Here we are again! After a spring and summer that turned our lives upside down, we are now embarking on a fall semester unlike any other. Some of us are still working from home and spending countless hours on Zoom, while others are navigating the reopening of our physical spaces. We are reimagining our work environments, resources, and services at a time when there are so many external pressures. Yet through it all, EBSS has continued to be a source of professional support and consistency for many as we move forward with our (virtual) committee work, programs, and incredibly helpful listserv.

While we were unable to hold our program on diverse children’s literature due to the cancelation of ALA Annual in Chicago, the good news is we will be submitting an updated version of our proposal for next year’s conference (in whatever format that might be) and hope to be accepted again.

I’m happy to share that our executive committee has approved the creation of an EBSS Equity, Diversity and Inclusion (EDI) task force that will collaborate with our committees to ensure that EDI work is very much present in everything we do as a section. A call for members will be going out soon and I encourage those who are interested in serving to contact me at aprhine@ufl.edu.

Finally, our ability to appoint vice-chair and secretary positions for the first time ever has brought new energy and efficiency to many of our committees, and I am looking forward to seeing the progress that is made this year.

In this issue of our newsletter you will find exciting updates. The Communication Studies committee is about to launch their much anticipated draft of the Framework for Information Literacy in Journalism in Higher Education. The Online Learning Research Committee is conducting research on the evolving nature of online instruction amid COVID-19. There is a great overview of our always popular virtual research forum highlighting each of the four presentations and the ongoing impact of their research. Alicia Vaandering writes about her experience collaborating with student workers to perform a diversity audit on her university’s picture book collection. In our Librarian Hack article Mandy Havert gives some helpful insight into how working with her Graduate Student Life office helped her better reach graduate students at her institution.
Committee Reports

Awards Committee

YU-HUI CHEN, UNIVERSITY AT ALBANY, AND JODIE BORGERDING, AMIGOS LIBRARY SERVICES | CO-CHAIRS

The Awards Committee reviewed applications for the American Psychological Association Librarian Conference Travel Awards throughout the year. For Spring 2020, Kelleen Maluski, education and research services librarian at the University of New Mexico, Health Sciences Center, received the award. In January, the Committee selected Cassandra Kvenild, University of Wyoming Libraries associate dean, as the recipient of the EBSS Distinguished Librarian Award for 2020. An award presentation took place at the EBSS Virtual Social during the ALA 2020 Virtual Conference in June.

Communication Studies Committee

MEGAN BLAUVELT HEUER, SOUTHERN METHODIST UNIVERSITY | CHAIR

Over the last year, the Communication Studies Committee has written a draft of Framework for Information Literacy in Journalism in Higher Education. This document is based on interview data the committee collected and analyzed in the previous year as well as documents and standards from the journalism profession. We plan to finalize and share this draft by fall, and we will be hosting a webinar in order to discuss the document and receive feedback.
Committee Reports

Curriculum Materials Committee

ASHLYNN KOGUT, TEXAS A&M UNIVERSITY | CHAIR

The Curriculum Materials Committee hosted an online discussion in May. The discussion focused on making curriculum materials available to online students. We are planning to host another online discussion in the spring of 2021. The Curriculum Materials Committee is also finishing 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.

Education Committee

KATHERINE DONALDSON, UNIVERSITY OF OREGON, AND LISA BECKSFORD, VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY | CO-CHAIRS

The Education Committee has a new co-chair this year, Lisa Becksford, as well as a new secretary, Josette Kubicki. Several new members have also joined the committee thanks to a merger with the Higher Education Committee. The committee’s projects this year will include continuing to maintain and update the Education Guides Repository, writing up the results of a survey of Education librarians, and exploring potential online professional development events/resources related to our charge.

ERIC Users Committee

NANCY O’BRIEN, UNIVERSITY OF ILLINOIS | CHAIR

The EBSS ERIC Users Committee is taking time to refocus on its charge and mission during a transition in leadership. During the coming year, the committee will discuss how to identify improvements that would be useful.
**Instruction for Educators Committee**

**ROBIN EWING, ST. CLOUD STATE UNIVERSITY | CHAIR**

The Instruction for Educators Committee had their first meeting of the year. We are in the early stages of planning a discussion for this fall focused on how education librarians are using the ACRL Framework for Information Literacy for Higher Education. We consider this the first step in revising the Information Literacy Standards for Teacher Education to align with the Framework. We’ve scheduled monthly meetings to do this work.

**Membership & Orientation Committee**

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

The Membership and Orientation Committee held a Zoom social on June 23 ahead of the virtual ALA Conference. Forty-nine people registered with the majority attending the hour-long Zoom meeting, which was received positively. The committee is currently planning a panel for the fall to discuss publishing as a librarian for professional development. Please stay tuned for more details on the date and the panelists.
Committee Reports

Online Learning Research Committee

KAREN REED, MIDDLE TENNESSEE STATE UNIVERSITY | CHAIR

The EBSS Online Learning Research Committee was happy to receive two new members: Lindley Homol and Dustin Fife. They have already made valuable contributions as the committee continues its research on the evolving nature of online instruction librarianship amid COVID-19.

Our members have been working on a variety of small projects within two specific focus areas, determined by the committee, that we have decided are of the utmost importance to librarians serving researchers and students in psychology and closely related disciplines. As such, we have created two sub-groups: one covering instruction and outreach and the other covering data management and scholarly communications. These groups work toward our larger goals of establishing an authoritative home for librarians, well-maintained and curated resources, and a platform for the development of cross-institution research collaboration and publication. Some recent highlights of our work include:

• Updating committee charge
• LibGuide updates on COVID-19
• LibGuide updates for teaching remotely, data management, open science, OERs, reproducibility, and open access guidance
• Drafting an open letter to the APA regarding the lack of accessibility of the manual to students
• Moving toward broader engagement with the professional community through webinars, publications, and other formats and finding ways to broaden and expand committee membership

Psychology Committee

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

Our members have been working on a variety of small projects within two specific focus areas, determined by the committee, that we have decided are of the utmost importance to librarians serving researchers and students in psychology and closely related disciplines. As such, we have created two sub-groups: one covering instruction and outreach and the other covering data management and scholarly communications. These groups work toward our larger goals of establishing an authoritative home for librarians, well-maintained and curated resources, and a platform for the development of cross-institution research collaboration and publication. Some recent highlights of our work include:

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Committee Reports

Scholarly Communication Committee

AMY MINIX, INDIANA UNIVERSITY | CHAIR

The Scholarly Communication Committee held its first meeting on Aug. 31. We welcomed new members and provided information about projects planned and completed last year. We discussed possible programs and webinars that would be timely:

- Providing suggested messaging to help faculty and students understand the restraints libraries are under in terms of purchasing materials while sharing information about other approaches to finding resources (open access, open educational resources, etc.).
- Hosting a webinar about copyright with a focus on particular materials used in the classroom (scanning book chapters or articles, etc.)
- We are also planning to update our LibGuide with resources specific to scholarly communication within education and behavioral sciences.

Additionally, the committee worked on a needs survey last year about topics that are of interest to the broader EBSS/scholarly communication community. We have delayed the survey until normal operations resume. We are currently discussing next steps and when to distribute the survey.

Social Work Committee

STEPHEN MAHER, NEW YORK UNIVERSITY, AND SARAH JOHNSON, HUNTER COLLEGE | CO-CHAIRS

The EBSS Social Work Committee finalized their companion documents to the ACRL Framework. The documents will accessible via the ACRL LibGuide.

This past May, the ACRL Information Literacy Standards and Frameworks Committee invited us to a webinar where we presented our process for constructing the companion documents and how it aligns with equity, diversity, and inclusion. Over 100 individuals attended the webinar, which can be viewed at: https://www.youtube.com/watch?v=Re0pU6HJxEg.

Looking ahead, the committee intends to solicit feedback on their companion documents as well as explore new projects, such as a revised version of the Social Work Liaison’s Toolkit (http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections/ebss/ebsswebsite/socialworksocialwelfare/toolkit) with the development of a section on systematic reviews.
The EBSS Research Committee hosted its Virtual Research Forum on May 14, 2020. Samantha Godbey and Annie Armstrong, committee co-chairs, moderated the event. This is the second year that the forum used a 10-minute lightning talk format with a Q&A period following the four presentations. There were 145 attendees.

Rachel Wishkoski, Utah State University, presented “Assessing Student Attitudes Toward Research in an Undergraduate Social Science Research Methods Course.” Faculty expressed concern about students’ performance in a methods course due to level of preparation and the impact of attitudes such as anxiety toward research methods. Wishkoski collaborated with two faculty members to conduct a mixed methods study investigating how students’ attitudes and understanding of research change over the course of the semester. The goal was to use findings to improve curriculum design and library instruction support for students in future semesters. Pretest-posttest surveys were administered to students enrolled in the same course over two semesters and responses to open-ended questions were collected twice each semester. Major findings showed a decrease in disinterest and an improvement in attitudes and perceptions of relevance. Students initially believed that research was something that only “highly educated professionals” and “scientists” were qualified to conduct, but came around to the idea that research was something they could participate in. Some students reported a newfound curiosity in performing research and that “finding answers to questions” could be both “satisfying” as an individual as well as important to society. Data analysis was scheduled to be completed during summer 2020 with publication to follow.

Heather Adair and Ashley Crane, Sam Houston State University, discussed “Don’t Let the Space Confine You: Active Learning in Library Instruction.” Adair and Crane found that the literature on active learning rarely focuses on one-shot library instruction. They used a three-phased mixed method study design to explore the impact of instructional space on a librarian’s perceived or observed ability to incorporate active learning strategies in the library classroom. They also investigated how instructor behavior and student engagement differ when using fixed vs. flexible instructional spaces. Phase 1 consisted of a self-interest questionnaire to select librarian participants and an individual orientation to the study requirements for each participant. Phase 2 included a pre-observation survey and observation of librarians while implementing active learning techniques during two sessions in a fixed classroom. Data analysis is ongoing with publication pending.
classroom environment and two sessions in a flexible space. A descriptive analysis of collected data was performed. COVID-19 interrupted Phase 2, causing the incompletion of some observations. Phase 3 would include a post-observation survey, individual reflective interview, and analysis of collected data to evaluate instructor movement and student engagement. Preliminary data analysis revealed a significant difference between self-reported data and observations, such as frequency of using active learning techniques. Reasons could include instructor preparation, stress of being observed, and tenure status of instructors.

Trent Brager, University of St. Thomas, presented his research “From Idea to Dissertation: Information Needs on the Research Journey of PsyD Students.” Trent showcased the journey for psychology doctoral students and what needs these students have during the development of the first three chapters of their dissertation, including the lit review and methods. The two-part qualitative design of diaries and interviews gave insight into student perceptions of the gaps in dissertation support. This data allows librarians to see where the breakdowns in support occur and use these as opportunities for non-traditional library support. Brager shared a few ideas on how librarians can help fill in those gaps to reduce anxiety and procrastination amongst students who are overwhelmed. This action research could be replicated to discover the unmet needs of doctoral students at any university.

Samantha Kannegiser, Rutgers University, presented “The Effects of Augmented Reality on Anxiety and Self-Efficacy: An Exploratory Study.” The study looked at the differences of student anxiety and confidence between the control group that completed a more traditional self-paced SurveyMonkey scavenger hunt orientation to the library and those that completed an augmented reality version of the scavenger hunt orientation. Both groups of students received the same clues, but they were presented in contrasting media. Based on the pre- and post-orientation surveys of both groups, the augmented reality group showed less library anxiety, especially toward library staff, as well as greater self-efficacy in knowing how to use the library.

The questions that followed the lightning talks focused on study design, IRB, participant recruitment, selection of instruments, and the impact of COVID-19 disruptions when resuming research. If you missed the forum, the recording and slides are available on the EBSS Research Committee page. Please consider the EBSS Research Forum as a venue for sharing your research when the call for proposals goes out in February.
Collaborating with Student Workers on a Diversity Audit

ALICIA VAANDERING, UNIVERSITY OF RHODE ISLAND

During Spring 2020, I led a project with two freshmen student workers (both education majors) and an MLIS intern to identify gaps in racial and cultural representation within the picture book collection at Salve Regina University’s Janet L. Robinson Curriculum Resource Center, which is heavily used by students in early and elementary education. Although diverse representation has always been an important goal in our collection development, we lacked a comprehensive understanding of which voices were represented.

Based on discussions with curriculum librarians and on the EBSS listserv, we decided to use Diverse Book Finder’s Collection Analysis Tool to conduct a diversity audit of our recent picture books. By submitting a spreadsheet of our titles and their ISBNs, we received a report that analyzed the racial and cultural representation and the types of stories that are being told in our collection (e.g. stories of oppression and resilience, folklore, biography). While I created the framework and training for the project, my student workers and intern were responsible for formatting the spreadsheet and using the subsequent report and Diverse Book Finder catalog to find titles to add greater diversity to our collection.

This project was an essential step in addressing the underrepresentation of certain voices and stories within our collection and allowed us to make data-based decisions about which titles to purchase. In addition, the project provided a unique opportunity for the student workers and MLIS intern to participate in all phases of collection development, from auditing a collection to selecting new titles.
Eight years ago, I accepted a graduate student outreach services librarian position, a new role at my library at the time. It was up to me to develop the position to best serve the graduate student community. Marketing our professional development training was the top priority. I used all the channels I could identify. Inevitable chaos ensued from oversaturating those channels. Lesson learned.

Students saw the email messages but read none of them; there was too much information from too many channels. Thankfully, our campus had one organization willing to provide the central newsletter for all departments supporting graduate students on campus. I leaned on the Graduate Student Life Office newsletter right away. Whenever I connected with graduate students, I asked them to read “The Stream” for library-related information. It worked.

Graduate program administrators were helpful. I had asked them to help get my chaotic messages out. These staff members interact most with grad students in our academic departments. They know the pain points the students are experiencing, which students can benefit from professional development opportunities, and make trusted referrals. I assured the administrators that I would curate the announcements going forward. Building this relationship was a game-changer for my outreach work.

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**Librarian Hack**

**Curating Campus Communication Channels**

MANDY HAVERT, UNIVERSITY OF NOTRE DAME

A sample of library messages in the graduate student newsletter
Rank Advancement

STEPHANIE DAVIS-KAHL, ILLINOIS WESLEYAN UNIVERSITY

Stephanie Davis-Kahl, Past Chair of EBSS and the 2014 recipient of the EBSS Distinguished Librarian Award, has been named University Librarian for The Ames Library at Illinois Wesleyan University. A press release can be found here: https://www.iwu.edu/news/2020/stephanie-davis-kahl-named-university-librarian.html.

Publication

LESLEY FARMER, CALIFORNIA STATE UNIVERSITY LONG BEACH

Dr. Lesely Farmer, professor of library media at California State University Long Beach has recently published Impactful Community-Based Literacy Projects with ALA Editions.

Publication

ALISON LEHNER-QUAM, LEHMAN COLLEGE

Alison Lehner-Quam, assistant professor and education librarian at Lehman College, published the following article with colleagues:

Call for Nominations

EBSS Distinguished Librarian Award

Nominations are now being accepted for the EBSS Distinguished Librarian Award to be presented at the 2021 ALA Annual Conference.

This award honors a distinguished academic librarian who has made an outstanding contribution as an education and/or behavioral sciences librarian through accomplishments and service to the profession.

The award consists of a plaque and a $2,500 cash award, sponsored by the American Psychological Association.

Nominees should have demonstrated achievements in one or more of the following areas:

- Service to the organized profession through ACRL/EBSS and related organizations
- Significant academic library service in the areas of education and/or behavioral sciences
- Significant research and publication in areas of academic library services in education and/or behavioral sciences
- Planning and implementation of academic library programs in education and/or the behavioral sciences disciplines of such exemplary quality that they could serve as a model for others.

Submit your nomination here by Friday, Dec. 4, 2020.

For the nomination form and more information about the award, please visit: http://www.ala.org/acrl/awards/achievementawards/acrlebssaward.

If you have questions, please contact Yu-Hui Chen (ychen@albany.edu) or Jodie Borgerding (borgerding@amigos.org).

Thank you for helping us recognize the excellent work of our colleagues!
ACRL invites you to share your research and creative endeavors with your colleagues at the ACRL 2021 Virtual Conference. Today's higher education environment calls for innovative ways to support student, faculty, and institution success. Submit your ideas for presentation at the ACRL 2021 Virtual Conference, where we will explore the theme Ascending into An Open Future. Through the work of talented library workers like you, and ACRL's commitments to equitable and open scholarship as well as equity, diversity and inclusion, today's academic and research libraries are providing more open and inclusive collections and services. Share your ideas with your colleagues as we work together for an open future.

The deadline for Lightning Talk, Poster, Roundtable, TechConnect, Webcast submissions has been extended to **Monday, Nov. 9**. As a reminder of the new **Participation Limits**, all submitters (even those that already submitted in the spring) are eligible to be included as a presenter or co-presenter on a maximum of two additional proposals for the revised fall submission deadline, and can ultimately present a maximum of two times during the ACRL Conference.

More details about the ACRL 2021 Virtual Conference, including the full **Call for Participation**, are online.

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**Call for ACRL Award Nominations**

- **Excellence in Academic Libraries Award**
  - $3,000 and a plaque

- **Academic/Research Librarian of the Year**
  - $5,000 and a plaque

  Generously sponsored by GOBI Library Solutions from EBSCO

**DEADLINE: Dec. 4, 2020**

More information about these and all other ACRL award opportunities can be found on the ACRL website: [http://www.ala.org/acrl/awards](http://www.ala.org/acrl/awards).
New ACRL Books

ACRL publishes a range of books to assist academic librarians in developing their professional careers, managing their institutions, and increasing their awareness of developments in librarianship, providing timely, thought-provoking, and practical content and research to academic and research librarians worldwide. Some recent titles:

- Get the Job: Academic Library Hiring for the New Librarian
- Sharing Spaces and Students: Employing Students in Collaborative Partnerships
- Hidden Architectures of Information Literacy Programs: Structures, Practices, and Contexts
- The Engaged Library: High-Impact Educational Practices in Academic Libraries
- Games and Gamification in Academic Libraries

Interested in writing for ACRL? Contact Erin Nevius, ACRL's Content Strategist, at enevius@ala.org for more information, or visit www.ala.org/acrl/publications/publishing to learn more about our book publishing program and submit a proposal.

ACRL Diversity Alliance – Join or Renew for 2021!

The ACRL Diversity Alliance program unites academic libraries committed to increasing the hiring pipeline of qualified and talented individuals from underrepresented racial and ethnic groups. By working together and thinking more broadly, ACRL Diversity Alliance institutions will help diversify and thereby enrich the profession. The commitment of each library leader to create one or more residency positions will expand the opportunities available to individuals from professionally underrepresented groups to gain knowledge, skills, and competencies necessary to thrive in an academic context. Renewals will go out this fall for 2020 institutional members. If your institution is not a current member and you’re interested in joining the ACRL Diversity Alliance, please contact ACRL Program Manager for Strategic Initiatives Allison Payne at apayne@ala.org.