

EBSS Chair's Report Fall 2017



Joyce Garczynski
EBSS Chair 2017-18

Photo provided by Joyce

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.

[ACRL](#)
50 East Huron Street
Chicago, IL 60611
(800)-545-2433 ext. 2523
acr1@ala.org

[American Library Association](#)
Production and Circulation Offices
(312) 944-6780

“So what did you do over the summer?”

This is the question that inevitably gets asked when a new school year begins. If you worked at your institution, hopefully your answer includes some time to catch up on projects and if you're fortunate, maybe your answer even includes time to relax with a good book. In the case of EBSS, as this newsletter demonstrates, our committees have been hard at work on numerous projects.

Many groups have focused on creating and updating resources that will benefit the librarians working in their areas of practice.

For example, both the [Communication Studies Committee](#) and the [Psychology Committee](#) have been busy laying the foundations to create subject-specific interpretations of the [Framework for Information Literacy for Higher Education](#).

Additionally, the [Curriculum Materials Committee](#) updated their [Guidelines for Curriculum Materials Centers](#) and the [Education Committee](#) published their [Open Education Resources for Teacher Education](#) using ACRL's new LibGuides platform.

Other committees are already thinking about next summer and are planning for the 2018 ALA Annual Conference in New Orleans. The [2018 Conference Program Planning Committee](#), in conjunction with [ALA's Office for Diversity, Literacy and Outreach Services \(ODLOS\)](#), recently submitted a proposal for a program titled, “Safe Space: Hate has no Home in the Library.” If it is accepted, a panel of librarians, student life professionals, and ODLOS representatives will discuss how these groups can partner to create an inclusive and safe environment within the library.

Also, the [50th Anniversary Committee](#) is busy planning for a fun social event at the start of the conference to mark this important occasion for our section. The planned theme of the party is, “Good as Gold,” and the committee is working on getting all of the celebratory details in order.

These initiatives are just the tip of the iceberg! If you want to know more about how EBSS spent our summer (and how we plan to spend our fall), I invite you to please take a look inside this issue and keep up with us on our [listserv](#). It may even give you some ideas about how to answer the, “So what did you do over the summer?” question for fall 2018.

~ Joyce

Visit the EBSS Website @ <http://www.ala.org/acrl/ebss>



education & behavioral
sciences section

Directory of Committee Positions Related to *EBSS Newsletter* Production and Current and Past EBSS Leadership

EBSS Newsletter Editor
Emily S. Darowski
Brigham Young University
emily_darowski@byu.edu

EBSS Publications & Communications Committee Chair
Jodie Borgerding
Amigos Library Services
borgerding@amigos.org

EBSS Web Editor
Tina Mullins
University of Massachusetts, Boston
tina.mullins@umb.edu

EBSS List Administrator
Judy Walker
Univ. of North Carolina - Charlotte
jwalker@email.uncc.edu

EBSS Chair
Joyce V. Garczynski
Towson University
jgarczynski@towson.edu

EBSS Vice-Chair/Chair Elect
Jill Morningstar
Michigan State University
jmorning@msu.edu

EBSS Past Chair
Kaya van Beynen
University of South Florida—St. Petersburg
kayatown@mail.usf.edu

EBSS Secretary
Samantha Godbey
University of Nevada, Las Vegas
samantha.godbey@unlv.edu

EBSS is Turning 50



Photo provided by
Nancy

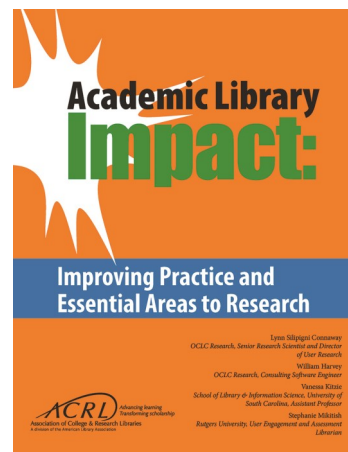


Photo provided by
Scott

EBSS 50th Anniversary Planning Committee Report by Co-Chairs Scott Collard, New York University, and Nancy O'Brien, University of Illinois — The committee met on June 24, 2017 in Chicago to discuss plans for the upcoming celebration of EBSS' 50th anniversary in 2018. Possible venues in New Orleans were discussed and Friday, June 22, 6:30-8:30 was selected as the date and time. The anniversary celebration will be held instead of the annual EBSS social, and a small registration fee will be charged in advance to defray costs. Vendors will be contacted regarding sponsorship of the event. Appetizers and desserts will be provided and a cash bar will be available. A brief program will be part of the event, including some whimsical awards (EBSSies) for longest term member, newest member, most chair positions held, and so on. The EBSS Distinguished Librarian award will also be presented, and former award winners will be encouraged to attend. Table-top trivia posters will provide information about EBSS since its founding in 1968.

Gearing up for the 50th Anniversary Celebration at the 2018 ALA Annual Conference, there will be a special section in the spring 2018 newsletter, with information such as a timeline, a historical overview of key events, and interviews with key EBSS figures. If you are interested in helping with this, please contact [Emily Darowski](#), the newsletter editor.

Academic Library Impact: Improving Practice and Essential Areas to Research Developed for ACRL by OCLC Research, [Academic Library Impact: Improving Practice and Essential Areas to Research](#) is a new, valuable resource investigating how libraries can increase student learning and success and effectively communicate their value to higher education stakeholders.



EBSS Committee Reports

Take a look at what EBSS committees worked on since our Spring 2017 newsletter. For complete information on all of the committees' activities, check out the [EBSS website](#).



Photo provided by
Stephanie

Awards Committee Report by Stephanie Davis-Kahl, Chair, Illinois Wesleyan University — The Awards Committee has met twice since ALA Annual. We welcomed our new member, Yu-Hui Chen, and reviewed the tasks and timeline for the year. We also selected the most recent recipient of the APA Librarian Travel Award and look forward to the next cycle of applications (call forthcoming on EBSS-L). The committee is currently seeking nominations for the Distinguished Librarian Award, to be presented at ALA Annual in New Orleans. For more information, please look [online](#).



Photo provided by
Katherine

Communication Studies Committee Report by Co-Chairs Katherine Boss, New York University, and April Hines, University of Florida — The Communication Studies Committee has been working on a project to map the *ACRL Framework for Information Literacy* to a series of concrete learning outcomes and lesson plans for journalism students. To do this, the committee has planned a two-phase research study. Phase 1 will consist of a series of interviews with journalism professionals and instructors to gather data on information literacy knowledge practices and behaviors of both novices and experts in this field. The committee recently secured funding for transcription services for an estimated 50-75 interviews and for gift cards to incentivize participation. Work on the survey questions and the IRB application for this phase of the research is underway. Results of this survey will help inform recommendations for the best interventions to move students from novice learners to experts. To create these recommendations (Phase 2), the committee will assemble a panel of communication librarians in a Delphi study questionnaire, so as to gather input and reach a level of consensus on this complex issue. We hope to be able to discuss initial observations from Phase 1 of this research at ALA 2018. The committee is also planning our annual “media tour” for ALA 2018 in New Orleans. We have been reaching out to a variety of journalism organizations in the area, and look forward to organizing another fun and insightful outing!



Photo provided by
April

Conference Program Planning Committee Report by Deborah Gaspar, Chair, Rowan University — During a series of meetings in Chicago, members of EBSS suggested the following broad topics for a program in 2018: charter and privatized schools (an issue in New Orleans), systematic reviews, racial bias in the academy, retention (libraries contribution to), international students, book challenges (a significant issue in Florida), and fake news or credible sources. These ideas were sent to the EBSS-L and feedback was collected. We then looked for likely partners (which strengthens a proposal's chances for success). For ALA Annual 2018, EBSS has three proposals up for consideration:



Photo provided by
Deborah

Continued on page 4

EBSS Committee Reports, Continued

1. Systematic Reviews

In name only co-sponsored with the Health Sciences Interest Group.

2. Bibliometrics and Scholarly Impact

In name only co-sponsored with the Health Sciences Interest Group.

3. Safe Space: Hate has no Home in the Library

Co-Sponsored with the ALA Office for Diversity, Literacy and Outreach Services (ODLOS). The description of this proposal follows: College campuses are microcosms of society with events in the broader society impacting student learning and security. Academic libraries significantly contribute to student learning and as a result, on-campus culture and the broader community climate. This panel discussion will explore how librarians can provide an inclusive and safe environment as well as help them identify campus partners in order to achieve these goals. ALA provides supports and materials through the ODLOS. Panelists, including librarians, student life professionals, and a representative for ODLOS, will introduce attendees to these resources.



Photo provided by James



Photo provided by Amanda

Curriculum Materials Committee Report, by Co-Chairs James Rosenzweig, Eastern Washington University, and Amanda Melilli, University of Nevada, Las Vegas — This summer, EBSS’s Curriculum Materials Committee completed the multi-year process of updating the *Guidelines for Curriculum Materials Centers*. The new guidelines document was approved by the Publications Committee and [published](#) on EBSS’s website. The committee is now engaged in revising and updating the *Guide to Writing CMC Collection Development Policies* (last revised in 2007), as well as replacing the sample *Curriculum Materials Center Collection Development Policy* that was originally produced in the early 1990s. We hope to complete this revision work in the 2017-2018 academic year, so that the new guide can be made available by the summer of 2018. For 2017-2018, the committee is co-chaired by Amanda Melilli (UNLV) and James Rosenzweig (EWU).



Photo provided by Alex



Photo provided by Dorinne

Education Committee Report, by Co-Chairs Alex Hodges, Harvard, and Dorinne Banks, George Washington University — The EBSS Education Committee celebrated its first full year of activity at ALA Annual 2017. Led by committee co-chair Dorinne Banks, committee members Jennifer Masunaga and Amber Gray showcased their work on the committee-published LibGuide, [Open Education Resources for Teacher Education](#). The committee plans to continue updates to the LibGuide as needed with a scheduled annual review of it. Additionally, the committee members brainstormed about potential new projects. Members expressed interest in planning work with other EBSS committees for programs or discussions that consider the evolving roles and required competencies of education librarians, including topics on virtual instruction, scholarly communication and impact, open access journal evaluation, and supporting data discovery and

Continued on page 5

EBSS Committee Reports, Continued

management. In the coming year, the committee will be responsible for coordinating the selection of EBSS liaisons/representatives outside of ALA/ACRL. The committee is planning a virtual meeting to advance its future work.



Photo provided by Cathy

Electronic Resources in Communication Studies Committee Report by Co-Chairs Cathy Michael, Ithaca College, and Heidi Senior, University of Portland — ERCS met virtually on August 14th. The committee continues to transfer and edit *Library Resources for Communication Studies* content from the ACRL wiki to the ACRL LibGuide. We discussed elements in the development of the "EBSS/ERCS Guides Checklist" for using the LibGuide system and plan to coordinate further with the EBSS Publications Committee on those details. Outgoing members reported their progress (via email) in migrating subjects from the ACRL wiki to the LibGuide platform. New members volunteered to edit subjects. New (media literacy) and revised subjects (new media will become computer mediated communication) were decided. Additionally, the committee will reflect in future meetings on its name and its mission.



Photo provided by Heidi



Photo provided by Paul

ERIC Users Committee Report by Co-Chairs Paul Belloni, University of Chicago, and Todd Shipman, Auburn University — Erin Pollard, Education Research Analyst at the Institute of Education Sciences (IES), met with the ERIC Users Committee at the 2017 ALA Annual Conference. Ms. Pollard spoke to us about the latest developments at ERIC and what they are focusing on achieving this year. Last year, ERIC launched several new features, including filtering by location and laws, searching by ORCID ID, adding a What Works Clearinghouse (WWC) link for WWC reviewed studies, and adding connections to grant information and IES publications. This year, ERIC will focus on perfecting and promoting these new features. ERIC is also working with publishers to find ways that would allow them to provide more full-text. They recently released a new video, [Finding the Right Descriptors for Your Search](#). The committee is also working on an ERIC LibGuide that we hope to release soon.



Photo from <http://www.lib.auburn.edu/people/todd-shipman.php>



Photo from http://guides.library.illinoisstate.edu/prf.php?account_id=9384

Higher Education Committee Report by Sarah French, Chair, Illinois State University — The Higher Education Committee efforts this year focused on sharing information and training about systematic reviews. Please see an article on this same topic later in the newsletter (pg. 14).

EBSS Committee Reports, Continued



Photo provided by Dan

Instruction for Educators Committee Report by Co-Chairs Dan Zuberbier, East Carolina University, and Diane Fulkerson, University of South Florida, Sarasota -Manatee — The Instruction for Educators Committee completed their lesson planning project. Committee members developed new or modified plans from freely available resources on [Merlot](#), the ACRL Sandbox, and [CORA](#) to incorporate the *Framework for Information Literacy for Higher Education* into their instruction. Members of the committee were encouraged to share their lesson plans in these same repositories. This fall the committee has been tasked to begin revising the *Information Literacy Standards for Teacher Education*, and align them to the new framework. The *Information Literacy Standards for Teacher Education* were last revised in 2011, and in addition to the new framework, multiple national associations and teacher preparation accrediting bodies have updated other standards that the committee used to guide their work. We estimate the revised standards will be ready to submit to the ACRL Board of Directors for approval in 2019.



Photo provided by Diane



Photo provided by Andrea

Online Learning Research Committee Report by Co-Chairs Andrea Hebert, Louisiana State University, and Amanda Ziegler, University of West Florida — The EBSS Online Learning Committee hosted a panel/discussion group at ALA Annual about using open educational resources (OERs) to work with distance students. Panelists included Dorinne Banks, Education Librarian, George Washington University Libraries; Cynthia Thomes, Reference and Instruction Librarian, University of Maryland University College; and Lindsey Wharton, Extended Campus and Distance Services Librarian/Social Work Subject Librarian, Florida State University Libraries. In the upcoming year, the EBSS Online Learning Research Committee hopes to collaborate with the EBSS Education Committee on a resource highlighting best practices for librarians in online education.



Photo provided by Amanda



Photo provided by Kimberly

Psychology Committee Report by Kimberly Miller, Chair, Towson University — The Psychology Committee recently completed its work to review and revise *Resources for Psychology Librarians*. You can now find this resource on the [Psychology Committee LibGuide](#). Please take a look at the revised guide—the committee welcomes your feedback! This year, the Psychology Committee will also continue drafting an *Information Literacy Framework Companion for Psychology*, following the process outlined by the Information Literacy Frameworks and Standards Committee. We look forward to soliciting ideas and comments from the EBSS community.

EBSS Committee Reports, Continued



Photo provided by
Jodie

Publications & Communications Committee by Jodie Borgerding, Chair, Amigos Library Services — Tina Mullins took over as EBSS Web Editor and Jackie Sipes became Assistant Web Editor on July 1. I would like to thank Sara Memmott for her years of service as EBSS Web Editor. Future projects for Tina and Jackie include looking at having LibGuides link back to ALA and ACRL websites as well as creating a standard process in the LibGuide best practices document for creating/approving editing privileges as leadership changes. The committee finished up reviewing the Psychology Committee Libguide and recommendations were sent to the committee chair. Currently we are waiting for more projects to come down the pike.



Photo provided by
Rachel

Reference Sources and Services Committee report by Rachael Elrod, Chair, University of Florida — In the past six months, the [Reference Sources and Services Committee](#) successfully completed the transition of its committee page and related materials to the new ACRL LibGuides format. This includes the [Education Librarians Toolkit](#) and the [Statistical Directory for Education and Social Science Librarians](#).

We have begun working on a project to understand the behaviors and perceptions of education faculty and students when searching for online resources. We hope to create a Qualtrics survey that will help us describe the resources education faculty and students turn to first when beginning a research project and why and what resources they consider most relevant and credible. We anticipate that our findings will be presented at a conference and submitted for publication.



Photo provided by
Samantha

Research Committee Report by Samantha Godbey, Chair, University of Nevada, Las Vegas — The Research Committee continues to plan and hold the annual EBSS Research Forum. See the article about the EBSS Research Forum at ALA Annual in Chicago starting on page 12. The 2017 event followed a lightning talk format. Any feedback or suggestions about the forum can be directed to the chair.



Photo provided by
Mandy

Scholarly Communications Committee Report by Mandy Havert, Chair, Portland State University — Past-chair Ericka Raber, University of Iowa, continued discussions in spring 2017 for development of programming topics which will continue in future months. Meetings will continue to be conducted virtually for the coming year. The committee sponsored emails with activities designed to help EBSS members begin or extend conversations around scholarly communication on campuses. Emails were sent in advance of the October 2016 Open Access week. Feedback by survey was limited yet the current committee agree a second round of topic exploration will be helpful. The content for the 2017 email push has been added to the [EBSS SC Committee LibGuide](#) and future push content will be added as well. In addition to the email push, the SC Committee will discuss what content is appropriate and relevant for our LibGuide and make plans to incorporate that content in coming months.

Conference Report



Photo from http://guides.lib.ua.edu/prf.php?account_id=8719

Program Sponsored by Education and Behavioral Sciences Section (EBSS) and University Libraries Section (ULS) by Benita Strnad, University of Alabama —

EBSS and ULS cosponsored, “Impactful Partnerships: Navigating the Evolving Scholarly Communication Landscape With Faculty.” Members of the panel were Karen E. Gutzman, Impact and Evaluation Librarian at Northwestern University, Feinberg School of Medicine; Rachel Borchardt, Science Librarian at American University and author; and Nicky Agate, Head of Digital Initiatives and Manager of MLA Commons, the CORE repository, and Humanities Commons at the Modern Language Association. They focused on their experiences tracking scholarly output and the resulting changes and adaptations to their current practices. All three stressed

that this field is constantly changing for librarianship, a fact that practitioners, faculty, researchers, and administrators should be aware of. The growing importance of altmetrics was also discussed, with each presenter explaining the areas of altmetrics they track and the burgeoning importance of a social media presence.

Gutzman stressed librarians’ leadership role in explaining to researchers the importance of establishing an online identity and strongly urged the use of open access for all scholarship. When faculty work is openly available online, it is more likely to be downloaded, and more exposure is always better. Borchardt discussed the need for librarians to contact early-career researchers and recommended an aggressive policy of outreach to all incoming faculty. She described her Lunch and Learn events that feature a metrics game. Never underestimate the power of good food to promote library services. Agate eloquently informed the audience about the newest efforts of the Modern Language Association to help its members establish their scholarly identity. She emphasized exposure and encouraged faculty to put their work online and to actively engage in self-promotion. She also asked librarians and faculty to think deeply about why faculty are being measured and suggested that the focus of scholarly communications should be on measuring what scholars value.

Call for Participation: Coming November 2017

ACRL invites you to share your research and creative endeavors at ACRL 2019, “*Recasting the Narrative*,” to be held April 10-13, 2019, in Cleveland, Ohio.



Watch the [ACRL website](#) for details!

Why Present at ACRL 2019?

- Advocate for your research, project or initiative.
- Expand your connections and get feedback from the best in the profession.
- Boost your professional experience and confidence.
- Invite new collaborations and opportunities into your life.
- Inspire your colleagues by presenting on the most dynamic issues and ideas facing the profession.
- Be published in the online ACRL 2019 Conference Proceedings (contributed papers).
- Add your presentation to your CV and feel good about contributing to the profession.
- Good work juju (it’s true, ACRL presenters receive good juju all year long).

Achievements of EBSS Members



Photo provided by Sarah

Promotion — Sarah Burns Gilchrist, Research and Instruction Librarian for Visual Arts and Education at Towson University’s Albert S. Cook Library, was promoted to Librarian II on July 1, 2017. Ms. Gilchrist’s work with the Instruction for Educators Committee helped secure this promotion through national service and an improved instruction outlook. Gilchrist will continue to serve as a member of the Instruction for Educators Committee with EBSS until 2019 and hopes to coordinate a collaborative instruction review between EBSS and the ACRL Arts section.



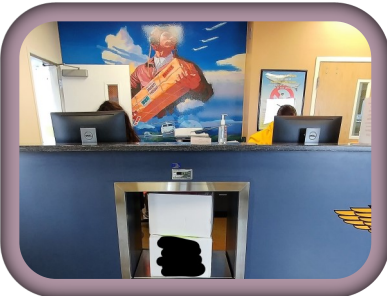
Photo provided by Lesley

Award — Dr. Lesley Farmer, Professor and Coordinator of the California State University Long Beach Teacher Librarian Program, received the American Association of School Librarians’ Distinguished Service Award at the ALA Annual conference. Sponsored by Follett, the \$3,000 award recognizes an individual member of the library profession who has, over a significant period, made an outstanding national contribution to school librarianship and school library development.



Boxes of books organized by grade.
Photo provided by Jennifer

Sharing the Wealth: Connecting New and Exiting Teachers with Books for their Classroom Libraries—Jennifer McKay, MLIS, Assistant Professor, Education Librarian at the University of Alaska Consortium Library and Kathryn Ohle, Ph.D., Assistant Professor of Early Childhood Education at the University of Alaska Anchorage have been working together to connect retiring/exiting teachers with new teachers to ensure that they will have books for their classroom libraries. Books were first gathered from local K-6 teachers exiting or retiring from the profession and even a collection from a local elementary school that was closing. The books were then sorted into grade-specific collections that included a variety of genres. A typical collection contained author studies, popular series, holiday books, math trade books, nonfiction books for social studies and science, a large selection of guided reading books across a variety of levels and, of course, a large collection of picture or chapter books for independent reading. The boxes of books came with instructions on how to set up and organize their libraries, as well as a lengthy list of recommended quality books they might purchase in the future. Each teacher that indicated a need before the start of the 2017 school year (including a few teachers located in remote off-the-road system villages), received around 250 books! Our project is continuing to grow with the help of local school librarians, teachers, and the University of Alaska academic community.

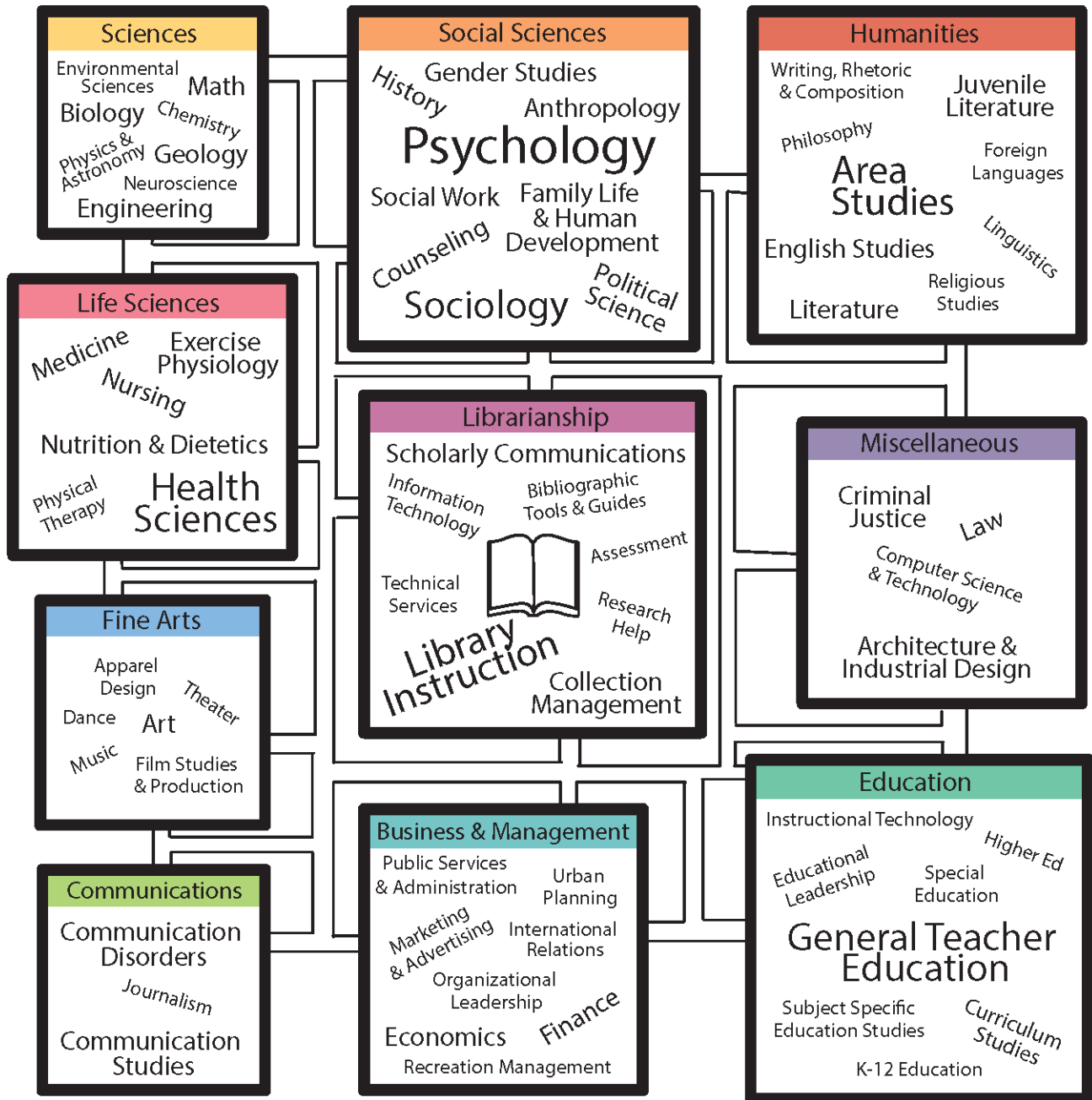


Books ready to be shipped via bush plane to remote villages in Alaska.
Photo provided by Jennifer

EBSS “Campus”

Have you ever been curious about what disciplines are served by fellow EBSS members?

In 2015, the newsletter presented a membership infographic showing where in the United States EBSS members work. Building off of that data, the infographic below was created to illustrate the disciplines that EBSS members serve and the library services they provide. “Buildings” represent colleges and the words represent disciplines served. Size of the buildings/words captures how many librarians serve each discipline.



Highlight a Resource: Nexis Uni



Photo provided by
Cathy

Learn about Nexis Uni by Cathy Michael, Ithaca College — Nexis Uni is replacing LexisNexis Academic. LexisNexis has been consulting with librarians and students to develop the platform. Just recently, I attended a brief overview of the product from Solutions Consultant [Stacy Sosna](#). My first question was how to pronounce Uni: it is *you' knee*. Stacy referred participants to the [support website](#) where you can find content listings, lists of features, FAQs, support for going live, marketing materials, and access to the training site. For those uncertain of their library's migration date, reach out to your client manager or consortia. I recently was informed that my library, Ithaca College, will migrate in November; both platforms will be available for 60 days after the new interface is activated.

The heart of the training I attended was a tour of the interface which has a responsive design and allows for federated searches across all content. After signing in with a user ID and password, there is the ability to collaborate (e.g., share folders and annotate documents), set the screen display (e.g., to a business subject), and track your search history. For anonymous users, news is the default screen display. The federated search allows for Boolean and proximity operators. After a search, there are numerous filters to choose from such as location, geography, and timelines, and you can now overlay multiple filters. There are also several tools for saving documents: save to a folder, print, email, download, Dropbox, and Google Drive. You can get a permalink to an article by clicking the “Actions” drop-down menu next the article title. Other features include creating search alerts and using search templates for news, cases, law reviews, company information, and specific publications. These templates are shortcuts you can use instead of cherry picking the filters.

On the main page, there is an advanced search form that includes connectors and segment searches. It reminds me of the Google advanced search form. As I teach journalism students to use segment searches and proximity operators, I expect to be using this page for teaching. It has a handy list of common connectors to the right of the form with a link out to additional connectors.

At the bottom of the main search page, they are developing something called, “Discover Topics.” Currently, there are 3 pages available: business, criminal justice, and political science. If you have a recommended topic, submit your recommendation by clicking your name in the upper right and choosing, “Feedback” (I suggested Journalism). Under the business topic, you'll find the company dossier. There are widget panes so you can customize your view by dragging and dropping. For those searching law, there is a, “Get a Doc Assistance” feature on the main page; you can plug in a citation and from the document access Shepard's® Citation Services. You must specify content type (e.g., cases), jurisdiction (e.g., US Federal), and then choose a citation format (e.g., United States Reports) to be sure the legal citation is formatted correctly.

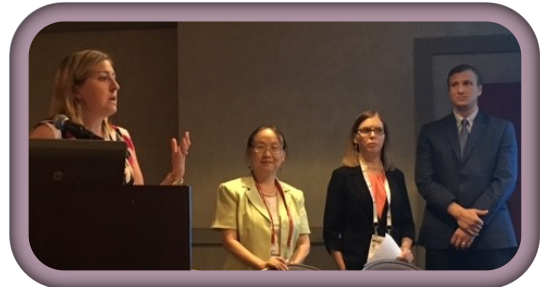
In sum, it was time for LexisNexis to redevelop their interface. Like Primo/Alma, which my library also implemented this fall, the ability to customize and organize through the product should appeal to students. Under settings, I have the flexibility to have my news content sort by date rather than relevancy (when I search news with journalism students, we seek the latest). I was also able to pick my preferred jurisdiction (New York) to display first for case law searches. When I teach journalism research classes in the spring of 2018, I plan to emphasize signing into both our catalog interface, as well as Nexis Uni, to assist in managing their research.

EBSS Research Forum Report

EBSS Research Forum Lightning Talk & APA Librarian Conference Travel Award Ceremony by Diana Ramirez, Texas A&M University — The 2017 EBSS Research Forum began with the presentation of the *American Psychological Association (APA) Librarian Conference Travel Award* followed by four research presentations. Attendees enjoyed a lovely reception sponsored by the APA. Special thanks to the APA for their generous sponsorship of this event!

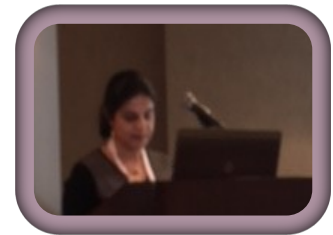
Michael Miyazaki, a member of APA’s PsycINFO Publications & Databases Customer Relations Team, presented the award to Rachael Elrod, Head, Education Library, University of Florida - Gainesville. Rachael used the monetary award to give a preconference presentation for the Library Instruction Round Table (LIRT) during this year’s ALA Annual Conference in Chicago. According to APA, the award is intended to support “early and mid-career librarians seeking to attend conferences in order to grow as professionals.” Cash awards of \$750 are awarded three times each year. Find out more about the [application process](#).

The Research Committee successfully experimented with the lightning talk format for its 2017 Research Forum, replacing the poster session model used in previous years. Speakers engaged the audience with their presentations and answered questions on four research projects selected from proposals submitted to the committee.



All photos provided by Cass Kvenild

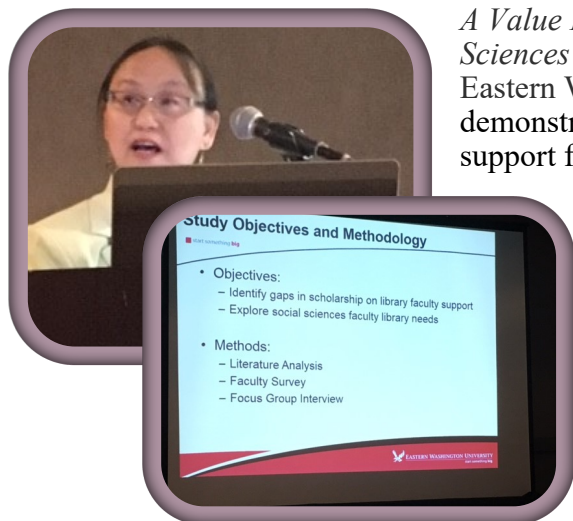
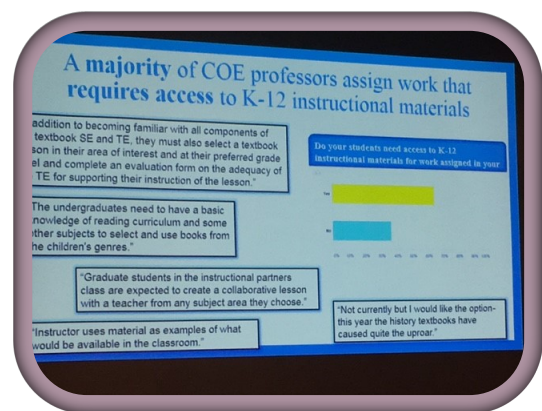
Un-camouflaging the Library: An Outreach Continuum was presented by Leila June Rod-Welch, Outreach Services Librarian, & Barbara E. Weeg, Collection Strategist Librarian, University of Northern Iowa. In this study, researchers used a three-stage process to assess library awareness in members of the university’s Department of Military Science/Army Reserve Officer’s Training Corps. Findings revealed areas in which library orientation and strategies to reach students were needed; also, it was determined that a series of outreach and instruction initiatives could foster “cross-department faculty collaboration and student learning.”



The Impact of Training in Research Data Management on Education Doctoral Students was presented by Amanda Nichols Hess, eLearning, Instructional Technology, and Education Librarian, and Joanna Thielen, Research Data and Science Librarian, Oakland University. This longitudinal case study attempts to analyze the impact of librarians on data management practices of education doctoral students. Direct support includes classroom instruction, workshops, and one-to-one consultations. Researchers gathered preliminary data using feedback forms following instructional interaction and semi-structured follow-up interviews with an expected study completion in 2019.

EBSS Research Forum Report, Continued

Revitalizing the Curriculum Library: Analyzing the Collection, Surveying Faculty, and Forming a College of Education Advisory Group was presented by Shannon Burke, Discovery Services Librarian, and Clarke Iakovakis, Scholarly Communication Librarian, University of Houston – Clear Lake. As a result of discontinued donations of K-12 textbook materials by publishers and local school districts, researchers conducted an analysis of their Curriculum Library to determine whether to continue support of the collection using library funds. Data analyzed included collection composition in terms of date range and subjects, usage, and integration of materials into assignments by faculty. Findings included strong student usage and faculty interest in the collection. Other results included identification of areas for weeding and formation of an advisory group comprised of librarians and faculty charged with revitalizing the collection.



A Value Proposition: Library Research Support for Faculty in Social Sciences was presented by Liya Deng, Social Sciences Librarian, Eastern Washington University. Researchers proposed that demonstration of academic library value should include analyzing support for university faculty in addition to student learning and success, which is currently a focus of the literature. This study included a meta-analysis of the literature, curriculum mapping, a faculty survey, and focus group interviews to identify patterns of library use and ways to improve library research support to faculty in the social sciences. Researchers also called for examination of the relationship between use of library resources by faculty and “advancing their research and teaching agendas.”

Call for EBSS Electronic Discussion Moderator

The EBSS Publications Committee is looking for a moderator for the EBSS Electronic Discussion List to replace the one and only Judy Walker, who is retiring in 2018. While ALA now hosts the list, the moderator monitors discussions to ensure subscribers adhere to the EBSS Discussion List policies and addresses technical needs of subscribers and/or the list itself. Once appointed, the new moderator will work with Judy to ensure a smooth transition. There is no set term for the position; however, the moderator should endeavor to provide 3-6 months notice of her/his intent to resign to allow for continuity and transition. The moderator must be a member of EBSS at the time of appointment. If you are interested or have any questions, please contact the EBSS Publications Committee chair, Jodie Borgerding, at borgerding@amigos.org.

Conference Report

Research Transparency and Reproducibility Training (RT2) by Amy Riegelman, University of Minnesota — In June 2017, I attended the Research Transparency and Reproducibility Training at the University of California - Berkeley. This training was led by the Berkeley Initiative for Transparency in the Social Sciences (BITSS). Attendees represented various social sciences disciplines. Four attendees (including me) represented libraries. The training was a mix of hands-on sessions about new tools to lectures on best practices for reproducible, open research. Attendees were required to submit an application indicating, "sustained impact on improving research transparency and reproducibility education and practice at their host institutions." For social sciences librarians interested in learning more about reproducibility and replicability, I highly recommend applying to different iterations of this training sponsored by [BITSS](#).



Photo provided
by Amy

Higher Education Committee Article: Systematic Reviews

The ACRL/EBSS Higher Education Committee will be addressing higher education trending topics in EBSS Newsletters. This first iteration will focus on systematic reviews. If you have feedback or questions, please submit to [Amy Riegelman](#) or [Sarah French](#).

What is a Systematic Review?

Systematic reviews have been prominent in the health sciences, but there has been increased interest from the social sciences. Systematic review trainer Margaret Foster (2017) from Texas A&M University Libraries describes systematic reviews as, “a research method that is designed to answer a research question by identifying, coding, appraising and synthesizing a group of studies. This method is utilized in many disciplines (medicine, public health, education, social sciences, and more) to answer a variety of questions (effectiveness of an intervention or policy, prevalence, tests/diagnosis, and more).” A systematic review is one of many different types of reviews (e.g., narrative, scoping), and to develop familiarity with review types, consult these resources:

Gough, D. T. J., & Oliver, S. (2012). Clarifying differences between review designs and methods. *Systematic Reviews*, 1(1), 28. doi:10.1186/2046-4053-1-28

Grant, M. J., & Booth, A. (2009). A typology of reviews: An analysis of 14 review types and associated methodologies. *Health Information & Libraries Journal*, 26(2), 91-108. doi.org/10.1111/j.1471-1842.2009.00848.x

Systematic Reviews Article, Continued

Why would a librarian collaborate on a review?

Your library may be experiencing an increased demand for assistance with systematic reviews. Increased knowledge and training may be necessary as libraries attempt to meet patron needs. Because of our expertise in research, librarians are uniquely positioned to assist and even co-author systematic reviews. According to Dudden and Protzko (2011), librarians bring a unique set of skills that are beneficial to reviews: refining research questions, offering expert searching, documenting a search/writing a search methodology, and establishing inclusion and exclusion criteria. The library literature documents the role of the librarians in conducting health sciences systematic reviews. However, services and outreach to disciplines outside of the health sciences have been trending in recent years, including services at [Cornell University Library](#), [Texas A&M University Libraries](#), and [University of Minnesota Libraries](#).

There is evidence that search strategies are suboptimal when lacking the involvement of a librarian according to a study by Koffel (2015). Librarian participation on a systematic review team may lead to co-authorship or other acknowledgement. Other opportunities of working on a systematic review team include expanding expertise and relationship building with researchers (Dudden & Protzko, 2011). Some systematic review services provide a Memorandum of Understanding (MOAU) to clarify a position on co-authorship. See MOU examples from [University of Texas at Arlington Libraries](#) and [East Carolina University Libraries](#).

Interested in learning more?

Librarians interested in learning more about systematic reviews will likely need to establish familiarity with the standards and frameworks. Examples of frameworks include PICO (Problem/Population, Intervention, Comparison, and Outcome) and SPICE (Setting, Perspective, Intervention/Interest, Comparison, and Evaluation). The [recording](#) from the EBSS Current Topics Discussion webinar, “Getting Started with Systematic Reviews,” is freely available. Additional resources include [Campbell Collaboration](#) and [Cochrane](#).

Systematic Reviews in EBSS Disciplines

- Patall, E. A., Cooper, H., & Allen, A. B. (2010). Extending the school day or school year: A systematic review of research (1985–2009). *Review of Educational Research*, 80(3), 401-436. <https://doi.org/10.3102/0034654310377086>
- Piet, J., & Hougaard, E. (2011). The effect of mindfulness-based cognitive therapy for prevention of relapse in recurrent major depressive disorder: A systematic review and meta-analysis. *Clinical Psychology Review*, 31(6), 1032-1040. <https://doi.org/10.1017/S0144686X04002594>
- Richardson, M., Abraham, C., & Bond, R. (2012). Psychological correlates of university students' academic performance: A systematic review and meta-analysis. *Psychological Bulletin*, 138(2), 353-387. <http://dx.doi.org/10.1037/a0026838>

Systematic Reviews Article, Continued

Recommended Resources and References

- Dudden, R. F., & Protzko, S. L. (2011). The systematic review team: Contributions of the health sciences librarian. *Medical Reference Services Quarterly*, 30(3), 301–315. doi.org/10.1080/02763869.2011.590425
- Foster, M. (2017). Introduction to systematic reviews. Retrieved on May 31, 2017 from <http://tamu.libguides.com/systematicreviews>
- Koffel, J. B. (2015). Use of recommended search strategies in systematic reviews and the impact of librarian involvement: A cross-sectional survey of recent authors. *PloS One*, 10(5), e0125931. doi.org/10.1371/journal.pone.0125931
- Littell, J., Corcoran, J., & Pillai, J. (2008). *Systematic reviews and meta-analysis (Pocket guides to social work research methods)*. New York, NY: Oxford University Press.
- Ludeman, E., Downton, K., Shipper, A. G., & Fu, Y. (2015). Developing a library systematic review service: A case study. *Medical Reference Services Quarterly*, 34(2), 173–180. doi.org/10.1080/02763869.2015.1019323
- Petticrew, M. & Roberts, H. (2006). *Systematic reviews in the social sciences: A practical guide*. Malden, MA: Blackwell Publishing.
- Rethlefsen, M. L., Farrell, A. M., Trzasko, L. C. O., & Brigham, T. J. (2015). Librarian co-authors correlated with higher quality reported search strategies in general internal medicine systematic reviews. *Journal of Clinical Epidemiology*, 68(6), 617-626. doi:10.1016/j.jclinepi.2014.11.025

At ALA Midwinter: Learn more about the Framework



Take a deeper dive into the ACRL [Framework for Information Literacy for Higher Education](#) during a full-day workshop held in conjunction with the 2018 ALA Midwinter Meeting. *The Mile High Roadshow: Engaging with the ACRL Framework* will be held Friday, February 9, 2018, in Denver, Colorado.

The ACRL Framework—with its emphasis on self-reflective and lifelong learning and on conceptual understandings about information, research, and scholarship—has prompted many librarians to consider their teaching practices from fresh angles, as they explore their evolving instructional roles within and beyond the library classroom. This full-day [workshop](#) supports librarians in engaging more deeply with the framework. Participants will explore concepts and pedagogical approaches outlined in the framework and their significance to their own instructional work. Participants will also apply learning and reflection to creating instruction plans for local contexts and consider possibilities for growing teaching partnerships. Complete details, including registration materials, are online at the workshop link above. Contact mconahan@ala.org with questions.