

EBSS 2021-2022 Meeting Minutes

Compiled by Karen Reed, EBSS Secretary, July 2022

EBSS Executive Committee meeting minutes

Thursday, Oct. 8, 2021

Attending: Rachael Elrod, Karen Reed, Allison Faix, Carin Graves, Samantha Godbey, James Rosenzweig, April Hines, Jodie Borgerding

Agenda items:

1. How many meetings will we need to schedule for ALA 2022?

Rachael told ALA to reserve 1-2 rooms for EBSS; hopefully this is OK. Samantha said that a lot of committees will be meeting remotely, so this is probably adequate. However she also reminded the group that the Education Research Discussion Group meets in person and needs a meeting place.

Rachel said she would put out a solicitation through the ALA Connect EBSS Advisory group, asking if anyone needs an in-person meeting space at ALA 2022. She will convey these requests to Lauren Carlton, our ALA liaison.

2. Emerging Leaders proposal (planning for next year, EDI)?

Rachael said that we received a call for an Emerging Leaders proposal. Although we weren't ready at the time to offer a project for this year, we could do it next year – possibly a project centered around EDI.

Samantha is chairing the EBSS EDI task force. She explained that in the fall there is typically a call for a project that the Emerging Leaders can work on. The EDI task force will have a report ready, with its recommendations, around Midwinter; at that time they may be able to suggest a good project for the Emerging Leaders to work on the following year.

3. Conference Program (Rachael)

Rachael said that each year, EBSS submits a conference program proposal for ALA. This year the EBSS ALA planning committee submitted a proposal in collaboration with the Digital Scholarship section on the topic of “algorithmic bias”. We should know around April 2022 if we're accepted. The proposed program is a panel session. If we get accepted, we have 6 or 7 people identified that we'll reach out to for their participation in the panel session.

Jodie is chairing the committee that reviews the proposals. She clarified that announcements about proposals should be made in November.

4. Framework companion document (Samantha)

Samantha gave the link to the document here:

https://docs.google.com/document/d/15ZKpUkZpkRQ_XPGfCmi2IFGs3Zj3nznvZSLtC3Jnsno/edit

This document is a draft of the Framework for Information Literacy in Journalism. The Journalism committee is now in a period of review and requires the Executive Committee's approval on the document in order to move forward.

April gave some background because she is on the committee. This framework was based on research they did in interviewing journalism students and faculty.

The group took time to review the document and discuss it. James moved to approve the document as submitted; Rachael seconded. The document was unanimously approved.

5. Publications & Communications Committee (April)

April is on this committee as the manager. There were two items for consideration:

A. Appoint Newsletter Editor like any other member

Allison stated that the Publications & Communications Committee was hoping to change the appointment process for next year. They couldn't appoint a Newsletter Editor this year, so they are having to do the newsletter collaboratively within the committee.

April stated that there have been some problems in having the committee hire a web editor and newsletter editor. She said it would be easier to appoint new members to the committee, and then have the committee assign the roles, rather than go through a separate application process for these roles.

James said that we may need to amend the EBSS manual if we make changes, because there is a section in the manual that describes the duties of the newsletter editor. Rachael agreed and said that this revision task would fall to April. Samantha said that there needs to be a discussion regarding clarifying the application process for all committees and all elected positions.

B. Move away from approving scholarly and peer-reviewed publications

The Publications & Communications Committee has concluded that if something is already going through peer review or an Executive Committee review (for example, the Framework for Information Literacy in Journalism) then they don't need to approve the document.

Allison asked if the Executive Committee could create a document to clear up confusion, for example to outline the process for the different types of publications and what one should do to secure their approval. The committee discussed visualizing these steps in a flowchart and placing this information in the EBSS manual and ALA Connect.

The Publications committee would need to continue to approve any change in committee charge.

6. Unresponsive committee members, nothing currently in the Manual

Rachael introduced the problem: one of the EBSS committees has noted a problem with an uncooperative, unresponsive committee member and would like this person officially removed from the committee. They do not want the EBSS website to reflect this person's membership on the committee when they have checked out from meetings, etc. for over a year.

April noted that this problem has come up in the past, but there is currently no formal process for handling. James said that removing someone from a committee should be a documented process. James found the following language in the ALA manual:

A.5.5.3 "Members of all ALA and unit committees, task forces, and similar bodies are expected to provide explanation of their absences and/or inability to participate to the committee chair or unit secretary. Failure to provide adequate explanation of absences from two consecutive synchronous meetings or to participate otherwise in the work of the committee constitutes grounds for removal, upon request of the chair and approval of the appropriate appointing official or governing board."

Rachael will draft some language for EBSS and reference the ALA language. James pointed out that we need to be sure to train chairs so they can inform new members of this rule in the future.

Samantha moved to craft our own policy which references language from ALA into our manual, then vote on it at our next meeting. Rachael seconded it.

Samantha moved to adjourn. James seconded.

EBSS Advisory Spring 2022 Meeting Agenda

Date and Time: Thursday, February 17, 2022 at 2:00 pm EST

Connection Instructions:

<https://ufl.zoom.us/j/99122342935?pwd=Sk9pRE1rdUV0R0JZanhkckNiR3ppdz09>

1. Approval of Agenda

Motion to approve by Karen Keesing; seconded by Robin Ewing.

2. Officer Reports

- a. Chair: Rachael Elrod
(No prepared report)
- b. Vice Chair: Samantha Godbey
 - Samantha is meeting with each committee chair regarding assignment of personnel to committees for the coming year.
- c. Past Chair: April Hines
 - Still collecting changes and updates to the EBSS manual. If anyone has noticed anything that needs to be updated, please forward to April. Will put her list of changes in a shareable document. Samantha verified that April is working off the most up-to-date version of the manual.
- d. Secretary: Karen Reed
 - Send Karen any meeting minutes/agendas, particularly Midwinter time frame: karen.reed@mtsu.edu
- e. Members At-Large: Jodie Borgerding and James Rosenzweig
 - James and Jodie met at the beginning of the academic year. Although they did not plan an online discussion for the fall, they discussed the possibility of turning the Annual meeting proposal into a topic for a Spring discussion forum. Rachael clarified that this year's EBSS proposal for ALA annual was accepted, however all of the presenters would have had to have been in person (and many could not do so). Therefore the program (on algorithmic bias and its impact on data visualization) could possibly be moved to a virtual discussion in the spring. Rachael said that she would follow up with Jodie and James on turning this idea into our spring virtual program.

4. Committee Reports

- Awards (*Jodie Borgerding*)
 - ACRL created a task force to review the future of all awards; they reviewed the awards this year from an EDI lens. And so this academic year, the Awards committee has been on pause and they have not given out the APA Travel Award or Distinguished Librarian award.
 - Last month the ACRL task force released their recommendations.
 - Starting this July 2022, they will resume giving out awards.
 - But the following year, all ACRL division awards will go through a central committee at ACRL.
 - April asked about vendor-based awards, as compared to ACRL awards, but Jodie said the report did not address this concern.
 - All the award amounts will be the same in the future, but Jodie did not know the exact amount. There will be no plaques given to award winners.

- Communication Studies (*Jen Bonnet*)
 - Draft Journalism companion document to the ACRL framework nearly approved (currently at the top of the ACRL chain of approval)
 - Link to ACRL's checklist for developing and reviewing Framework companion documents:
https://www.ala.org/acrl/resources/policies/checklist_ss_il
 - Working on creating/curating a bank of tools/activities for classroom use with the journalism framework companion document.
 - Collaborated with [PPIRS](#) to submit a panel proposal to ALA 2022 (accepted!) titled, *Stronger Together: Perspectives on Mis- and Disinformation from Professional Communities Outside the Library*
 - Working with the Electronic Resources in Communication Studies committee to possibly add resources on media representation to the [ACRL/EBSS Library Resources for Communication Studies \(LRCS\) guide](#)
 - Brainstorming a possible panel presentation (with co-sponsors) for fall 2022, comprised of librarians, reporters/journalists, marketing/publicity experts, and others with expertise around current issues and future directions in media representation

- Conference Program Planning (*Rachael Elrod*)
 - The presentation is titled "The Consequences of Algorithmic Bias: Data Visualization for Social Justice." This panel discussion will address the consequences of algorithmic bias and the ways in which it can impact visual data, how to detect when bias is present, and the various ways that

visual data can be misinterpreted based on these in-built biases. Additionally, attendees will learn how analyzing visual data differs from evaluating text including how to interpret visual data through a lens of equity, diversity, and inclusion (EDI) in order to assess visual representations data and how uncritical acceptance of data can contribute to bias and discrimination in multimedia presentations. Panelists will discuss algorithmic bias within the context of teaching and learning as it relates to librarianship.

- Proposal was accepted by ALA
- However because ALA requires presenters to be in person, EBSS has opted out of the ALA presentation; will do virtually instead.

· Curriculum Materials (*Ashlynn Kogut*)

- The Curriculum Materials Committee is working on updating the [Directory of Curriculum Materials Centers and Collections](#), which was last published in 2015. We currently are pilot testing a draft of the data collection instrument and planning our data collection strategy.
- We are also discussing hosting an online discussion in May on a curriculum materials topic (textbooks and literacy are the foremost topics at this time; probably will go with textbooks).

· Education (*Katherine Donaldson; Lisa Becksford; Elizabeth Webster*)

- The EBSS Education Committee is working in different project subgroups. These subgroups include a group maintaining and updating the Education Guides Repository, a group organizing webinars in partnership with the Special Library Association's Education Section, and a group finalizing an article based on a survey of education librarians. We are currently gauging interest in future projects for the committee as well as any additional support needed for existing projects.

· Education Research Libraries Discussion Group (*Karen Keesing*)

- There will be a discussion at Annual.

· Electronic Resources in Communication Studies (*Alyssa Wright*)

- Working on reviewing and updating the [ACRL/EBSS Library Resources for Communication Studies \(LRCS\) guide](#)
- Working on further promoting the newspaper aggregator comparison chart the Committee created last year as part of the guide <https://acrl.libguides.com/ebss/lrcs/newspaperdatabases>
- Meeting with the Communication Studies Committee to discuss adding a page to the guide on media representation

- ERIC Users (*Nancy O'Brien chair but not present*)
 - Per Samantha: are in discussions with Nancy O'Brien (and Amy Dye-Reeves for next year). Discussing decommissioning this group; are starting the process now. Please look at their charge and see if there any areas we want to incorporate into another committee.

- Equity, Diversity, and Inclusion Task Force (*Samantha Godbey; Dee Anna Phares*)
 - The Task Force is wrapping up our final report over the next few weeks. One major recommendation is that we establish a standing EDI committee to facilitate this work at the section level.

- Instruction for Educators (*Robin Ewing; Alison Lehner-Quam*)
 - We completed our first draft of a Framework companion document for Teacher Education in the fall. On December 10, 2021 we hosted a discussion event to hear feedback on the first draft. Since then we've analyzed the feedback and identified which suggestions to implement. We are currently working on the second draft of the document and plan to share the draft widely. Our target is to submit our document to EBSS leadership this spring.

- Membership and Orientation (*Joyce Garczynski*)
 - In November, the Membership & Orientation Committee held our fall forum titled, "Making the Most of Your Committee Service." We had 31 attendees and the session was recorded. Now that it looks like ALA Annual will be in-person, the committee will meet in the coming weeks to plan for a social. Stay tuned for updates on modality, date, and time and if you have any strong preferences about any of these, please don't hesitate to share them with Joyce Garczynski.

- Nominating
 - *No report per Ericka Raber, as this committee's work was completed in the fall.*

- Online Learning Research (*Karen Reed and Brittany Kester*)
 - The Online Learning Research committee just wrapped up a research project that was 2 years in the making! We surveyed EBSS members for their online librarianship role back in Feb/Mar 2021. We have analyzed our data and written a paper that we hope to be accepted for publication. We submitted the paper to a journal on 1/31 and it is currently under

review. We hope to present our findings at the upcoming EBSS virtual research forum in May.

- Psychology (*Julia Eisenstein chair but not present*)
 - The Psychology Committee began work on the Companion Document to the ACRL Framework for Information Literacy for Higher Education this past September. It is being created as a LibGuide similar to other companion documents. The committee expects to have the first draft completed by the end of the Winter term. It would be helpful to have the Advisory Council's advice on two things:
 - To whom could we send the companion document for feedback?
 - Should we seek feedback as we draft each frame, i.e. one at a time, or wait until all 6 frames have been drafted?

- Publications and Communications
 - Communication Manager (*April Hines*)
 - The committee is creating a document to outline their responsibilities for approval; therefore will make it easier to understand what requires EBSS approval prior to publication. Things have changed (for example they no longer review journal submissions or changes to LibGuides)
 - They care about digital objects that will be placed on the EBSS website.
 - As Communication Manager, April has been running the EBSS Facebook and Twitter accounts. Please follow these if you don't already!
 - April can help promote EBSS-related content. Facebook for internal communications, Twitter for external.
 - https://twitter.com/ACRL_EBSS
 - Listservs: you can go into ALA Connect and change your profile to have EBSS messages come to you immediately, rather than in daily digest.
 - April suggested the idea of creating our own listserv outside of ACRL. She knows of two other ACRL groups doing this (Political Science and European Studies)

- Reference Sources and Services (*Hui-Fen Chang & Dawn Behrend*)
 - The Reference Sources and Services Committee has been working on updating the committee's libguides ("Statistical Directory for Education & Social Science Librarians"). We also decided to continue on the draft paper on information seeking behavior of education faculty and students, and to look at how attitudes/activities have changed due to COVID. We identified potential articles written in the past 2-3 years, and began the

reviews of these newer studies. Our next meeting will be Feb 18 to discuss the reviews.

- Research (*Tamara Rhodes & Jylisa Doney*)
 - The Research Committee held its first meeting on January 19th to begin preparing for this year's Virtual Research Forum. We approved our timeline, rubric, and CFP, and have sent out the CFP to a number of listservs. The tentative date for the forum is Wednesday, May 18th at 11am PST. As a note for others who may not be aware, due to staffing issues at ALA, they have drastically reduced their schedule and therefore possible options for meeting days and time.
 - <https://acrl.ala.org/acrlinsider/acrl-ebss-virtual-research-forum-call-for-proposals/>

- Scholarly Communication (Dee Anna Phares)
 - The Scholarly Communication Committee has been working on soliciting Open Education Resource (OER) "Quick Picks," which are brief blurbs about EBSS-focused OERs that are well-loved and used. The OER Quick Picks will be added to the EBSS Scholarly Communication Library Guide. If you have an EBSS OER you or other committee members would like to share, please fill out this [form](#).
 - The Committee is also planning a research brown bag sometime during the spring semester, which will be a casual space for folks to share ideas, ask questions, and possibly find other collaborators based on topics within scholarly communication.

- Social Work (*Stephen Maher*)
 - The Social Work Committee continues its work on revising the ACRL EBSS [Social Work Liaison's Toolkit](#). This toolkit serves as a guide for social work library liaisons and researchers and was last updated in 2014.. The committee met yesterday (Feb 16, 2022) for a brief check-in to see how we're progressing. It is going well and we hope to have it ready by spring time this year. The new version of the toolkit will be created as a LibGuide (page currently unpublished, https://acrl.libguides.com/social_work_toolkit).

5. Other Business

- No other business.

Adjournment

- James motioned to adjourn; Jodie seconded. Meeting adjourned at 3:01 EST.

EBSS Advisory Council: Spring 2022

(Virtual reports in lieu of our June 2022 meeting)

Officer Reports

- Chair: Rachael Elrod
- Vice Chair: Samantha Godbey
 - Committee appointments for next year are complete, including for the new EDI Committee.
 - Committees with openings: These committees would ideally have another member or two: Electronic Resources in Communication Studies, Membership and Orientation, Psychology.
 - Leadership opportunities: We're looking for someone to ~~chair the EDI Committee~~; need a Vice-Chair and Secretary for the Psychology Committee.
- Past Chair: April Hines
- Secretary: Karen Reed
- Members At-Large: Jodie Borgerding and James Rosenzweig

Committee Reports

- Awards
 - Awards program remains on hold for all ACRL sections.
- Communication Studies
 - The ACRL Board of Directors approved the [Companion Document to the ACRL Framework for Information Literacy for Higher Education: Journalism \(PDF\)](#), which presents knowledge practices and dispositions important for information literacy within journalism.
 - We co-wrote and co-sponsored an accepted panel submission at the 2022 American Library Association annual conference, "Stronger Together: Perspectives on Mis- and Disinformation from Professional Communities Outside the Library," with ACRL's Politics, Policy and International Relations section. The session took place Saturday, June 25th, from 2:30-3:30 ET.
 - We are brainstorming a possible panel presentation (with co-sponsors) for fall 2022, comprised of librarians, reporters/journalists, marketing/publicity experts, and others with expertise around current issues and future directions in media representation.
 - We are collaborating with the Electronic Resources in Communication Studies committee to add resources on media representation to the ACRL/EBSS Library Resources for Communication Studies (LRCS) guide.
- Conference Program Planning
- Curriculum Materials

- We hosted an online discussion, “Frustrations and Solutions: PK-12 Textbooks in Curriculum Materials Centers and Collections,” on May 9, 2022, which had 29 attendees.
- We are working on updating the [Directory of Curriculum Materials Centers and Collections](#). We are in the process of collecting data from Curriculum Materials Centers, and as of June have received 57 responses.
- A goal for the upcoming year is to update the [Guide to Writing CMC Collection Development Policies](#) by adding template language regarding book reconsideration policies as well as environmental scan guidance to assist in the collection development for PK-12 textbooks.
- Education
 - The committee continued to work in multiple project sub-groups this year. The [LibGuides repository](#) was updated with new guides added and outdated links removed. Additionally, in February, a subset of the committee published [an article](#) on Education librarianship. Finally, the committee continued to collaborate with the Special Libraries Association’s Education community on a [series of webinars](#).
- Education Research Libraries Discussion Group
- Electronic Resources in Communication Studies
- Equity, Diversity & Inclusion Task Force (Samantha Godbey)
 - Task Force work is complete and documented on our new [EBSS EDI LibGuide](#). A standing committee has been charged to continue the work we started.
- ERIC Users
 - The committee members voted to dissolve the group during the April 2022 meeting due to the lack of membership and agenda driven items within the group. ERIC staff member (Erin Pollard) will reach out to EBSS if any action needs to be made in the future with a possible task force. We are waiting to hear back from leadership about any additional procedures for which to dissolve this committee moving forward.
- Instruction for Educators
 - Our work this year has focused on developing a companion document for teacher education. In fall 2021, we created our first draft as a LibGuide (<https://acrl.libguides.com/ed/>). We hosted a discussion event on December 10, 2021 to get feedback on our draft. The event was a success. We received good, constructive feedback. Based on the feedback at the discussion event, we substantially revised our document especially the objectives & activities section of each frame. We also solicited feedback from other ACRL sections and our peer networks and gathered comments via a Google Form. We revised the document again and submitted it to EBSS leadership for review. We’ve also contacted the ACRL Standards Committee to determine if we can rescind the Information Literacy Standards for Teacher Education before our companion document is approved.
- Membership and Orientation

- We held a small but productive in-person coffee gathering on Saturday, June 25th at 3:30pm with 3 people attending. Our [online social](#) is Tuesday, July 12 from 2pm-3pm Eastern. Please register and share with your committees to encourage them to attend.
- Nominating
- Online Learning Research
 - The OLR committee presented our research at two conferences in May 2022. We presented at the 2022 EBSS Virtual Research Forum on May 18th, and at the Qualitative and Quantitative Methods in Libraries (QQML) conference on May 24th. It was a pretty hectic month for us, but we were very happy to share the fruits of our labor from the preceding two years of research and analysis. Karen Reed will be stepping down as Chair of the committee, and Brittany Kester will be taking over as Chair in July 2022.
- Psychology
 - The Psychology Committee worked faithfully and steadfastly to complete a companion document to the Framework for Information Literacy. The first draft is complete. The next step is external review and we are seeking reviewers.
- Publications and Communications
- Reference Sources and Services
 - The RS&S Committee completed the update on our [Statistical Directory for Education & Social Science Librarians](#) libguide.
 - We had decided to update the committee's survey study that examined the information seeking behavior of education faculty and students with more current information and literature. We completed the review of new articles. The next steps (for the 2022-23 committee) will include creating a new survey of education faculty and students, and analyze survey data for findings.
- Research (Jylisa Doney, Vice Chair)
 - The Research Committee hosted the 2022 EBSS Virtual Research Forum via Zoom on Wednesday, May 18, 2022. We had 76 attendees and 137 registrants. The two presentations were: 1) "Collaborative Systematic Review Services: High Touch Partnerships for Evidence Synthesis in the Behavioral Sciences" – Jade G. Winn, University of Southern California, LIPA Library, and Sara Semborski, University of Southern California, Dworak- Peck School of Social Work; and 2) "Understanding the Online Librarianship Role of EBSS Members in the Wake of the COVID-19 Pandemic" – Karen N. Reed, Middle Tennessee State University, Brittany Kester, University of Florida, and Lindley Homol, Northeastern University. The forum recording is available on [YouTube](#) and will hopefully be hosted on the [EBSS Research Committee webpage soon](#). Ten attendees completed the feedback survey. All respondents liked the presentation topics and the quality of the presentations. When asked about topic additions to the Forum, 10 expressed interest in "Presentations focused on the creation or redesign of library services, programs, etc., with a focus on outcomes and lessons learned," while eight expressed interest in "Presentations on research projects that didn't go according to plan." When asked about other workshop options, nine

expressed interest in a session on “The process of creating a research project, including topic selection, initial literature reviews, research design and survey/instrument creation, etc.,” while eight expressed interest in a session on “Researchers’ experiences submitting their findings to a journal/conference.”

- Scholarly Communication
 - Chair: Amy Minix
 - Vice Chair: Dee Anna Phares
 - Secretary: Margie Ruppel
 - The Scholarly Communication Committee sent out a rolling call for tried and true OER testimonials and planned to highlight these initiatives by interviewing folks who submitted them; however, we didn’t get the response rate we would’ve liked. The committee is hosting its final event on Wednesday, July 27th. It will be a Watch & Discuss event where we watch Anita Walz and Julee Farley’s presentation about Boundary Spanners. They initially presented their work at the Open Education Conference last October and we’re planning to discuss how this concept and practice can apply to other disciplines within EBSS.
- Social Work
 - The Social Work Committee has focused its work on completely revising the Social Work Librarian Toolkit and moving it to ACRL's LibGuide platform. The guide is at https://acrl.libguides.com/social_work_toolkit/home A new section, "Evidence Synthesis and Advanced Reviews" was added, in addition to overhauling the existing sections. The Toolkit was shared with the Academic Social Work Librarians group for broad feedback.
 - Committee member Sarah Johnson reached her maximum number of consecutive years of service and rotated off at the end of June 2022. Scott Marsalis (continuing) and Maureen Barry will serve as co-chairs, 2022-23, and Carin Graves will serve as secretary. Past-chair Stephen Maher continues to serve on the committee, along with other continuing members, Jamie Dwyer, Yali Feng, and Thomas Weeks. No new members were added to the committee.

EBSS Curriculum Materials Committee Midwinter Meeting

January 12, 2022 at 2 PM Central

Committee members present: Amy Dovydaityis, Lauren Cameron, Ashlynn Kogut, Caitlin Stewart, Neil Grimes, Tiffeni Fontno, Kelly Hangauer

Committee members absent: Colleen Boff

Guests: Corinne Ebbs, Jenelle Johnson

- I. Welcome and Introductions
 - A. If interested in being on an ACRL committee, volunteer applications are due on Feb 15th
 - B. If term on committee is up on EBSS an/or CMC; you can reapply if have only completed one term
- II. CMC Directory Update
 - A. 2014 was when the directory was last updated
 - B. Attendees provided a Qualtrics link to preview the survey and asked to run through the survey as a test
 - C. When the Qualtrics survey is ready to go live, it will be accompanied by a PDF of the questions to post along with the survey so participants can view the complete survey prior to answering
 - D. Discussion of what constitutes a collection to place at the beginning of the survey
 1. We will use as guidance the definition from the previous directory "Curriculum materials centers (CMCs) are specialized centers or libraries developed with the purpose of supporting teacher education programs within colleges and universities. The collections consist of instructional materials used in preschool through high school classrooms. Many centers also provide access to a variety of educational equipment or technologies found in the PK-12 schools. CMCs are usually found within the academic libraries or schools of education and have a variety of names such as Teaching Materials Center, Education Resource Commons, Curriculum Laboratory, Learning Resource Center, etc."
 - E. To do for survey:
 1. Create a PDF to give accompany the survey request that shows the complete list of questions
 2. Revise the last question of the survey to provide guidance
 3. Use the prior CMC directory survey to include the definitions at the beginning to describe what types of collections are included
 4. Caitlin will make the version more EBSS themed
 5. Ashlynn will check with the publications committee to see if this needs their prior authorization; or if any paperwork needs to be done
 - F. Survey Distribution ideas:

1. Distribution survey concerns over recent ACRL listserv changes
2. Make connections to other CMC librarians that we already know and would be willing to fill it out
3. ALA Connect
4. EBSS listserv
5. Go thru prior directory and send to those institutions
6. Social Media
7. Research via geographic regions and identify the CMCs
 - a) Amy offered to have student employees research CMC locations and make a contact list
 - b) Utilize the list of CAEP accredited schools provided by Laura Cameron to guide their search
8. EBSS Spring Newsletter (depending upon timeline)
9. Contact April Hines Communication manager
10. Corinne Ebbs, meeting guest, (ACRL New England) suggested that we collect in a list the CMC regional groups and list them, for example NEECLIF and contact NEECLIG (ACRL New England Education and Curriculum Librarians Interest Group). She will also help distribute the survey.

G. Timeline

1. Possible timeline advertise late Feb early March
2. Leave open 4 weeks ; send a reminder after 2 weeks
3. At our March meeting, we will assess where we are in terms of going forward with commencing data collection

III. LibGuides Maintenance

- A. Need to assess once a year and make sure things are up to date
- B. Volunteers to check Resources for Curriculum Materials Professionals LibGuide
 1. Focus on checking links to identify broken links and updating any out-of-date information
 2. Collection Development and Awards and Booklists pages - Amy
 3. OER page – Tiffeni
 4. Marketing & Promotion - Kelly
 5. Programming/Outreach - Kelly
 6. Conference/Professional Development - Ashlynn
 7. Publication Opportunities - Laura
 8. Makerspaces/Interactive Learning – Neil
- C. Have links checked by Feb. 9 – check-in
- D. Copyright for Educators page still not published - leaving unpublished at this time
- E. CMC Scholarly Publication Bibliography
 1. Asked those present if published any articles 2020/2021 and received four additions to the bibliography
 2. No consensus on best way to keep this document updated
 - a) Potential methods: lit searching by committee members, call on EBSS ALA Connect, ask for any new publications at the meetings

IV. Online Discussion in May

- A. Consensus by the committee and guests that this should be offered again
- B. Previous discussions had been held mid-May between end of semester and start of summer. Plan to keep this time frame.
- C. Will set date and time later; need about 4 weeks to setup logistics and advertise
- D. Potential topics:
 - 1. Textbooks
 - a) Ask publisher reps to have there; not to sell but to listen and participate in the conversation
 - b) Retaining historical textbooks
- E. “supporting the Science of Reading” potential theme
 - 1. Decodable phonics/diversity/professional development materials
 - 2. Tie into the idea of reading textbooks and having up-to-date collections
 - 3. Supporting the strategic literacy method
- F. Ashlynn will reach out to the committee mid-March to finalize the topic and date for the online discussion.

EBSS CMC Annual Meeting Minutes

June 8, 2022

Agenda

Introductions

Report on PK-12 Textbook Online Discussion

Update on CMC Directory Participation

Updating to Guide to Writing CMC Collection Development Policies to include book challenges

Other New Business

Introductions

- James Rosenzweig, Eastern Washington University (guest)
- Carol Byrne, University of Rhode Island (guest)
- Laura Cameron, University of Arkansas (committee member)
- Ashlynn Kogut, Texas A & M University (chair)
- Amy Dovydaitis University of Central Florida (committee member)
- Tiffeni Fontno, Boston College (committee member)
- Jennifer Wolfe, Athens State University (guest)
- Genevieve Innis, College of New Jersey (guest)
- Caitlin Stewart, Illinois State University (committee member)
- Neil Grimes, William Patterson University (committee member)
- Rukmal Ryder, Salem State University (guest)
- LaKeshia Darden, (guest)
- Colleen Boff, Bowling Green State University (secretary)

Report on PK-12 Textbook Discussion

- Discussion took place on May 9, 2022
- Forty people registered and 29 attended.
- Here is the link to the notes from the discussion:
https://drive.google.com/file/d/1kM2_fal15QCrXPzsdKE7nNd0J0apVKS/view?usp=sharing

Discussion Next Step Ideas:

- Do we need to look at the EBSS CMC guidelines to adjust the requirement to collect textbooks so that it reflects the challenges inherent in doing this?
- Some attendees were looking for advocacy from EBSS CMC. Possible efforts include:
 - Write a letter to send to publishers to encourage them to donate to CMCs?
 - Have conversations with vendors at conferences
 - Write letters to boards of education
- Can we develop a formulaic survey that we can all use to find out what faculty want from CMCs in terms of textbooks?

- Some shared that textbooks are still important areas of collection for them, while most attendees expressed much less use.
- Has COVID changed the usage of textbooks? Is this a good use of our time?
- There was acknowledgment that we are still in flux and it may be too soon to tell if low use is a permanent trend.
- For some disciplines, there are no newly published textbooks (e.g.-music)
- Has anyone in the group been able to get an e-textbook? One institution worked with a publisher to purchase a chrome book, load the e-textbook, and then circulate the chrome book.
- Caitlin had e-textbooks at her institution from Goodheart-Willcox publisher—not perpetual access, unlimited access. This was not sustainable after grant funds were depleted.
- Some of us have sanctioned lists of publishers and some of us have a list of state adopted textbooks.
- Should we investigate this issue this year?
 - Talk to ed faculty
 - Talk to school district curriculum review committees
- Some librarians request a sample from publisher or they try to solicit donations from faculty
- Feedback from Laura’s faculty about what they want at her institution: really practical guides for teachers to get up to speed quickly
- Tiffeni reported that her faculty want decodable books and books that help with reading, and reading across the content areas
- As a result of this question, the group decided to focus on this in the coming year: **Provide advice on how to do an environmental scan to see how faculty and preservice teachers are using textbooks. We should spend this year trying to understand our institutional needs to try to figure out what to do about the textbook issue.**

Update on CMC Directory Participation

- Link to the survey: https://illinoisstate.az1.qualtrics.com/jfe/form/SV_bJEd3Z9upcHG7Zk
- Link to the pdf to preview the survey: [PDF copy of the survey questions](#)
- 29 responses so far
- We’ve done our three announcements on the EBSS ALA connect discussion board
- We have a blurb in the EBSS newsletter.
- It’s also posted on the EBSS Facebook page.
- Amy and Laura have developed a spreadsheet. Amy’s team went through 3 or 4 directories to update a distribution list of institutions who have filled it out in the past. A big thanks to these folks for working on this intensive project.
 - 173 contacts to reach out to. An additional 14 were added from this work.
- Caitlin will add a thank you email to send participants so that people know they’ve completed the survey.

Updating Guide to Writing CMC Collection Development Policies to include book challenges

- <https://acrl.libguides.com/curriculummaterials>
- This would be another good goal for the group to work on next year.

- Caitlin shared her story of collaborating with school librarians to work on reconsideration policies. She shared her work with us:
https://guides.library.illinoisstate.edu/ld.php?content_id=66188737
- RI is putting together a toolkit for how to deal with challenges. They are working with ALA.
- Carol shared with us that they created a critical literacy kit from books that have problematic content. They selected an identity group and explored how that group was portrayed over time.
- Genevieve suggested we look at the AASL policies.
- **We all agreed that this should be another project for us to work on in the coming year.**

Other New Business

- None noted

Recorded by Colleen Boff, Secretary.

Approved by Chair and committee.

**ACRL EBSS Communication Studies Committee
Meeting Minutes
Tuesday January 18, 2021 [4-5pm, Eastern Time]**

Attendees: Jen Bonnet (Chair), Rebecca Kelley, Hillary Ostermiller, Michael Pasqualoni (Secretary)

Panel at ALA Annual Conference: Follow up continues on the good news that our collaborative conference panel proposal was accepted for the 2022 ALA Annual Conference, Washington DC (co-sponsored with ALA's Politics, Policy, and International Relations Section, PPIRS). Winn Wasson, programming chair from PPIRS, is seeking someone as a 3rd panelist from the field of Psychology. We should have confirmation in about two weeks of a date and time and then can follow-up with next steps, including follow-up with the panelist we secured, Reyhaneh Maktoufi, misinformation fellow at PBS and an expert in science communication. Several of us might be able to attend, though not certain yet. Ambiguity remains about whether the conference will occur in person or not.

Brainstorming and action items on committee focus: The group again looked closely at ideas for our major initiatives saved on our shared Google document:

https://docs.google.com/document/d/1A3ryse6rnaJgXuzPvOT4RaB-rk_Ea28FF33U_uWnxL8/edit?usp=sharing .

Idea 1: Create a bank of tools/activities for classroom use of the journalism framework. Can be done asynchronously. Our group likes this idea, and during authorship of the Information Literacy Framework for Journalism, there was feedback received that some colleagues would appreciate this. We can start with a few examples as seeds that can be supplemented and expanded in the future. This work might also generate some collaborative partnerships with wider EBSS membership and/or with colleagues active in ACRL's Instruction Section. Some elements of the ACRL framework have been criticized as tending toward the abstract, so this also may be appreciated by librarians who would like to translate some of conceptual elements of the framework into pragmatic examples

To Do/Action Items - Michael and his graduate student will begin to populate this section with existing resources/activities that match to the journalism framework. Then, Jen will also solicit ideas from various places

Idea 2: Curate a list of organizations doing regular, substantive research on media representation.

Offer it as a potential addition to the [ACRL/EBSS Library Resources for Communication Studies \(LRCS\) guide](#). Interest also continues for this idea. A subgroup of EBSS working with EDI - Equity, Diversity, and Inclusion issues may also be working on something similar. EBSS Electronic Resources for Communication Studies Committee maintains some resource pages for diversity and for women in media but not one for media representation in a broader sense

To Do/Action Items - Rebecca will follow-up on checking into the status of what that group has been doing

Idea 3: Coordinate a panel of librarians, reporters/journalists, marketing/publicity experts, and others? with expertise regarding current issues and future directions in media representation

(representation in teaching, the newsroom, stories, as sources/voices, in marketing and publicity, ethical considerations, etc.). The professional development committee of the ACRL University Libraries Section (ULS) usually has deadlines in September. The group also mentioned additional possibilities, including EBSS sponsoring a panel on its own and/or examples of an education committee having partnered with Special Libraries Association (SLA) for similar webinars.

ADDITIONAL DISCUSSION REGARDING THESE IDEAS: We anticipate seeing feedback from other layers of ACRL on the Framework for Information Literacy in Journalism by the end of January. Hillary reminded that as edits are made, these also need to carry over onto the LibGuide hosted edition of that document. Jenn agreed to do some mid-term reminders sent to the group when we have harder deadlines approaching for these projects. Michael suggested we also remember when balancing new idea project priorities that some members of the group had expressed interest in not getting stuck only looking at news and journalism perspectives (particularly since the intense work on the framework document centered squarely on that). Media representation themes do appear to offer promise of broadening that out, of potential appeal to librarians in communications whose expertise and liaison roles connect to areas not limited to journalism.

Meeting Minutes: Michael (Secretary for our committee) reminded that in addition to sharing of meeting minutes we do via email or on our Google drive, expectations from EBSS is that these are also uploaded to ALA Connect and copied to the EBSS Secretary - currently, Karen Reed, for posting on an open website [we believe they are destined for placement here - although arrangement may evolve in months and years to come, given ALA Midwinter Meeting (ceased) is no longer a center for committee business

<https://www.ala.org/acrl/aboutacrl/directoryofleadership/sections/ebss/ebsswebsite/ebssconferenceinfo/conferenceinfo> Access to that narrative via ALA Connect is limited to those segments of ALA Connect

within which librarians hold membership. Versions sent to the EBSS Secretary are up until now quite a bit more open access. From time to time, minutes might contain sensitive information (e.g., panelist names not selected for an event) or other forms of recorded opinion that committee members might not feel comfortable being published in an open access fashion. On the other hand, aggressive anonymization of minutes across the board can at times diminish utility of those documents as the members do their work. Michael encourages us to be intentional about our process of approving final versions of our minutes. This can usually be done asynchronously. Hillary remarked that often such a minutes approval process will be routine and not time consuming. We will not at this point systematically anonymize our meeting minutes. However, prior to them being uploaded - Michael, as Secretary, will circulate each version of minutes to all members. This will be an opportunity to ask for edits, additions, or relevant anonymization when deemed appropriate by the committee.

To Do/Action Items: Michael will circulate copies of all the minutes to date. Across the next two to three weeks, please review them and reply to Michael [mjpasqua@syr.edu] with approval and/or any requested edit or additions. Replies appreciated prior to our next meeting, as this will allow our committee to get a backlog of minutes passed along to the upper level officers for EBSS (as well as into ALA Connect, for those not already uploaded there)

Next Meeting: Monday March 14, 2021, 11am-Noon (Eastern Time)

**ACRL EBSS Communication Studies Committee
Meeting Minutes
Monday August 9, 2021 [11am-Noon, Eastern Time]**

Attendees: Jen Bonnet (Chair), Lia Friedman, Stacy Gilbert, Rebecca Kelley, Michael Pasqualoni (Secretary)

Introductions: Committee members introduced themselves. Jen steps into the Chair role following two years of service on the committee and has worked for seven years with a variety of subject areas at University of Maine, including with communications & journalism; Rebecca focuses on mass communications at LSU where she has been for nine years, with beginnings as a business librarian prior to that; Michael also is returning to this committee and steps into the secretary position. He is liaison to the Newhouse School of Public Communications at Syracuse University, where he has worked for 20 years, also wearing many other subject librarian hats, including political science and public administration; Lia comes to the committee from the University of California, San Diego, where she has worked for 15 years and brings with her a background in television and film. As Librarian for communications and education, she is seeking ways to do this job even better. Stacy, also returns for continuing committee service and is social science librarian at the University of Colorado, Boulder since 2014, working with disciplines like journalism, advertising, public relations and media studies.

Vice-Chair: There is a pending vacancy for Vice-Chair of this committee. That role would begin next year, as preparation for subsequent assumption of committee Chair the year following that. **Please be thinking about whether you might like to serve as Vice-Chair.**

Journalism Companion Document to the ACRL Framework: The committee did a preliminary scan across edits remaining to be made on the nearly final draft of the [Framework for Information Literacy in Journalism for Higher Education](#). In that document, there are highlights, a couple of comments/suggestions, and some text in blue that we need to address. In our [Google Drive folder](#), there's also a "[Notes For Final Framework Doc: 6/8/21 Comm Studies Meeting Minutes](#)" document from our last committee meeting that we can refer to for any additional changes we might want to make to that companion document. The committee held a webinar earlier in the year that also resulted in additional feedback we may wish to factor into our final document. Jen is looking at the [checklist from ACRL](#) (we are at #11) applicable to all companion information literacy documents of this type. Committee members are encouraged to review the draft. The committee at today's meeting also discussed remaining editing concerns about the document. For example, whether or not language about marginalized communities is being explicit enough in stating terminology such as "anti-racism," or, revisiting if glossary definitions of expert and novice are clear and referring to these not as types of persons but as behaviors. Lia emphasized the importance of mentioning the role of "lived experience" in those definitions. Michael also shared he is going to look back over the most recent feedback and appended comments on the document, looking for any of the more significant omissions that may need to be added. Stacy mentioned definitions of novice and expert were borrowed from the original ACRL

Information Literacy framework. The committee should look to the glossary and the main body of the document and insure those usages of those concepts, novice and expert, match up. **Committee members are instructed to please review the draft framework document, including highlighted sections and appended comments, and in light of other background information on the group's [Google Drive folder](#), such as [feedback from this committees 6/8/21 meeting](#). Please submit any feedback you have about the document by September 7.**

Committee work brainstorming discussion: The committee discussed some mutual interest in other areas of focus our group might pursue that would step away from the more exclusive emphasis on journalism related information literacy these past few years. Michael shared ongoing interest in topics linked to social media and media literacy, as well as some challenging issues of library access to resources in communications that may not always have an academic market as their top concern. Lia expressed interest in related issues linked to authority as one of the more interesting segments of the ACRL framework. Rebecca also expressed some interest in media literacy and matters of access obstacles to some communications related resources, the issues of steep expense and accessibility concerns. The group discussed great potential in perhaps putting programming together into some professional development webinars or panels on topics related to communication studies, journalism, PR, advertising, and the like.. Michael shared enthusiasm about a prior collaboration with other journalism and communications librarians, which – although not accepted for the ACRL Conference where it was proposed, was a wonderful shared effort, and in part was inspired by access challenges he experienced at Syracuse getting advertising faculty some limited expanded access to comScore data. Rebecca also raised the topic of news literacy as important for all students, including ethical issues and questions of bias. Lia shared perspectives from her time working at NBC regarding the approach to information gathering in that fast paced environment. Possible topics include media literacy, news literacy, and information access and equity within communication and journalism. We noted that we could develop resources/support that take other forms, not necessarily a webinar. We will continue this conversation in future meetings.

Next Meeting: Friday September 10, 2021, 3-4pm (Eastern Time)

**ACRL EBSS Communication Studies Committee
Meeting Minutes
Friday September 10, 2021 [3-4pm, Eastern Time]**

Attendees: Jen Bonnet (Chair), Lia Friedman, Stacy Gilbert, Rebecca Kelley, Hillary Ostermiller, Michael Pasqualoni (Secretary)

Introductions: Committee members introduced themselves an additional time since 100% of our group is now in attendance, and briefly shared their position titles and home institutions.

Journalism companion document to the ACRL Framework: Committee members conducted an end to end review of remaining edits to the Google Docs version of the final draft [Framework for Information Literacy in Journalism for Higher Education](#). Jen will pass it along within ACRL to the next step in that review and publication process.

LibGuide: The committee agreed to hold off on making parallel edits to the [LibGuide hosted draft of this framework](#), until after we have received feedback from ACRL and those reviewing the various discipline specific information literacy framework companion documents.

Committee work brainstorming discussion: The discussion of newer areas of focus for the group will continue at subsequent committee meetings. Michael on 9/2/21 sent an email message to the group that one of his colleagues at Syracuse, Winn Wasson [Social Science Librarian who serves on ACRL's PPIRS: [Politics, Policy and International Relations Section](#) [fka: Law & Political Science Section)] says that section is discussing program planning for the 2022 ALA Annual Conference in D.C. PPIRS will be looking at program proposal themes linked to misinformation and disinformation and may be reaching out to us to see if EBSS Communication Studies would have interest in a specific program proposal co-sponsorship.

Next Meeting: Wednesday September 29, 2021, 4-5pm (Eastern Time)

ACRL EBSS Communication Studies Committee

Meeting Minutes

Wednesday September 29, 2021 [4-4:50pm, Eastern Time]

Attendees: Jen Bonnet (Chair), Lia Friedman, Stacy Gilbert, Rebecca Kelley, Hillary Ostermiller, Michael Pasqualoni (Secretary)

ALA Annual 2022 Program Co-sponsorship: The Chair gave an update on her conversations with ACRL's Policy, Politics, and International Relations Section (PPIRS) regarding that group's interest in working with our committee to cosponsor a program on misinformation and disinformation at ALA's 2022 annual conference (Washington DC). Two members offered to send names for possible panelists to the Chair. The proposal does prefer inclusion of specific proper names of likely panelists, but we do have latitude to change who that is. Another member has queried a cross section of journalism and media studies faculty from his institution, seeking either self-nominations or referrals to panelist prospects. No replies yet, except a few with enthusiasm who at the same time said this topic is not a current area of focus for them. He will forward any other leads that he receives.¹

¹Subsequent to the 9/29 meeting that Committee member emailed this referral to the full committee:

a colleague who works at PBS – and serves with me on the ALA Film and Media Roundtable (FMRT) – came forward with this recommendation of a person with whom she suggests we touch base:

*PBS recommends you talk with **Reyhaneh Maktoufi (Misinformation Fellow at Nova – PBS).***

- <https://rmaktoufi.wixsite.com/website>
- <https://www.linkedin.com/in/reyhaneh-maktoufi-19715ba0> [Linkedin login required]
- reyhaneh_maktoufi@wgbh.org

According to my FMRT Committee colleague, Reyhaneh has apparently helped out the legal team at PBS with similar webinars in the past and is based in DC. My colleague has not worked with her directly, but says Reyhaneh comes recommended by people that she respects.

A committee member requested that the committee see a full copy of the ALA Conference proposal ACRL-PPIRS is submitting.

Journalism companion document to the ACRL Framework: The chair has sent this along to EBSS leadership and was asked a few contextual questions regarding that draft document.

EBSS Newsletter: In reply to requests to committee chairs, our committee chair is providing updates for the next EBSS newsletter about our committee's new and returning members and coverage of our recent work on the ACRL Framework specific to journalism.

EBSS Emerging Leaders: The committee discussed our level of interest in participating by having an *Emerging Leader* join our committee. Proposal deadlines are October 1, so if we decide to pursue this, the timeline for a person joining us would begin later next year. One member said this seems like a great idea and endorsed us having a specific work plan for such a person, one which also would match the interests of that Emerging Leader. Another member shared initial concern in finding where the emphasis of our committee falls within ALA/ACRL (e.g., being under the umbrella of EBSS is not

necessarily an intuitive destination). They described their own work with communications subject matter relevant to our committee being placed in quite different academic departments or schools, depending on the institution. At one place they worked, these subjects were closely associated with media arts, design, and theatrical disciplines. Where they work now, journalism, public relations, etc. falls under the communications school. Another member concurred the location of such programs varies across institutions, sometimes with tensions, or even disconnects, between programs and communities emphasizing professions as well as creative work vs. a more scholarly approach to analyzing communications media. The public communications program at their university is very well regarded, albeit at undergraduate level, with notable exceptions, does not primarily emphasize research in a traditional sense. A member replied that creation of content contains research elements. Another shared some mixed views of their overall experience with the emerging leaders program. Consensus appears to be in favor of our group bringing in an Emerging Leader to join us.

Committee work brainstorming discussion: The committee continued its brainstorming discussion about areas we would like to emphasize in the year ahead. Assessment has often been discussed, including in the context of recent work on the journalism framework, suggesting there is more we might do in that area. The chair asked about to what extent our colleagues might appreciate concrete examples of assessment. The chair referenced faculty with whom they works who appreciated elements of concrete examples that were available in the older ACRL information literacy standards for journalism. There can also be concern at times that we not incorporate examples that rapidly become outdated. One member suggested that more concrete examples associated with the journalism information literacy framework include at least two categories where demand may be strongest, one being perhaps tied to requests for examples of classroom or other instructional activities that could link up with the more generalized, sometimes abstract, knowledge practices and dispositions the framework describes. The second category consists more narrowly of how and at what levels to assess those practices, dispositions, and/or learning activities themselves.

That member reminded that when last year's committee turned to the assessment section, that segment at times elicited groans linked to general challenges that can be common when considering how to go about assessment. Another member shared that that they do at times groan when considering how to assess the ACRL Framework. They reminded too that we should recall we can also be looking at how we assess those who are delivering instruction or related information literacy initiatives. Other themes mentioned included the excitement often associated with a media production focus, as well as possible interest in doing more work with communications ethical issues, information access & equity, copyright, who is represented, media ownership, etc. Another member shared an instance of media literacy related planning happening at their institution. And yet another committee member commented that these realms (media literacy, et al) can be huge areas to cover.

The chair will share a Google document with the committee where we can continue to exchange our ideas about preferred areas of focus.

Next Meeting: Tuesday October 26, 2021, 4-5pm (Eastern Time)

ACRL EBSS Communication Studies Committee

Meeting Minutes

Wednesday December 1, 2021 [4-5pm, Eastern Time]

Attendees: Jen Bonnet (Chair), Lia Friedman, Rebecca Kelley, Hillary Ostermiller, Michael Pasqualoni (Secretary)

Brainstorm committee focus: The committee's main activity at this meeting was a continued discussion of various new areas of project focus for our group. Possible initiatives are saved on this Google document. Members are encouraged to add, edit, and/or expand upon what have shared on that document before our next meeting: https://docs.google.com/document/d/1A3ryse6rnaJgXuzPvOT4RaB-rk_Ea28FF33U_uWnxL8/edit?usp=sharing .

Next Meeting: Tuesday January 18, 2021, 4-5pm (Eastern Time)

ACRL EBSS Electronic Resources in Communication Studies Committee Meeting Minutes

Date: Friday, November 12, 2021

Time: 2:00 – 3:00 PM Eastern Time

Zoom Meeting Link: <https://fsu.zoom.us/j/99866343112>

Meeting ID: 998 6634 3112

1. AGENDA

2. Welcome new members & introductions

- a. Present: Kyung, Melissa, Alyssa, Stacy
- b. Regrets: Molly

3. Annual review of LRCS LibGuide

- a. Discuss process for reviewing and editing LRCS LibGuide and its pages, and assets
 - i. LibGuides are the main work of the committee. At this point we are maintaining the guides.
 - ii. Each year we review the guides and make sure it's up-to-date. Work on it in the fall.
 - iii. Last year we also did a project where we looked at news aggregators.
- b. Assign page editors
 - i. Responsibility Table for checking/maintaining [LibGuides](#). Each member will review about 4 guides.
 - ii. Use the [Editorial Procedures Guide Checklist](#) to review. Highlights of the checklist:
 1. If adding a book, use the WorldCat record
 2. If adding a journal, link to the journal's web page
 3. If adding a link to a website, add it as an asset in LibGuides
- c. Set deadline to complete annual review
 - i. New deadline: June 30, 2021
- d. Discuss the need for new pages
 - i. We have a lot of pages! Can't think of anything to add at this time.

4. News aggregator project

- a. Decide how the committee wants to move forward on this project including revision/updates and promotion.
 - i. EBSS Newsletter -done
 - ii. Post to the EBSS Connect community
 1. Haven't made a post with the EBSS Connect Community. Not sure where to put it. Sociology and instruction groups might be good.
 - a. Kyung and Melissa will create and share a post.
 2. Ask EBSS to highlight the news aggregator page on social media?
 - iii. other ?
 1. C&RL Newsletter could be a possibility, but don't have time at the moment to work on this. Maybe we wait until July to promote the whole thing.

5. Plans for Midwinter Meeting (Jan 22-26)
 - a. Will have a midwinter meeting. Check in on guides and Connect newsletters
 - b. Will send out a Doodle poll for a meeting
6. Other business

Documents:

[EBSS/ERCS Committee Charge](#)

[Library Resources for Communication Studies LibGuide](#)

[EBSS/ERCS LRCS Guide Editorial Procedures & Guide Checklist](#)

[Responsibility Table](#)

ALA / EBSS Committee Meeting Minutes

Date: 04/25/2022

Committee name: ERIC Users Committee

Name of person submitting meeting minutes: Kelly Hangauer

Members present: Nancy O'Brien (chair), Amy Dye-Reeves (Vice-Chair), Kelly Hangauer (Secretary), Amy Burnett James, Peter Tagtmeyer

Time and place convened: 2:00pm CT on Zoom

Convener: Nancy O'Brien

1. Welcome and introductions
2. Approval of agenda
 - a. Approved
3. December 7, 2021 minutes previously approved
4. Review of committee charge <http://www.ala.org/acrl/ebss/acr-ebseric>
5. Discussion: Dissolution of the EBSS ERIC Users Committee
 - a. Rationale
 - i. Current membership is low and has been for several years.
 - ii. No major concerns about the ongoing status of ERIC at the federal level
 - b. Pros
 - i. Activities can be reassigned to other EBSS committee
 - ii. Task force can be created if there are concerns about ERIC such as removal of funding
 - c. Cons
 - i. Will take time to create a task force if there is an immediate threat to the ERIC database and project
 - ii. May lose direct contact with ERIC project director and timely updates
 - d. Discussion
 - i. There has been a gradual decline of volunteers over the years. The question has come up with previous members as to whether this committee should continue or not. Reached out to Erin Pollard, ERIC Project Director, and she said they will continue to communicate with constituents through EBSS. She had no particular concerns from point of view of ERIC project.
 - ii. If we choose to dissolve the committee, the EBSS Vice Chair can move committee members to another committee. (Nancy)
 - iii. Question posed, did anyone volunteer this last round for the committee? (Peter). No (Nancy)

- iv. Committee founded in the early 90s because federal funding was threatened for ERIC and clearinghouses were being revamped. It was felt that the librarians' voice needed to be a part of the discussion. This committee has addressed funding concerns. In between, there hasn't been much to do with regard to projects and activities. A few years ago, the committee was trying to figure out what to do given that ERIC does a lot of the promotional work and instructional guides.
- e. Any thoughts?
 - i. Recruited to committee due to low membership and has enjoyed the committee (Peter). Is ERIC stable according to Erin? (Peter) Yes. (Nancy)
 - ii. Have enjoyed committee and the SLA presentation, but okay if dissolved. Would it be difficult to reinstate after dissolution? (Kelly) It would be difficult to reinstate a committee but easier to do a task force (Nancy)
 - iii. On another EBSS committee that meets frequently and would be okay with dissolution (Amy James)
 - iv. Enjoyed getting to know everyone on committee. One unique challenge with EBSS is that they want us to come up with DEI initiatives but this is difficult to do with a database (Amy Dye-Reeves)
 - v. If we did a DEAI initiative, we could look at descriptors, but ERIC might be doing this already (Nancy)
- 6. Vote on continuance or dissolution of the committee
 - a. Decide to vote through chat
 - b. Unanimous decision to dissolve
- 7. Other
- 8. Adjournment

ALA / EBSS Committee Meeting Notes

Date: 12/07/2021

Committee name: ERIC Users Committee

Name of person submitting meeting notes: Kelly Hangauer

Members present: Nancy O'Brien, Amy Dye-Reeves (Vice-Chair), Kelly Hangauer (Secretary), Amy Burnett James, Peter Tagtmeyer

Guests: Erin Pollard (ERIC Project Officer)

Time and place convened: 1:00pm CT on Zoom

Convener: Nancy O'Brien

1. Welcome and introductions
2. Approval of agenda
 - a. Approved.
3. June 3, 2021 minutes previously approved
4. Report from Erin Pollard, ERIC Project Officer
 - Internally:
 - Reorganization will impact ERIC starting January 2022. Dividing into two branches. What Works Clearinghouse (WWC), ERIC, and the National Library of Education will be in a new branch under Jon Jacobson– strong champion for ERIC.
 - Externally:
 - Contract based on 5-year cycle. Entering into new cycle. What will the new cycle look like? What's working well and what's not working well? This is the time to send ideas to Erin.
 - Source selection
 - Every two years, ERIC revises selection policy. Journals are publishing more now during the pandemic – more articles per issue. ERIC has policy of getting 4,000 high quality pieces a month – are now receiving more than this. Need to think about prioritization. Is this number (4,000) still good or do we need to find a new balance? Will continue to prioritize high value content.
 - Also asking if ERIC is selecting the right journals. Where are our IES funded folks publishing? Talking to WWC to see what they are unable to get through ERIC to make sure selection policy is as good as possible.
 - What is the role of our international publishers and content? Lots of publishers in Indonesia or India, highly focused on teaching in that country – is this content valuable to users? Journals want to get into ERIC, but is it a good fit for ERIC and use of taxpayer money? Will be asking those in the education field to see what is valuable.
 - Microfiche

- Continuing to digitize microfiche. Started to digitize microfiche pre-pandemic. Need to have 508-compliant PDF but it is costly and time-consuming. Some microfiche have social security numbers so they need to be treated with extra care and security. Locked away in enclosed space and now there is limited access. Local health guidance makes it difficult to access these documents. Hoping to get more microfiche digitized during 2022.
- Data quality
 - Working to improve data quality. When IES funds a research study, author required to submit final peer-reviewed PDF to ERIC, supposed to acknowledge funding – supposed to make it easy to track IES-funded research. Have noticed, however, that grantees are poor at acknowledging funding and getting correct grant numbers on PDF. Working on cleaning the data so everything is appropriately cited. Super important because if all the grant numbers are correct, then easier to get from ERIC to other sources (WWC and others). ERIC will be central repository for studies. Need to make sure data is correct.
 - User feedback – previous focus for the novice researcher. This year and past 18 months, have been looking the other way: how is ERIC meeting the needs of the most sophisticated users. Been talking to top researchers who do meta-analyses and systematic reviews and research librarians. Generally doesn't make sense for researchers to use free version of ERIC compared to EBSCO or other versions for systematic reviews. Looking into making free ERIC more conducive to conducting systematic reviews. ERIC team has been communicating directly with researchers and came up with many good ideas. Two public documents coming out.
 - Webinar – what are best practices for the clearinghouse to do knowledge synthesis. Designed for mid-level researcher.
 - WWC Handbook – Appendix B is how do we do a systematic evidence synthesis review. This will be really useful for best practices, practical advice for doing the review. Will come out in late January early February for public comment. Final document will be available in May.
 - Been thinking about how to use public ERIC search versus API. Developed API but hasn't been used for what it was designed for. Has been useful resource for research assistants. People have been finding that it's easier to do in CVS file. There are two videos up on how to do this – available on ERIC multimedia page.

Questions and Answers for Erin:

Do you map the API to Zotero? (Peter)

My contractors do not. We cannot choose one over the other (Erin)

Do you have any more details on Appendix B? (Kelly)

Haven't seen it yet. Folks from Cochrane are working on it. Will be broader than just education. Not all relevant sources are in ERIC, so trying to make it as practical as possible. (Erin)

Where will documents be available? (Amy Dye-Reeves)

Will send it to EBSS listserv and this committee (Erin)

You mentioned ideas for the new contract. What are examples? (Kelly)

If we got a lot more money? What would we prioritize? (Erin)

- Index more records per month?
- Add more fields to ERIC, such as linking to pre-registration site?
- Provide full-text documents as XML (PubMed does this but has much bigger budget)
- How many communication products are helpful? Such as webinars and videos.

What about XML? I don't see students use this very much, how about all of you? (Nancy)

Not seeing much at my small college. (Peter)

Would like to use multiple search boxes in Advanced Search. Any discussion about this? (Nancy)

Yes. Has been big discussion. We can understand why some users would want fields like that. IES going through digital modernization. (Erin)

We will be talking about Wikipedia entry for ERIC. Anything you want added? (Peter)

We would love to have this updated, because we cannot do it as a government agency. Would be good to clarify the free version and paid version. We provide data for free to users around the world = highlight this. (Erin)

Are you aware of any future major changes such as funding, structure, organization, etc. (Nancy)

ERIC is part of 1994 Reform Act (ESRA). Funded under RDD (research development and dissemination) – also funds WWC and grants. Have been level-funded with slight increases. No big changes that she is aware of. Only thing that could impact ERIC is digital modernization. (Erin)

What other things would be helpful from us? (Nancy)

Two calls for feedback: 1) selection policy (foreign journals and prioritization) and 2) Clearinghouse handbook. Feel free to send any ideas (as group or individually) if you hear of new sources that would be good fit for ERIC. That would be great way to help. There will be a new thesaurus update next year. How to make thesaurus more inclusive? If terms have literary warrant but are offensive, please put that on our radar. (Erin)

Are you getting feedback from a variety of sources re: offensive terms? (Nancy)

Trying to come up with a universal sex taxonomies. What are the right terms and what changes have happened? Some authors/researchers have reached out with good thoughts. Many descriptors have not been updated in a long time. Ad-hoc feedback is really helpful. (Erin)

Do you have ERIC usage stats to point to for Wikipedia entry? (Kelly)

Yes, but will come out next year, early January 2022. (Erin)

5. Discussion: Editing the ERIC Wikipedia entry (individual volunteers?)

- Lots of people like this idea but have limited time to organize this. Any comments or ideas? (Nancy)
 - Webinar from earlier this year was productive and promoted the committee – maybe we can keep exploring other webinars based on the topics brought up by Erin. (Amy Dye-Reeves)
 - I have never edited Wikipedia. If we had some template where we could mock it up prior to putting it up, that would be useful. (Peter)
 - Wikipedia does not have a template, up to the editors. Citations are the same way. (Amy Dye-Reeves)
 - We could share a Google Doc and have it be a work in progress. (Peter)
 - I am happy to draft the history section and perhaps we can break up the sections and then send it out to EBSS to get feedback. (Kelly)
6. Other
 7. Adjournment

Information Links: Committee charge and roster: <https://www.ala.org/acrl/ebss/acr-ebseric>

EBSS Instruction for Educators Meeting

Wednesday, 26 January 2012, 12 pm - 1:00 pm (Central)

[Zoom](#)

Meeting ID: 808 525 7016

Passcode: ebssife

Welcome

Robin called the meeting to order at 12:04pm Central time – she noted that our next meeting will likely have to be 90 minutes.

Review Fall 2021 Discussion Summary

Robin turned our attention to the [Fall 2021 Discussion Summary](#) and asked initially for our impressions of the responses we'd received. We generally agreed that there was more substance than we'd initially realized in their responses, and Robin noted that there may be some confusion about the intended uses of the document. She asked what our suggestions are for responding to content-related criticisms – James suggested that maybe offering activity lists at all is unwise, and that perhaps we should be pointing people instead to existing resources. Sarah agreed, but Melissa suggested that instead it might be better to preserve some examples of activities that are presented with some context that clarifies that they're not meant to be comprehensive. We discussed how to navigate this challenge – how effective existing resources like the sandbox are, what kinds of framing or structure might make this section easier to address, and as Robin reminded us, we're not obligated to implement every single suggestion being offered. Our takeaway right now is that having some kind of activity suggestions is valuable, but that we probably need to relabel/redescribe those sections so that users of the document can engage with it productively.

Many of the suggestions were easy to agree to – agreements on explaining acronyms, using navigation sidebar for box-level contents, etc. Others we can't address, like the ACRL style guide that sets fonts at a specific size. We discussed how to solve the problem of linking to resources – after weighing a couple of possibilities, we generally agreed that we could link from each frame's page to a single page for resources, which would collect all our resources in a single spot, tagging each resource with the frames it connects with.

Robin raised standards as another area that's challenging – she wondered if it needs to be its own page, or if we need to link to crosswalks between standards, or between a standards document and the Framework. James expressed his feeling that standards are so diverse that it's hard to imagine describing “how to work with standards” in a way that's useful. Melissa responded that she sees an opportunity to edit down our coverage of standards to a more narrowly focused section, and feels that it shouldn't be given more emphasis (i.e., we shouldn't follow the suggestion to make this section more prominent). Several of us agreed with Melissa's suggestion to pare things down – a way to address how standards-driven our

discipline of Education is, while making it more digestible and accessible to the user of the document.

Robin asked how we should respond to suggestions for the individual frames – James agreed with a comment Jennifer S. had left about the groups reconvening to address those suggestions, and Alison concurred.

Companion Document Revision

For next month's meeting:

- Frame revision: Each group will reconvene and make revisions to their two assigned frames in response to the feedback we've received. We won't address the activities or standards sections.
- Robin will put out an email asking for volunteers (or we may be voluntold) to:
 - Pull resources onto a new resources page
 - Come up with a new approach to standards, based on our conversation described above
 - Come up with a new approach to activities, based on our conversation described above

Post discussion survey

James will reissue the survey today, and see if more responses can be collected (we currently have 10).

Framework Project Tasks

Review updated [Framework Project Tasks](#)

Goal is to submit revision to EBSS leadership in March/April
EBSS EDI Task Force

Archival copies of LibGuide pages

[PDF versions of current LibGuide](#)

For committee's use as we revise

The meeting was adjourned at 1:02pm Central time.

Attendance

Robin Ewing, Alison Lehner-Quam, Melissa Gomis, Amy James, Sarah Parramore, James Rosenzweig,

Regrets: Jennifer Ditkoff, Margaret Gregor, Jennifer Shimada

Meeting Schedule

January 26, February 23, March 23, April 20, May 18, June 15

EBSS Instruction for Educators Meeting

Wednesday, 23 February 2012, 12 pm - 1:30 pm (Central)

[Zoom](#)

Meeting ID: 808 525 7016

Welcome and Introductions

Robin called the meeting to order at 12:04pm CST. There was a call for agenda additions, but nothing was added.

EBSS EDI Task Force Feedback

Samantha Godbey, task force chair, sent their feedback. Robin shared the comments with the committee, and invited us to take time to consider them and discuss them.

[EDI Task Force comments](#)

There was some conversation about how to address topics like antiracist pedagogy – do we have the expertise on the committee to engage with them thoughtfully? If not, do we need to build that expertise, or to find external experts? We do have to consider what's education-specific, which is in our purview, versus what's more about information literacy in general, which might lead us to go beyond the scope of the Framework. We do see opportunities to include elements of culturally responsive pedagogy, and there are places where changed language from us might create more connection with these issues. Some of the suggestions made by the EDI task force can be longer-term, ongoing projects for the committee that extend beyond the original aims of this document. Perhaps there are also opportunities for collaboration with the EBSS Education committee, whose charge might make them a much better choice for taking on collections issues, etc., that go beyond the scope of our instructional focus. Robin asked if one of us (or a small group) wants to seek out a little additional literature – if any can be found – about addressing social justice/antiracist pedagogy/CRP to inform what we do going forward. We generally agreed that we could link to good resources but that it was important to ensure that the resources are recent / regularly updated. James, Jen D., and Alison agreed to try some searches and see what could be found, especially in teacher education research – the goal is to complete that work by March 16th ideally (but maybe more realistically by our meeting on March 23rd).

We briefly discussed other suggestions – the challenge of finding language for social justice that might go beyond the Framework without losing contact with the Framework, for instance, and some of the general feedback we received about the layout, etc. We did generally feel that some of the non-EDI feedback seems to misunderstand why we've structured the document the way we have or what each element is designed to accomplish. There may be a need for some changes to how we're approaching things, but we aren't broadly agreed that we'd need to simply implement the suggestions being offered.

Homework Update

[Fall 2021 Discussion Summary](#)

James, Jennifer S., & Sarah

- Authority is Constructed and Contextual
- Scholarship as Conversation
- Additional assignment: Objectives/Activities

This group shared some frustration with the process of “re-bullet-pointing” – lost nuance, difficulty structuring the bullets. The committee then discussed whether this had been a universal experience or just distinctive to this group. The experience was different for different groups – some folks had the experience of losing some nuance, where others didn’t see much content changing in the reformatting. It was generally observed that the bullets hadn’t shortened the section much, and that to some extent we were now reiterating existing bullet point language from the Framework (maybe especially in the Teacher Preparation and Education section). James asked specifically whether the intention was that the bullet points be written as learning objectives, or whether it’s simply a formatting/layout choice to turn it into bullet points. The general reaction was that bullet points were an attempt to make the guide more digestible, but it’s possible the format isn’t really achieving that – although instructional design principles indicate that they do, in fact, work in that way (generally speaking). Alison raised the question of how many/few bullet points were appropriate – the consensus in the discussion was that it was appropriate to let that number vary.

The group’s special task – objectives/activities writeup template – was then shared and discussed. We’re struggling with the same issues still: how much detail to provide without overwhelming? How many activities to include given that we can’t replicate existing instruction resources, but also there’s always demand for more activities? Can we consolidate some of the information – not writing out every standard, for instance – or is it valuable to have that language there? Ultimately Jennifer suggested sticking with an Objective (as box header), an “About the Objective” section that cites the Framework and Standards, and a brief description of an activity that would achieve that goal, and has a plan for laying out activities in that way, which we agreed to try. Alison’s suggestion of a tabbed box (as a way to condense the material) was also discussed and we agreed we’d try that approach.

Robin, Melissa, & Amy

- Information Creation as a Process
- Research as Inquiry
- Additional assignment: Standards
 - [Education Standards in the Framework Document](#)

The group had already commented on bullet points in the preceding discussion, so we moved directly to their range of options for implementing the Standards section. After weighing the possibilities, we ended up agreeing on essentially keeping our existing approach, but re-examining the standards included and reducing them where possible. Links will be added, too, to the standards documents in question.

Alison, Margaret, & Jen D.

- Information has Value
- Searching as Strategic Exploration
- Additional assignments
 - Resources
 - Take a first pass at the intro page

This group's approach to the Resources page was shared – all resources were loaded into boxes separated by frame. This creates a navigable table of contents. Also we could go with a large single box internally divided by frame (which would lose the ToC), or a large single box with tags for each resource so that they can be associated with multiple frames, potentially. Our general inclination is to go with separate boxes on one resource page, which we will continue to refine.

The rest of the agenda was delayed until the March 23rd meeting, which we agreed will need to be 90 minutes also. The meeting adjourned at 1:32pm CST.

Attendance

Robin Ewing, Alison Lehner-Quam, Jennifer Ditkoff, Margaret Gregor, Amy James, Sarah Parramore, Jennifer Shimada, James Rosenzweig, Melissa Gomis

Meeting Schedule

February 23, March 23, April 20, May 18, June 15

EBSS Instruction for Educators Meeting

Wednesday, 23 March 2022, 12 pm - 1:30 pm (Central)

[Zoom](#)

Meeting ID: 971 7271 5663

Welcome and Introductions

Robin opened the meeting at 12:03pm Central. She congratulated the committee on their successful work this year, and her gratitude for how each member contributes meaningfully to our projects.

Homework Update

James, Jennifer S., & Sarah

This group's update noted that the refining of activity language and descriptions seemed to go really successfully, but there was some dissatisfaction with how meaningful our work is in translating the bullet point language from the original Framework.

- Authority is Constructed and Contextual
- Scholarship as Conversation

Robin, Melissa, & Amy

This group's update noted that their biggest challenge had been generating some of the suggested activities, and there was some agreement with the first group regarding the difficulty of making bullet point language distinctively focused on education.

- Information Creation as a Process
- Research as Inquiry

Alison, Margaret, & Jen D.

This group's update was that things had gone very successfully, both in addressing activities and bullet point language. The one question raised was that there may be some changed numbering for the ISTE and/or InTASC Standards – we may need to revisit our InTASC Standards to ensure that we have the correct numbering.

- Information has Value
- Searching as Strategic Exploration

Anti-racist pedagogy resources

James, Jen, & Alison

The group wasn't able to complete its work, but the work begun appears in this shared document:

https://docs.google.com/document/d/1lytbIK8OPD_PEW36Y6mZEGxKhyEAJAjKX1PxKjQiZiY/e/dit?usp=sharing The group indicated that there is little material that intersects anti-racist/culturally responsive approaches, information literacy/Framework, and teaching/teacher preparation, and asked how much value there would be in finding resources that touch on only

two of those three key elements? Robin asked the committee what we would find most valuable? James suggested that he'd get the most mileage out of sources that talk about applying antiracism/antiracist/culturally responsive approaches to information literacy, figuring that librarians could then apply it to their work as Education liaisons – Alison agreed that would be most valuable from her perspective. Robin asked that the group finish this work by April 6th, so that we can stay on our targeted timeline.

General

- Welcome Page

Some questions were raised about layout – whether to make use of the left navigation column or not, whether the text block right now is so large that we might lose readers before they find important information later in that box. We still need to consider how to refine our communication to our audience – who we understand them to be, and how we encourage them to use this guide. We discussed what makes the most sense to shift to the left column – several people indicated a preference for putting information about audience/guide use on the left. It was also suggested that contributors/guide creation narratives could be pushed to another page to keep the Welcome page brief. James and Sarah agreed to do some work to edit the page for streamlining along these lines (and indicated that perhaps their group member, Jennifer S., would assist if she's willing). (P.S. Add a link to the Framework from the Welcome page.)

- Increasing the font size

While it was generally agreed that the font is smaller than most readers want, we don't know how to universally increase the font size. If someone can figure out how to do this, Robin hopes that they will do so – we're treating this as a lower priority right now.

- Revisiting the style guide

There are tiny adjustments to make – guide naming conventions (adding ACRL?) – and we need to proof the guide again to ensure that it's all still in keeping with our style expectations. Alison indicated that the proofing shouldn't take long. Robin asked for volunteers to do this work by our next meeting (but presumably after we finish some other work adding to the guide in the next couple of weeks). Alison indicated that she'd be up for collaborating on a guide read-through, and Margaret volunteered to join her in that.

Post discussion survey

Responses to date

[Companion Document Feedback Summary](#)

Robin reviewed some key suggestions that we've yet to address directly, and asked what the committee wanted to do about them. James and Alison suggested that at least some of the suggestions have merit but ought to be considered longer-term projects, since they will delay completing an initial draft, and we need to do some more careful thinking about how to integrate some ideas (like addressing school librarianship) that shouldn't just be tacked on to the existing draft as is.

Next steps for feedback

Review feedback form for changes

<https://docs.google.com/forms/d/1EzG92ZbQV17Q8kxtqJkzBgrFE0sLx69CGOq2nXtVoBE/edit?usp=sharing>

Robin will work on a new form that addresses the audience we're now seeking feedback from.

Who to send the draft out to for review?

- Education faculty – particularly directing this to faculty colleagues in Education?
- EBSS list via Connect

Our intention is to reach an inclusive group – not just “education librarians” but any librarian who works with education students in some capacity. The SLILC group that generated the Framework might be a good source of feedback, too.

Deadline for review

Timeframe for providing feedback

- Robin intends to get a new feedback form together to share by April 13th.
- Once we have a form and a draft email, we can individually reach out to local/regional groups that might be places to get feedback from.
- Our goal is to have the guide proof-read by April 15th, but we can send out feedback forms prior to that time if they're ready – our timeline's short enough that we'd rather move forward.
- Our deadline for receiving feedback from stakeholders is April 29 though we won't turn away feedback.

Framework Project Tasks

[Framework Project Tasks](#)

Goal is to submit revised guide to EBSS leadership in May.

The meeting adjourned at 1:30pm Central.

Attendance

Robin Ewing, Alison Lehner-Quam, Jennifer Ditkoff, Margaret Gregor, Amy James, Sarah Parramore, James Rosenzweig

Meeting Schedule

April 20, May 18, June 15

EBSS Instruction for Educators Meeting

Wednesday, 20 April 2022, 12 pm - 1:00 pm (Central)

[Zoom](#)

Meeting ID: 808 525 7016

Welcome and Introductions

Robin opened the meeting at 12:04pm Central. We had no guests, and therefore no need for introductions. There were no additions offered for the agenda.

Homework Update

Feedback Form & Email

[Feedback Form](#)

[Email for ALA Connect](#)

Response to the feedback form has been very minimal so far, so we're encouraged to think creatively about sharing the link to people who might respond. Robin will consider resending/reposting the links next week, perhaps on Monday.

Anti-racist pedagogy resources

James, Jen, & Alison

A section has been added to the guide's resources page, sharing links to selected anti-racist/culturally responsive pedagogy resources so that librarians in particular can make use of them. We had some conversation around whether the guide should present some of our committee's reflections about the current gaps in the research – there was some interest/support for that, and we weighed the question of whether it should live on the published document or just the libguide version, and whether it would be worth trying to propose this as a presentation for ACRL '23? The deadline for that submission is in the very beginning of June.

Proofreading the Guide

Margaret & Alison

They did some reading aloud of sections, and double-checked formatting and layout across the guide. There was some inconsistency of introductory phrasing/structure, which they've helped to standardize (they welcome feedback). Some questions arose, which they'd put into a "Style Editing Notes" document for us to review – we walked through the questions and resolved them as clearly as we could. We reviewed their standardized language and section structure, as well. They didn't proof the welcome page or the intro paragraphs to each frame, given the time involved, and given some confidence that those portions weren't much changed since November.

Welcome Page Revision

[Welcome page](#)

We forgot. But we'll do it. Today, or so we intend.

Information Literacy Standards for Teacher Education

Rescinding the [Information Literacy Standards for Teacher Education](#)
[ACRL procedures for standards, guidelines, and frameworks](#)

Robin recommended that we rescind this committee's 11+ year old standards for teacher education, since they're long since superseded in practice and they shouldn't remain recommended by us. We would need to contact the standards committee (ACRL) to walk through that process. The committee agreed that rescinding the standards was the right course of action, and Robin will pursue it.

Feedback Analysis

Subcommittee to review, analyze, and summarize feedback for discussion at May 18 meeting

Given the low number of responses so far (and the low number we anticipate), we doubt we will need to appoint a subcommittee to review and summarize feedback – Robin is encouraged to contact us all via email if that need arises, but otherwise we'll plan to review the feedback at the next meeting. Robin asked where else we could solicit feedback to the document, since we need to do our due diligence. The committee hopes to generate some interest by sharing information with other mailing lists/communities.

Framework Project Tasks

[Framework Project Tasks](#)

We're on track – we will discuss at the next meeting the question of whether we should try to share our work via an ACRL proposal (due a couple of weeks after our next meeting), or a publication like C&RL News, or a journal article, etc. We'll also review the feedback, and review Robin's "fake" Word document version (a drafty draft?) before we feel ready to submit to EBSS Publications.

The meeting was adjourned at 12:53pm Central.

Attendance

Robin Ewing, Alison Lehner-Quam, Jennifer Ditkoff, Melissa Gomis, Margaret Gregor, Amy James, James Rosenzweig, Jennifer Shimada, Sarah Parramore

Meeting Schedule

May 18, June 15

EBSS Instruction for Educators Meeting

Wednesday, 18 May 2022, 12 pm - 1:00 pm (Central)

[Zoom](#)

Meeting ID: 808 525 7016

Welcome and Introductions

Robin began the meeting at 12:03pm Central. There were no guests in attendance at the time, so introductions weren't necessary, and there were no additions to the agenda.

Homework Update

Welcome Page Revision

The committee was asked to review the new draft of the [Welcome page](#), which James and Sarah edited after our last meeting. The feedback was positive: the feeling was that we could move forward with this as a draft version.

Sharing Our Work

Robin shared an [ACRL Proposal Shell](#) to start the conversation about what we might propose for ACRL 2023. There was some conversation about what the best format was, who might take the lead, etc. The consensus was that a virtual presentation, which we wouldn't need to propose until this fall, was probably the best fit for our group, and would allow us the time needed to plan for a submission. Given that the proposal isn't due until mid-October, we can delay a decision about who would take the lead on this submission until this summer.

College & Research Libraries News

Robin also suggested a submission to C&RL News ([Author Guidelines](#) here), which runs a "Perspectives on the Framework" series which might work for us. There don't seem to be directions for Perspectives on the Framework articles, so we might have a lot of freedom to submit something. We weighed how much work this could involve and how we could assign responsibilities – we were agreed that we would like to get more attention for our work if we could do so. We agreed to delay discussion of how to assign responsibilities for this and for the ACRL 2023 proposal until the June or July meetings.

Word Version of Document

Robin shared her current, drafty draft [Trial Word version of document](#) for us to consider some of the challenges that she discovered as she was compiling it from our libguide.

- Titling the document – what should we do?
 - Social Work calls theirs "Companion Document to the ACRL Framework for Information Literacy for Higher Education"
 - Journalism calls theirs "Framework for Information Literacy in Journalism for Higher Education"

- Our current title is “Instruction for Educators: Companion Document to the ACRL Framework”
- Should we use APA or something else for citations?
 - Generally agreed that APA is the standard for our discipline.
- Should we remove the links to the resources, since those are largely for practical assistance to people who are clicking on the links? Or if we keep them, are we including the annotations?
 - We don’t feel we have room for annotations, and without them, there’s little value in supplying them for each frame. If we include them at all, James and Alison both suggested that we ought to restrict them to a reference list at the very end of the document.
- Should we include learning objectives and/or connections to the standards?
 - Alison observed that standards change, and that those references would need updating more frequently, perhaps? Include learning objectives, but no activities.
- Where will we list committee members? Should we?
 - Generally agreed that we should list committee members. We can look at other groups to see how they credit themselves (James suggested listing committee members up front, shortly after the title).
- How will we format the table of contents?
 - Robin wonders if we can ask someone (a “Word wizard”) to figure out good solutions for a clickable ToC? Melissa and Robin are agreed that they can work on this.

Jennifer suggested that really the static document probably is most important for accreditation, etc., and that other, more changeable elements (resource links, learning activities, etc.) should probably live on the LibGuide where they can be updated more regularly. Alison agreed with Jennifer’s point about standards (that they should probably be included), and suggested just referring to them by numbers, with more detailed information in the LibGuides.

Examples from other groups

[Journalism document](#)

[Social Work document](#)

Next steps

Volunteer(s) to create version for EBSS leadership – Robin and Melissa will clean up the Word version. We’re agreed that we just need to get the document out of our hands and get feedback, so we should try to get it submitted (with us all reviewing it online beforehand) prior to our June meeting.

Feedback Analysis

[Two responses](#) from the form.

- More on accessing information from non-print media
- Additional frameworks to consider

- [Charlotte Danielson Framework](#)
- [Marzano](#)
- [Marshall](#)
- Way to capture ongoing feedback
- Space for case studies of how practicing Education librarians are implementing the Teacher Education Framework document

On a related note, the opportunities we've provided for feedback have been compiled: [Feedback Opportunities on Framework Document](#).

Our discussion of the feedback generally agreed that there's some valuable feedback here, and that it's mostly applicable to revision and expansion of the document down the line, as opposed to being feedback that's actionable right now.

Information Literacy Standards for Teacher Education

Robin updated us about the process for rescinding the [Information Literacy Standards for Teacher Education](#). There are [ACRL procedures for standards, guidelines, and frameworks](#) – Robin contacted the ACRL Standards Committee Chair, and that person is investigating if we can rescind these standards before the companion document is finished. That rescinding may need to wait until we're done, but Robin hopes not.

Framework Project Tasks

[Framework Project Tasks](#)

Committee Activities 2022-2023

We will need to have a good conversation about these plans at the June meeting (likely involving the dissemination plans discussed above). Alison encouraged us all to review minutes from this year for unfinished business / loose ends / long-term projects. Robin and Alison will reach out to the incoming members to invite them to the June meeting, if they're available.

The meeting was adjourned at 12:58pm Central.

Attendance

Robin Ewing, Alison Lehner-Quam, Melissa Gomis, Margaret Gregor, Sarah Parramore, James Rosenzweig, Jennifer Shimada, Amanda Hess (guest)

Regrets: Amy James, Jen Ditkoff

Meeting Schedule

May 18, June 15

Minutes of the August 25, 2021 IFE Committee Meeting

Present: Robin Ewing (Chair), Alison Lehner-Quam (Vice-Chair), Sarah Parramore, Amy James, Jen Ditzkoff, Margaret Gregor, Melissa Gomis, Jennifer Shimada, James Rosenzweig (Secretary)

Called to order: 12:05pm CDT

Welcome

Robin welcomed the committee, and invited everyone to share additions to the agenda if needed.

Update Framework Project Timeline

Review updated [Framework Project Tasks](#)

- Revision of first three frames due by September Meeting
- First draft of second three frames due by October Meeting

There was discussion of what pace would be needed for the project timeline -- given the need for greater consistency in guide content (and the need to get on the same page together about what our intentions are), the timeline was slightly delayed to allow time for revision conversation about the first three frames in September. There was discussion about the committee's concerns about the overall timeline slipping too much -- and about what the right timeline ought to be. An important threshold is the planned "discussion event" in November, but there's no set requirement for how much of the document needs to be complete by then. The consensus seemed to be that encouraging a very rough draft of the second three frames by September's meeting (without expectation of advance completion) would help ensure that the draft reviewed for the October meeting would be more substantive (and allow for some conversation in September about issues we had encountered initially).

About & Resources Pages

Robin asked how we thought we could complete the "Aim" and "Audience" portions of the About page -- who could engage with it, what else might need to be placed on that page. Alison suggested documentation of our process -- James agreed, and Jennifer S. noted that if it's in sufficient detail, it probably belongs on its own page. Jen D. added that Social Work did some similar documentation. Alison and James indicated a willingness to draft some of that language about process for a page in the guide (and to add to it as the project's process continues).

Frame Template

Robin invited our feedback on the template being used for the Guide -- is it working? Does it need to be changed? Margaret described the template as working well. James suggested that, as we come to an agreement on areas where we're currently inconsistent, we reflect on ways to change language to make the guide more intuitive. Margaret asked about any prior agreements surrounding shared language -- how to describe the communities the document serves (students, faculty, etc.) -- and Alison and James agreed that this needs to be clarified and documented. Sarah asked if the practical examples of learning activities could move up the page to be more visible and more accessible to the librarians who we anticipate will use the document, and it was agreed that they could certainly move up above the standards documentation.

Review drafts of first three frames

The committee then engaged in discussion of the comments and questions posed in advance by committee members in the [Framework Feedback Document](#). It was agreed to let each group lead the conversation about their section.

Authority is Constructed and Contextual - James, Jennifer S., Sarah

- James asked for some conversation around the annotated sources at the end -- Robin had suggested not "hiding" the citation behind a "more..." link. He wondered if the citations were needed at all, and the consensus was that they were (especially in case of future broken links). The plan moving forward for citations will be not to hide them, then, but to include them for each annotation.
- Alison suggested, and it was agreed, that our objectives and activities could be more clearly labeled -- especially noting what the objective is.
- James raised the question of what distinguishes Teacher Professional Practice and Teacher Pedagogy Practice -- he described it as the difference between applying the frame as an educator, and teaching students to apply the frame, and Jennifer agreed that that's what she'd intended in that section. Alison and Amy noted that they'd interpreted it through the context of lifelong learning and professional development. It was broadly agreed that the third box, however it's labeled (and the label may need to change), should contain observations of how the frame is directly taught to students by the educators who've learned the frame (as described in the previous boxes).
- Robin noted that she liked the simplicity of using bullet points for both knowledge practices and dispositions without dividing or labeling them -- Alison indicated that she agreed as long as we didn't lose track of dispositions or leave them out, given their importance.

Searching as Strategic Exploration - Alison, Margaret, Jen D.

- James raised a question about overlap -- when there is overlap for a knowledge practice, for instance, between frames, should we intentionally include it in both places, or only in one? The consensus immediately was that intentionally listing the overlap in both places was the right choice for a user.
- Alison raised a question about tone -- how prescriptive should we be, the balance between saying “teachers do X” and “teachers should do X”. Jennifer suggested that educators will respond well to simple “teachers do X” language. It was agreed that we can take that approach going forward to soften the language.
- Robin raised the question of what Digital/Media Literacy means to us in this context -- Jennifer noted that there’s a really current conversation about these subjects, and that addressing them directly will help get faculty buy-in. It was agreed that the language in this section should be as clearly connected to technology, online environments, digital citizenship, etc., as possible.

Research as Inquiry - Robin, Melissa, Amy

- Some conversation was had surrounding how we present learning activities -- how detailed should the descriptions be, how much should we link to external activities (that might have lengthier explanations than we can host on the guide), etc. The general response seemed to be that our descriptions should avoid excessive detail, offering example activities and conceptual approaches that won’t need frequent updating and can be adapted to local contexts. But the discussion was abbreviated by the meeting’s ending, and so there wasn’t as formal an agreement here on exactly what we should do going forward.

For next time: complete revisions on these three frames, and complete the draftiest of drafts on the other three, so that we can have a good discussion next month.

The meeting adjourned at 1:30pm CDT.

Meeting Schedule

The next meeting will be September 22 (subsequent meetings are planned for October 20, November 17, December 15, January 26, February 23, March 23, April 20, May 18, and June 15).

Minutes of the September 22, 2021 IFE Committee Meeting

Present: Robin Ewing (Chair), Alison Lehner-Quam (Vice-Chair), Margaret Gregor, Melissa Gomis, Jen Ditkoff, Jennifer Shimada, Sarah Parramore, James Rosenzweig (Secretary)

Regrets: Amy James

Called to order: Robin called the meeting to order at 12:02 Central time.

Welcome

The committee was welcomed, and agenda additions were invited -- none were offered.

EBSS Newsletter

Our committee report is due September 29. Robin asked what we want to include before she drafts an update for the newsletter. James suggested indicating that our work is on schedule for completion by the end of the year; Robin added that we could note that the first draft will be done in October. Alison suggested that we could spotlight our discussion event later this fall, and that we should acknowledge how productive our new members have been in joining the work.

Fall 2021 Discussion Event Planning

[Fall 2020 Discussion Planning folder](#)

Robin began a discussion of this year's event by inviting commentary from those who remembered last year's event. The breakout rooms were a success, and the value of Padlet as a permanent record (and a way for people to engage from outside each room) is worth trying it again. There were challenges, though, in maintaining the event's focus -- during the breakout discussions and then in the final portion/wrap-up. What can we do this year to make the event more coherent and give the conversation more definition?

Jennifer suggested that if we have just three groups, they could be led by the teams of committee members who have focused on two frames, with each group focusing on those frames -- Alison raised the question of whether it's better to have conversation facilitated by committee members who didn't write those sections. Robin would like us to move away from a sense of "ownership" of a particular frame, since she expects that it'll help us all to be invested in the whole document. Jennifer suggested a [protocol](#) that would allow us to mix people who helped draft those sections and people who didn't, in a way that encourages honest feedback.

Robin asked for us to shift the resolution of these questions (for this year's event) to a planning committee who will coordinate the event, and suggested a 2-3 person team. Robin asked for

volunteers for the committee: Jen Ditkoff volunteered, as did Margaret Gregor, with the caveat that we would need to plan for a later date. Margaret asked if a volunteer from last year could join them, and Alison Lehner-Quam agreed that she could join if the later date was agreed to. The agreement was to schedule the event for December 10th, 11am Pacific / 2pm Eastern start time (length TBD by committee, but no longer than 90 minutes).

Robin asked what the goals were for the event -- some suggestions were made:

- How friendly/accessible is the language of the document for other librarians? For the faculty they work with?
- How consistent/clear is the document across frames? (Jennifer noted that questions like this may require a survey or some other data gathering, since it'll take people looking at the whole document and not the deeper focus of an individual breakout group.)
- Is the scope too narrow, or too broad, for how it needs to be used?
- What is helpful about this document, and what other information would you need to teach this frame? What other resources/materials/activities have you used when teaching this frame?

Robin then asked what kind of pre-event communication we should plan -- emailing PDFs and/or links to the libguide -- so that participants can hit the ground running. Jennifer suggested all of the above, and to expect that some attendees will only engage with the document live in the moment as the event takes place.

Robin raised the question of what we'll do for those who cannot attend live, but would like to engage -- a post-event survey? Margaret noted that maybe the survey is separate from the event, and could be developed separately -- members of the previous year's event planning team agreed that it was too hard to develop the survey and the event at the same time, and Robin planned an agenda item for October to invite some other committee members to draft a survey.

Update on First Three Frames

[Framework Feedback Document](#)

Robin asked the committee's groups to reflect on whether the updating/feedback cycle had worked to improve the page enough that it's ready for review. The overwhelming sentiment was that the feedback internally on the committee was very helpful, but that we all know we need those outside eyes from our upcoming event (and other feedback -- survey, etc.) to get a better understanding of what more needs to be done.

- Authority is Constructed and Contextual - James, Jennifer S., Sarah
- Searching as Strategic Exploration - Alison, Margaret, Jen D.
- Research as Inquiry - Robin, Melissa, Amy

Update on Second Three Frames

Robin then asked about progress on the “drafty draft” versions of the other three frames, to see how we’re progressing. (First drafts are due by October 13.) Jen asked for more clarity about how many articles will be listed in a frame’s bibliography -- and that we would have at least one freely accessible article in the list. Robin suggested a target of five, and not more than ten. After some discussion on the question of freely available articles, the committee agreed to post links to free copies where reasonably stable links (open access journals, preprints in institutional repositories, etc.) are possible, and to ensure that the doi is always in the citation for any article that has one. The question of whether we can link to the same article in multiple places was raised -- the comments in reaction were broadly supportive of doing that where it’s warranted, but there was also the suggestion that some resources may be so widely applicable that they should be housed somewhere other than at the end of each frame (we’ll come back to that at a later meeting).

- Scholarship as Conversation - James, Jennifer S., Sarah
- Information has Value - Alison, Margaret, Jen D.
- Information Creation as a Process - Robin, Melissa, Amy

About & Resources Pages

Update: Alison and James continue working on the About page and will have something ready for review by October 13. The “Resources” page was less clear to them, and they asked for feedback about what should go there -- suggestions included materials that are comprehensive (and don’t belong in a single frame), links to the groups who’ve gone before us to acknowledge their contributions. James also shared a concern that the title is not as evocative/catchy as it might need to be, in order to persuade people to click on a link and read the guide -- we’ll talk about it when we review the About page next time.

The meeting was adjourned at 1:00pm Central time.

Meeting Schedule

October 20, November 17, December 15, January 26, February 23, March 23, April 20, May 18, June 15

EBSS Instruction for Educators Meeting

Welcome

The meeting was called to order at 12:03pm Central.

Update on Fall 2021 Discussion Event Planning

Margaret presented, on behalf of the planning committee, the planned structure and materials for the Fall Discussion Event, and invited commentary from the committee. James confirmed that a registration page is ready to go, and that he'll add the title/description to that page so that it can be advertised as soon as possible: he'll forward the registration page link to the planning committee later today. James asked about planned capacity -- should there be a registration cap? -- and Margaret noted that they're planning for 60 attendees, 20 per breakout room. James suggested that we might plan for 80-100 registrants, anticipating a certain number of no-shows: Robin then raised the question of whether we should have 4 breakout rooms instead of 3, to reduce group size. The committee discussed the pros and cons of fewer, larger breakout rooms -- there are challenges with having enough facilitators for more than 3, and ultimately there was no consensus to plan for a larger number of rooms. After some discussion around Padlet and its limitations, the committee agreed to go with one Google Doc per breakout group (covering two frames), with edit access enabled for all participants in that breakout room. Jen will compose an invitation to the event, and committee members will help share the invitation in the next two weeks, posting it to local/professional list-servs (as well as ALA Connect).

To gather information from those who could not participate (and from participants who may not have been able to voice all their thoughts during the event), the committee will solicit input via an emailed link to a form. James will turn the discussion questions for the event into a branched Google Form, soliciting feedback from attendees on the frames they didn't comment on, and soliciting feedback from non-attendees more generally.

[Planning document](#)

Website (draft mode)

- Identify ways to advertise discussion beyond Connect

Planning for Feedback

- Who to send the draft document to?
- How to gather feedback?
 - Small group to work on a form?

Review About Page

[About page](#)

Style Guide & Copy Editing Timeline

Robin noted that, though the guide is still in draft form, making the guide's style more consistent would assist us in gathering feedback at the discussion event (and build the guide consistently going forward). She called for two volunteers to develop a set of styles that could be approved at the November meeting, and applied to the guide thereafter by all committee members. Amy and Alison volunteered for style guide formulation.

- October meeting: Charge group (Amy and Alison) with developing style guide
- By November 17 meeting: groups integrate feedback into frames
- November 17 meeting: Review and approve style guide
- November 18-19ish: Copy edit guide according to style guide

Review drafts of second three frames

[Framework Feedback Document](#)

Robin asked the committee whether or not we were ready to provide adequate feedback, and asked if committee members could provide written feedback on the document by the end of the week. Robin will send out a reminder about this, and then all of us will have three weeks to add material, make revisions, etc., so that the sections are more complete by the time of our November meeting. Groups were encouraged not to use strikethrough when completing tasks, so that the comments are more legible to review.

Robin invited comments from the committee about how much harder it was to work on these three frames. Sarah commented that the Scholarship group had found it more challenging, and had noticed more overlap with other frames this time around. Jen noted that the Info has Value group had more trouble finding articles due to the overlap, and thought that there were challenges with finding/sharing activities -- linking out to external lesson plans does connect people to good resources, but raises the likelihood of broken links in the future. Alison asked whether it was necessary to use quotation marks and more formal citations when borrowing phrases from the Framework -- she suggested looking at other groups who have built companion documents, and Robin agreed that we should do that. Alison suggested that the Introduction could clarify that the guide, as a companion document, works with the language of the Framework, and acknowledge that connection in that way, rather than by frequent parenthetical citations appearing in the guide. James asked whether or not, especially for materials that apply across frames, we need a plan for locating links/documents in a central location (the Resources page?)? There was no consensus: we'll need to address it eventually, but for now we'll focus on building the frames, since that's what we're seeking feedback on at present.

Scholarship as Conversation - James, Jennifer S., Sarah

Information has Value - Alison, Margaret, Jen D.

Information Creation as a Process - Robin, Melissa, Amy

College & Research Libraries News Perspective on the Framework Column

Robin called the committee's attention to a new C&RL News column on the Framework, which she thinks we could use for publicizing our work in the long run. Robin will look into it further and report back at a later meeting.

Adjournment

The meeting was adjourned at 1:29pm Central.

Attendance

Robin Ewing, Alison Lehner-Quam, Jennifer Ditkoff, Melissa Gomis, Margaret Gregor, Amy James, Sarah Parramore, James Rosenzweig, Jennifer Shimada

Meeting Schedule

October 20, November 17, December 15, January 26, February 23, March 23, April 20, May 18, June 15

EBSS Instruction for Educators Meeting

Wednesday, 17 November 2021, 12 pm - 1:00 pm (Central)

[Zoom](#)

Meeting ID: 808 525 7016

Passcode: ebssife

Present: Robin Ewing (Chair), Alison Lehner-Quam (Vice-Chair), Melissa Gomis (note taker), Amy James, Jennifer Shimada, Margaret Gregor

Regrets: Jen Ditkoff, Sarah Parramore, James Rosenzweig (Secretary)

Called to Order: Robin called the meeting to order at 12:04pm (Central)

Welcome

Additions to the Agenda

No additions to the agenda

Finalize Fall 2021 Discussion Event Planning

[Planning document](#)

Registration numbers

- We're at ~70 at this point. What do we want to cap registration at?
 - With 3 rooms and 20 people per room and accounting for actual attendance we could potentially cap at 180
 - Robin thinks we capped at 120 last year
 - Will people be more inclined to attend the actual event since it is a discussion?
 - **Decision:** We will cap at 120 again
 - Survey will go out after the event to gather feedback from those who didn't register/attend the event

Marketing the discussion event

- Do we need to do another round of marketing and where should we market?
Could we send it to the same listservs again?
- Monday after Thanksgiving a registration reminder will go out to those who have registered
- **Action:** resend to listservs the week of December 3rd if registration isn't full

Pre discussion LibGuide + questions distribution

- Strategies for facilitating
 - Ask for specific feedback, why questions, ask for constructive feedback - what do you suggest we change?
 - If someone dominates the conversation take a moment to ask if anyone else wants to talk
 - Parking lot for grammar corrections, formatting, etc. encourage people to email that feedback.
 - We will have a separate Google doc for each breakout room. This can also be a place for parking lot items.

- **Action:** James will send out the pre discussion LibGuide and discussion questions to registered emails.
- **Action:** Planning committee will create the Google docs for each breakout room

Breakout room assignments

- Plan for 4 breakout rooms? To accommodate large attendance and get more feedback on specific frames
- Breakout rooms will be assigned randomly
- Should we discuss three frames per room to account for a variety of interests?
- **Action:** Planning Committee will divide up frames and we will choose breakout room assignments by email

Post discussion survey distribution

- Feedback Form
<https://docs.google.com/forms/d/1EzG92ZbQV17Q8kxtqJkzBgrFE0sLx69CGOq2nXtVoBE/edit?usp=sharing>
- Take a look at this and email any suggested changes to James
 - One suggestion - add a link to the LibGuide to the survey

Review Style Guide

[Instruction for Educators Companion Guide Style Guide](#)

Review and finalize style guide

Applying the style guide to our Framework document

- Started with EBSS LibGuides Guidelines and developed this document from there
- Question - should the Additional Key Knowledge Practices and Dispositions be a bulleted list or paragraph style? Most are currently bulleted lists.
 - Decision: bulleted points will be used
 - Decision: periods will be used in the bulleted lists
- Alison and Amy will apply the style guide
- Question - should we use “teacher education students” or “education students”?
 - Decision: we will use “teacher education students”
- Consider version control for incorporating feedback to the companion document
- Alison and Amy will standardize how the standards are formatted and numbered on the guide.

Reviewing the frames catchall

[Framework Feedback Document](#)

Discussion of process so far

What’s left to cover before releasing the draft into the wild?

- Elaborate on why specific standards align with a particular frame
- May not need to specifically mention the standards, but make a connection within the frame to the themes/language in the standards.

- Robin is tracking how/when we get feedback and action that is taken on feedback, or why action is not taken on feedback.
- Resources section is blank, ACRL framework section is blank
 - Leave as “work in progress” for now
 - Need to figure out purpose/direction for resources section
- Robin will edit the About this Guide page

The meet was adjourned at 12:58 pm Central Time.

Meeting Schedule

November 17, December 15, January 26, February 23, March 23, April 20, May 18, June 15

EBSS Instruction for Educators Meeting

Wednesday, 15 December 2021, 12 pm - 1:00 pm (Central)

[Zoom](#)

Meeting ID: 808 525 7016

Passcode: ebssife

Welcome

The meeting was called to order at 12:08pm Central. It was noted that we have had few guests at recent meetings, and Robin suggested making the Zoom link more available in our ALA Connect meeting announcements.

Review of Fall 2021 Discussion Event

Robin asked first for general impressions of the discussion event. Amy felt that there was good feedback and enthusiastic engagement, and that most feedback was useful and actionable. Margaret enjoyed the discussion/feedback also, but thought that three frames in the time period might have been asking too much, since a lot of the conversation went more to formatting than to substantive conversation about the content. Robin agreed that her assessment of the documents, in reviewing them, is that a lot of the feedback was about things like structure, length, etc. – all of which is valid and may be helpful to us, but which dealt less with the ideas behind each frame. Alison observed that her group had a mix of very new librarians and some very experienced librarians, and that the experienced folks did more to dominate the conversation initially. Eventually her group got more comfortable with giving line edits as they progressed to the second and third frame. Alison observed that we might learn more from the feedback form responses, to which James responded with an update about the level of response. The number of responses (seven at the time of this meeting) was low, and most respondents did not offer any new comments, so it seems unlikely that we will learn more from the survey (in James's opinion). James also observed that it is hard to pull addresses out of Zoom for sending out the form email, and suggested that we consider an alternative in the future.

Robin then asked how we should organize and analyze the responses we recorded from the various groups at the discussion event. The use of a Google Doc or Google Sheet was suggested – Robin will make an initial pass at this between now and the next meeting. James suggested that we could post the survey link to ALA Connect to gather more responses: Robin agreed but wondered if we could share the libguide as a PDF. Alison suggested that we could offer both a PDF and a link to the site. James expressed a concern about how successfully a LibGuide can be transformed into a PDF, and Alison agreed that she's seen that be a problem in the past: Robin indicated that she may explore how to do this.

Robin asked what we've learned from this event that we can apply to doing the next event, whenever/whatever it was. Margaret was concerned that the discussion happened too late in the semester, and might have gotten more participation in, say, October. James expressed his

impression that the participants just hadn't read the document – maybe due to timing, maybe due to everyone's being busy – and that it'll always be challenging to get a more substantive conversation going about a document that they haven't read before. Robin agreed, and felt that explained why so much of the feedback was more surface level, but Amy noted that her group had given more thoughtful feedback (and described giving the group time to process, which they made use of). Alison remembered attending an event about the Framework right after it was rolled out, with multiple presenters describing aspects of the document and eliciting good conversation – she wondered if we did more to break down what we've done, we might invite more reactions. Robin agreed that we might have more luck with a narrower focus, and suggested issuing invitations to event registrants to meetings where we're discussing one frame at a time. Robin commented that she felt that some feedback was focused on making the document too practical, which isn't a good fit for the Framework's level of detail. Margaret noted that the activities are helpful to newer librarians in particular, and commented that many people seemed very excited by the inclusion of social justice. James commented that he feels like the only way to get the feedback we want is to meet very regularly/consistently, and develop a community of practice – it would take a big commitment of time and energy, but we might be able to get enough people engaged over time that we get real conversations going. Margaret noted that we have the opportunity to work with existing groups – her group in NC is expressing interest in talking about the document, and Margaret suggests that we could have focused conversations around one frame at a time. Alison agreed with Margaret, and noted that there are a number of groups whose interest and energy we might be able to leverage in the NYC area.

Robin then asked if we could use the discussion Google Site for anything – helping to share information, etc.? Alison suggested the use of the guide's main page. It was agreed that the guide's main page would be super practical, but James noted that it may get us in trouble since the guide isn't supposed to be “public” right now. He will look into who approves the publication of guides before the next meeting.

Post discussion survey

Robin asked when we should resend the survey link – at Margaret and Alison's suggestion, it was agreed to aim for mid-late January. James asked to clarify the timing, and it was agreed that we'd aim for the Tuesday after MLK Day – Robin will assist James in editing down the announcement. Robin asked who else should receive the link? Alison felt that faculty would be a good audience to reach out to, but that it needs to be more polished before we get their feedback – Margaret and Robin agreed. Robin feels that one goal of another round should probably be clarifying our relationship with the standards, and absorbing the feedback we've gotten. Margaret agrees, and thinks we should fix the formatting concerns before showing the document to anyone else. It was agreed that we really need to decide what suggestions we really received, what action we're going to take on those suggestions, and then take those actions.

The meeting was adjourned at 1:00pm Central.

Attendance

Robin Ewing [chair], Alison Lehner-Quam [vice chair], Margaret Gregor, Amy James, James Rosenzweig [recorder of minutes], Jennifer Ditkoff, Sarah Parramore [regrets], Melissa Gomis [regrets], Jennifer Shimada [regrets]

Meeting Schedule

January 26, February 23, March 23, April 20, May 18, June 15

Topic: EBSS Membership and Orientation Committee Meeting
Time: Mar 10, 2022 10:00 AM America/Detroit

Join Zoom Meeting
<https://msu.zoom.us/j/96984075655>

Meeting ID: 969 8407 5655
Passcode: 925290

Attendance: Dawn Behrend, Joyce Garczynski, and Carin Graves

Agenda:

Discuss Annual Social

- Agreement to host a coffee get-together during ALA Annual in-person in DC
- Agreement to host an online social after ALA Annual
- Dawn will look into whether we can get money to raffle off door prizes at the online social

Adjourn: 10:30 AM Eastern

[EXTERNAL] Re: Reminder for Committee Chairs

Ericka Raber <ericka.raber@gmail.com>

Tue 12/14/2021 2:47 PM

To: Karen N. Reed <Karen.Reed@mtsu.edu>

Hi, Karen--

The EBSS Nominating Committee met virtually on Thursday, July 15, at 1:00pm CST to discuss potential officer candidate slate for 2022. We were able to confirm our candidate slate by the end of August via email, and we met again virtually on Aug 26 at 3:00pm CST to determine the random listing of candidates for the 2022 ballot.

This is an unusual committee, in that our work for 2022 is already complete, and we will not be meeting in January.

Thank you for serving as secretary!

Best,

Ericka

ACRL EBSS Psychology Committee
January 10, 2022 - 3:00-4:00 p.m. EST
Meeting Minutes

Present: Julia Eisenstein (chair), John Siegel (secretary), Brian Quinn, Kelsey Vukic, Jenny Bowers, Genevieve Innes, Peter Tagtmeyer, Emily Bergman, Emily Kingsland, Emily Darowski, Liz Chenevey, and Jamie Dwyer

I. WELCOME

Meeting was called to order at 3:05 p.m. by the chair.

II. APPROVAL OF THE AGENDA

Agenda for the meeting was reviewed and approved.

III. REVIEW OF DECEMBER 1, 2021 MINUTES

Minutes were reviewed and approved.

IV. COMPANION DOCUMENT TO ACRL FRAMEWORK

- a. "Authority is Constructed and Contextual" – Accessibility of Tabbed Boxes: Feedback so far is the tabbed boxes option should work. Further investigating/testing is underway and a follow-up report will be given at a future meeting.
- b. The draft for the "Information Creation as a Process" frame was reviewed.

V. ADJOURNMENT

The meeting was adjourned at 4 p.m.

Next meeting will be January 26 at 1 p.m. EST.

Respectfully submitted,
John Siegel (secretary)

ACRL EBSS Psychology Committee
January 26, 2022 - 1:00-2:00 p.m. EST
Meeting Minutes

Present: Julia Eisenstein (chair), John Siegel (secretary), Brian Quinn, Genevieve Innes, Liz Chenevey, Yali Feng, Peter Tagtmeyer, Kelsey Vukic, Emily Kingsland, Jenny Bowers, Emily Darowski, Emily Bergman, and Kathy Shields

I. WELCOME

Meeting was called to order at 1:02 p.m. by the chair.

II. APPROVAL OF THE AGENDA

Agenda for the meeting was reviewed and approved.

III. ACRL VOLUNTEER FORM

If a committee member's term is ending, they should fill out the ACRL Volunteer Form to be considered for another term. This form is also used to volunteer for other ACRL committees.

IV. REVIEW OF JANUARY 10, 2022 MINUTES

Minutes were reviewed and approved.

V. COMPANION DOCUMENT TO ACRL FRAMEWORK

- a. Tabbed Boxes – Moving forward based on accessibility check; more information will be forthcoming
- b. Updates to the draft for the “Information Creation as a Process” frame were reviewed.
- c. The draft for the “Information Has Value” frame was reviewed.

VI. ADJOURNMENT

The meeting was adjourned at 1:57 p.m.

Next meeting will be February 25 at 1 p.m. EST.

Respectfully submitted,
John Siegel (secretary)

ACRL EBSS Psychology Committee
February 25, 2022 - 1:00-2:00 p.m. EST
Meeting Minutes

Present: Julia Eisenstein (chair), John Siegel (secretary), Peter Tagtmeyer, Jenny Bowers, Liz Chenevey, Emily Kingsland, Anita Kuiken, Emily Darowski, Kelsey Vukic, Kathy Shields

I. WELCOME

Meeting was called to order at 1:00 p.m. by the chair.

II. APPROVAL OF THE AGENDA

Agenda for the meeting was reviewed and approved.

III. REVIEW OF JANUARY 26, 2022 MINUTES

Minutes were reviewed and approved.

IV. COMPANION DOCUMENT TO ACRL FRAMEWORK

- a. Recapped work on “Authority is Constructed and Contextual” and “Information Creation as a Process” frames.
- b. Updates to the draft for the “Information Has Value” frame were reviewed.
- c. The draft for the “Research as Inquiry” frame was reviewed.

V. EXTERNAL REVIEW AND COMMENT

Once finished with the Companion Document to ACRL Framework, it will have to be sent out to external reviewers. Any ideas for external reviewers should be sent to Julia (chair).

VI. ADJOURNMENT

The meeting was adjourned at 1:49 p.m.

Next meeting will be March 21 at 2:30 p.m. EST.

Respectfully submitted,
John Siegel (secretary)

ACRL EBSS Psychology Committee
March 21, 2022 – 2:30-3:30 p.m. EST
Meeting Minutes

Present: Julia Eisenstein (chair), John Siegel (secretary), Genevieve Innes, Liz Chenevey, Kathy Shields, Jamie Dwyer, Peter Tagtmeyer, and Emily Darowski

I. WELCOME

Meeting was called to order at 2:35 p.m. by the chair.

II. APPROVAL OF THE AGENDA

Agenda for the meeting was reviewed and approved.

III. REVIEW OF FEBRUARY 25 MINUTES

Minutes were reviewed and approved.

IV. COMPANION DOCUMENT TO ACRL FRAMEWORK

- a. Updates to the draft for the “Research as Inquiry” frame were reviewed.
- b. The draft for the “Scholarship as Conversation” frame was reviewed.

V. ADJOURNMENT

The meeting was adjourned at 3:10 p.m.

Next meeting will be April 4 at 1 p.m. EST.

Respectfully submitted,
John Siegel (secretary)

ACRL EBSS Psychology Committee
April 4, 2022 – 1-2 p.m. EST
Meeting Minutes

Present: Julia Eisenstein (chair), John Siegel (secretary), Emily Bergman, Genevieve Innes, Kelsey Vukic, Jenny Bowers, Peter Tagtmeyer, Brian Quinn, Liz Chenevey, Kathy Shields, and Jamie Dwyer

I. WELCOME

Meeting was called to order at 1:00 p.m. by the chair.

II. APPROVAL OF THE AGENDA

Agenda for the meeting was reviewed and approved.

III. REVIEW OF MARCH 21 MINUTES

Minutes were reviewed and approved.

IV. COMPANION DOCUMENT TO ACRL FRAMEWORK

- a. Recapped work on frames to date.
- b. The draft for the “Searching as Strategic Exploration” frame was reviewed.
- c. It was decided that a link to ACRL Framework knowledge practices and dispositions would be placed on the front page of the companion document, rather than each subpage.
- d. If references were used to create a frame in the companion document, add a box to that frame’s subpage.

V. ADJOURNMENT

The meeting was adjourned at 1:58 p.m.

Next meeting will be May 11 at 3:30 p.m. EST.

Respectfully submitted,
John Siegel (secretary)

EBSS Psychology Committee
Meeting Minutes, 11 May 2022, ~3:30PM

Attendants:

Julia Eisenstein (Chair), Emily Bergman, Jennifer Bowers, Elizabeth Chenevey, Genevieve Innes, Brian Quinn, Kelsey Vukic, Peter Tagtmeyer (acting scribe)

I. Approval of the Agenda

Members present approved the meeting agenda.

II. Review of April 4 minutes

Members present approved the April 4th meeting minutes as presented.

III. Work on the companion document to the framework

a. Information Has Value (Brian, John)

The “Information Has Value” is completed

b. Research as Inquiry (Liz, Emily K.)

The “Research as Inquiry” section will have minor clean-ups performed soon.

c. Other

The group discussed use of references and where to put them. References for sections having them will be put in a bottombox.

The Committee Chair charged members to read and comment on the introduction section prior to the next meeting on 13 June.

The introduction will be put into a Google doc to allow for group editing.

The “Frames” box in the introduction section will be removed.

IV. Anything Else?

Nada

V. Next Meeting

The committee will convene again on Zoom on 13th June 2022, 1:30pm EST

VI. Adjournment

The brief meeting adjourned at 3:44

Respectfully Submitted,

Peter Tagtmeyer

ACRL EBSS Psychology Committee
June 13, 2022 – 1:30-2:30 p.m. EST
Meeting Minutes

Present: Julia Eisenstein (chair), John Siegel (secretary), Emily Bergman, Liz Chenevey, Emily Darowski, Jenny Innes, Emily Kingsland, Brian Quinn, Peter Tagtmeyer, and Kelsey Vucik

I. WELCOME

Meeting was called to order at 1:30 p.m. by the chair.

II. APPROVAL OF THE AGENDA

Agenda for the meeting was reviewed and approved.

III. REVIEW OF MAY 11 MINUTES

Minutes were reviewed and approved.

IV. COMPANION DOCUMENT TO ACRL FRAMEWORK

The introduction to the document was reviewed and updated.

V. COMMITTEE CHANGES

Five members will be rotating off the committee, and eight members will be staying on. A chair-elect and secretary are both needed next year. The chair-elect would serve 2022-2023 then become chair for 2023-2024 and 2024-2025. The secretary serves one year.

VI. BRAINSTORMING IDEAS FOR NEXT YEAR

The committee spent a few minutes discussing ideas for possible projects/activities for 2022-2023:

- Curated videos/tutorials
- Guidelines for systematic reviews
- Webinar with a speaker
- Discussion forums (similar to Business Reference and Services Section [BRASS])

VII. ADJOURNMENT

The meeting was adjourned at 2:20 p.m. Next meeting will be in September.

Respectfully submitted,
John Siegel (secretary)

Psychology Committee - 20th September 2021, 2:30PM EST Meeting Minutes

Virtual attendants:

Julia Eisenstein (chair), Emily Bergman, Jennifer Bowers, Elizabeth Chenevey, Emily Darowski, Yali Feng, Genevieve Innes, Kathy Shields, Peter Tagtmeyer (acting secretary), Kelsey Vukic

I. Welcome

The committee chair welcomed attendants

II. Approval of the Agenda

Those present approved the agenda

III. Introductions

Attendants introduced themselves, described their positions, at work or remote working conditions, and said a bit about their interests relative to the committee.

IV. Review Committee Charge

Julia E. read the committee charge:

To provide a base of operations for librarians working with psychology and closely related disciplines. The committee promotes discussion and networking while providing leadership on issues important to psychology librarianship. Areas of focus may include identifying best practices; evaluating resources and services; discussing current and future trends salient to the advancement of psychology; and liaising with relevant professional organizations. Outputs may include projects, web materials, publications, or presentations.

and explained that the charge had been recently updated. She also noted that the new charge needed to be updated on the ACRL web site. **ACTION:** Emily D. will investigate how to update the web site in the absence of a current web manager for the section.

V. Review of last year's accomplishments

Julia E. noted some progress on the OER project (more information needed, PT) Emily D. addressed development of Libguide resources addressing data management, open research, open science, and research reproducibility. There was some discussion about the committee sponsored letter sent to the American Psychology Association (APA) in regard to institutional access to the digital version of the Publication Manual of the APA.

VI. Planning for proceeding with companion document to the framework

The committee focused next on the continued development of psychology focused companion documentation for the Framework for Information Literacy for Higher Education in the Section's LibGuides. Julia E. indicated the need to move content from horizontal placement within a single page to vertical placement in the tabbed index of the main page. All present concurred. The group

then discussed process for continued development of the content, agreeing that the work should be addressed by the committee as a whole, rather than by smaller subgroups, so that it reads as coming from a unified voice. This work will continue in future.

VII. Other Potential Projects/Activities for 2021-2022

Suggested potential projects and activities for the upcoming year included:

- Curation of a database of videos that describe and explain information discovery in databases
- Development of resources that showcase / explain systematic reviews
- Bringing to light APA's practice of limiting access to fundamental educational resources to digital formats available to individuals only, and prohibiting institutional access and sharing. This concern was voiced about the *APA Graduate Study in Psychology*, in particular, but the trend in doing this with other resources was noted. Pitchforks were shaken and torches were lit.
- The group also suggested hosting a webinar though no specific topic was articulated.

VIII. Tools

a. Google Drive

The committee spent a few moment ensuring that those present at the meeting had access privileges to the committee Google Drive.

b. [ACRL EBSS Psychology LibGuide](#)

IX. Meeting schedule

a. ALA LibLearnX and b. ALA Annual

Those present were reminded that there will be committee meetings scheduled for both of these meetings when they occur.

Additional Meetings

A doodle poll will be shared for determining the date and time of the next committee meeting during the month of October.

X. Adjournment

The meeting was adjourned very close to 3:30 PM EST.

Respectfully submitted,

Peter Tagtmeyer

ACRL EBSS Psychology Committee
October 6, 2021 - 2:00-3:00 p.m. EST
Meeting Minutes

Present: Julia Eisenstein (chair), John Siegel (secretary), Yali Feng, Brian Quinn, Kelsey Vukic, Emily Kingsland, Liz Chenevey, Jamie Dwyer, Kathy Shields, Peter Tagtmeyer

I. WELCOME

Meeting was called to order at 2:04 p.m. by the chair.

II. INTRODUCTIONS

Attendees provided brief introductions.

III. APPROVAL OF THE AGENDA

Agenda for the meeting was reviewed and approved.

IV. REVIEW OF SEPTEMBER 20, 2021 MINUTES

Minutes were reviewed and approved.

V. APA GRADUATE STUDY IN PSYCHOLOGY (E-BOOK)

Follow-up: There is currently no mechanism to make this title available as an e-book for institutional purchase.

VI. DATA MANAGEMENT RESOURCES

Item tabled.

VII. TOOLS (GOOGLE DRIVE AND ACRL EBSS PSYCHOLOGY LIBGUIDE)

The chair verified that all committee members had access to the Google Drive and had editorial privileges for LibGuide.

VIII. COMPANION DOCUMENT TO ACRL FRAMEWORK

The committee reviewed the introduction for the companion document and agreed that the introduction was sufficient. The introduction could be reviewed at a later date for possible updates.

A discussion followed about the organization of the document. Readability and a cleaner look were emphasized. It was stressed that the document should be easy to consume.

It was decided that the organization should follow the ACRL EBSS Social Work companion document. Key elements: (1) How does the frame impact psychology (Psychology Perspective)? (2) Knowledge Practice (3) Knowledge Disposition (4) Examples of Learning Objectives and Activities.

For ease, a template was created. The chair will also make the Drafting Companion Table & EBSS Psychology Framework Brainstorm spreadsheets to assist with the committee work.

Committee members were paired to work on individual frames. During the next meeting, members will work in their respective pairs.

IX. ADJOURNMENT

The meeting was adjourned close to 3:05 p.m.

Next meeting will be October 22 at 2:00 p.m. EST.

Respectfully submitted,
John Siegel (secretary)

ACRL EBSS Psychology Committee
November 3, 2021 - 1:00-2:00 p.m. EST
Meeting Minutes

Present: Julia Eisenstein (chair), John Siegel (secretary), Genevieve Innes, Brian Quinn, Emily Darowski, Liz Chenevey, Peter Tagtmeyer, and Kathy Shields

I. WELCOME

Meeting was called to order at 1:04 p.m. by the chair.

II. APPROVAL OF THE AGENDA

Agenda for the meeting was reviewed and approved.

III. REVIEW OF OCTOBER 6, 2021 MINUTES

Minutes were reviewed and approved.

IV. DATA MANAGEMENT RESOURCES

Last year, a subgroup worked on four (4) pages in the EBSS Psychology LibGuide – data management, open research, reproducibility, and open access.

The respective pages were reviewed during this meeting, and those present agreed that the pages could be published.

V. COMPANION DOCUMENT TO ACRL FRAMEWORK

The draft for the “Authority is Constructed and Contextual” frame was reviewed.

VI. ADJOURNMENT

The meeting was adjourned at 2 p.m.

Next meeting will be December 1 at 1:30 p.m. EST.

Respectfully submitted,
John Siegel (secretary)

EBSS Research Committee, January Meeting Agenda & Minutes

Date/Time: January 19, 2022, 9:00-10:00pm PDT/11:00-12:00pm CST/12:00-1:00pm EST

Location: Zoom

Attendees: Tamara Rhodes, Jylisa Doney, Diana Ramirez, Melissa Cardenas-Dow, Emily Fornwald

Absent: Fannie Cox

Agenda and Minutes:

1. Welcome and introduction to the committee (5 minutes)

Chair provided opening remarks and welcome to all new and returning members of the committee. Each member briefly introduced themselves.

2. Updates (5 minutes)

Chair briefly reviewed the Committee charge and location of documents in the committee Google Drive, such as the Research Forum planning document. We will use ALA Connect for communicating with members. Google Drive will be used for editing of documents.

3. Discuss research forum call for proposals (CFP), scoring rubric, and process for proposals (35 minutes)

Committee members reviewed, edited, and updated several Research Forum documents making sure the dates coincide with 2022 calendar:

- 2022 Forum Planning & Timeline
- Template – Call for Proposals
- EBSS Research Forum Rubric
- Template – Proposal Email Feedback
- Template – Text for Forum Listserv (and ALA Connect) Promotion
- Template – Proposal Acceptance & Rejection Email

Committee members will use a Google Form survey to record proposal scores for our discussion.

4. Decide on timeline and logistics for 2022 forum (5 minutes)

Summary of action items and next steps:

- Send out CFP Chair will schedule next meeting for virtual discussion - March 30th from 9-10:30am PST
- Chair will request research forum date with ACRL (tentatively: May 12, 2022, 11:00 am – 12:30 pm PST / 1:00 pm – 2:30 pm CST).

Submitted by,

Diana Ramirez
Secretary, EBSS Research Committee

ACRL EBSS Scholarly Communication Committee

Date: Friday, November 19, 2021

Time: 3:00-4:00 PM (Eastern)

Method: Zoom meeting hosted by Chair

In Attendance:

Amy Minix, Katherine Donaldson, Dee Anna Phares, Sarah French, Caitlin Stewart, Teresa Schultz, Lauren Haberstock

Absent:

Margie Ruppel

Agenda

1. Welcome
2. Google Folder Migration
 - a. Let me know if there's a different email address you'd like me to add to the Google Folder or if you have any access issues
3. Communication Email: ALA Connect
 - a. April Hines (EBSS Communications Manager, former chair of EBSS) sent email about ALA Connect & how to change preferences in order to receive notifications
 - b. Teresa raised interesting questions about broader implications and shared frustrating (unresolved) technical difficulties with the new format
 - i. Do we know if this information is shared broadly throughout EBSS?
 - ii. Connect is not letting some users change notification settings; ALA has been contacted 3x without a solution. Little (if any) customer support
 - iii. Many issues relying on each committee/committee section to communicate this change and automatically defaulting to "no email" from the get go
 - c. Additionally, this impacts how we have advertised our outreach--we had zero responses for the OER Testimonial Call
 - d. Other feedback you would like me to share with April and beyond? ([David Free](#)--ACRL Communications Strategist seems like an appropriate person to share these sentiments with. Other ideas are welcome!
 - i. Need more customer support
 1. David Sheffieck (Community Engagement Manager for ALA Connect) dsheffieck@ala.org
 2. Lauren Carlton might also be worth contacting as the ACRL liaison person.

3. Information referring back after initially changing (any bugs?). Emails will be sent and it doesn't show up individually it shows up in digest (folks who only subscribe to digest would see)
4. Amy will keep the committee in the loop

4. OER Testimonials

- a. As alluded to earlier, no responses for the OER Testimonial for Open Access Week (shared via EBSS Connect and social media)
 - i. Some concerns that Connect may have contributed to lack of responses
 - ii. Burnout also potentially an issue
 - iii. For Spring Open Education Week (March 2022)
 - iv. Amy will add the form to the LibGuide
 - v. Send out a notice once a month leading up to Open Ed Week
- b. Interest in reformatting the [LibGuide](#)
 - i. Last meeting, a recommendation was made to move away from simply creating lists and taking a deeper dive into specific resources--we could look at the LibGuide in its current form and rework the structure, content, etc.

5. Next steps

- a. Here is the list from last month's meeting with possible ideas:
 - i. Unconference. Spark events/lightning talks. Breakout rooms for issues that come up during lightning talks. 90 minutes max. Dee Anna Phares said IACRL (Illinois) has these. Not a lot of prep unless you are doing one of the lightning talks.
 - ii. Structured mini-series (videos? text? not sure) that would have a set time limit/word count focused on implementing OER or OA efforts > it can be daunting to know how/where to start and so having short, approachable examples could be helpful. Lauren Haberstock brought up this idea.
 - iii. Set up a padlet to share ideas
 1. Tools or topics--people can participate when they can
 - iv. Brown bag research lunch
 1. Could start with an article discussion (maybe invite the author), but then allow space for networking and discussion
 2. Maybe use padlet or jamboard and get feedback
 3. Could have a number of themes and breakout rooms (predatory publishing, open textbooks, etc).
 4. Host the event in February 2022

5. Use results from interest survey for themes/topics
 - v. Something on open pedagogy is an idea. Set one up and get folks to comment on it and add to it (informal)
 - vi. Connect things back to the ACRL Framework for information literacy.
 - vii. Testimonials from people using OER resources.
 - viii. Sometimes lists of resources can be overwhelming. Maybe consider focusing on one OER/open access resource and going deeper.
 - ix. Could have a schedule for highlighting resources. 1 resource/week, or 1 per month over a longer period of time.
- b. Any particular interest in any of the ideas listed above or others that haven't been shared yet?
6. Wrap up/questions
 - a. Will next meet on December 20
7. Action Items
 - a. Members should add any relevant scholarly communication research articles to EBSS folder
 - b. Amy will add the link to the OER Testimonials survey to the LibGuide

Social Work Committee Meeting Minutes

January 13, 2022 / 1:00 PM EST / [Zoom](#)

Present: Stephen Maher, Scott Marsalis, Maureen Barry, Yali Feng, Carin Graves, Thomas Weeks

Introductions/Check-in

Standing Agenda Items

- CSWE/SSWR conference updates/theme announcements
 - CSWE just released information about the [2022 Annual Program Meeting](#). It is available at: <https://www.cswe.org/Events-Meetings/2022-APM/Proposals>
 - SM: Potential topic: Open Education Resources. May reach out to Kimberly Pendell and Matt DeCarlo (who presented to our committee about OER last year) to ask if they are planning to write a proposal
 - If you have an idea, feel free to seek collaborators through this committee or the Academic Social Work Librarians Google Group.

Ongoing Business

- Schedule Meetings for Spring 2022
 - February 16 at 1 p.m. EST, ½ hour toolkit check-in
 - March 16 at 1 p.m. EST
 - May 19 at 1 p.m. EST
- Any follow-up discussion about Dismantling Racism in SW Education special issues?
 - Keep this on the March meeting agenda to discuss
- Toolkit Timeline and Planning for the rest of this term
 - CG & ScM started to draft Evidence Synthesis tab and will meet again soon
 - ScM will review Collection Development Tab
 - TW & YF will touch base on data sets. Yali will share document about data sets with Sarah and Tom
 - SJ: Statistics and Data tab - Needs one more thorough look.
 - YF: Tests and Measurement tab is done.
 - MB: General tab nearly done. Open Access tab done.
 - CG: will add content to policy section.
 - Tentative goal to share toolkit with SW Librarians Google Group in late April
 - Another step to close the loop on this project will be notifying the ACRL Web Team/Communications Committee representative that the toolkit is live and that the former toolkit web page should be decommissioned.

New Business

- SJ: Overview of two presentations related to social work students conducting their placements in public libraries at Council on Social Work Education conference in November

- Field Experiences in Public Libraries
 - Previous studies focused on one branch or one library system.
 - Conducted survey of social work public library interns across the country. 31 interns completed a Qualtrics survey. Followed-up with 15 participants as well for Qualitative interviews.
 - Topics covered: supervision (challenge with no full-time social worker at library), effect on next career steps, constituents with whom they spent time, tasks, challenges, space (many had to move placement online).
 - Even with challenges, students were overwhelmingly satisfied with their experience.
 - Recommendations for interns, library staff, some based on direct quotes from the interns.
 - Questions from audience: funding and supervision (115 libraries across the country hosting SW students)
 - Manuscript submitted to social work journal.
- Public-library based practicums with Dr. Beth Wahler
 - Lessons learned based on placements at one large midwest library system
 - SJ contributed general information about public library placements
 - Findings: Prepare staff about expectations of student role, workspace, evaluating the placement.
- New research: interviewing supervisors of SW students placed at public library
 - Supervision challenge solutions: Contracting with retired social workers or third parties such as the United Way.

Action items:

- MB will send calendar invites for meetings on February 16, March 16, and May 19.
- See Toolkit section of the minutes above for additional action items

Social Work Committee Meeting Minutes

March 16, 2022 / 1:00 PM EST / [Zoom](#)

Introductions/Check-in

Standing Agenda Items

- CSWE/SSWR conference updates/theme announcements
 - SSWR (Jan 11-15, 2023), Phoenix, AZ
 - Social Work Science and Complex Problems: Battling Inequities + Building Solutions. Proposals due Apr 15, 2022
 - CSWE (November 10–13, 2022), Anaheim, CA.
 - Leading Critical Conversations: Human Rights Are Global Rights

Ongoing Business

- Toolkit Timeline and Planning for the rest of this term
 - Any final edits
 - None at this time; will wait for feedback from other members of the Academic Social Work Librarian (ASWL) Google Group
 - Contact ACRL for publishing and removing existing toolkit
 - Are we able to treat this as a “living” document, and continue to make edits?
 - MB will find out the proper channels and the officers will move forward with publishing.
 - Feedback timeline
 - If ACRL agrees this can be a “living” document, a deadline may not be necessary.
 - Promotion
 - SM and ScM will write Announcement for ASWL Group that the toolkit revision is coming

New Business

- Elections: Chair/Co-Chair and Secretary
 - Self nominations can go to Stephen or Scott via email
 - Chair expectations: officer meetings in between bi-monthly meetings to set agenda. Chair also attends EBSS Chairs meetings periodically.
- Solicit one more committee member
 - SM/ScM will send an email to the Academic Social Work Librarians Google Group
- Next meeting: May 19 at 1 p.m. EST

Other

- CG plugged open spots on the EBSS Membership & Orientation Committee. Email Samantha Godbey if interested.

Action Items

- Self nominations for Co-Chair and/or Secretary can go to SM and/or ScM
- MB will find out the proper channels and the officers will move forward with publishing.
- SM and ScM will write Announcement for ASWL Group that the toolkit revision is coming
- SM/ScM will send an email to the Academic Social Work Librarians Google Group

Social Work Committee Meeting Minutes

May 19, 2022 / 1:00 PM EST

Present: ScM, SM, MB, SJ, CG

Ongoing Business

- SW Liaison's Toolkit
 - Feedback from Academic SW Librarians Google Group members
 - Summary of feedback received
 - Alphabetize the links on the data and statistics page (SJ completed this during our meeting)
 - Questions about whether or not to include APA Citation information.
 - The committee decided not to create any new/original content for our Toolkit. We could refer users to existing resources. SJ recommends this resource:
<https://owl.excelsior.edu/citation-and-documentation/apa-style/>
 - Should we send another reminder for feedback?
 - Toolkit can be considered a "living document" according to Allison Faix, current Chair of the Pubs & Comms Committee:

"We are working on reexamining some of our procedures, but for the most part, we don't really think that our committee should be approving small updates or revisions to previously approved websites or libguides. (If something undergoes major changes, then we would want to make sure it went back through the publication approval process again)."
 - Allison Faix also offered that the Pubs & Comms Committee can help proofread the guide once we have updated it based on the feedback we get from the Google Group. Do we want to take advantage of this?
 - We provide a link on the guide for feedback and we can update as suggestions come in.
 - The revised Toolkit was published by ACRL staff.
https://acrl.libguides.com/social_work_toolkit/home
 - Previous toolkit URL redirects to the updated toolkit
 - Membership/Officer positions for 2022-2023
 - ScM will give YF first right of refusal for Secretary and MB is willing to serve as Co-Chair.

- Confirmed via email since the 5/19/22 meeting: CG agreed to serve as Secretary; MB will serve as Co-Chair

- Announcements:
 - CG: Please share this event with your networks.
 - Title: Want to be More Involved in ACRL but Aren't Sure How? Join the Section Membership Forum on 6/6 at 3pm.
 - ACRL's Section Membership Committee is hosting an online forum on June 6th at 3pm Eastern focusing on ways that members can become more involved. Getting Started with ACRL Sections will begin with four members sharing their stories of ACRL involvement followed by breakout rooms where attendees can meet with section leadership to talk about specific opportunities in their areas. At the end of the event, those in attendance will be entered into a drawing for a \$100 gift card to Bookshop.org, an independent bookstore portal. Space is limited so please register before June 2nd: <https://forms.gle/K88b5C72TzizR4Jg6>
 - ScM: Thanked Sarah Johnson for her years of service on the committee.

Action Items

- Revisit feedback about toolkit when Jamie, Yali, and Thomas are present as well, and continue to make revisions.
 - Should we refer toolkit users to existing resources for APA style? SJ recommends this resource: <https://owl.excelsior.edu/citation-and-documentation/apa-style/> If so, where should this link live?

Minutes: Social Work Committee Meeting

20 August 2021 / 3:00 PM EST / [Zoom](#)

Present: Maureen Barry, Stephen Maher (SM), Scott Marsalis (ScM), Carin Graves, Yali Feng, Thomas Weeks, Jamie Dwyer, Sarah Johnson

Old Business

- Social Work Liaison's Toolkit Brainstorming
 - SM: Brief overview of draft toolkit LibGuide for the benefit of our new committee member JD
 - The group expressed interest in adding a Core journals list
 - Discussion: If we curate our own list, it would need to be updated regularly. ScM suggested that we could pull titles from Journal Citation Reports and/or Scopus; -CG: suggested that we could differentiate between open access (gold and green, etc.)
 - Other additions to the toolkit discussed:
 - ScM: how do we best include underrepresented voices (majority worlds). Needs a new tab.
 - YF suggests that we add the Web of Science data set search - it could be placed prominently at the top of the page. YF also asked if data sets should be broken down by population to be consistent with the Stats and Data tab. SJ's concern is adding too many categories which will lengthen the left side navigation for the guide. SJ suggests one box labeled "other key sites" as a potential solution.
 - MB: Suggested we add a general resources tab similar to the Communication Studies Toolkit which could include reference works, subject headings, associations and organizations. She will mock it up to present to the group.
 - Committee agrees to finalize these suggested revisions at our December meeting & begin to share with Academic SW group via email. The committee also plans to schedule a webinar to introduce it. However, the group agrees that the toolkit is a living document. The committee should review the toolkit regularly, including any suggestions submitted to the form on the guide and checking links. SM suggested that the toolkit be a standing agenda item.
 - Committee members should also submit suggested resources for the toolkit to the form linked on the guide.

New Business

- CSWE/SSWR conference timelines
 - CSWE proposals are usually due in February
 - SSWR announcements made in January Feb as well.
 - Once we know about themes, we can discuss if the committee would like to submit a proposal

- This will become a standing agenda item.
- Collection Development: Collections strengths/distributed-coordinated foci/assessment
 - Tabled until next meeting. Between now and then, ScM suggested committee members think about a project related to a coordinated collections model for social work. For example, mapping collection strengths.
- Set meeting dates for next 3 months
 - October and December meetings
 - Aim for 1 p.m. EST to accommodate Mountain/Central time zones
 - MB will send a doodle poll for committee members to fill out

Action items

- MB will mock up General tab
- SM will mock up a Core Journals tab
 - ScM suggests that we refer librarians to check Sherpa Romeo for Open Access status rather than trying to keep up with updating? Status may change somewhat regularly
- YF will add to the Data Sets tab (SJ will help)
- MB will send doodle polls to schedule meetings for October and December

Agenda: Social Work Committee Meeting

05 October 2021 / 1:00 PM EST / [Zoom](#)

Introductions/Check-in

Old Business

- Toolkit
 - Core journals list
 - SM, ScM: environmental scan of journals.
 - Suggested this committee could be responsible for an annual/semi-annual review of core journal list to update as appropriate.
 - Suggested that members of this committee could publish about this in a journal SW Faculty would be likely to see.
 - Discussion:
 - CG: A core journals list would be especially useful for graduate students, PhD students.
 - YF shared a resource from [University of Houston](#) - journals organized by subfield
 - MB: General tab
 - Includes: Reference Sources, Library of Congress Call Numbers and Subject Headings, and Organizations/Associations
 - Consensus among the group to keep this tab and add resources to the reference and Organizations/Associations sections.
 - YF & SJ Data Sets tab
 - YF shared a document with data sets. Group agreed that YF should add them to the toolkit. **All can add additional resources.**
 - Other discussion:
 - ScM proposed that we consider adding a tab for evidence-based practice resources. CG agreed to assist.
 - YF suggested that at a future meeting we discuss difficult instruction and share our approaches: social policy, for example.
 - Finalize Toolkit & schedule roadshow to share with Academic SW group
 - Pushed back timeline to aim for February
 - Possibility of presenting draft toolkit to Academic Social Work Librarian Meeting in November
 - Now that we've decided to add an Evidence Based Practice tab, we won't have time to complete before November.
 - CSWE/SSWR conference updates/theme announcements
 - No announcements at this time.
 - Reminder of November 3 meeting of Academic Social Work Librarian Meeting

New Business

- Collection Development: Collections strengths/distributed-coordinated foci/assessment
 - ScM will reach out to someone he knows who was involved in a similar project (on the topic of SouthEast Asian studies) to ask for advice/resources and share documentation
 - Focusing on smaller publishers. How do we identify?
 - Discussion about collection development responsibilities among committee members
 - YF: I'm given a budget and I check GOBI, Choice to select materials.
 - CG: MSU public facing libguide that describes collection strategy. Decisions are made at the discretion of the selector. Materials over a certain amount need to be approved by a department head.
- Latest issue of [Advances in Social Work](#) (AISW)
 - MB will send a link to the academic social work librarians email group
 - ScM pointed out the parallels between this issue of AISW and the recent book [Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory](#). These documents in tandem would make for a good discussion.
 - SM suggested this as a standing agenda item so we have space if anyone would like to discuss something they've read in this issue. The committee can also discuss if we'd like to host a journal club around an article(s) from this issue.

Action Items

- ScM and CG will draft an evidence-based practice tab for the SW Liaison Toolkit
- MB will send email to academic social work librarians about the Advances in Social Work (AISW) issue about dismantling racism in social work education
- MB will add standing agenda item: AISW discussion

Social Work Committee Meeting Minutes

02 December 2021 / 1:00 PM EST / [Zoom](#)

Present: Stephen Maher, Scott Marsalis, Maureen Barry, Yali Feng, Sarah Johnson, Jamie Dwyer, Carin Graves

Introductions/Check-in

Standing Agenda Items

- Discussion about some of the articles in the special double issue of *Advances in Social Work: Dismantling Racism in Social Work Education*
 - [The Cost of Being Black in Social Work Practicum.](#)
 - [We are What We Read: Assessing Bias in the Implicit Curriculum of a Social Work Program.](#)
 - [Whitewashing of SW History: How Dismantling Racism in Social Work Education Begins With an Equitable History of the Profession](#)
 - [Confronting Historical White Supremacy in Social Work Education and Practice: A Way Forward](#)
 - [Assessing Anti-racism as a Learning Outcome in Social Work Education](#)
 - [The Obligation of White Women: Dismantling White Supremacy Culture in Social Work Education](#)
- Committee members mentioned the following resources/people/strategies during our conversation:
 - African American Leadership
 - Social Work in the Black Experience.
 - George Haynes and E. Franklin Frazier, two of the first black professional social workers
 - Sarah Collins Fernandis
 - [African-American Children at Church: A Sociocultural Perspective](#)
 - [The Legacy of Lady Bountiful: White Women in the Library](#)
 - Gobi has some spotlights lists on DEI and "Diverse Voices" themes
 - CG: In an effort to highlight research by diverse authors in Social Work, for example, she cross-checked officers of National Association of Black Social Workers against her library's collections. In other disciplines, she looked for faculty in her liaison departments and at the top 10 Historically Black Colleges and Universities and looked up their publications.

New Business

- Schedule Meetings for Spring 2022
 - Thursday, January 13, 2022 at 1 p.m. EST
 - Additional meetings in March and May; we will schedule those in January

Announcements/Reminders

- [Council on Social Work Education's Education Policy And Standards feedback](#) (deadline Dec. 17)