



ERIC SELECTION POLICY (JANUARY 2014)

Introduction

Education Resources Information Center (ERIC) is an online bibliographic and full-text digital library of education research, including journal articles and non-journal materials. ERIC is a program administered by the National Center for Education Evaluation and Regional Assistance (NCEE) of the Institute of Education Sciences (IES) at the U.S. Department of Education (ED).

Mission Statement

The mission of ERIC is to provide broad access to education research in a user-friendly, timely, and efficient manner. This supports the mission of IES to provide rigorous and relevant evidence on which to ground education practice and policy and to share this information broadly. ERIC provides these services to schools, institutions of higher education, educators (including early childhood educators), parents, administrators, policymakers, researchers, public and private entities (including providers of early childhood services), entities responsible for carrying out technical assistance through the Department, and the general public.

This mission is accomplished through the development and maintenance of a comprehensive, searchable, Internet-based library of bibliographic references and associated full text, when such text is freely available. ERIC collects and indexes education research materials to enable users to understand and implement education practices, understand and evaluate education policies, and expand knowledge and understanding of education research. The government-sponsored website <http://eric.ed.gov> provides free access to the ERIC digital library.

Statement of Purpose

This document states broad collection goals and defines the standards and criteria required of approved sources and individual materials in the ERIC digital library. The purpose of the selection policy is to provide consistency in the approach to review and select sources and individual items, and clearly communicate process and policy to staff, users, publishers, and individual submitters of material.

General Collection Development Goals

As of January 2014, the philosophy of collection development will implement four overarching goals:

- Assure each approved source is relevant to one or more of the topic areas in the IES authorizing legislation, Section 172(a) 3 of Public Law 107-279, Education Sciences Reform Act of 2002, and is education research. By research, we mean original presentations of education work or study, such as data and/or empirical analysis; literature reviews or summaries of a field;

methodological work; presentations or critiques of theories; or logic models that can guide practice.

- Increase the number of peer-reviewed, full-text sources in ERIC.
- Increase the number of rigorous and relevant non peer-reviewed, full-text material from sources such as policy organizations, institutional repositories, research organizations, state and district research offices, and technical assistance providers. By rigorous, we mean content that has gone through a review process and presents a method and a scholarly approach that is reasonable and sound according to the standards of the field. By relevant, we mean a source and/or its materials must have demonstrable bearing on the field of education and the four centers at IES: National Center for Education Evaluation and Regional Assistance (NCEE), National Center for Education Research (NCER), National Center for Education Statistics (NCES), and National Center for Special Education Research (NCSEER).
- Limit the citation-only indexing to those materials that are peer reviewed or are of substantial rigor and relevance.

Selection Standard and Criteria

As described in this document, the selection standard and criteria are applied at the source and/or the item level to build the ERIC collection going forward. *No material or bibliographic records previously published in ERIC will be removed as a result of this or future updates to the selection policy.*

Standard: Related to one or more of the topics in the field of education

All materials indexed in ERIC must meet the selection standard of being directly related to the field of education as described by one or more of the topic areas in the IES authorizing legislation.

This includes information on closing the achievement gap, education practices that improve academic achievement and promote learning, and topics that were covered by the former ERIC clearinghouses: adult, career, and vocational education; community colleges; assessment and evaluation; higher education; teaching and teacher education; information and technology; counseling and student services; educational management; elementary and early childhood education; reading, English, and communication; science, mathematics, and environmental education; social studies/social science education; rural education and small schools; urban education; disabilities and gifted education; and languages and linguistics.

Criteria: Quality

Materials indexed in ERIC must meet the following quality criteria:

- **Completeness:** The material must be complete, usable as it is presented, contain sufficient content or markings to be understandable (ex: data tables and bibliographies), and in a final form. Working papers and pre-published versions may be accepted, provided they are complete, free of track changes or edits, and are not watermarked as drafts.
- **Integrity:** The material must be acquired for indexing directly from the approved source under agreement using the method of submission selected by the publisher, or from an authorized user of the online submission system.
- **Substantive Merit:** The material must address scope area(s) in a professional and/or definitive way.
- **Utility/Importance:** The material must be relevant to current issues in education and be of interest to the broad education community.

- **Education Research:** Materials are original presentations of education research, such as data and/or empirical analysis; literature reviews or summaries of a field; methodological work; presentations or critiques of theories; or logic models that can guide practice.

Criteria: Language

Materials considered for inclusion in ERIC must be written in English, or a translation of the full-text must be available in English. Material written in a language other than English may be accepted for indexing if it is published or funded by a U.S. federal agency. English presented in materials must conform to standards of grammar and understandability.

Criteria: Material Format

Materials considered for inclusion in ERIC and/or the complete bibliographic citation must be made available in electronic format. Material submitted in print format is not accepted.

Criteria: Peer Review / Editorial Process

Sources: ERIC accepts peer-reviewed and non-peer-reviewed material for indexing. The indicator of peer review is assigned at the source level and applied to the record level.

- Journal sources: The designation of peer review is determined by researching standard resources such as (1) Ulrichsweb, (2) The Serials Directory, and/or (3) the publisher's website.
- Non-journal sources: The designation is assigned to materials published by the Institute of Education Sciences (IES), including NCEE, NCER, NCES, NCSE, National Assessment of Educational Progress (NAEP), What Works Clearinghouse (WWC), a Regional Educational Laboratory (REL), other Department of Education offices, or another federal agency which has established peer review processes meeting the criteria below.

Journal sources may also be subject to a review of editorial and peer-review policies and processes.

- Adherence to ethical guidelines and fidelity to editorial conventions
- Methods of article selection; anonymous or masked peer-review process employing at least two reviewers per article is preferred
- Procedures for explicit and responsible retractions, as appropriate
- Scholarly affiliation of review-board members
- Selectivity, as indicated by acceptance rates for submitted articles

Individual user submissions: The quality indicator of peer review is not assigned to material submitted through the online submission system unless it is work funded by federal research grants.

Criteria: Sponsorship

Sources: Preference for inclusion in ERIC is given to a source with sponsorship by a professional society or organization (national or international), or a federal or state government agency.

Also, the following may be considered when evaluating institutions and organizations:

- History of the organization
- Governance structure, composition, and credentials of the governing body
- Membership of the organization, in size and credentials
- Organizational activities and associated review policies for products and services
- Publication programs and associated editorial policies

Sponsorship is not considered for individual user submissions.

Political affiliation is not considered during source or material selection.

Approved Sources of Material

Journal and non-journal sources of education-related material are identified, reviewed, and approved for regular indexing in ERIC as outlined below.

Collection Advisory Group

To ensure that the material indexed in ERIC remains rigorous and relevant, members of a Collection Advisory Group (CAG) are engaged to review the selection policy and provide input during the source review process.

Source Review and Approval Process

ERIC periodically reviews the current collection of sources to remove sources that no longer meet the standard and criteria of the Selection Policy and add more journal and/or non-journal sources. This is done to monitor emerging trends and new sources of content. Potential sources are nominated from subject matter experts, users, publishers, or identified as a result of a survey of other databases and U.S. Department of Education funding.

As needed, ERIC performs a collection analysis to determine:

- Coverage of the ERIC topic areas by the number of currently indexed sources
- Number of records published during a period of time by source topic area assignment, and number of records for peer-reviewed material and/or with full text attached
- Sources that have ceased/closed, or have suspended publication

Every other year, the Selection Policy will be reviewed by ERIC and sources will be considered for inclusion or exclusion. The source review process includes:

- Reviewing the most current collection analysis
- Identifying underserved areas and setting collection goals
- Collecting information for currently indexed sources such as the status of education-relatedness, publication and selection history, and cost to acquire and index current sources
- Prioritizing additional suggested sources by:
 - Reviewing titles and abstracts or full text to determine adherence to the Selection Policy standard and criteria; assign education-relatedness and up to three ERIC topic areas
 - Researching peer-review status, publication history, free access to full text, and for journals, the number of libraries subscribing
- Soliciting input from the collection advisory group regarding current sources to continue or discontinue indexing, and other sources to add
- Submitting source recommendations to the U.S. Department of Education
- Finalizing a list of newly approved sources and seeking publisher agreements; notifying publishers of sources to be discontinued

Inclusion of Materials from Approved Sources

The publisher of an approved source must hold copyright to the material or be an authorized agent acting on behalf of the copyright holder, and agree to the indexing of the material in ERIC. ERIC indexes material copyrighted by multiple sources when one source grants permission.

Following approval at the source level, the coverage level is determined.

Journal Sources

The coverage of an approved journal source is determined by an examination of three to five current

issues during the source review process. A journal may be switched between being comprehensively, selectively, or occasionally indexed at any time. Source coverage is defined as follows:

- **Comprehensively indexed journals** contain an average of 80% or more education-related articles; ERIC creates a bibliographic record for all articles in every acquired issue
- **Selectively indexed journals** contain an average of 50-79% education-related articles and are critical to topic area coverage; ERIC applies a manual article-by-article selection process and indexes only the articles that conform to the standard and criteria outlined in this document
- **Occasionally indexed journals** contain an average of 25-49% education-related articles and are determined to be critical to topic area coverage; ERIC applies a manual article-by-article selection process and indexes only the articles that conform to the standard and criteria outlined in this document

Non-Journal Sources

The sources associated with the U.S. Department of Education are indexed comprehensively; all other non-journal sources are indexed selectively.

- Comprehensively indexed non-journal sources include: The Institute of Education Sciences, including its offices: NAEP, NCEE, NCER, NCES, NCSER, WWC, RELs, National Forum on Education Statistics, and National Postsecondary Education Cooperative, and others as directed by the NCEE Commissioner or IES Director.
- Selectively indexed non-journal sources include: other federal departments; state or local agencies; university affiliated programs; policy organizations; research and non-profit organizations, state and district research offices; federal technical assistance providers; professional associations; international or foreign organizations; book publishers; commercial publishers; institutional repositories; and user submissions.

Operational Requirements for Approved Sources

In addition to the above-mentioned criteria, attention is given to operational requirements or priorities and other practical constraints.

- **Agreement:** ERIC will establish an automatically renewable agreement with the publisher or verify that a public use statement is applicable for this use. In addition to granting permission to create an ERIC record, publishers have the option of granting permission to display the full text of the material in ERIC immediately or after a publisher defined embargo.
- **Source Identification:** The source name must be explicitly placed on the content or a statement of ownership must be in the text of the content.
- **Content Delivery:** According to the terms of the agreement, a publisher will put forth reasonable effort to provide or make available newly published content within 30 days of publication via an approved delivery method.
- **Currency:** If a journal source scheduled for more than one issue per year has not published for over 12 months, or a journal source scheduled for one issue per year has not published for over 18 months, it may be deemed a suspended publication. If a non-journal source has not published for over 18 months, it may be deemed a suspended publication.
- **Ongoing Standard and Criteria Requirement:** If the scope of an approved source is found to no longer meet the standard or criteria in this policy, it may be discontinued.

Individual User Submission System

In addition to the indexing of material published by approved journal or non-journal sources, ERIC accepts for review non-journal materials and journal articles submitted by a user via the ERIC Online Submission System. The material must meet the standard of direct relevance to one or more topics of the field of education and the quality criteria, except sponsorship, as described in this document.

Individuals eligible to submit materials through the online submission system

All submitters must hold copyright or an authorized representative, and will be asked to confirm this status during the online submission process. Content with multiple authors is accepted when one author submits the content. Content may be submitted by:

- Individuals, including federal grantees
- Organizations
- Publishers

Types of materials eligible for online submission

- All types of non-journal materials outlined in the “Type of Material” table are eligible; preference is content funded by the Department of Education or other federal agencies, professional conference papers or proceedings, reports from credible sources not yet reviewed for selection, and dissertations, theses and practicum papers.
- A journal article is eligible only if it is a result of federal funding or is submitted by the author.

Types of materials not accepted through the online submission system

- Stand-alone lesson plans; however, a document comparing or analyzing a lesson plan may be submitted
- Web sites, web pages, and blogs
- Subject-matter related content is deemed to not meet the ERIC standard of being education research (i.e., an article on the “Battle of Lexington” or the “Pythagorean Theorem” does not meet the selection policy, but an article on research based practices to teach these topics is eligible for inclusion in ERIC).

Unique User Submission Requirements and Features:

- All submitters using the online submission system ***must grant ERIC rights to distribute the full text of the submitted material to the public***. The permission to index and display the content, once granted, provides perpetual access to the content for ERIC users.
- Full text of all pages of a document or article and indicated attachments or tables must be provided; the submitter must provide an abstract.
- Title of the article or document, author(s) name, and date of publication, presentation, or completion must be on the first page.
- If it applies, conference information must also appear on the first page (conference organization, title, location, and dates).
- The quality indicator of peer review is not assigned to user submission records unless it is work funded by federal research grants and being submitted under an open access policy regarding public access to federally funded research.

Note: Complete submission requirements and guidelines are available on the ERIC website.

Selection process for material submitted to the online submission system

Every item submitted is manually reviewed by ERIC staff. If the document or article conforms to the selection standard and criteria, the content is entered into the workflow and an ERIC record (labeled with an ED numbered record regardless of type of content) is added to the collection.

Types of Material in ERIC

ERIC indexes journal articles, books, and grey literature material meeting the standard and criteria as outlined in this document.

The ERIC grey literature collection originates primarily from selected non-journal sources but may also be submitted by individual users of the online submission system. The material ranges from information briefs to substantive, rigorously researched and reviewed documents, conference papers, and policy reports.

Definition of grey literature from the 12th International Conference on Grey Literature at Prague, December 2010:

“Grey literature stands for manifold document types produced on all levels of government, academics, business and industry in print and electronic formats that are protected by intellectual property rights, of sufficient quality to be collected and preserved by library holdings or institutional repositories, but not controlled by commercial publishers i.e., where publishing is not the primary activity of the producing body.”

The following table provides examples of the types of materials considered for inclusion in ERIC.

Type of Material	Brief Description
<i>Bibliographies and literature reviews</i>	Summaries of publications and/or reference information on specific education-related topics.
<i>Books</i>	Fully developed, lengthy publications on an education-related topic; <i>Book chapters</i> —Sub-sections of education-related books focused on a particular topic. <i>Serial Monograph</i> — May be an approved source for regular indexing or a single monograph published by an approved book publisher under agreement.
<i>Booklets</i>	Brief publications focused on an education-related topic; not marketing materials.
<i>Conference presentations</i>	Collected works, transcripts, or summaries of conference proceedings; fully developed research or scholarly papers or posters presented at a conference; and selected conference presentations, including keynote speeches.
<i>Congressional or legislative hearings or reports</i>	Descriptive, evaluative, or technical publications of the United States Congress or state legislatures regarding education-related topics; includes feasibility studies.
<i>Descriptions of model programs</i>	Reports or summaries of instructional, curricular, administrative, school-wide, or systemic-reform programs related to education.
<i>Dissertations/Theses</i>	Ph.D, Ed.D. or Ed.L.D. are preferred.
<i>Educational finance information</i>	Evaluations, reports, or studies of the financial issues related to education programs, institutions, systems, or governing bodies.
<i>Educational guides</i>	Education-related study guides; handbooks; resource guides for teachers, administrators, and higher education faculty; curriculum guides; bibliographies; pamphlets; brochures; may be for classroom or non-classroom use.
<i>Electronic publications</i>	Non-print media such as videotapes, audiotapes, CD-ROMs, DVDs, or other electronically recorded or digitized information considered highly relevant to education, only if accompanied with complete descriptive information.
<i>Federal or state agency reports</i>	Descriptive, evaluative, technical, or feasibility reports of public instruction; on topics such as high school dropout rates, high school completion rates, student-teacher ratios, free and reduced-price meal participation, consolidated state performance reports, state or district report cards or progress reports, education personnel and salary summaries, and federal or state education accomplishments.
<i>Federal, state, or county data profiles</i>	Data profiles or overviews focusing on education and related variables; includes demographic profiles and state or county composite reports.
<i>Federal or state standards, testing, or regulation reports</i>	Descriptive, evaluative, or technical reports on the creation or evaluation of federal or state education standards, testing, or regulations; includes tests and questionnaires, decision-making guides, education plans, education standards, accountability systems or guidelines, and technical manuals for mandatory state tests.
<i>Historical materials</i>	Histories, historical reviews, historical accounts, oral history transcripts, primary historical source materials and documentation.
<i>Information analyses</i>	State-of-the-art summaries and trend analyses; this could include evaluative reports if they have a substantive literature review component.
<i>Journal articles</i>	The following types of content often found in journals are not indexed: Editorials; Editor’s Notes; Letters to the Editor; Introduction to journal issue; Book reviews (unless comparing several works on same subject); Product reviews; Tables of contents; Conference or news items.

Type of Material	Brief Description
<i>Judicial publications</i>	Court rulings, judicial opinions, and amicus briefs from state or federal legal proceedings on education-related issues; includes policy papers analyzing judicial rulings and historical retrospectives examining the impact of specific rulings on education over time.
<i>Legislative and regulatory publications</i>	Legislation, legislative hearings and testimonies, legislative reports, congressional documents, executive orders, <i>Federal Register</i> pronouncements, state legislature documents, laws, summaries of legislative action, etc. related to education; federal and state regulations and state standards; administrative documents related to school districts.
<i>Numerical/Qualitative Data</i>	Must include an introductory statement, heading, or table headings to make the statistics understandable; document must contain a date of publication or data is clearly dated.
<i>Serial publications</i>	Education-related periodicals such as bulletins, newsletters, and newspaper articles may be indexed. Newsletters must contain at least one substantive article or a collection of shorter articles focused on a single theme.
<i>Policy analyses</i>	Documents that analyze, compare, contrast, or otherwise examine education-related policy.
<i>Policy statements</i>	Briefs, reports, or other documentation that describes the policies of educational programs, institutions, systems, and governing bodies; includes policies for school improvement, accountability, professional development.
<i>Position/opinion papers</i>	Briefs, reports, studies, or other documentation from established research and policy organizations regarding their policies or the education positions/opinions of educators, researchers, education programs, institutions, organizations, education systems, and governing bodies.
<i>Reports</i>	Descriptive, evaluative, and research reports. Original or technical research, studies of empirical results, experimental statistical studies, case studies, surveys, theory testing, systematic scientific investigations, working papers, white papers, proposals for needed research (but not request for proposal solicitations), and meta-analyses or other research syntheses; quantitative and qualitative studies; emphasis is on reports with a formal research design, but informal reports also accepted.
<i>Reference materials</i>	Bibliographies, directories, catalogs, geographic materials, vocabularies, classifications, dictionaries.
<i>Speeches</i>	Such as keynote speeches addressing them theme of a seminar or education conferences; testimonial or fundraising speeches are not acceptable.

Types of materials not indexed in ERIC

The ERIC collection will not select stand-alone lesson plans; however, they may be included within a book or a journal article, a curriculum guide, or in a document comparing or analyzing a lesson plan. Other items not collected include web sites, web pages, and blogs. ERIC also does not seek textbooks, student readers, or any material that is purely subject-matter related in content (i.e., what is taught rather than education research or best practices); as such material is deemed to not meet the ERIC standard of being directly related to the field of education.

Material Review Process

The review of material considers elements previously explained in this document: articles and documents must be education research, meet one of the topic areas in the authorizing legislation, relevant, and rigorous. ERIC also considers the availability of full-text material, if it is peer reviewed, and its value to stakeholders.

Periodic Review of the Selection Policy

Every other year ERIC will review the Selection Policy and recommend updates or modifications. Following the policy review, a review of currently approved sources will be conducted to determine their continuation, and new sources recommended.

Appendix : Collection Advisory Group Members

Ms. Tahirah Akbar-Williams is a Faculty Associate and Librarian for the School of Education at Johns Hopkins University. She received her MLS and MA in African American & African Diaspora Studies from Indiana University Bloomington and an MA in Women Studies from The Ohio State University. Ms. Akbar-Williams has served as an Assistant Professor, Research Services & Outreach Librarian at The University of Tennessee where she performed collection development (print & electronic) for Women's Studies and Child and Family Studies, delivered library instruction to graduate and undergraduate classes, designed curriculum, and served as a member of the Undergraduate Teaching Team. Ms. Akbar-Williams is a member of the American Library Association and the Association of College & Research Libraries. She was selected to be an American Library Association Emerging Leader for 2012 and was a 2003 Spectrum Scholar.

Dr. Elana Broch is the Assistant Population Research Librarian at Stokes Library for Public and International Affairs & the Ansley J. Coale Population Research Collection, Princeton University. In this position, she provide current awareness services to faculty, students, post-docs and visiting researchers associated with Princeton's Office of Population Research (OPR). Dr. Broch received her Ph.D. in Psychometric Methods from University of Minnesota and a Masters of Library and Information Science from Rutgers University. She is a member of the Special Libraries Association and the Association of Population Libraries and Information Centers—International. Dr. Broch has given many presentations and posters at conferences related to research methods and library science.

Ms. Bridget Burns is a Serials Librarian for the U.S. Department of State, Ralph J. Bunche Library where she manages the day-to-day operations and workflow supporting the selection, purchasing, licensing, access, and maintenance of serials in all formats. Ms. Burns received her Master of Library Science from the College of Information Studies, University of Maryland. For the majority of her career, she served in various positions for the NASA Goddard Space Flight Center Library. Ms. Burns has served on several advisory boards and committees, including the Springer Government Library Advisory Board and American Society of Information Science and Technology.

Dr. Andrea Copeland is an Assistant Professor for the School of Library and Information Science at Indiana University at Indianapolis. She currently teaches courses on research, public library management, and librarianship. She holds a Ph.D. in Information Studies from Drexel University and an MA in Geography from Hunter College, as well as an MS in Library Science from Florida State University. She has spent her career serving as a Librarian and teaching Library Science courses. Dr. Copeland is a well published author in the field of library science and has served on the editorial board for *Library Quarterly* and *Collection Building*, which she was awarded an Emerald Literati Network Award for Outstanding Reviewer in 2013.

Ms. Deborah S. Garson is Head of the Research and Instruction Services Department, Monroe C. Gutman Library, Harvard Graduate School of Education. She is responsible for the research and instruction services of the library and Gutman Library Writing Services. Ms. Garson holds a Masters of Education in Administration, Planning and Social Policy from the Harvard Graduate School of Education and an MS in Information Science from Simmons College Graduate School of Library and Information Science. She has spent her career in academic libraries, which include MIT and George Washington University. Ms. Garson's professional affiliations include the Special Libraries Association (SLA) and

other educational and library organizations. As a member of SLA since 1990, she served as membership chair and chair of the Education Division. Ms. Garson has reviewed books for Usable Knowledge and contributed to other publications. She has been a co-author of “New and Forthcoming in Reference,” a regularly featured column in Education Libraries, a peer-reviewed publication of the SLA Education Division. She was awarded a Chapter Achievement Award by the Boston Chapter of the Special Libraries Association.

Dr. John B. Harer is Associate Professor of the Department of Library Science at East Carolina University. He holds a Ph.D. in Educational Administration from Texas A&M University. He earned his Master in Library Science degree at Clarion University of PA (then Clarion State College), and also holds a Master of Public Administration from the University of Baltimore. Dr. Harer’s work experiences have been focused in public services as a reference librarian, circulation and interlibrary loan supervisor, and head of personnel in a variety of academic libraries including a K-12 public school system and several universities. He was a member of the American Library Association's Intellectual Freedom Committee and has written three monographs and several articles on intellectual freedom, including *Intellectual Freedom: A Reference Handbook and Censorship of Expression in the 1980s: A Statistical Survey*.

Ms. Toni Nolen is an IT Services Librarian at Southern Methodist University. She currently heads the Education Committee of the Library Information Technology Association (LITA), which is part of the American Library Association. The Committee encourages education programs for library and information technology by identifying topics where there is a need for education and bringing these priorities to the attention of LITA Committees and Interest Groups.

Mr. Dana Peterman is the Acting Head of Collection Development at the University of California Irvine Libraries. His responsibilities include planning, coordinating, managing, and evaluating the services/activities of the Collection Development Department, as well as overseeing collection development training and collection development-related teams and initiatives. Mr. Peterman previously served as a Research Librarian for Education, Psychology and Cognitive Sciences at the University of California Irvine Libraries, as Librarian for Psychology & Education at Yale University, and Reference Librarian/User Services Coordinator for the former ERIC Clearinghouse for Community Colleges. He earned Masters degrees in Education, as well as in Academic Libraries from the University of California, Los Angeles. He is active in the American Library Association and Association of College & Research Libraries, currently serves as Vice Chair, Chair elect of the ACRL's Education and Behavioral Sciences Section, and has presented at GreyNet's International Conference on Grey Literature. He also served as consultant to Education Resources Information Center (ERIC).

Mr. Tim Watts is a Social Sciences/Humanities Reference & Collection Management Librarian at Kansas State University. He has contributed hundreds of biographical and organizational profile entries for books and CD-ROM products, and has published articles in the *Law Library Journal*, *Legal Reference Services Quarterly*, and the *University of Kansas Law Review*. He also has delivered a number of presentations at various library-related conferences. Mr. Watts holds three Master’s degrees, including one in Library Science from Indiana University, and has a Bachelor’s degree in Education from Kansas State University. In a previous position, Mr. Watts served as a Public Services Librarian in the School of Law Library at Valparaiso University.