Well...we certainly are living in interesting times. The COVID-19 pandemic has impacted every aspect of our lives. Nothing is easy or normal right now, yet we are doing what we can to keep our commitments to EBSS moving forward.

With the cancellation of the ALA Annual Conference in Chicago, we will miss the opportunity to meet with our EBSS colleagues in person. Our Conference Planning Committee has been working with colleagues in AASL on a great program on diverse children’s literature, “Diverse Children’s Literature in K-12 schools: Making Mirrors, Windows, and Glass Doors Visible.” We are awaiting news from the ALA Executive Committee about virtual options for the conference. Stay tuned.

On a positive note, there will be new leadership positions on EBSS committees beginning this appointment season. Our Executive Committee has approved the creation of vice chair and secretary positions. The secretary for each committee will be responsible for assisting the chair, as well as taking and submitting minutes. Secretary appointments typically will be for two years. The term for vice chair positions will be a single year, the final year of the current chair’s term. This will allow the vice chair to shadow the chair for a year before transitioning into the role of chair. We hope that these positions will help ensure continuity for the committees.

Topping the bright spots in this newsletter, our congratulations go out to 2020 EBSS Distinguished Librarian Cass Kvenild. Another highlight is our upcoming Virtual Research Forum on May 14, a great opportunity to hear presentations on original research conducted by our EBSS colleagues. You’ll also read about other EBSS projects, publications, and research. It’s great to be a part of such an active, collegial community.

Thanks to our wonderful slate of candidates for 2020 EBSS positions. As we look toward 2021, please let me know if you know anyone who might be interested in serving on the EBSS Executive Committee.

I hope you and those dear to you are well. Hopefully, we’ll resume a more familiar pattern in our work and home lives soon.
Committee Reports

Awards Committee

YU-HUI CHEN, UNIVERSITY AT ALBANY, AND KYLE DENLINGER, WAKE FOREST UNIVERSITY | CO-CHAIRS

The Awards Committee reviewed applications for the American Psychological Association Librarian Conference Travel Awards throughout the year. The Committee selected Rosalinda Linares, Information Literacy Librarian at Fort Lewis College, to receive the Spring 2020 award. Ms. Linares had originally intended to travel to Arizona in March to attend the annual Critical Librarianship and Pedagogy Symposium, which, unfortunately, was cancelled. The APA has allowed Ms. Linares to apply the award to future travel due to the unique circumstances surrounding COVID-19. In January, we selected Cassandra Kvenild, Associate Dean of Libraries, University of Wyoming, as the recipient of the EBSS Distinguished Librarian Award for 2020. See more about the Distinguished Librarian Award on page 7.

Conference Planning Committee

REABEKA KING-REILLY, KINGSBOROUGH COMMUNITY COLLEGE | CHAIR

The 2020 Conference Planning Committee coordinated a panel discussion for ALA Annual, co-sponsored by the AASL Educators of School Librarians Section. The panel, titled “Diverse Children’s Literature in K-12 schools: Making Mirrors, Windows and Glass Doors Visible” includes a variety of educators and leaders who will provide strategies for overcoming challenges.

CONTINUED ON NEXT PAGE
The Membership and Orientation Committee sponsored and developed an Early Career Forum featuring panelists from the EBSS community in November 2019. The panel featured Kimberly Miller from Towson University, Alex Hodges from Harvard, Carin Graves from Michigan State University, and Sabine Dantus from Lynn University. The panel was moderated by committee member Melissa Beouy. The purpose of this panel was to provide information on the field and on EBSS for the recent uptick in student memberships. There were 58 registrants, most of whom were not EBSS members.

**Curriculum Materials Committee**

ASHLYNN KOGUT, TEXAS A&M UNIVERSITY, AND JAMES ROSENZWEIG, EASTERN WASHINGTON UNIVERSITY | CO-CHAIRS

The Curriculum Materials Committee is working to finish a LibGuide that will collect and curate useful links and resources for librarians working in curriculum materials centers (CMCs). The LibGuide will address topics that have been identified as areas of need by CMC librarians. We plan to publish the LibGuide in June 2020. The Curriculum Materials Committee is also exploring the best way to hold an online discussion focused on CMC topics.

**Membership & Orientation Committee**

CARIN GRAVES, MICHIGAN STATE UNIVERSITY, AND JOYCE GARCYZNSKI, TOWSON UNIVERSITY | CO-CHAIRS

The Membership and Orientation Committee sponsored and developed an Early Career Forum featuring panelists from the EBSS community in November 2019. The panel featured Kimberly Miller from Towson University, Alex Hodges from Harvard, Carin Graves from Michigan State University, and Sabine Dantus from Lynn University. The panel was moderated by committee member Melissa Beouy. The purpose of this panel was to provide information on the field and on EBSS for the recent uptick in student memberships. There were 58 registrants, most of whom were not EBSS members.
Online Learning Research Committee

KAREN REED, MIDDLE TENNESSEE STATE UNIVERSITY | CHAIR

The Online Learning Research Committee held its Midwinter meeting virtually on February 13, 2020. The group discussed its ongoing research project in greater depth. At this point, the members have completed a preliminary literature review, have analyzed it for emerging themes, and have identified areas of inquiry. For this project, the group hopes to survey EBSS members for their experiences with embedded librarianship; at the Midwinter meeting, they began to compile possible survey questions. The group will meet again virtually in April. The next phase of the project will begin to delegate specific tasks to committee members.

Psychology Committee

EMILY DAROWSKI, BRIGHAM YOUNG UNIVERSITY, AND JORDAN SLY, UNIVERSITY OF MARYLAND | CO-CHAIRS

The Psychology Committee has formed two subgroups that are developing and working on psychology-specific projects in the following areas:
• Instruction and Outreach
• Data Management and Scholarly Communication
We will set our outcome goals and plan a yearlong timeline by the end of spring semester. We will also complete a link check of the EBSS Psychology LibGuide in the next few months.

Publications & Communications Committee

KARNA YOUNGER, UNIVERSITY OF KANSAS | CHAIR

The Publications & Communications Committee wishes our colleagues well during this time and has continued operations as usual despite the COVID-19 turmoil. Our newsletter editor, Trent Brager, and social media editor, Sabine
Committee Reports

PUBLICATIONS & COMMUNICATIONS COMMITTEE REPORT, CONTINUED

Dantus, have been providing members with news about the section. Sabine has also expanded EBSS’s social media presence to Twitter. Follow the section if you haven’t already. Finally, our web team, Youngsook Choi and Tylar Kerstetter, have devised a liaison approach to their work and can be contacted at ebsswebeditor@gmail.com. If you have any announcements, please reach out through ALA Connect.

Reference Sources & Services Committee

RACHAEL ELROD, UNIVERSITY OF FLORIDA | CHAIR

At our last meeting, the Reference Sources and Services Committee submitted a contributed paper proposal for ACRL 2021 based on the survey the committee conducted on the use of online resources by education faculty and education majors. If it is not accepted, we hope to still publish an article and may submit a poster proposal to ACRL.

Research Committee

SAMANTHA GODBEY, UNIVERSITY OF NEVADA, LAS VEGAS, AND ANNIE ARMSTRONG, UNIVERSITY OF ILLINOIS AT CHICAGO | CO-CHAIRS

The EBSS Virtual Research Forum will be held online on Thursday, May 14, 2020 at 2:00pm-3:30pm EST. As always, the forum will feature original research of interest to librarians, especially those in education and behavioral sciences. Presenters will share their research in 10-minute lightning talks followed by a discussion.

Attendees can register at the following link: https://ala-events.zoom.us/meeting/register/tJIoc-ygpjkvBWHlgrYKTY20R2G3RKmOQ

We hope to see many there, but the event will also be recorded and posted to the EBSS listserv.
Committee Reports

Scholarly Communications Committee

DORINNE BANKS, GEORGE WASHINGTON UNIVERSITY | CHAIR

Scholarly Communications Committee members have been meeting monthly to plan the many projects we are working on this year.

We held a Twitter chat during Fair Use Week in February 2020. Tweets were archived on our LibGuide: https://acrl.libguides.com/ebss/scc/2020TwitterChat. Tips and resources for holding your own Twitter Chat can also be found on this guide!

Our two other projects are in a holding pattern due to the current state of flux on our campuses. It will likely be necessary to postpone them until the COVID-19 pandemic subsides.

• Host a “Know Your Creator Rights” webinar presented by Kyle Courtney (Harvard University)
• Survey of EBSS members’ scholarly communications information needs

Social Work Committee

SARAH JOHNSON, HUNTER COLLEGE | CHAIR

After eighteen months of consistent work, the Social Work Committee is in the home stretch of crafting companion documents to the ACRL Framework. We meet every four to eight weeks to collaboratively map the Framework to existing social work professional standards, educational competencies, and ethical guidelines. In May, we will discuss our process of constructing these documents and their alignment with equity, diversity, and inclusion at the Information Literacy Standards and Frameworks Committee’s ACRL webinar.

Attendees can register for the webinar, “Connecting Justice to Frameworks: Information Literacy in Social Work,” at the following link: https://zoom.us/webinar/register/WN_6zDr_WiiS0y5Xgo0julKsQ. It will take place on May 21, 2020, from 11:00am-12:00pm EST.
Over the past two decades, Cassandra Kvenild has demonstrated exemplary commitment and excellence in education and behavioral science librarianship at the local, state, and national levels.

Kvenild's approach to librarianship is characterized as “innovative” and “forward-thinking” by her faculty and colleagues at the University of Wyoming, illustrated by her development and enrichment of the STEM curriculum collection with a wide array of non-traditional, technology-focused materials. Kvenild widely shared the challenges and successes of her unique work with colleagues in distance education, instruction, assessment, and cataloging through various scholarly venues. Additionally, Kvenild’s active engagement and collaboration with her campus constituents has yielded an outstanding record of scholarship with depth and breadth. Her 2011 and 2014 co-edited books on Embedded Librarianship are especially notable.

Kvenild has served EBSS in various capacities, including Member-at-Large, Advisory Council, Executive Committee, and chair of Research Committee. Her service to ACRL also includes chairing the Publications Coordinating Committee and the College & Research Libraries News editorial board, as well as serving on the Distance Library Services Nominating Committee and Pre-Conference Planning Committee.

The award consists of a plaque and a $2,500 cash award. EBSS would like to thank the American Psychological Association for their generous support of this award.
At first glance, the National Resource Center for The First-Year Experience & Students in Transition’s Annual Conference on the First-Year Experience (NRC-FYE) may not seem like a librarian-friendly conference. Admittedly, I was apprehensive when attending in February 2020 in Washington, D.C.

This was my first time at NRC-FYE, attending principally as a presenter and satisfied to glean what I could from the sessions. During our pre-conference planning, my co-presenter – a non-librarian and frequent attendee – shared that there had been a growing cohort of librarians over the years, reassuring me that I would not be the only one. Even with that, I was pleased with the resources, networking, and fresh perspectives from keynotes, presenters, and attendees in support of library instruction, information literacy, faculty/library collaboration, and an overall advocacy for students’ diverse needs, interests, and concerns.

I left with new ideas to incorporate into library instruction sessions for our first-year experience and lower level courses, as well as potential programs for students new – and not so new – to campus. I recommend considering NRC-FYE, or conferences in your concentration or subject area, for fresh ideas and connections. The next NRC-FYE conference will be in Seattle, Washington: [https://sc.edu/about/offices_and_divisions/national_resource_center/events/conferences/first-year_experience/index.php](https://sc.edu/about/offices_and_divisions/national_resource_center/events/conferences/first-year_experience/index.php)
In October 2019, the What Works Global Summit convened in Mexico City, Mexico. It was co-sponsored by Campbell Collaboration as well as the National Council for the Evaluation of Social Development Policy (CONEVAL), which is an institution that measures poverty in Mexico. The goal of this summit was to bring together professionals supporting evidence synthesis, practicing evidence-based decision-making, or implementing programs and policies based on evidence.

The themes of the conference included all of the Campbell Collaboration coordinating group topics (e.g., education, disability, social welfare) as well as broader topics such as big data, data science, and artificial intelligence and machine learning aspects of evidence synthesis.

In my opinion, the programming was fantastic for both amateurs and those more immersed in evidence synthesis work. Some librarian colleagues from the Campbell Collaboration Information Retrieval Group (Sarah Young, Kate Ghezzi-Kopel, and Erin Eldermire) taught a pre-conference session on evidence synthesis literature searching. Two other pre-conference sessions attended were very informative and thought-provoking: a primer on meta-analyses taught by Terri Pigott and Jeffry Valentine, and a class on using qualitative research in evidence synthesis taught by Ruth Garside.

Stay tuned for upcoming evidence synthesis events. There will be a Global Evidence Summit in October 2021 in Prague, and this event will be co-sponsored with Cochrane, the Joanna Briggs Institute, and the Guidelines International Network. Some early information about this event is available here: [www.cochrane.org/news/czech-republic-host-global-evidence-summit-2021](http://www.cochrane.org/news/czech-republic-host-global-evidence-summit-2021)
Using Trello to Organize Research Projects, Presentations, and Papers

MEGHAN TESTERMAN, PRINCETON UNIVERSITY

Trello is a free web-based application that uses a corkboard style layout to organize to-do lists and manage team-based projects. The easily manipulated columns and cards, as well as the ability to add links and attach files and images, make Trello an ideal tool for gathering ideas, quotes, and references then organizing them into a presentation or paper. If you, like me, were taught in school to write down quotes and citations on notecards and then organize them into an outline for a paper, you will love the ease of using Trello for this task. Every reference can be assigned a card which will keep the citation, quotes, and even a PDF in one place. Cards can be moved between columns, and columns can be moved horizontally. When starting a project, I like to keep a column for brainstorming ideas on the left and organize the columns from left to right to align with the order of the presentation or paper.

Follow the link to see an example of Trello being used to organize a lecture on Open Science Practices.

Example: Open Science Presentation Trello Board
https://trello.com/b/559LbUMe
### Sharing Achievements

#### Awards

**LESLEY FARMER, CALIFORNIA STATE UNIVERSITY LONG BEACH**

Dr. Lesley Farmer, Professor of Library Media at California State University Long Beach, has been selected for two prestigious awards: ALA’s [Ken Haycock Leadership Award](https://www.ala.org) and the Catholic Library Association’s [St. Katharine Drexel Award](https://www.catholiclibraryassociation.org) for outstanding contribution to the growth of high school librarianship.

She has also created a [website of coronavirus resources](https://www.coronavirusresources.org) for education and libraries. She welcomes additional resources to include in the website.

#### Publication

**JO ANN CARR**

Jo Ann Carr, former EBSS chair, has found a new calling in retirement and recently published *Such Anxious Hours: Wisconsin Women’s Voices from the Civil War* with the University of Wisconsin Press. This title places the letters and diaries of eight Wisconsin women in their national, state, and local context, presenting a new narrative of the Civil War homefront.

#### Publication

**ALISON LEHNER-QUAM, LEHMAN COLLEGE**

The Higher Education Committee is currently focusing on providing tools for professional development for academic librarians. To guide our work, the EBSS Higher Education Committee posted a survey for academic librarians on the EBSS listserv to gather feedback on the content knowledge and professional competencies EBSS members wanted to develop. The 39 respondents most frequently indicated they were “very interested” in developing the ability to work with higher education administrators, researchers, and practitioners, including high-impact educational practices (HIPs). In response, committee members decided to prepare a series of brief articles for the EBSS Newsletter on HIPs. The series begins with this article.

Congratulations!

2020 EBSS Election Results
Congratulations to the newly elected members of the EBSS Executive Committee, Vice-Chair/Chair-Elect, Rachael Elrod, and Member-at-Large, Jodie Borgerding! A special thank you to all those who ran for election!

**VICE-CHAIR/CHAIR-ELECT**
Rachael Elrod

**MEMBER-AT-LARGE**
Jodie Borgerding

ACRL News

TBD from Dawn Mueller - What Follows is Filler

**SARAH FRENCH, ILLINOIS STATE UNIVERSITY**
The Higher Education Committee is currently focusing on providing tools for professional development for academic librarians. To guide our work, the EBSS Higher Education Committee posted a survey for academic librarians on the EBSS listserv to gather feedback on the content knowledge and professional competencies EBSS members wanted to develop. The 39 respondents most frequently indicated they were “very interested” in developing the ability to work with higher education administrators, researchers, and practitioners, including high-impact educational practices (HIPs). In response, committee members decided to prepare a series of brief articles for the EBSS Newsletter on HIPs. The series begins with this article.
Research has shown that some educational practices result in strong outcomes, correlate with increases in student retention and engagement, and provide experiences that students consider meaningful. In 2007, George Kuh first identified these interventions, known as high-impact practices, in the National Survey of Student Engagement (Tukibayeva & Gonyea, 2014). One example of an HIP is the first-year seminar, which emerged in the late nineteenth century at schools such as Harvard, Johns Hopkins, and Brown as a way to support a more diverse student body. Although these seminars take many forms, they continue to be relevant and have been associated with gains in many areas, including academic achievement (Keup & Young, 2018).

According to Kuh, high-impact practices have six important characteristics (Tukibayeva & Gonyea, 2014):
1. They require students to direct time and effort toward a significant educational goal over a substantial length of time (often a semester).
2. They are not generally done alone but rather in shared intellectual activity with faculty and peers. By definition, this also creates opportunities for experiences with diversity and the larger world.
3. Students must leave the familiar and be exposed to new and diverse ideas, settings, worldviews, and practices.
4. Students receive frequent feedback about their performance and performance expectations are set “at appropriately high levels” (Keup & Young, 2018, p. 99).
5. There are activities that require students to apply what they are learning and to consider real-world problems.
6. High-impact practices create settings for learning that foster deep learning and may lead to changes in student perceptions and worldviews (Kilgo, Ezell Sheets, & Pascarella, 2015).

The American Association of Colleges and Universities identified ten educational initiatives as high-impact practices. These include: a) first year seminars and experiences, b) common intellectual experiences, c) learning communities, d) writing intensive courses, e) collaborative assignments, f) undergraduate research, g) diversity and global learning, h) service learning and community-based learning, i) internships, and j) capstones courses and projects (Kuh, 2008).