

Being Evidence Based Makes Sense! An Introduction to Evidence Based Library and Information Practice (EBLIP)

Abstract: This article presents a brief introduction to EBLIP, from its initial foundations in the health sciences to its application in contemporary libraries. The key elements of the EBLIP model are explained and its application in professional practice is illustrated through brief case studies drawn from academic, public and special libraries. The ultimate goals of EBLIP are to improve the quality of the decisions we make, to demonstrate the value of the services and programs we provide and to secure the long-term support of our funding bodies.

Keywords: Evidence based library and information practice; research; libraries

Evidenz-basiert-Sein macht Sinn! Eine Einführung in die evidenz-basierte Bibliothek und deren Informationspraxis (EBLIP)

Zusammenfassung: Dieser Artikel beschreibt kurz die Entstehung von EBLIP, ihre Gründung im Gesundheitswesen und ihre Anwendung in modernen Bibliotheken. Die Schlüsselemente von EBLIP werden erklärt und ihre Anwendung in der professionellen Praxis wird anhand von ausgewählten Beispielen, von der wissenschaftlichen, der öffentlichen bis zur Spezialbibliothek, erläutert. Das gesetzte Ziel, die Qualität der Zielvorgaben und des Services sowie der Programme, um eine beständige Unterstützung zu gewähren, werden hier dargelegt.

Schlüsselwörter: Evidenz-basierte Bibliothek; Informationspraxis; Forschung; Bibliotheken

1 Introduction

*After all, finding evidence or making evidence available is at the heart of our profession and professional values; why shouldn't we want to do this in the best way possible? Being evidence based makes sense!*¹

Over the years, there has been much discussion and debate in the Library and Information Science (LIS) community about the role of research within the profession. As professionals who have the capabilities and the responsibilities to support knowledge creation and the management of research literature across all fields of study, librarians are uniquely placed to focus on their own discipline. There is, nevertheless, a general perception that the LIS field suffers from a paucity of high quality research publications. Some commentators have argued that practicing librarians are unlikely to publish research.² Primary reasons include that, as practitioners, librarians tend to pay greater attention to operational or day-to-day information rather than theoretical research issues,³ and that knowledge exchange is limited by the fact that reading habits differ between researchers and practitioners.⁴

The pertinent issues were summarised by Pagowsky and Smale (2013): "There are generally two types of research that take place in the LIS field, one is more rare and is capital-R-Research, typically evidence or theory-based and generalizable; the other, more prevalent, is lowercase-r-research, typically anecdotal, immediate, and written in the style of "how we did it good." In the current political and economic climate, however, library and information practitioners are being increasingly asked to validate their roles, to demonstrate the integrity of their decision-making processes and to provide clear evidence about the quality and value of the services and programs they deliver.

This paper introduces the reader to the concept of Evidence Based Library and Information Practice (EBLIP), discusses its origins in health libraries and explains the principal elements of the EBLIP model. Brief case studies are presented to illustrate the features of EBLIP in practice in academic, public and special libraries. The main argument supports the idea that it makes sense to be evidence based in our library and information practice.

¹ Koufogiannakis and Brett (2016) 10.

² Finlay et al. (2013), Lessick et al. (2016).

³ Klobas and Clyde (2010), Schlögel and Stock (2008).

⁴ Clapton (2010), Haddow and Klobas (2004).

2 What do we understand as Evidence Based Library and Information Practice?

The first seeds of the library world's interest in evidence based practice (EBP) were sown over thirty years ago. Health sciences librarians were inspired by developments in the medical field where the significance of Evidence Based Medicine (EBM) and Evidence Based Health Care (EBHC) was quickly growing. In 1996, Sackett described EBM as "the conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients".⁵ EBM stresses that effective decision-making and the establishment of best practice should be underpinned by current, valid and reliable research evidence.

The notion of evidence based practice has since gained traction in many other fields, including evidence based management,⁶ evidence based social work,⁷ evidence based public policy⁸ and evidence based education.⁹ A common thread through these disciplines is the fundamental belief that we need to improve the quality of our professional decisions, to avoid "bad decisions, poor outcomes, and limited understanding of why things go wrong".¹⁰

For librarians working in the health sector, the process of helping their medical colleagues find and appraise the research evidence to answer clinical questions and to apply this to their practice was a natural one. In 1997, Eldredge noted that "there are many parallels between the development of EBM [...] and trends currently unfolding in medical librarianship".¹¹ EBM is therefore viewed as the launch pad for the library sector's own journey into evidence based practice: in the United States, the Medical Library Association (MLA) established an Evidence Based Librarianship (EBL) Implementation Committee in 2000. The foundations of the EBL framework were proposed by Eldredge with the goal of enabling health sciences librarians "to integrate research findings into their daily practice".¹²

Over the ensuing years, the nomenclature and definitions for evidence based librarianship (EBL) and evidence based information practice (EBIP) were debated.¹³ Ultimately, in 2005, at the 3rd International Evidence Based Librarianship Conference held in Brisbane, Australia, it was agreed that the field should be referred to as evidence based library and information practice (EBLIP), with the associated establishment of a new open access journal, *Evidence Based Library and Information*

⁵ Sackett (1996) 71.

⁶ Pfeffer and Sutton (2006), Barends et al. (2014).

⁷ Corcoran (2000).

⁸ Alliance for Useful Evidence (2018), Evidence Based Policy Making Collaborative (2018).

⁹ Davies (1999), Bruniges (2005).

¹⁰ Barends et al. (2014) 2.

¹¹ Eldredge (1997) 4.

¹² Eldredge (2000) 291.

¹³ Crumley and Koufogiannakis (2002), Booth and Brice (2004).

Practice (EBLIP). Since the first issue appeared in March 2006, *EBLIP* has been a vital resource for the communication and dissemination of ideas and experiences, augmented by the biennial EBLIP conferences.¹⁴

The original definition of EBL reflected the influence of the health sciences librarians' interpretation of evidence based practice, indicating the series of key steps to be followed:

“Evidence Based Librarianship (EBL) is a means to improve the profession of librarianship by asking questions, finding, critically appraising and incorporating research evidence from library science (and other disciplines) into daily practice. It also involves encouraging librarians to conduct research.”¹⁵

In clinical settings, one of the core principles of EBP relates to the importance of identifying the best research evidence to answer a specific medical question. A hierarchy of evidence ranks the different types of study based on the rigour of the research design, the methodology, the risk of bias, the generalisability of the findings, and the degree of critical appraisal involved. This hierarchy of evidence relates to published resources, with systematic reviews and meta-analyses at the top and experimental, observational or descriptive research evidence at the bottom of the model. There are, however, clear distinctions between the nature of evidence required for decisions made in clinical settings and that needed in the context of libraries. The concept of an evidence hierarchy which focuses principally on quantitative research “is an artificial concept for librarians”.¹⁶ As the study of library and information science is more aligned with the social sciences, the focus is more often on inductive, qualitative inquiry, taking into account the social and environmental factors that characterise a specific local context.

While the EBLIP process ostensibly provides “a sequential, structured process for integrating the best available evidence into making important decisions”¹⁷, there is a further disconnect between the world of medical research, with its focus on the decisions made by an individual doctor, and the world of library and information practice, where decisions are made in a more collective and collaborative manner. Booth (2009) also argued that the step-by-step sequential process of EBP oversimplified a more complex, iterative activity. The theoretical model of EBP is well suited to focus on ‘tame’ problems, i.e. problems that are simple to analyse and draw on the authoritative published literature to provide logical solutions, whereas issues in libraries have been described as

¹⁴ University of Saskatchewan, Centre for Evidence Based Library and Information Practice (2018).

¹⁵ Crumley and Koufogiannakis (2002) 112.

¹⁶ Koufogiannakis (2010) 1.

¹⁷ Eldredge (2012) 139.

‘wicked’, i.e. there is an interplay between a number of complex challenges encompassing diverse technologies and multiple stakeholders in a unique context.¹⁸

These concerns stimulated a series of independent studies to examine how library and information professionals working in different contexts actually understand and utilise evidence in their decision making. Koufogiannakis (2012) explored the application of EBLIP in academic libraries, Gillespie (2013) investigated the use of evidence in practice by teacher librarians, and Howlett and Howard (2015) focused on special librarians. These studies highlighted the complexities of immediate environmental factors, workplace influences and organisational dynamics. They sought to explore the librarians’ interest in multiple sources of evidence, plus the real importance of their own professional knowledge.¹⁹

The research findings led to a reconceptualisation of the EBLIP model to help librarians develop a deeper understanding about “how they can use and create evidence within their practice to better meet the needs of their communities”.²⁰ The revised EBLIP framework builds on the seminal work of Booth and Brice (2004), but articulates a more holistic appreciation about how decisions are made in libraries and about the intrinsic value of using a professional lens to understand and interpret the local context.

In her own research endeavours, Koufogiannakis (2011; 2013) has investigated the different forms of evidence that can guide the decisions made by librarians, such as:

- Feedback from the library users themselves, received via email or conversations in the library
- The librarians’ own observations, noting where things are problematic and where improvements could be made
- Discussions with colleagues, to share ideas and to brainstorm possible solutions
- Assessment and evaluation of the relevancy and quality of the library’s programs and services
- Statistical data and information on patterns of library usage
- Organisational data, such as strategic and operational planning documents.

These ideas were supported by a recent Australian study into LIS professionals’ experiences with evidence, where, in addition to the research literature, observations, feedback, professional colleagues, statistics and intuition were all recognised as valuable sources of evidence.²¹ Being practice-based, these sources of evidence acknowledge the realities of the particular context, local needs and issues of concern within the immediate community.

¹⁸ Howard and Davis (2011).

¹⁹ Koufogiannakis and Brettley (2016).

²⁰ Koufogiannakis and Brettley (2016) 3.

²¹ Gillespie et al. (2017).

The value of the librarian's own professional knowledge cannot be overlooked. Koufogiannakis (2011) emphasises the importance of education, training and on-the-job experience which build and mature throughout one's career and which are further enhanced through critical reflective practice. Professional knowledge encompasses:

- Formal and informal learning, through academic study and professional development
- Mentoring and coaching, to build a deeper understanding of the professional environment
- Tacit knowledge about the LIS field in general, and relevant work practices in particular
- Reflection, to consider what went right, what went wrong, and what might be done differently another time.

Reflective practice is a critical dimension of professional knowledge as it “moves some of what we learn in a tacit manner into a more explicit, systematic approach, where learning and thinking and making change are all contributing to our professional knowledge”.²²

Ultimately, effective evidence based practice depends on drawing on all three kinds of evidence: research evidence, local evidence and professional knowledge (Figure 1).

Fig. 1: Bringing the evidence sources together²³



The relevancy of each of the different types of evidence will inevitably be context dependent. In contrast to the original interpretation of research evidence, the new EBLIP model no longer focuses on generalisability, but on applicability to the given situation, i.e. “figuring out what is best for the situation or problem”.²⁴ The most relevant evidence should always be balanced within the context itself and guided by librarian's own expertise.

²² Koufogiannakis (2011) 52.

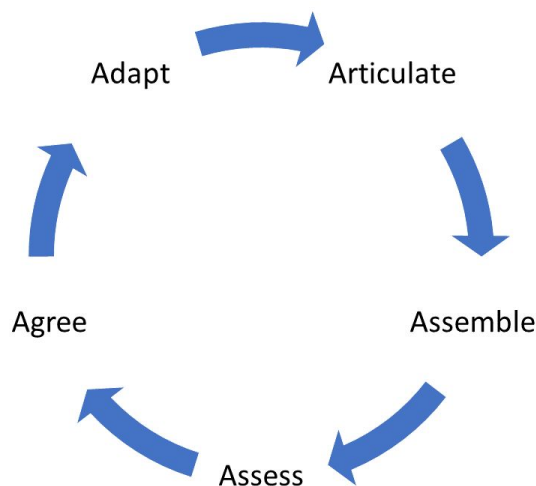
²³ Koufogiannakis (2011) 53.

²⁴ Gillespie et al. (2017) 100.

3 The EBLIP model

The EBLIP process has been described as a structured approach to decision making. In its simplest form, the EBLIP model is depicted as a cyclical process, following the path of five key elements: Articulate, Assemble, Assess, Agree and Adapt (Figure 2).

Fig. 2: The EBLIP model



The EBLIP model is discussed in detail by Koufogiannakis and Brettle (2016), with chapters reviewing and explaining the different dimensions of each of the five elements. The elements are not meant to be prescriptive; their value lies in the potential to shape and guide the practitioner's thinking and to stimulate meaningful discussion with colleagues. The key aspects of the model are summarised in Table 1.

Table 1: Elements of the EBLIP process²⁵

Process element	What do I need to do?	What types of question do I need to ask?	What action do I need to take?
Articulate	Come to an understanding of the problem and articulate it.	What is already known about the problem? Clarify existing knowledge and be honest about assumptions or difficulties that may be obstacles. This may involve sharing background documents, having an honest discussion and determining priorities. Consider the urgency of the situation, financial constraints and goals.	Set boundaries and clearly articulate the problem that requires a decision.
Assemble	Assemble evidence from multiple sources that are the most appropriate to the question/problem at hand.	What types of evidence would be best to help solve this problem? What does the literature say? What do those who will be impacted say? What information and data do we have locally? Do colleagues at other institutions have similar experiences they can share? What is the most important evidence to obtain in light of the problem previously articulated?	Gather evidence from appropriate sources including research evidence, local evidence and professional knowledge.
Assess	Place the evidence	Of the evidence assembled, what pieces hold	Evaluate and weigh or

²⁵ Koufogiannakis and Brettle (2016) 15.

	against all components of the wider overarching problem. Assess the evidence for its quantity and quality.	the most weight? Why? What evidence seems to be the most trustworthy and valid? What evidence is most applicable to the current problem? What parts of this evidence can be applied to my context?	balance evidence sources. Determine what the evidence says as a whole.
Agree	Determine the best way forward and, if working with a group, try to achieve consensus based on the evidence and organisational needs.	Has the evidence been examined openly and without prejudice? What is the best decision based on everything known from the problem, the context and the evidence? Have all reasonable alternatives been considered? How will this impact on library users? Is the decision in keeping with organisational goals and values? Can the decision be explained with confidence? What questions remain?	Determine a course of action and begin implementation of the decision.
Adapt	Revisit goals and needs. Reflect on the success of the implementation.	Now that the decision has been implemented, what is working? What isn't? What else needs to be done? Are there new questions or problems arising?	Evaluate the decision and how it has worked in practice. Reflect on your role and actions. Discuss the situation with others and determine any changes required.

It is argued that while the EBLIP process works well for decisions being made by an individual librarian, it is also highly effective in a team environment to stimulate questioning and critical thinking amongst the members of the group.

The text in the table underscores the fundamental importance of questioning and reflection. The declaration by Eldredge that “questions drive the entire EBL process”²⁶ resonates with Koufogiannakis and Brettle: “EBLIP prompts us to ask lots of questions”.²⁷ As questions encourage librarians to think critically about their practice, the EBLIP model is underpinned by enquiry:

- Articulate: What do I already know?
- Assemble: What the best evidence sources to answer this question?
- Assess: How does the evidence I have apply in my context?
- Agree: What is the best decision based on all the evidence?
- Adapt: What worked? What didn't? What can be improved?

Compared with the original model of EBL, the practitioners themselves are now central to the research activities and take ownership of the process. Today, EBLIP represents the mindset of a critically reflective practitioner: evidence based practice becomes a visible, embedded and valuable part of professional practice.²⁸ In other words, being evidence based allows librarians to consider

²⁶ Eldredge (2000) 292.

²⁷ Koufogiannakis and Brettle (2016) 16.

²⁸ Howlett and Thorpe (2018).

their practice from “a curious and questioning perspective, with a view to continuous improvement”.²⁹

4 EBLIP in practice

As one of the goals of EBLIP is to inspire librarians to conduct research, it is important to promote the professional benefits of being evidence based and to provide encouragement and support to those practitioners who wish to develop their skills and expertise. The final step in the research process involves writing, publishing, disseminating and sharing the work that has been completed. Although a number of studies have indicated that practitioner research is unlikely to be published externally,³⁰ writing about the completed research activities remains a critical part of the research cycle. As the interest in EBLIP grows, the motivation to publish increases. The open access journal *Evidence Based Library and Information Practice* and the biennial EBLIP conferences are particularly helpful in providing access to a growing body of peer reviewed evidence sources and a wealth of materials to support practitioners as they adopt an evidence based mindset. EBLIP is relevant to practitioners in all types of libraries. The discussion that follows highlights its value to academic libraries, public libraries and special libraries.

4.1 Academic libraries

As the pace of change in the higher education sector continues to have an impact on university libraries, there are clear opportunities for adopting evidence based practice. The culture of assessment and evaluation prevalent in academic institutions places demands on the library to demonstrate their value and to articulate their commitment to continuous improvement.³¹ In recent years, academic libraries have prepared for and responded to many new areas of professional activity, including the move from print to electronic collections, the introduction of federated search and discovery platforms, patron driven acquisitions, new models of scholarly publishing, digital scholarship and research data management. Beyond this, librarians have engaged with the academic community in new ways to build understanding and expertise in digital literacy and information behaviour, to promote the importance of academic integrity and to contribute to the learning analytics agenda. The adoption of new technologies in all dimensions of academic life provides librarians with ample opportunity for curiosity and enquiry about current and new models of service delivery. EBLIP topics are wide ranging, including digital services, collection usage, information

²⁹ Koufogiannakis and Brett (2016) 165.

³⁰ Finlay et al. (2013), Lessick et al. (2016).

³¹ Somerville and Kloda (2016).

seeking behaviour, client support, strategic planning, management and leadership, and staffing and recruitment.

One useful example of EBLIP in action was a project conducted at an Australian university to investigate library opening hours (Abbott 2006). The questions formulated by the management team were: "Should Bond University Library increase opening hours to meet student demand? How realistic is twenty-four hour opening?" After feedback received from students via surveys, emails and the suggestion box indicated that they were eager to see longer opening hours, a study was commissioned to identify best practice and to determine what the solution should be at the local level.

Evidence was gathered in a variety of ways: a review of the literature to identify trends around the world; benchmarking against other academic libraries in Australia with a survey of the 24-hour facilities at other universities; a quantitative analysis of actual access and usage patterns; a qualitative analysis of the feedback from customers. Once the evidence was appraised and synthesised, and a detailed costing of four different scenarios for opening hours was prepared, it was recommended that a 24-hour study facility should be made available to students, ideally incorporated into a refurbishment of the library. The work contributed to "a better understanding in the wider University community of the Library's role in providing a learning environment in addition to its traditional role as a repository of books and provider of electronic resources".³² The study resulted senior executive supporting the proposed refurbishment which would facilitate longer opening hours: a very positive outcome for the library.

4.2 Public libraries

In recent years, the public library sector has also experienced considerable political, social, technological and financial change. In some countries, such as the United Kingdom, drastic government funding cuts have led to library closures and curtailed services. In other countries, however, the desire to ensure that this situation is not replicated has led to strong advocacy campaigns to present evidence about the value of public libraries to the communities they serve. In Australia, the state and territory libraries have collaborated with the Australian Library and Information Association (ALIA) to demonstrate the contributions public libraries made to economic activity in general and to community welfare in particular (ALIA 2013). This study built on earlier work undertaken by the State Library of Victoria (SLV), *Dollars Sense and Public Libraries* (SLV 2011) and the State Library of Queensland (SLQ), *The Library Dividend* (SLQ 2012). Other studies have

³² Abbott (2006) 61.

focused on the impact libraries have in the areas such as early literacy, cybersafety, digital citizenship, creativity and social cohesion.

Ryan and Cole (2016) point out that, to date, engagement with research and publication is far lower amongst public librarians than academic librarians. It is noted that “public librarians do not share the same research tradition, mandate, or requirement as our academic colleagues”.³³ Many studies, such as the Australian ones listed above, are undertaken by external consultants, rather than by LIS professionals themselves. Concerns about the lack of support and encouragement are expressed by Rundle (2013). As engagement with research is seldom rewarded in the formal career review processes for public librarians, there are few incentives to become evidence based practitioners. This problematic situation feeds on itself:

“Since so little research seems to be of benefit to their daily practice, librarians from the public library sector are less likely to prioritise reading and contributing to the body of professional research. Because public librarians make up such a small proportion of those producing library science research, the body of research in turn continues to concentrate mostly on other areas, particularly academic library practice. And since so little research seems to be of benefit to their daily practice”.³⁴

One special issue of *Evidence Based Library and Information Practice* was dedicated to the theme of public libraries, representing a positive starting point for emergent evidence based practitioners. The series of feature articles focused on collections, learning programs, customer service, advocacy and the use of volunteers and was supplemented by a number of evidence summaries, all reviewing published articles about research undertaken in public libraries. Ryan (2012) believes that the EBLIP community should actively help foster the interest and involvement of public librarians in evidence based practice, for example through mentoring programs, collaborative projects and cross-sectoral representation on conference committees.

In Australia, a collaborative partnership between the State Library of Victoria, Public Libraries Victoria Network and an academic involved in applied research represents an interesting example of EBLIP in action and demonstrates the positive outcomes that can be achieved. A future-focused strategic framework had been developed for public libraries in Victoria, presenting two potential scenarios: the Creative Library and the Community Library.³⁵ One of the principal objectives in the study was “to develop a flexible and inclusive culture that attracts and retains people with the right

³³ Ryan (2012) 6.

³⁴ Rundle (2013).

³⁵ SLV (2013).

skills and attitude to deliver public library products and services into the future”.³⁶ This led to questions about what ‘the right skills and attitude’ might look like. The subsequent *Our Future, Our Skills* project³⁷ sought to identify the range of skills used by public library staff today, to anticipate the skills that would be needed in five years’ time, and to present a gap analysis to inform future training and development strategies.³⁸ Evidence was gathered through a literature review and environmental scan, stakeholder interviews, focus groups and a detailed workforce skills audit.

The report’s recommendations fed into a three-year state-wide workforce development plan designed to bridge the identified skills gap, with evaluation strategies to monitor progress. The value of the evidence collected through the project was formally acknowledged through a successful grant application to a charitable trust in Victoria. The funding received supported the delivery of the three-year training program, offered in a range of formats to ensure an equitable spread of professional development opportunities for public librarians across the state. Plans are in place to replicate the workforce skills audit in 2019 in order to determine the level of progress made and to guide the next workforce development plan.

4.3 Special libraries

The special library sector is characterised by a lack of homogeneity. Each library and information service is unique, with a highly specialised collection and a defined population of clients. Health libraries represent a specialised group of special libraries in their own right: health librarians have been central to the EBLIP movement and are committed to being evidence based in their practice. However, common concerns for the vast majority of special librarians often extend beyond need to demonstrate their value, but to even justify their existence to their parent body.

The special library sector, especially in corporate libraries, has focused on methods such as intangible valuation, return on investment and benchmarking to demonstrate their value.³⁹ The imperative to determine how to best evaluate corporate library services actually dates back as far as the 1940s (Shera 1944; Wasserman 1958; Lancaster and Joncich 1977). As “today’s economic realities require corporate managers to continually review and evaluate each operation’s contribution to the corporation’s financial stability, long-term health and continuing quality initiatives” (Simon 2011, p.134), contemporary special librarians need to be evidence based in their practice so that they can demonstrate the extent to which the information services they provide contribute to the success of their parent organisation.

³⁶ SLV (2013) 31.

³⁷ SLV (2014).

³⁸ Hallam and Ellard (2015).

³⁹ Fisher (2016).

A recent study of Commonwealth government libraries in Australia represents an example of a collaborative approach to EBLIP in action within the special library sector. The Commonwealth Government Agency Libraries Review, commissioned by the Australian Government Library and Information Network (AGLIN) sought to identify how government librarians might best meet the needs of public service staff by delivering efficient, cost-effective and equitable information services. The provision of access to relevant and authoritative information resources is arguably a critical factor for the development of evidence based government policy. However, ongoing financial, administrative and technological changes have permeated the contemporary government environment and placed many government libraries under threat.

A literature review considered current developments in government administration, national and international trends in government library services, and the skills and competencies required by special librarians today.⁴⁰ A primarily quantitative survey was used to collect detailed data about the individual libraries, with qualitative data gathered in a series of focus groups with library staff.⁴¹ The study was augmented by a series of interviews with senior executives and policy managers.⁴² The findings provided fresh evidence of the immense challenges facing government libraries and highlighted the imperative for library and information professionals to be forward thinking, proactive and strategic to address the challenges and to promote the current and potential roles they could play. A series of evidence based recommendations was made to support a new model of service delivery.

5 Summary

This article has presented a brief introduction to EBLIP, from its initial foundations in the health sciences to its application in academic, public and special libraries. Over time, the EBLIP process has become more flexible and fluid. In the early days, EBP was presented as a professional activity: it was a highly structured approach to using research evidence to support decision making. More recently, however, the emphasis has moved to a more holistic, reflexive understanding of professional practice, one which is underpinned by an evidence based culture.

For an evidence based culture to thrive, all players must understand and embrace the philosophies and values on which the culture is based. It requires all stakeholders in the profession to actively work together: individuals, educators, employers and professional associations all share the

⁴⁰ Hallam and Faraker (2016).

⁴¹ Hallam (2016).

⁴² Hallam (2017).

responsibilities to build and sustain the culture of evidence based practice.⁴³ LIS educators should incorporate the EBP concept into the curriculum so that students can develop a evidence based mindset. Collaboration with practitioners will ensure that there is not only a real world dimension to student learning, but also that the practitioners and their library services benefit from the opportunities for cooperative research undertaken with new professionals.

Employers need to establish the appropriate organisational climate and provide opportunities and resources for their staff to engage in EBP, including the dissemination of the research findings to the wider profession. One noteworthy example of an employer's commitment to fostering a culture of EBLIP in their organisation is the University of Southern Queensland (USQ) Library. A new role of Coordinator (Evidence Based Practice) has been created to ensure the right evidence is used to support business improvement in the Library and to work with library staff to develop the knowledge and skills they require as evidence based practitioners: "essentially, the role aims to help the whole evidence based process into 'it's what we do here'".⁴⁴ Other effective strategies include communities of practice,⁴⁵ researchers-in-residence programs,⁴⁶ critical appraisal tools⁴⁷ and informative resources like EBL 101.⁴⁸

Ultimately, however, nothing is possible without the individual being motivated and committed to become an evidence based information professional. Koufogiannakis and Brettle describe this as "an overall approach to *being evidence based*".⁴⁹ This involves being curious, questioning our practice, using research to gather or create the evidence to help us answer our questions, and to use this information to improve our practice, with the ultimate goals to improve the quality of the decisions we make, to demonstrate the value of the services and programs we provide and to secure the long-term support of our funding bodies. Being evidence based simply makes sense in today's world.

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⁴³ Hallam and Partridge (2006).

⁴⁴ Howlett and Thorpe (2018).

⁴⁵ Eldredge et al. (2014).

⁴⁶ Wilson and Berg (2016).

⁴⁷ Glynn (2006), Koufogiannakis et al. (2006).

⁴⁸ Wilson (2016).

⁴⁹ Koufogiannakis and Brettle (2016) 3.

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