disciplines likely have patrons using the APA Publication Manual to meet expectations of instructors and publishers.

The release of the 6th edition was particularly problematic in that there were several errors in the first printing which led to a recall of flawed copies. The release of the 7th edition will ideally be less disruptive, but librarians should be aware of the support available at their institutions and how to best ease the transition to the 7th edition. Adoption of the 7th edition could depend on instructor and journal preferences, as well as other factors.

As you ponder how the transition from the 6th edition to the 7th edition might happen at your institution, consider these two issues: awareness and ownership. Before, during, and after the transition, outreach can be everyone's job -- folks staffing public service desks, communications from liaisons to their department heads, discussions with Writing Centers, and tutorials and guides on the library’s web site.

Who owns citation management help at your site? The libraries? The writing center? Another department in your institution? Or, is there a mix of ownership? Ownership can vary greatly by department, college, or university, and having conversations about the change sooner rather than later might be helpful, especially in light of the October 2019 release date. If
this conversation has yet to happen on your campus, this is an opportunity to start.

In preparing this piece, the authors gathered some informal, yet still informative, anecdotes to try to gauge thoughts about the transition to the new 7th edition. Here's what we learned:

• A high-up administrator at a university sent an email to department chairs to notify them that campus-wide adoption of the 7th edition would occur in Fall 2020
• An editor from a well-regarded/highly cited education journal was grateful to learn about the updated edition and would work on a plan to introduce the update to its authors
• A social sciences faculty agreed to communicate with their department about the update and was pleased about the heads-up about the 7th edition

A publication in October is challenging, and different instructors may have different expectations about when APA 7th is required. Some will expect changes for the spring semester. Journal requirement roll-outs may also vary. Some journals may require authors to use APA 7th sooner or later.

Librarians should consider the many vendors within the bibliographic infrastructure that influence platform-created citations. Changes will likely be in a cascade as opposed to an abrupt departure from APA 6th. Citation managers will eventually offer APA 7th edition changes, and we have received confirmation that Zotero is preparing for the changes.

Regarding collection development, the print version of the 7th edition is currently available for preorder while the ebook version will be released in October, without a preorder option.

APA is preparing transition guides and instructional aids to assist people in transitioning to the new style; these materials will be available on the APA Style website (https://apastyle.apa.org). To read more about the upcoming 7th edition, visit https://apastyle.apa.org/manual/new-7th-edition.
Introduction to High-Impact Practices

SARAH FRENCH, ILLINOIS STATE UNIVERSITY

The Higher Education Committee is currently focusing on providing tools for professional development for academic librarians. To guide our work, the EBSS Higher Education Committee posted a survey for academic librarians on the EBSS listserv to gather feedback on the content knowledge and professional competencies EBSS members wanted to develop. The 39 respondents most frequently indicated they were “very interested” in developing the ability to work with higher education administrators, researchers, and practitioners, including high-impact educational practices (HIPs). In response, committee members decided to prepare a series of brief articles for the EBSS Newsletter on HIPs. The series begins with this article and Kate Zoellner’s on page 14.

Research has shown that some educational practices result in strong outcomes, correlate with increases in student retention and engagement, and provide experiences that students consider meaningful. In 2007, George Kuh first identified these interventions, known as high-impact practices, in the National Survey of Student Engagement (Tukibayeva & Gonyea, 2014). One example of a HIP is the first-year seminar, which emerged in the late nineteenth century at schools such as Harvard, Johns Hopkins, and Brown as a way to support a more diverse student body. Although these seminars take many forms, they continue to be relevant and have been associated with gains in many areas, including academic achievement (Keup & Young, 2018).

According to Kuh, high-impact practices have six important characteristics (Tukibayeva & Gonyea, 2014):

1. They require students to direct time and effort toward a significant educational goal over a substantial length of time (often a semester).
2. They are not generally done alone but rather in shared intellectual activity with faculty and peers. By definition, this also creates opportunities for experiences with diversity and the larger world.
3. Students must leave the familiar and be exposed to new and diverse ideas, settings, worldviews, and practices.
4. Students receive frequent feedback about their performance and
performance expectations are set “at appropriately high levels” (Keup & Young, 2018, p. 99).

5. There are activities that require students to apply what they are learning and to consider real-world problems.

6. High-impact practices create settings for learning that foster deep learning and may lead to changes in student perceptions and worldviews (Kilgo, Ezell Sheets, & Pascarella, 2015).

The American Association of Colleges and Universities identified ten educational initiatives as high-impact practices. These include: a) first year seminars and experiences, b) common intellectual experiences, c) learning communities, d) writing intensive courses, e) collaborative assignments, f) undergraduate research, g) diversity and global learning, h) service learning and community-based learning, i) internships, and j) capstones courses and projects (Kuh, 2008).

Numerous opportunities abound for librarian involvement in all of these high-impact practices. This author co-taught a first-year seminar with one of her liaison faculty members at a former university. Many librarians are involved in co-teaching across their disciplines. Some serve common intellectual communities such as service learning and honors programs. From introductory library instruction to capstone projects, librarians are involved in supporting undergraduate research. In other words, librarians are critical to the success of high-impact practices.

References


As part of the Higher Education Committee’s work described by Sarah French, this article provides a glimpse of librarian connections to two high-impact educational practices (HIPs): service learning and internships. According to the 2019 National Survey of Student Engagement data, 53% of first-year students and 60% of senior students participated in service learning courses, and 48% of seniors participated in an internship or field experience (Center for Postsecondary Research, 2019). Librarians engage with these curricular practices because they intersect with the concept of information literacy and professional values of civic engagement and lifelong learning.

Service learning or community-based learning courses offer students:
- direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community…
- students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. (Kuh, 2008, para. 11)

Students in these courses critically evaluate and identify sources of community information; develop questions related to their analyses; and combine findings with their experiential knowledge to ethically conduct research with their community to address an identified need (Riehle & Weiner, 2013). Internships “provide students with direct experience in a work setting—usually related to their career interests—and… give them the benefit of supervision and coaching from professionals in the field” (Kuh, 2008, para. 12). Information literacy in the reciprocal service learning context furthers students’ civic engagement, whereas during an internship it is employed toward career preparation.

Understanding service learning and information literacy as “intersectional pedagogies,” Hodges & Nutefall (2016) integrated the ACRL “Research as Inquiry” frame into instruction, including a visit to the library curriculum materials center with pre-service teacher education students. This involved collaboration with education faculty and the campus center for community engagement to scaffold learning and select materials students can use “with the community they aim to impact” (pp. 31-32). Recognizing that “the
goals of information literacy programs align well with the student learning outcomes of preparatory programs for health practitioners” (p. 14), Opuda & Bresnahan (2019) collaborated with dietetics faculty to provide instruction in a pre-internship course. In addition to providing pre-internship instruction, librarians develop library-based internships. Denda & Hunter’s (2016) team-based student engagement model—developed for both LIS student interns and undergraduate student workers—acknowledges the expertise of each group and the 21st century skills that library and archives projects require.

Opportunities for us to be involved with service learning curricula and internships on our campuses are expansive. We can integrate this work into our instruction programs, host events or provide training on library resources for community nonprofits or employers, develop new librarian positions or formalize partnership with campus units involved with these HIPs, and partner with campus teaching centers to provide educational resources on HIPs. Each educational practice connects in different ways with our professional frameworks and values. In some cases, there is alignment with our pedagogical practices. In other cases, these HIPs serve as models for us to consider as we design instruction and build relationships with our students, campuses, and communities.

References


Project Report

Education Library Guide Repository

JOSETTE KUBICKI, AUGUSTA UNIVERSITY, LISA BECKSFORD, VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY, AND JENNIFER MASUNAGA, LOYOLA MARYMOUNT UNIVERSITY

The ACRL EBSS Education Committee is pleased to announce the creation of a Library Guide Repository to provide inspiration and ideas for librarians who create Education research guides.

In an EBSS Education Committee meeting, one member shared how she draws inspiration from other Education library guides to create her own – and the idea of a repository was born. Four members formed a sub-committee. We developed a criterion; gathered ideas via web searches and within SpringShare’s LibGuides Community guides; compiled, sorted, and evaluated a listing; and then built the repository using LibGuides. After contacting creators, we launched the repository in early August.

The repository contains links to library guides on varying education topics that meet best practices of library guide creation. Also included are a few guides on broader topics, including the research process and literature reviews.

Guides are from colleges and universities throughout the US and Canada and are organized into different categories. You can reuse and adapt most of these guides to suit your context.

The EBSS Education Section Committee intends to grow and maintain this repository. We look forward to growing this resource to inspire and support you in your guide development.

Find it at https://acrl.libguides.com/ebss/education.
Updating Collections

Creating a Browsable Academic Library Children’s Collection

LAURA CAMERON, UNIVERSITY OF ARKANSAS

After surveying pre-service teachers taking children’s literature courses in fall 2017, I learned that underuse of the University of Arkansas’s children’s collection stemmed, in part, from students’ desire to browse for books. Based on that research, I reorganized our collection of over 5,000 children’s books into the following eight sublocations, creating a more browsable collection:

- Picture Books
- Early Readers
- Chapter and Middle Grade Books
- Young Adult Novels
- Graphic Novels
- Biographies
- Non-Fiction
- Traditional Tales

Sublocation codes were created and assigned in Sierra and colored stickers were placed over spine labels to distinguish each section.
Updating Collections

Curriculum Collections in Academic Libraries: A Fact-Finding Mission

ASHLEY B. CRANE, SAM HOUSTON STATE UNIVERSITY, AND HEATHER ADAIR, SAM HOUSTON STATE UNIVERSITY

At Sam Houston State University, we discovered through curriculum mapping, collection evaluation, and stakeholder discussions that our pre-service educators’ needs were not being met. Immediate need for state approved textbooks and high-quality STEM picture books was exacerbated by a general lack of awareness of library resources.

The solution? Create an Instructional Materials Collection (IMC) and collocate it with an updated Children’s Collection reflective of a school library. We approached the EBSS Listserv to gather ideas of what similar collections look like. Responding librarians shared about their collections, linked to collection pages, identified unique items included and classification system used, and explained features of the space. We were referred to relevant literature and received advice like ‘avoid transitioning from Library of Congress Classification to Dewey Decimal Classification to reduce cataloging staff stress.’

Utilizing this information and an analysis of 37 similar collections, we created and presented our proposal to library administration. The proposal includes purchasing textbooks for limited circulation, pulling instructional materials from the main collection into a separate location while maintaining LCC order, creating a larger instructional space by adding tables, giving picture books a distinct location within the Children’s Collection, and adding carpets and soft seating. Approved in July, changes to the Children’s Collection are nearly complete, while IMC will grow over time.
Increase Productivity with Practical Chrome Extensions

Patrick Labelle, University of Ottawa

Here is a selection of simple yet useful Chrome extensions to help accomplish various tasks, save time, and be more productive.

**LINK-RELATED EXTENSIONS**

**COPY URL + TITLE**
access by right-clicking on a page to copy URLs and titles for all opened tabs, then paste these in a message to send multiple links to articles and sites to a student.

**OPEN MULTIPLE URLS**
will extract URLs from pasted text and open them in separate tabs.

**LINKCLUMP**
can open, copy, or bookmark links from a Web page by simply dragging a selection box over them.

**TAB-RELATED EXTENSIONS**

**TAB Resize**
will split multiple tabs in two or more windows, allowing you to easily scroll through and compare two or more sites easily.

**Merge Windows**
does exactly what it says. It combines multiple Chrome windows into a single one.

**TabCloud**
saves currently opened tabs and enables you to open them all again at a later time from the same or another computer.

**ARTICLE-RELATED EXTENSIONS**

**UnPaywall**
pops up on certain article pages and indicates whether an open version is legally available.

**Google Scholar Button**
can launch a Google search in Scholar, provide “cited by” information for an article and attempt to access its full-text online or through library links.

**Scite**
in beta) can appear on an article page and shows citing references that support, mention or contradict its findings.
I recently took on the role of Global Engagement librarian with the goal of supporting our international students and our study abroad students. Because of this new responsibility, I was able to attend the IFLA 2019 Congress in Athens, Greece. Some takeaways from the congress include:

- Librarians all over the world are looking for ways to provide Open Access resources to their faculty and students
- Reference services are changing, and for many librarians in academic libraries, the challenge is deciding what those changes look like

The sessions at IFLA were creative and fun, especially “Library Love Stories” that I attended on the final day. And, IFLA knows how to put on a party! Just ask those who attended the Tuesday evening soiree at the Stavros Niarchos Foundation Cultural Center. Finally, Athens and the surrounding area, including the islands, was a magical setting for a fantastic congress. It was hard not to feel like a library goddess when surrounded by ancient ruins and temples.
The LOEX Annual Conference, held in May 2019, provided a wealth of information for those new to library instruction and seasoned instructors alike.

Presentations and workshops encompassed an assortment of instructional topics, including how to address barriers to information literacy assessment, discussions on valuing marginalized knowledge and how we teach that in the context of evaluating authority, partnerships with on-campus organizations, information literacy program creation and renewal, and many discussions focusing on the wide array of aspects of the ACRL Framework for Information Literacy.

One standout session was “Caring for Your Community of Practice: Collective Responses to Burnout,” a workshop led by Dianne N. Brown and Leo Settoducato. Based on the premise that instruction librarianship requires emotional labor, the presenters gave practical tips for self-care, creating a community of support, and how to share power in your organization to alleviate and prevent teaching burnout. This culminated in creating a zine and connecting with “accountability pen pals.” (See image at left. Used with permission by the authors.)

The conference was located in the very walkable downtown Minneapolis, which provided opportunities to attend local events. This author was able to attend two (!) Minnesota Twins games, visit the Minneapolis Institute of Art, try a local brewery, and, of course, learn a thing or two at the conference.
Rank Advancement

MANDY L. HAVERT, UNIVERSITY OF NOTRE DAME

Mandy L. Havert, Graduate Outreach and Digital Research Librarian at the University of Notre Dame, was promoted to associate librarian, effective July 1, 2019. In her work, Mandy provides instruction, workshops, and professional development training to graduate students, including dissertation and thesis research and writing camps.

Retirement

BARBARA HERBERT, GEORGIAN COURT UNIVERSITY

Barbara R. Herbert, Behavioral Sciences Librarian at the Sister Mary Joseph Cunningham Library, will be retiring this December after 40 years as a librarian at Georgian Court University in Lakewood, New Jersey.

ACRL News

ACRL Diversity Alliance – Join or Renew for 2020!

The ACRL Diversity Alliance program unites academic libraries committed to increasing the hiring pipeline of qualified and talented individuals from underrepresented racial and ethnic groups. By working together and thinking more broadly, ACRL Diversity Alliance institutions will help diversify and thereby enrich the profession. The commitment of each library leader to create one or more residency positions will expand the opportunities available to individuals from professionally underrepresented groups to gain knowledge, skills, and competencies necessary to thrive in an academic context. Renewals will go out this fall for 2019 institutional members. If your institution is not a current member and you’re interested in joining the ACRL Diversity Alliance, please contact ACRL Program Manager for Strategic Initiatives, Allison Payne, at apayne@ala.org.
The ACRL Education and Behavioral Sciences Section is seeking an EBSS member to fill the Web Manager position starting as soon as possible in fall 2019. The Web Manager will provide oversight of the EBSS website and consult with the EBSS Committee chairs and the Executive Committee members. The appointment will be for two years, with the possibility of reappointment.

The Web Manager’s responsibilities include:
1. maintaining the currency of information and links on the core EBSS pages
2. consulting with EBSS committees on the technical aspects of web projects
3. assisting with the organization and guidelines for use of the EBSS ALA Connect Spaces
4. ensuring that all pages that are products of EBSS or one of its committees adhere to guidelines established by ALA, ACRL, and EBSS.
5. serving as an ex-officio member of the EBSS Publications and Communications Committee, the EBSS Advisory Board, and the EBSS Executive Committee

**Required Qualifications**
- Demonstrated proficiency with Web-related technologies
- Willingness to learn how to create and maintain Web pages
- Demonstrated ability to work in a team environment
- Excellent interpersonal, written, and oral communication skills
- Attention to detail
- Willingness to learn Drupal

**Desirable Qualifications**
- Experience managing website content with Drupal
- Project leadership and management experience
- Ability to train others in Web-related skills
- Graphic design capability

Graduate students in library and information science are welcome to apply.

To apply: Send a letter of interest describing your web-related work and a CV/ résumé to Karna Younger, EBSS Publications and Communications Committee Chair, at karna.younger@gmail.com. Training will be provided.
Resources for College Libraries (RCL), the bibliography of essential titles for undergraduate libraries, is seeking a new subject editor for Education. Great thanks to the outgoing founding editors (and longtime EBSS members), Nancy O’Brien (University of Illinois, Urbana-Champaign) and Kate Corby (emeritus, Michigan State University).

The Education editor will oversee the ongoing development of the subject collection (approx. 2,300 titles), with responsibilities including:

- Selecting new title additions, including web resources
- Updating, reviewing, and weeding current selections
- Integrating peer review recommendations
- Maintaining and refining the subject taxonomy, with attention to advancements in scholarship and the curriculum

Successful subject editors balance broad and deep subject expertise, familiarity with undergraduate teaching and research, and discerning judgment to oversee the RCL bibliography of current and canonical works for academic libraries. This is a professional service opportunity with remote workflows, flexible timelines, and an annual honorarium.

For questions or information on how to apply, contact Anne Doherty, RCL Project Editor, at adoherty@ala-choice.org. To learn more about RCL, a co-publication of Choice/ACRL and ProQuest, visit: rclinfo.net.
ACRL Books

ACRL publishes a range of books to assist academic librarians in developing their professional careers, managing their institutions, and increasing their awareness of developments in librarianship, providing timely, thought-provoking, and practical content and research to academic and research librarians worldwide. Some recent titles:

- Improving Library Services in Support of International Students and English as a Second Language Learners
- The Grounded Instruction Librarian: Participating in The Scholarship of Teaching and Learning
- Scholarship in the Sandbox: Academic Libraries as Laboratories, Forums, and Archives for Student Work
- Critical Approaches to Credit-Bearing Information Literacy Courses
- Motivating Students on a Time Budget: Pedagogical Frames and Lesson Plans for In-Person and Online Information Literacy Instruction

Interested in writing for ACRL? Contact Erin Nevius, ACRL’s Content Strategist, at enevius@ala.org for more information, or visit www.ala.org/acrl/publications/publishing to learn more about our book publishing program and submit a proposal.