



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

PsycINFO NEWS

VOLUME 28 • ISSUE 5 • 2009

Marietta Plank Chosen as the 2009 APA Excellence in Librarianship Award Winner



From left to right, Susan Hillson,
Marietta Plank, Linda Beebe

For the 3rd year, APA sponsored the EBSS Research Forum, where Linda Beebe, senior director of PsycINFO, presented the APA Excellence in Librarianship Award to Marietta Plank. The award, which includes a plaque and \$2,500, was presented to Ms. Plank on Saturday, July 11, 2009 during the American Library Association Annual Meeting. The award creates a unique opportunity for APA to deepen its partnership with the library community.

In 2009, Dr. Gary VandenBos, the publisher for APA, selected Ms. Plank to receive the award for a lifetime of service to the greater library and information industry community, as well as her leadership and influence at APA. For those of you who don't know her—and it seems that much of the library community does—Marietta served the academic, private, and public sectors for more than 40 years. She was one of the first librarians who urged other librarians to forge partnerships with vendors. She also worked hand-in-hand with aggregators and publishers to further this relationship. She has been a steadfast proponent for innovation and collaboration. In addition, she was an early advocate of new pricing models for institutions and pioneered models for electronic journals. Throughout her career, Marietta has worked in a variety of roles – library administration, procurement, technical services and automation, cataloging, and indexing.

This is a special award to many of us at APA, for not only has Marietta been a ceaseless advocate for her profession, she has also been a valued friend to APA over the years. She was the first librarian to serve on APA's Electronic Resources Advisory Committee (ERAC), joining in 2002 and remaining to the current day, the sole librarian in a sea of psychologists. And she was a charter member of the APA Library Advisory Council, begun in 2004, where she also continues to add her voice and counsel.

In this issue

- 1 2009 APA Excellence in Librarianship Award Winner
- 3 The Embedded Librarian
- 5 Call for Nomination for APA's 4th Excellence in Librarianship Award
- 6 In Search of: Finding Information on Tests and Measures Used With Research on Facebook, Twitter, and Other Social Networking Sources

continued on page 2

2009 APA Excellence in Librarianship Award Winner —continued from page 1

Taking even the most cursory look at Marietta's long career, and talking with her, as well as with colleagues who have worked with her over the years, three attributes stand out.

First, she is a leader in her field, consistently looking ahead and bringing others with her. As APA's Senior Director of PsycINFO Linda Beebe put it, "Marietta brought her quiet but pointed intellect to the conversation. She would carefully examine the commentary of others, identify the issues at hand, and present a solution in a magical way that built a consensus in the group." Another of her colleagues, Bradford W. Hesse, from the National Cancer Institute, added this:

Marietta had that incomparable quality of being a good listener and a good guide. She reminded me of that Cherokee guide in old episodes of "Wagon Train" ... who could listen to the wind, check under a few fallen leaves and twigs, and then prevent the whole wagon train from careening off a cliff or being trampled by buffalo.... That was the role Marietta served for us.... She would listen to the wind, check under a few leaves, and while we were talking about where we *had been*, Marietta would give us insight into where we *could go*. She knew something, perhaps after surviving in an industry that has had to stay one step ahead of the future, about where to take us.

Second, she is notable for her energy. Even the briefest look at her career is daunting. She was the Head Serials Librarian for the Georgetown University Library, followed by several years as their Head Reference Librarian. From Georgetown, she moved to lead Information and Instruction Services at the Undergraduate Library of Pennsylvania State. Next,

moving to the private sector, she became Senior Librarian at Costabile Associates, Inc. where she spent 8 years and significantly influenced vendor/library relations, collection development, and automated systems. She returned to academia at the University of Maryland and was Associate Director, then Director, of Technical Services for several years. During her tenure at Maryland, she also served 3 years as Executive Director of the Chesapeake Information and Research Library Alliance (CIRLA) and several as Grants Manager and as Special Projects Manager at Maryland. As put by another colleague, Gene Damon from the Virginia Community College System, "It is too bad the image of the energizer bunny has become clichéd, because it would be a great image for Marietta."

Third, she is held personally in the highest regard by those who have worked with her. Again and again her colleagues have commented on the traits that make her so rewarding a collaborator. Craig Flansburg referred to her as both "friend and 'servant leader,' leading by example," with "a dedication to service and helping others." APA Publisher Gary VandenBos noted "her technical expertise and her wide, deep knowledge of the library community," but in addition, "her full and compassionate understanding of human behavior." To many she has worked with, she's not only a colleague but also a friend.

We can think of no better recipient of our 2009 award. Thank you, Marietta! ■



Training
 on
 YouTube™!

You can find all of the training videos created by APA on the PsycINFO Training Videos Channel on YouTube

at <http://www.youtube.com/user/PsycINFO>

We encourage you to download tutorials for your site—or link to them.

PsycINFO NEWS

PsycINFO News is published bimonthly by

PsycINFO

American Psychological Association
 750 First Street, NE • Washington, DC 20002-4242

Telephone: 800.374.2722 • 202.336.5650
 • **Fax:** 202.336.5633

E-mail: psycinfo@apa.org

Web: www.apa.org/psycinfo

All organization, product, or service names mentioned are trademarks or service marks of their respective owners. Graphical software interfaces appearing in illustrations herein are copyright © by their manufacturers.

The Embedded Librarian: New Models for Information Service Professionals

Once upon a time when people needed to research a topic, they packed up their book bag with a packet of 3 x 5 index cards and several number 2 pencils and left their home or office to head down to their public or university library. There they consulted with the reference librarian and a number of large index tomes, and after much prowling through labyrinth stacks of materials and/or filling out document requests, they settled in at a table or carrel (no food or drink allowed!) surrounded by a welter of books and journals. The image that experience creates now ranks with a woodcut of the Gutenberg press in terms of its likely relevancy to many researchers today. In our new world of electronic collections and databases, libraries, distance education, and virtual reference help and chat, research is commonly conducted remotely and access to content has replaced proximity to paper resources.

One outcome of this change has been far greater physical freedom. Libraries, and librarians, have adapted to the changing needs of their end users, at least in part by leaving the citadel of the traditional library and going out to meet their patrons where they are and “embedding” with them. Thus, increasingly, the embedded librarian is a feature of the current information professional landscape. They are a varied lot and go by a variety of titles. We talked to two for this piece, for whom the transition from their “traditional” to “embedded” was both short and a natural progression of the job.

The first of these is Dorothy M. Persson, PhD, MLS, from the University of Iowa. The University of Iowa, home of the world-renowned Iowa Writers’ Workshop, is also home to a cluster of libraries that rank among the top 25 public academic research libraries in the country. Dr. Persson (Dottie) earned her doctorate in higher education administration from the University of Iowa and very early in her career became a branch librarian at the University of Iowa Psychology Library. The branch library is located in Seashore Hall, the same building that houses the faculty, staff, and students of the Psychology Department. Thus, her work has long been concentrated in psychology, and she has been centrally located to her end users.



Over time, Dottie has moved even more into the main academic community she serves. Although she’s always had an office in the Psychology Library, she has also had an office at the School of Education since the late 1990s when she became an adjunct professor in that department. She has not only increased her visibility on campus by teaching several courses, including a library research class for PhDs since 2000, and serving on both comprehensive exam and dissertation committees, but also having a physical presence makes her accessible on a different level. “I get to know the staff directly, and they get to know me, my strengths, and how I can provide assistance.” Because she is available a few steps away and is in daily contact with her peers, she is able to make resource suggestions as a participant “at the moment a suggestion is most useful.”

“Technology has changed so much for us,” says Dottie, pointing to the many innovations in the services that the university is able to provide. In addition to the wealth of databases, journals, and books now available electronically to researchers, the library can make even content it doesn’t have on hand available in very short order, speeding up their already excellent interlibrary loan service. As long ago as 2000 they initiated an article delivery service that allows them to stay within copyright restrictions while still delivering scanned content to desktops. Another innovation allows delivery of a book to any faculty member, student or staff person with a campus address. The end user fills out an electronic form on the university webpage, and the library collaborates with campus mail to get it to that person’s hands within 48 hours—and sometimes within 12 hours.

The branch psychology library at the University of Iowa will close in December of this year, so Dottie will lose her office there and be without a specific

continued on page 4

The Embedded Librarian: New Models for Information Service Professionals

—continued from page 3

library home. But if she no longer has a library-defined office or conventional paper or media materials at hand, she still has access to any library that is open to do research for any member of her community. And she has day-to-day contact with the colleagues that need her assistance and are now in a better position to see the advantages that working with her bring. So information is no longer tied to the place but to the professional.

Our second librarian, Kay Buchanan, MLS, of the University of Virginia has also recently made the transition to embedded librarian. Kay's been at the Education Library since 1990; however, as of this past June, she assumed a new role in a radically redefined library. Changes in technology and digital scholarship and the downturn in the economy prompted the change, and the Education Library physically transitioned to become a part of the Curry Library Innovation Commons (CLIC). As part of the transition, most of the book and print journal collections were moved to the main campus library. Two staff members were transferred to other UVA libraries. Kay and her colleague remain in the CLIC and are referred to as Librarians in Residence ("it sounds so much nicer, than 'embedded' librarians, but it is one of the embedded librarianship models," notes Kay). Though many universities have a learning commons, they are most often administered by and located in a library. One of the things that makes the CLIC unique is its location in the building in which the Curry School of Education is located.

Kay remains in the same office space. (The students were adamant about librarians remaining.) Within that space, fully 6,000 square feet, there are three principles that guide the learner-focused commons: providing digital scholarship, community building and online, and distance education. All three are reshaping scholarly life. How has Kay's life changed? In some ways it hasn't. Though there is considerably less work related to running a physical library, she continues to serve as Head of Education Services, teaches instructional sessions for individuals and classes, and selects materials for the virtual and print collection. She and her colleague also continue to provide a reserve service, deliver recalled books and interlibrary loan items to students, and serve as webmasters.

In other areas, changes are significant. Or, as Kay puts it, "Life as an embedded librarian is defined by

CHANGE!" One challenge, says Kay, is "making the space a place." Even her email signature block attests to her dedication to that goal, citing *Designing Spaces for Effective Learning (UK)* (the word "places" substituted for "spaces"), she quotes, "The design of our learning places should become a physical representation of the institution's vision and strategy for learning...." And they are hard at work devising ways to use their space in ways to promote both the community and the technology support aspects of their mission. A glance at the Curry [calendar](#) shows the breadth of that effort; space is used for presentations, meetings, brown bags, and club meetings. The space is also used to give students a chance to practice proposal defense and poster presentations. In short, they are now using the space they have to create a vibrant and supportive community place that serves as a model for digital scholarship and innovation.

The CLIC is also awash in technology, with computers and scan-to-email machines available on site, site-licensed software available to download, and space for students to use their own laptops. In addition, there are weekly Tea & Technology sessions on a variety of topics; research presentations by international scholars; and regular workshops on RefWorks, mobile technology, and databases. The CLIC also offers Innovation Collaboration Grants to faculty and student teams. The grant proposals put forth by the teams must support CLIC principles and are meant to challenge Curry faculty and students to remain in the vanguard of technology.

Despite the hectic pace of her professional life, to say that Kay is enthusiastic about the CLIC vision is an understatement. She extols specific tools she's using (e.g., Smart Technologies products Smart Boards and Tables, Live Scribe's smart pen) and new uses for the CLIC (e.g., learning podcasting, skyping). She also sees the change as both liberating and empowering. Reflecting on the changes from last year's traditional library to this year's CLIC concept, she noted: "we know what the building gave you. It gave you books. What can the *librarian* give you is now the challenging question." On that point, she and Dottie are in complete agreement.

Are you an embedded librarian? If you have experiences you'd like to share, please contact us at psycinfo@apa.org, and we'll report them in a future issue of the newsletter. ■

Call for Nominations for the American Psychological Association's 4th Annual Excellence in Librarianship Award



The American Psychological Association's Excellence in Librarianship Award was created to recognize an outstanding contribution to psychology and behavioral sciences librarianship. The award includes a \$2,500 check and an inscribed plaque, which will be presented at the EBSS Forum at the American Library Association Annual Conference in Washington, DC in June 2010.

Submissions

This award is open to both librarians and allied professionals who have demonstrated significant achievement in librarianship in psychology or the behavioral sciences.

Examples of achievement may include instruction, project development, publications, research, or service. APA employees are not eligible.

Who Can Nominate?

Individuals may nominate themselves or others. Nominations will be accepted from library users, students, faculty, library colleagues, or others with knowledge of the nominee's achievement.

Nomination Procedure and Timeline

Please submit the following electronically by **April 9, 2010**:

- Nomination statement (describe the contribution and its significance within and outside of the institution); supporting documentation may be included; and a current curriculum vitae
- Letters of support (no more than three; at least one letter from a direct beneficiary of the services provided by the nominee is strongly encouraged)
- Contact information for the nominee

Submissions are being accepted online at [APA Excellence in Librarianship Award](#).

Applications will be kept in the award pool for three years. Applications may be updated each year, as long as they are received by the award deadline.

Selecting the Recipient

The recipient will be selected by a committee of peers and will be notified in May 2010.

Please direct questions to [APA Excellence in Librarianship Award](#). ■

In Search Of: Finding Information on Tests and Measures Used With Research on Facebook, Twitter, and Other Social Networking Sources

Situation:

Blogs, Twitter, Facebook, iPods, and smart phones are just a few of the digital technologies that shape the current environment. A walk down any street reveals a significant number of people talking on cell phones or tuning in to whatever is playing on their mp3 player. Research is moving ahead in numerous areas on how technology influences individuals, dyadic interaction, and communal and societal integration. A researcher is interested in information reported in the past two years on what tests and measures are being used in research with social networking technologies.

Build your search:

From the CSA Illumina platform, select the database you would like to search for this topic.



Here, we'll use the PsycINFO database, which includes the metadata of all the APA research databases included in CSA Illumina. In order to take advantage of PsycINFO's controlled vocabulary, we begin by clicking the Search Tools tab and then the Thesaurus tab to access the PsycINFO Thesaurus (*Thesaurus of Psychological Index Terms*). Using the rotated index, we look for terms related to Internet social networks, starting with the term "Internet." From the results, we choose the index terms Internet, Electronic Communication, Online Social Networks, and Internet Usage, clicking the Add to Marked Terms link and exploding to include narrower terms with the radio button on the left.



This is a robust search, yielding 14,400 results. But we are interested specifically in certain social networking sites, which aren't individually listed as index terms, or descriptors, as they are referred to in CSA Illumina. Thus, we need to run a search that will also capture those terms if they exist in the record.

To do that, we click on the Advanced Search tab and run a second keyword search to access the natural language in the database. CSA Illumina includes the abstract in a keyword search, so the abstract need not be searched separately. We include specific sites we're interested in, such as Facebook, Twitter, and YouTube, including possible spelling variations and using the Boolean OR to collect records relating to any of those sites.



This search brings up 132 results. Now we want to combine the controlled and natural language searches. Returning to the Search Tools tab, we use the Search History tab to combine our two searches, using the "AND" function.



In Search Of:—continued from page 6

The new search yields 65 results. Still on the Search History page, we combine the search number we wish to limit with our additional search criteria. We limit our results to the past 2 years.

The screenshot shows the PsycINFO search interface. At the top, there is a 'Combine Searches' field containing '#3'. Below it, a 'Search Tips' link is visible. The 'Now Selected' section shows 'PsycINFO' with a radio button. The 'Change' section has a dropdown menu for 'Subject Area' and a link for 'or Specific Databases'. The 'Date Range' is set from '2008' to '2010'.

And we also take advantage of a feature particular to CSA Illumina, the ability to use an asterisk to find all records in our dataset that have a populated Tests and Measures field. (Most platforms require a root of at least three characters before a truncation symbol will function. As the first three letters are not needed in this case, a researcher is able to find any record that has data in the field.)

The screenshot shows the 'PsycINFO Indexes & Limits' section. It has two input fields: 'Publication Type' and 'Tests and Measures'. To the right of each field is a 'Browse' link: 'Browse Publication Type' and 'Browse Tests and Measures'.

The final search yields 11 results. By checking the Tests and Measures fields, you would find reference to well-established tests such as the Positive and Negative Affect Scale, Five-Factor Personality Inventory, NEO Personality Inventory, and the Satisfaction With Life Scale as well as site-specific tests such as the Facebook Jealousy Scale, Facebook Questionnaire, and Facebook Intensity Scale.

Buffardi, L. E., & Campbell, W. K. (2008). Narcissism and social networking web sites. *Personality and Social Psychology Bulletin*, *34*, 1303-1314. doi:10.1177/0146167208320061

Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of facebook "friends:" social capital and college students' use of online social network sites. *Journal of Computer-Mediated Communication*, *12*, 1143-1168. doi:10.1111/j.1083-6101.2007.00367.

Krämer, N. C., & Winter, S. (2008). Impression management 2.0: The relationship of self-esteem, extraversion, self-efficacy, and self-presentation within social networking sites. *Journal of Media Psychology: Theories, Methods, and Applications*, *20*, 106-116. doi:10.1027/1864-1105.20.3.106

Muise, A., Christofides, E., & Desmarais, S. (2009). More information than you ever wanted: Does facebook bring out the green-eyed monster of jealousy?

CyberPsychology & Behavior, *12*, 441-444. doi:10.1089/cpb.2008.0263

Orr, E. S., Sisic, M., Ross, C., Simmering, M. G., Arseneault, J. M., & Orr, R. R. (2009). The influence of shyness on the use of facebook in an undergraduate sample. *CyberPsychology & Behavior*, *12*, 337-340. doi:10.1089/cpb.2008.0214

Ross, C., Orr, E. S., Sisic, M., Arseneault, J. M., Simmering, M. G., & Orr, R. R. (2009). Personality and motivations associated with facebook use. *Computers in Human Behavior*, *25*, 578-586. doi:10.1016/j.chb.2008.12.024

Seder, J. P., & Oishi, S. (2009). Ethnic/racial homogeneity in college students' facebook friendship networks and subjective well-being. *Journal of Research in Personality*, *43*, 438-443. doi:10.1016/j.jrp.2009.01.009

Sheldon, P. (2008). The relationship between unwillingness-to-communicate and students' facebook use. *Journal of Media Psychology: Theories, Methods, and Applications*, *20*(2), 67-75. doi:10.1027/1864-1105.20.2.67

Tufekci, Z. (2008). Grooming, gossip, facebook and myspace: What can we learn about these sites from those who won't assimilate? *Information, Communication & Society*, *11*, 544-564. doi:10.1080/13691180801999050

Walther, J. B., Van Der Heide, B., Hamel, L. M., & Shulman, H. C. (2009). Self-generated versus other-generated statements and impressions in computer-mediated communication: A test of warranting theory using facebook. *Communication Research*, *36*, 229-253. doi:10.1177/0093650208330251

Zywica, J., & Danowski, J. (2008). The faces of facebookers: Investigating social enhancement and social compensation hypotheses; predicting facebook™ and offline popularity from sociability and self-esteem, and mapping the meanings of popularity with semantic networks. *Journal of Computer-Mediated Communication*, *14*, 1-34. 