Association of College and Research Libraries
Board Orientation for
Julie Ann Garrison, Toni Anaya, Jessica Brangiel

Wednesday, July 15, 2020, 2:10 p.m. - 4:10 p.m. Central
Join Zoom Meeting: https://ala-events.zoom.us/j/97155200035

2:10 p.m.
1.0   Welcome & Expectations— Jon Cawthorne (5 min.)

2:15 p.m.
2.0   Framework for Governance and Leadership— Jon Cawthorne (5 min.) #1.0, #2.0
      2.1 Review the new work of nonprofit Boards

2:20 p.m.
3.0   Strategic Planning— (15 min.) Jon Cawthorne, Karen Munro (KM), Kara J. Malenfant (KJM), Mary Jane Petrowski #6.0, #10.0, #11.0, #12.0
      3.1 History and role of Strategic Planning; when to consider new strategic plan—KM
      3.2 Four Strategic Goals and Enabling Programs and Services—JC
      3.3 Core Commitment to EDI—JC
      3.4 Environmental Scanning (Research & Planning Comm. role, too)—MJP
      3.5 Advancing the Plan for Excellence: Annual Work Plan for Committees & Board role—KJM
            Q: To what extent can new Board members propose projects?
            Q: Are there unfinished initiatives or projects that need support of new Board members?
      3.6 Assessment: PEAR Report, KPIs, and Dashboard Metrics: KJM
      3.7 Purpose of the Spring Strategic Planning & Orientation Session—JC

2:35 p.m.
4.0   Roles & Expectations of ACRL Board members— (35 min.) Jon Cawthorne, Karen Munro (KM), Carolyn Henderson Allen, Kara J. Malenfant (KJM), Mary Jane Petrowski #3.0, #4.0, #5.0, #8.0, #9.0, #16.0
      4.1 Expectations for Board members and differing role of Directors-at-Large and Executive Committee members—KM
      4.2 Setting Board agendas—JC, KJM
      4.3 Preparing for Board meetings, Board Ground Rules, Social Media Guidelines, Knowledge-based decision-making—JC

4.4 Board effectiveness assessment—JC

4.5 Attendance at face-to-face meetings, Virtual meetings, year-round work of Board, virtual voting (always evolving)—JC

4.6 Board working groups—KM

4.7 Financial (Friends, ACRL Conference attendance, Scholarship Fundraising Campaign)—CHA, MJP

4.8 ALA Connect for Board docs and voting—KJM

4.9 Who speaks for ALA/ACRL—KJM

4.10 Board's role in Evaluation of Executive Director—KM

4.11 What do current Board members feel took the longest to learn and understand about their role? What do they know now that they wish they had understood at the beginning of their term? —All Current Board members

3:10 p.m.
5.0 Board Liaison Role— (15 min.) Jon Cawthorne, Karen Munro (KM), Kara J. Malenfant (KJM) #6.0, #7.0, #7.1, #7.2, #13.0

5.1 Review of Board liaison role (Liaisons to sections, committees, communities of practice, virtual and F2F expectations/roles) -- JC

5.2 Communication and participation -- JC

5.3 Guidance to Committees and Sections with conference proposals --KM

5.4 Working with staff liaisons and guidance to committees on Annual Work Plans -- KJM

3:25 p.m.
6.0 Working with Staff — (5 min.) KJM

6.1 Role of staff— look at committee work plan document for roles

6.1.1 Communication preferences, cc: KJM

6.1.2 Teaming with staff to work with Committees (Board, staff, committee partnership)

3:30 p.m.
7.0   Issues before the ACRL Board – All (15 min.)

7.1 ALA (Governance (Forward Together), Budget, Membership Communications Study, Internal changes and IT, Advocacy and Chapters) —KJM

7.2 Strategic use of ACRL financial resources—CHA

7.3 Role of EDI Committee and how does ACRL manifest the core commitment?—JC

3:45 p.m.
8.0 Administrative information— (10 min.) Kara J. Malenfant (KJM) #8.0, #14.0, #15.0

8.1 "Typical" schedule at Annual Conference/MW under discussion

8.1.1 Formal and informal

8.1.2 Agendas and docs set in advance of conference

8.2 Travel (ALA MW, AC, and ACRL Conference—on your own)

8.3 Expenses

8.4 Resources—Board orientation manual, Guide to Policies & Procedures, ALA Connect, Briefing Books
8.5 Board traditions (Thursday dinner, Monday lunch, SPOS, Fall & Spring Virtual)
8.6 Acronyms- (SPOS, SCOE, other?)
8.7 Other

3:55 p.m.
9.0   Questions for us? (15 min.)

FYI, future topics to be addressed in upcoming Fall 2020 Orientation
- Refresher and new questions
- ACRL Budget – Carolyn Allen/KJM
  - Association budgets (revenue generating; no allocations from ALA)
  - Overview of annual cycle
  - Major revenues/expenses (briefing book)
  - Reading the ACRL spreadsheets (Board manual)
  - Board's Role (Annual)
- Current Role of ACRL and ALA—KJM
  - Legal entity
  - Tax status
  - Political speech and IRS regulation (election info)
  - History
  - ALA Structure
  - ALA Budget
  - Operating agreement
  - Indirect Costs/overhead
  - ACRL structure
  - ACRL Staff responsibilities (Board manual list)
  - ACRL Bylaws
  - Other?

Documents and Board Manual

Documents
- Doc 1.0 The New Work of Nonprofit Board
- Doc 2.0 Centre Point Board Governance as Leadership Summary
- Doc 3.0 Guide for Board Members
- Doc 4.0 Eli Mina Board Effectiveness
- Doc 5.0 Brief Summary Robert's Rules of Order
- Doc 6.0 Reports and Work Plans from Goal-area Committees
- Doc 7.0 Board Liaison Check List
- Doc 7.1 Committee Letter Template for Board Liaisons
- Doc 7.2 Section Letter Template for Board Liaisons
- Doc 8.0 Board Meeting Practices

- Doc 9.0 ACRL Board Effectiveness Survey
- Doc 10.0 Plan for Excellence
- Doc 11.0 Environmental Scan 2019
- Doc 12.0 Top Trends 2020
- Doc 13.0 Board Liaisons 2019–2020
- Doc 14.0 Reimbursement request form
- Doc 15.0 ACRL/ALA Acronyms
- Doc 16.0 ACRL Meeting Evaluation Survey

Board Manual LibGuide

The [2019-2020 ACRL Board Manual LibGuide](#) will be updated in advance of the second part of this orientation, which will take place virtually in the fall.

The New Work of the Nonprofit Board

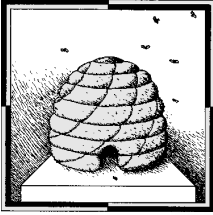by Barbara E. Taylor, Richard P. Chait, and Thomas P. Holland

Harvard Business Review

Harvard Business Review

SEPTEMBER-OCTOBER 1996

Is your board adding value or simply wasting its members' time?

The New Work of the Nonprofit Board

by Barbara E. Taylor, Richard P. Chait, and Thomas P. Holland

Effective governance by the board of a nonprofit organization is a rare and unnatural act. Only the most uncommon of nonprofit boards functions as it should by harnessing the collective efforts of accomplished individuals to advance the institution's mission and long-term welfare. A board's contribution is meant to be strategic, the joint product of talented people brought together to apply their knowledge and experience to the major challenges facing the institution.

What happens instead? Nonprofit boards are often little more than a collection of high-powered people engaged in low-level activities. Why? The reasons are myriad. Sometimes the board is stymied by a chief executive who fears a strong board and hoards information, seeking the board's approval at the last moment. Sometimes board members lack sufficient understanding of the work of the institution and avoid dealing with issues requiring specialized knowledge. Individual

board members may not bring themselves fully to the task of governance, because board membership generally carries little personal accountability. And often the powerful individuals who make up the board are unpracticed in working as members of a team. No matter which cause predominates, nonprofit board members are often left feeling discouraged and underused, and the organization gains no benefit from their talents. The stakes remain low, the meetings process-driven, the outcomes ambiguous, and the deliberations insular. Many members doubt whether a board *can* have any real power or influence.

The key to improved performance is discovering and doing what we call the *new work* of the board. Trustees are interested in results. High-powered people lose energy when fed a steady diet of trivia. They may oblige management by discussing climate control for art exhibitions, the condition of old steam lines, or the design of a new logo, but

they get charged up when searching for a new CEO, successfully completing a capital campaign, or developing and implementing a strategic plan. *New work* is another term for work that matters.

The new work has four basic characteristics. First, it concerns itself with crucial, do-or-die issues central to the institution's success. Second, it is driven by results that are linked to defined timetables. Third, it has clear measures of success. Finally, it requires the engagement of the organization's internal and external constituencies. The new work generates high levels of interest and demands broad participation and widespread support.

The New Work Requires New Practices

The new work defies the conventions that have regulated board behavior in the past. Whereas the customary work of a nonprofit board is limited to scrutinizing management, the new work requires new rules of engagement and unorthodox ways of fulfilling a board's responsi-

DRAWINGS BY MAXINE BOLL

bilities. The pressures on most nonprofits today are too great for the old model to suffice. Nonprofit leaders can take the following steps to improve board practices:

Find out what matters. Traditionally, nonprofit boards and CEOs have agreed that management defines problems and recommends solutions. A board might refine management's proposals but rarely rejects any. Why? Few trustees know the industry or the institution well enough to do more, and those who do dread being labeled as meddlers or micromanagers. Board members sometimes are made to feel that asking a thorny question or advancing an alternative opinion is disloyal to the administration. A vote on an issue is a vote on the CEO. But how can a reactive, uninformed board know what opportunities the organization is missing? And how much damage must the organization sustain before the board realizes something is amiss?

To do the new work, trustees and management together must determine the important issues and the agenda of the organization. Trustees need to understand what the CEO sees as the critical issues. They also need to know what other stakehold-

ers and industry experts think, because no chief executive knows enough to be a board's sole supplier of information and counsel. Knowledgeable trustees can help inform the CEO's judgment. They can also perform a useful function for the CEO by focusing the organization's attention on issues that are unpopular within it or that fall outside the staff's capabilities. In addition, the board can find out what matters by engaging in the following four sets of activities:

Make the CEO paint the big picture. The litmus test of the chief executive's leadership is not the ability to solve problems alone but the capacity to articulate key questions and guide a collaborative effort to formulate answers. As one member of a museum's board observes, "What I want most from the president are the big ideas." The CEO must be willing to share responsibility, and the board must be willing to follow the CEO's lead–and ask questions. "If you don't do that," says one college's trustee, "the board doesn't really have a clue about what is going on. When a problem arises and the CEO needs the trustees, they won't own the problem or be willing to help solve it."

The CEO should review the organization's foremost strategic challenges annually with the board. The board, for its part, must consider whether the CEO accurately targeted and defined the issues. This is a moment, maybe *the* moment, in which the board adds value. Together, the CEO and the board must agree on the institution's priorities and strategic direction. Those considerations, in turn, will shape the work of the board and its evaluation of the CEO.

The board of a college in the South has formalized this process success-

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fully. At a retreat each January, the CEO and the trustees rank the most important challenges facing the institution. Then the board structures its committees to reflect those priorities. Last year, for example, the board concluded that marketing and technological infrastructure were its

The new work requires that board members and CEOs get to know their institutions' stakeholders.

top concerns. The board formed task forces of trustees and constituents to study those issues, to specify the decisions the board would have to make during the coming year, and to clarify the board's needs for information and education. At the May board meeting, the task forces provided initial reports, and the board decided how to organize in order to pursue the issues. Trustees also developed measurable expectations for the president that were linked to the board's top concerns.

Get to know key stakeholders. Boards and CEOs have to know what matters to the constituents they serve. The interactions of the old work – which were mostly social events and show-and-tell sessions – will not do. The new work requires two-way communication. As a college president remarks, part of the reason for such communication is "to make the board vulnerable to constituents" – to make it accessible and accountable rather than insulated from the ordinary life of the institution. In that spirit, the boards of several colleges now meet routinely with leaders of student, faculty, and alumni bodies to explore matters of common concern.

Consider the example of a residential treatment center for children with emotional disabilities. When a major benefactor died, the center needed to find new sources of income. While interviewing leaders of social service organizations (a major source of referrals), several board members were shocked to discover

that the center was seen as elitist and interested only in easy cases. In fact, many professionals referred the easy cases to less expensive care and assumed that the center would reject the difficult ones. Alarmed by these misperceptions, the trustees formed a task force to guide a public relations effort. The board expanded to include trustees with ties to sources of referrals and strengthened its relationships with other constituents through educational events and joint programming. "I want to make sure this board is never again so out of touch with its community," said the board's chair at the end of the process.

Close ties between the board and constituents unnerve CEOs who are determined to be the board's sole source of information and fear that direct communication between trustees and stakeholders will weaken time-honored lines of authority. That reaction puzzles board members; as one college trustee asks, "Why not have students talk to trustees? What's there to hide? These are our clients. I'm old enough and smart enough to know that some people just want to complain. Trustees are as qualified as the president to interpret the views they express. The closer I get to reality, the better I can sympathize with and help the CEO."

Consult experts. Many nonprofits are susceptible to competitive forces and to changes in public policy. Consider, for example, the impact on museums of cuts in funding by the National Endowment for the Arts, or the effect on hospitals of efforts to reform federally funded health care. Unless trustees understand the basic economics, demographics, and politics of the industry, boards will be hard pressed to separate the trivial from the significant and the good news from the bad. The new work requires learning about the industry from many sources.

One of those sources should be experts on the board itself. Although boards regularly recruit trustees with expertise in functional areas

like finance, law, and marketing, the new work requires a board to have more than a few trustees with relevant professional expertise: physicians on a hospital's board, academics on a college's board, social workers on a clinic's board. Expert trustees can guide fellow board members through a foreign culture. For example, one Ivy League institution counted a former university president among its board members. At one point, he criticized his colleagues for second-guessing the administration's disciplining of a fraternity, saying, "I'd be furious if my board did this." The board backed off. And at a liberal arts college, a trustee who was a professor at another school helped educate the board about the complexities of measuring teaching quality and reallocating academic positions from departments with declining enrollments to those with growing demand. At the same time, he helped establish the board's credibility with the faculty.

Another source of knowledge is outside experts. They can help boards understand competition, client demographics, trends in government support, and public policy debates. For example, the board of a Protestant theological seminary faced with declining enrollment conferred with experts on professional education, the economics of religious education, and the demographics of its own denomination. The trustees learned that their denomination's population would continue to decline, further eroding financial support for the seminary and job opportunities for new ministers. On its current course, the institution would be bankrupt in a few years. The seminary decided to leverage the strength of its high-quality faculty by becoming a resource to the broader Protestant community, offering theological education to laypeople and continuing education for church workers and ministers, both on campus and in local churches.

Decide what needs to be measured. Corporate boards typically monitor a limited number of performance indicators. Those vital signs

Outside experts can help a board understand the effect of demographic changes on an institution.

convey the company's overall condition and signal potential problems. Nonprofit boards often lack comparable data, largely because the trustees and the staff have never determined what matters most.

Together, the board and management should identify 10 to 12 critical indicators of success. For a college, that may mean scrutinizing its tuition discount (the average remission the institution gives to students as financial aid). For a museum, it may mean measuring its total return on endowment investments. For a hospital, the board may monitor occupancy rates. Distinctive strategies can suggest novel measures. A boarding school focusing on computer literacy monitored the ratio between students' dial-ups to the campus network and their phone calls from their dorm rooms for pizza delivery. A rising percentage of network calls meant that students were becoming more comfortable with new technology. Using comparable creativity, an orchestra with an aging subscriber base monitored ticket sales to single people in their twenties and thirties who had attended chamber music programs

with wine and cheese receptions held afterward.

Graphic comparisons against projections, past performance, or industry norms focus a board's attention on crucial issues and remind trustees that the ultimate goal of the board is to influence those indicators in a positive way. As the CEO of a college in the Midwest says, "We have a set of key performance indicators, explicitly linked to the strategic plan, that are reviewed at every meeting. We even put them on a pocket-size card that trustees can carry around."

Act on what matters. In the world of the old work, the lines were clearly drawn: the board remained on the policy-setting side of the net, management on the implementation side, and so the game of governance was played. In the new work, the board and management are on the same side of the net as partners in both roles. The question is not, Is this an issue of policy or implementation? Rather, the question is, Is the issue at hand

important or unimportant, central or peripheral?

Today few nonprofits can risk barring the CEO from policy development or divorcing the board from policy implementation. In a capital campaign, establishing priorities and goals is setting policy, identifying prospects and making calls is implementation. In the search for a new CEO, determining selection criteria is making policy, designing the

In the new work, the board and management work together on both policy and implementation.

procedure and conducting the interviews is implementation. In brief, most important matters cannot be subdivided neatly into policy or administration.

In many instances, implementation is far more consequential than formulation. For example, in face-to-face meetings, trustees of a Catholic women's college persuaded

affluent older alumnae to support a new institutional focus on serving poor minority women from the inner city. The board of another college, troubled by the decline in students able to pay full tuition, selected three trustees to assist the administration with the design of a

> ## For the new work to happen, substance must dictate a board's structure.

marketing strategy aimed at attracting more students able to pay.

In another case, a university owned a commercial radio station. The board questioned how the station fit in with the school's mission. After deciding with the president that the university could turn profits from the sale of the station to better educational use, the trustees negotiated the transaction. Afterward, the president exulted, "This was the board at its best." The board members knew more than the staff about the radio business and about selling a major asset, and they put that knowledge to use.

Involving trustees in policy implementation can be critically important during a crisis. In the aftermath of the scandal at the United Way of America (the CEO used more than a million dollars of United Way money for personal expenses), the board and CEO of one local chapter agreed that each of the trustees would interview five business leaders to learn what the chapter might do to improve community support for an upcoming campaign. The advice was consistent: admit that the national organization had blundered badly, stop all payments to the national headquarters until the charges were resolved, promise that all funds would remain in the community, allow donor-designated contributions, and promise that the board would issue a public report on allocations. The CEO and the trustees accepted those recommendations and inaugurated an intense public-relations effort that engaged every board member. In the end, the campaign was almost as successful as the previous year's and was substantially more successful than those of other chapters in the

region. That would not have been the case had the board only set policy.

Organize around what matters. The board's new work must be organized to deal with the institution's priorities. That may seem self-evident, but boards often organize their work in functionally oriented committees (physical plant, finance, public relations) that channel trustees toward low-stakes operational decisions. For the new work to happen, substance must dictate structure. Committees, work groups, and task forces must mirror the institution's strategic priorities.

For instance, a theological seminary replaced most of its operationally oriented committees with ones that reflected the major goals of the strategic plan: globalizing the curriculum, improving relations with local churches, and providing continuing education for the ministry. The committees included trustees and constituents. One result: on the recommendation of the committee on church relations, the seminary established a clearinghouse to provide local churches with technical assistance in such areas as financial management, adult education, and church governance.

Teaching an Old Board New Work

Old Work

1. Management defines problems, assesses options, and proposes solutions. Board listens, learns, approves, and monitors.

2. Board sets policy, which management implements. Respective territories are sharply defined; there is little or no border traffic. Domains are decided by organization chart.

3. Structure of standing committees parallels administrative functions. Premium is on permanent structure, established routines. Members occupy functional niches. Board maintains busywork.

4. Board meetings are process driven. Protocol doesn't vary. Function follows form. Emphasis is on transmission of information and reports.

5. Board is a collection of stars. It recruits people with an eye to expertise and status. The CEO cultivates individual relationships and exploits each trustee's talents.

New Work

1. Board and management discover issues that matter, mutually determine the agenda, and solve problems together.

2. Board and management both set policy and implement it. Lines are blurred, borders open. Domains are decided by nature of issue at hand.

3. Structure of board mirrors institution's strategic priorities. Premium is on flexibility, ad hoc arrangements. Members occupy functional intersections. Board creates centers of action.

4. Board meetings are goal driven. Protocol varies with circumstances. Form follows function. Emphasis is on participation and action.

5. Board is a constellation. It recruits team members with an eye to personality and overall chemistry. Board cultivates group norms and collective capabilities of trustees.

In another example, the board of a preeminent women's college has under active consideration the creation of four "councils" (business affairs, campus affairs, external affairs, and governance and board affairs) as umbrellas for clusters of standing committees. The council on campus affairs, for example, would oversee the activities and orchestrate the annual agendas of the student-life, admissions, and trustee-faculty relations committees, which would meet only as necessary. The council chairs would coordinate the annual agendas of the four councils and suggest strategic issues for in-depth discussion at board meetings.

Task forces that include constituents and nontrustee experts can tackle critical yet discrete matters such as outsourcing certain functions or installing a total quality management program. For example, the board of an independent day school appointed two task forces to explore accreditation issues with the appropriate state and federal agencies. The task forces gathered information about demographic trends, accreditation requirements, and possible legislation that would affect independent schools. At a special Saturday session, the task forces presented their findings, the board discussed whether to seek accreditation and whether to become more selective, *and* the task forces disbanded. The work had been done.

Such "tissue paper" task forces (use and discard) drive the board toward real-time results, multiply leadership opportunities, and prevent longtime members from dominating standing committees. As one college's trustee confesses, "Many of our standing committees don't really shape policy or identify needs. They're an empty ritual, a burden, not an asset. In contrast, task forces are very effective. For example, we're looking at the cost and shape of a marketing plan. A task force helped the board understand the problem and recommended directions. There was a material difference in the sense of ownership."

Focus meetings on what matters. Boards are boards only in meetings, and yet meetings are where boards underperform most visibly. Many trustees think that lack of time is the most significant barrier to a board's ability to perform the new work. In fact, the greater problem is the failure to determine what matters and to let that imperative drive the frequency, format, and duration of board and committee meetings. And if a board can meet only infrequently or for short periods, trustees should consider realistically what they can deliver. The chair, the CEO, and perhaps the executive committee should design each meeting by asking the questions, What is the purpose of this meeting? and How can we organize it to fulfill that purpose? Four common responses will help illustrate the point.

We need more background to make a decision. This answer calls for a discussion led by a moderator. Discussion sessions can engage and educate the entire board about issues facing the institution. The goal is to air views, invite questions, and consider alternatives – not to win an argument. No specific decision is on the table, and no votes are taken.

Consider the case of the college board that was generally concerned – but not sufficiently informed – about the interrelated issues of student quality, tuition charges, and financial aid. Each year, the finance committee, usually under pressure to balance the next year's budget, presented a tuition recommendation to the board. The process afforded no practical opportunity for the board to study the causes and effects of tuition increases. Last year, the board convened explicitly to learn more about the effect of tuition and financial aid decisions on enrollment and student quality, as well as on the bottom line. Subsequently, the board devised principles to govern the finance committee's recommendations for the following year. Those principles included the decision to hold institutionally funded financial aid to below 25% of overall tuition but to use grants to attract better students. The board also decided to increase average class size in order to free up resources to enhance learning partnerships, including student-faculty research projects.

At another university, each of the board's key committees appears once a year before the whole board for a half-day session to present information on a substantive issue or special area. For example, the finance committee led a board session to explain capital budgeting, deferred maintenance, and depreciation of assets. A task force on instructional technology that included faculty and students held a panel discussion to describe the state of the art across the nation and how technology was being used on their campus to transform the learning process. As a result of such sessions, reports the chair, "The whole board becomes more knowledgeable about the issues. The old bean counters on the finance committee now see other aspects of the institution."

We don't know what to do about a current problem. The new work, by definition, grapples with complicated issues that defy easy solutions. Trustees and management must be able to present multiple perspectives and develop solutions that reflect the group's best thinking. A meeting's design is critical to making that happen. Discussion must center on the explicit question at hand, such as, What should be our top three priorities for the capital campaign? or What specific steps can the board take to improve ties to the corporate community?

Small groups create a more comfortable environment for trustees to speak freely. Says one college board member, "I may have a comment worthy of 16 ears, but not one worthy of 60." Small groups provide venues for brainstorming, arenas where there are no dumb questions or insane ideas. A board member of a midwestern university explains, "Before we added small group discussions, all 50 trustees sat passively and listened to a few people impart information. The process was superficial, and substantive participation was limited to the executive committee. Small groups allow everyone to participate genuinely."

We face a crisis. In times of crisis, business-as-usual must be pushed aside to allow the board to concentrate on the matter at hand. Crises

Focus on the Constellation, Not the Stars
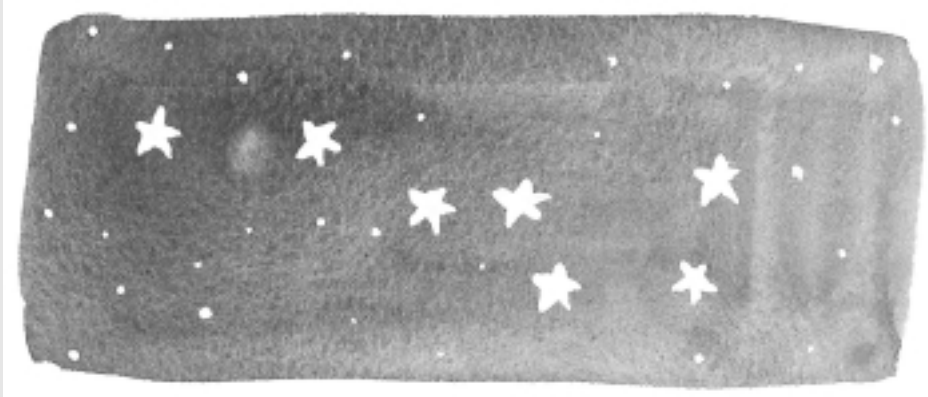
Historically, the practice of most large, well-established non-profits has been to recruit stars as board members. The assumption was that a collection of exceptional individuals would equal an exceptional board. The new work of the board cannot be done by a powerful inner circle. Instead, everyone must get involved. That will set off a chain reaction: the more trustees are involved in meaningful work, the more they will know; the more they know, the more they can contribute to the team; and the more they contribute to the team, the more likely the stars will form a constellation.

Too often, an executive committee makes all the important decisions and expects the rest of the board to comply. As one university trustee reports, "The executive committee is a little closed club of trustees who give lip service to inclusiveness but don't really practice it. It's nice, I know, to have all that control, but it's not good for the rest of the board." In those situations, trustees outside the loop of power lose interest.

To function as a team, board members need equal and timely access to information. Agendas, minutes, and background information from task force and committee meetings should be distributed to all trustees, and the board should use technology –

conference calls and E-mail – to increase timely communication. Executive-committee meetings should be open to all members of the board, and board and committee chairs should be coached to invite reticent trustees to speak, as well as to avoid premature closure of debates.

Given the collaborative character of the new work, prospective trustees should understand that governance is a collective enterprise. They should realize that the board will expect more than attendance, participation, and financial support. The holy trinity of wealth, work, and wisdom (sometimes in just that order!) that has guided the selection of trustees in the past must be changed. Says one trustee of a college in the Midwest, "The operating principle for selection was to add as many friends as you could, in the hope that some of them would turn out to be helpful. That's a poor approach."

A better approach is to engage potential trustees as members of a task force or a committee so that everyone can become better acquainted – a mutual tryout. Rather than extend an invitation to join the board based chiefly on a prospect's track record, arrange a conversation to explore the fit between the individual and the institution and its board. Some entrepreneurs, industrial captains, and self-employed profes-

sionals, for instance, are intolerant of the convoluted decision-making processes and dispersed powers characteristic of most nonprofits. Those individuals, however successful, are unlikely to be effective trustees. Board members should love the organization for what it is as well as for what they hope to make it.

The capacity for team play will be enhanced if new trustees are incorporated as swiftly as possible into the new work of the board. New recruits need to know of recent strategic decisions and current challenges. In addition, the board might accommodate the committee preferences of new trustees so that the rookies can play comfortable positions and thus gain self-confidence and respect from their peers.

A mentoring program that matches a seasoned trustee with a new trustee provides another way to foster fellowship and to engage newcomers faster. On one board, the pair are seated together for the first year so that the mentor can quietly explain the history of issues before the board, answer questions, decipher the board's unwritten rules, and debrief the new trustee after meetings. A more careful approach to the selection of trustees, combined with a mentoring program, can help a board form the constellation it needs to work at peak effectiveness.

might include the loss of a major source of funding, the sudden departure or death of the CEO, the rise of a competitor, or even a split within the board itself.

For example, a local Alzheimer's Association chapter lost a major grant in 1993 and had no immediate prospects for significant new funding. The chair called a special meeting of the board to discuss restructuring the chapter's services. A review of the mission statement reminded trustees of the organization's purpose; an examination of what it would mean to reengineer the organization helped open up discussion of key issues. By the end of the meeting, board members accepted responsibility for specific tasks to help manage the crisis: explaining the chapter's mission to potential sponsors in the community, exploring the restructuring experiences of other chapters, and examining with staff the best ways to smooth the transition to a smaller, more tightly focused organization.

We need to deal with sensitive governance issues. Executive sessions without the CEO present open lines of communication among trustees. "We have an executive session after each board meeting," says one college trustee. "We feel free to bring up anything at all. This is a time for us to really ask questions and probe." Among the questions a board might entertain in an executive session are, Did we deal with important issues? How did the meeting go? Can we better serve the CEO? Differences of opinion among trustees or between the board and the CEO can be treated more candidly in an executive session. Says one board member of a women's college in the South, "If there are sensitive issues, the executive session gives us a chance to counsel one another."

These examples of the new work and new structures are far from exhaustive. Boards should experiment with different formats for different purposes. Use what works.

Leading the Way

Trustees protest regularly that artists, academics, physicians, and other professionals stubbornly resist change. Yet governing boards are among the least innovative, least flexible elements of many nonprofits. Boards are as reluctant to forsake committees as faculty members and physicians are to eliminate departments. Trustees resist varied formats for board meetings more than musicians resist novel formats for concerts. And board members oppose new membership criteria as strongly as teachers oppose nontraditional certification.

This hypocrisy was plain to the chair of a midwestern university's board. "It's tough for a group like this to be self-conscious. They're classic CEOs. They can tell stories about empowerment and team building, but that's not how they got where they are. They are uncomfortable with questions like How are we doing? and How should we improve? Most of our members are heavy into productivity. The board isn't hesitant to ask faculty and administrators to answer these questions. The board wants everyone else's time to be more efficient and effective, but the board should look for ways to improve, too."

Too often, trustees assume that organizational success proves that the board has performed well, even when there is little evidence that the board played a significant role, and even when staff members say privately that the success was achieved *despite* the board. "Most boards have the attitude," a trustee of a women's college notes, "that if it ain't broke, don't fix it, but I think it's better to fix it before it breaks." A sympathetic explanation for the reluctance of most boards to experiment with substantial governance reforms would be the trustees' desire to do no harm. A less charitable explanation would be the trustees' desire to do no work.

Moving to the new work takes work. As the CEO of a midwestern university recounted after the institution's board had changed, "It required getting people out of their little corners, the areas that they had learned and owned. They wanted to work on what they knew best and leave the rest to others. They had to rotate around and learn everything in order to govern the organization. They've moved from being just guardians of the physical plant, overseers of the administration, and suits with deep pockets."

Boards across the nonprofit sector are calling on institutions to change. As trustees demand evidence of productivity gains, efficient processes, and enhanced outcomes, they should model the behavior they seek in others. If boards demonstrate the capacity to discard shibboleths, dismantle old structures, and desert deeply ingrained modes of operation, the professional staff may follow suit. If the board does not do the new work, the trustees' hypocrisy will be blatant, and the value added by the board will be too meager to inspire organizational reform.

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CENTRE POINT
ADVANCING NON-PROFIT MANAGEMENT

Board Governance as Leadership Summary

Based on work by Chait, Ryan & Taylor

Introduction

The "Governance as Leadership" concept reframes the way we look at Board work with a goal to raising Board work and awareness to a higher standard. By thinking about Board work under three components: Fiduciary, Strategic and Generative, Boards can address their roles and achieve results in new ways.

These three concepts of Board thinking are diagramed below as a triangle, graphically illustrating the landscape of governance. Boards typically work within a preferred position within the triangle. Ideally, a Board would be prepared to shift and to welcome different thinking approaches as the situation warrants. It's a great self-awareness for a Board to realize the variety of choices possible for their leadership and decision-making processes. This concept of thinking styles is in addition to the traditional Board functions, strengthening good practices already in place.

Many Boards in Canada are working towards updating their thinking with this fresh framing of Board work. Boards who are implementing these ideas are experiencing greater Board engagement and stronger governance, challenging our traditional approaches to Board Governance. CentrePoint has committed to bringing practical aspects of this new Board framework to non-profit organizations, in concert with tried and true Board governance practices.

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ADVANCING NON-PROFIT MANAGEMENT

Summary of the Fiduciary, Strategic & Generative Frames of Governance

Fiduciary: Focus is on "Conformance" – Control Mechanisms

Fiduciary duties and activities embrace the familiar "Board work" found on the agenda of any Board. Once ground level basic board functioning is in place, then in their Leadership role, Boards can take fiduciary governing and stewardship to new and higher levels of thought. Traditional fiduciary roles include:

- Financial oversight
- Legal responsibility and accountability to members, governments & stakeholders, including liability and risk management
- Board role as the permanent entity for the organization (even though Board membership changes)
- Trustee role on behalf of the public, ensuring effective use of resources
- Supervision of the non-profit agency through the one Board employee, the Executive Director or CEO.

Strategic: Focus is on "Performance" – Direction Setting

The Board is responsible for strategic thinking and decision making at the highest levels. Strategic thinking and wisdom can take a Board member beyond the immediate professional skills he/she brings to the table to value-added leadership in:

- Policy Making for Governance Policies
- Problem Solving
- Strategic Planning
- Strategic Decision Making (different from the planning role)

Generative: Board thinking leading to Organizational Robustness – Sense Making

Working in concert with the CEO, generative thinking invites Boards to take a fresh look at opportunities and challenges from a broader perspective. Using knowledge and data plus Board insight, generative leadership provides long term impact and meaning to the non-profit organization by creating a fresh understanding of complex and ambiguous situations. This activity is called "sense-making" or "problem-framing". *"When you put it that way, it makes sense".*

Generative thinking is characterized by:
- Noticing cues and clues.
- Looking at an issue from different perspectives and viewpoints. Reorganizing data into patterns, seeking different frames of reference.
- Thinking retrospectively to uncover patterns and to recognize the compelling organizational stories and history.

Generative thinking is the fun part of governance bringing a deeper meaning and value to Board service. Board members are great resources. They have the passion for the mission combined with objectivity and distance. Their reflections can provide incredibly valuable insight. Too often, decisions come to the Board packaged, digested and all that's left is official Board approval. For major turning points, the Board needs to be involved when the issue is at the level of "Wow, we need to work on this".

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ADVANCING NON-PROFIT MANAGEMENT

Example:

"Keep it Cool" (KIC) is a small, imaginary charity with a mission to protect and rehabilitate wildlife at environmental spill sites. The hot Board topic this month is the cost over-runs on the cages and equipment to manage wild animals for cleanup. Supplier costs have doubled in the last year and equipment life cycle issues mean upcoming costly repairs on aging equipment. In addition, KIC is being called to an unprecedented number of river pollution/spills in the region. No one had anticipated this.

Fiduciary Discussion: What's the budget for this expense? What can we do within the existing budget? Will we have to cut off our services earlier this year if we no longer have money for supplies? What is our life cycle plan for equipment replacement? Are we getting negative press over our failing services? Why did we not anticipate this?

Strategic Discussion: Is this program a major part of our strategy? Assuming it is, should we be approaching our funder to request additional funds? What are the consequences of going into debt to meet our major strategic initiative this year? If we have to cut off our services early this year for lack of budget, what's plan "B"? How can we position ourselves to meet our mission while keeping an eye on the finances?

Generative Discussion: Why does there seem to be a higher incidence of spills near wildlife corridors? Are the polluting companies even aware that they are on major wildlife corridors? Do we need to have a wildlife awareness program for the polluting companies on wildlife corridors? What are the possible reasons for this sudden increase in pollution? Do we have a role at the municipal planning level?

Summary of Board Behaviour in these forms of Leadership

	Fiduciary	**Strategic**	**Generative**
Key Question	"What's wrong?"	"What's the plan?"	"What's the question?"
Board Focus	Define problems Review performance	Solve problems Shape strategy	Frame problems Engage in sense-making
Board Process	Parliamentary procedure	Logical and empirical discussion	More informal and creative
Problems are to Be	Spotted	Solved	Framed
Decision Making	Resolution	Reaching consensus	Framing the question
Board Sees Their Role As	Oversight & authority	Strategist	Fresh perspective
Performance Metrics	Facts, figures, finances, reports	Strategic Indicators, competitive analysis	Signs of learning and discerning

Adapted from: Governance as Leadership: Reframing the Work of Nonprofit Boards. Chait, Ryan & Taylor.

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GUIDE FOR BOARD MEMBERS

Serving on the Board of Directors of an association or other non-profit organization is a significant commitment. It entails important responsibilities. Some of these responsibilities are imposed by state law; others are the result of years of court decisions which have imposed various "fiduciary duties" on Directors.

A. FIDUCIARY DUTIES

The ultimate authority for managing the affairs of the organization is vested in the Board of Directors. Because the law grants Directors such authority, the law also imposes on Directors an obligation to act in the best interests of the organization. The law requires Directors to act:

1. in good faith;

2. with the care an ordinary prudent person in a like position would exercise under similar circumstances; and

3. in a manner the Director reasonably believes to be in the best interests of the organization.

B. DUTY OF CARE

The duty of care contains several elements. Its violation is the most frequent source of liability for Directors.

1. Attendance

   a) Directors must attend Board meetings. Courts will have no sympathy for Directors who claim as a defense to any legal action that they did not know of a particular issue or did not participate in a particular action because of failure to attend Board meetings.

   b) Directors who do not attend meetings are nevertheless bound by actions taken at those meetings and will be held responsible if any such actions are deemed negligent.

   c) The act of failing to attend Board meetings may itself be deemed to be negligent behavior. Board meetings should be missed only for unavoidable emergencies. A Board member who repeatedly misses meetings should consider resignation.

2. Delegation vs. Abdication

   a) While the Board of Directors makes the important policy decisions that guide and determine the activities of the organization, it must rely on others to carry out the decisions. Such delegation is necessary and legal.

   b) Boards also delegate their duties to committees and other outside parties, such as accountants and attorneys.

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GUIDE FOR BOARD MEMBERS

    c) A Board must monitor those to whom it has delegated authority to make sure such persons are acting responsibly.

    d) Delegation does not relieve a Board of liability.

C. DUTY OF LOYALTY

By assuming office, the Director commits allegiance to the organization and acknowledges that the best interests of the organization must prevail over any individual interest of the Director, the Director's employer, and the Director's family and associates. Actions and decisions of the Director, while he or she is serving as a Director, must promote the organization's purpose and well-being rather than any private interest.

1. The duty of loyalty is transgressed when a Director uses his or her office to promote, advance or effectuate a transaction between the organization and such person or his or relatives or associates, and that transaction is not substantively fair to the organization.

2. Full disclosure and refraining from discussion and voting are required when a Director may be influenced by a private interest.

D. INFORMATION FLOW

The essence of the duty of care is the duty to be informed. Courts will not tolerate Directors who are not sufficiently informed about the activities of their association. On the other hand, courts will not generally second-guess decisions of Boards based on thorough research and business judgment.

1. Directors must assure themselves that information and reporting systems exist in the organization that are reasonably designed to provide to senior management and to the Board itself timely, accurate information, sufficient to allow management and the Board to reach an informed judgment.

2. A Board's decisions not only must be informed, but also must be reasoned and deliberate.

    a) Decisions should be made by the Board deliberately and without due haste or pressure.

    b) The Board should be as thoroughly and completely prepared in its decision-making process as possible. Materials concerning decisions should be sent out for review in advance and the Board should read and understand those materials.

    c) The Board members should be actively involved in deliberation in the Board meeting. Written materials should be read, digested and commented on by Board members.

    d) Written records of Board preparation and deliberation should be maintained.

    e) In the case of any major transaction, the Board should receive the basic documents and analysis by experts in connection with the transaction.

    f) Independent evaluations and appraisals, as necessary, should be prepared by experts and presented to the Board.

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E. DUTIES OF OBEDIENCE

Directors have a duty to follow the organization's global governing documents (such as Articles of Incorporation and Bylaws) to carry out the organization's mission and to ensure that funds are used for lawful purposes. Directors must also comply with state and federal laws relating to the organization.

F. FINANCIAL CONTROLS

One of the Board's responsibilities is to oversee the organization's financial affairs, including making sure that the organization has adequate internal accounting systems and controls.

1. The Board should be responsible for approving the organization's annual budget.

2. Board members should expect the staff to produce timely and adequate income and expense statements, balance sheets, and budget status reports.

3. The Board should employ independent accounting professionals and review the annual report of such professionals.

G. SAFEGUARDING ASSETS

The Board should oversee the effective use of the resources of the organization. Internal policies should be adopted and large transactions reviewed to ensure that the organization's assets are not misapplied or wasted.

1. The Board is not an insurer of the adequate performance of the organization's funds. There is no implied guarantee by a Board that its investment decisions will be profitable. The decisions must, however, be reasonable and defensible.

2. Directors are not expected or legally required to be experts in investment matters. Retention and reliance on advisors with good reputations is considered the exercise of prudence.

3. Intangible assets, such as the organization's goodwill, must also be safeguarded by the Board. The Board should evaluate the organization's activities and proposed activities with the overriding goal of protecting the organization's brand.

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1. Goals of Shared Decision-Making

The overall goals of shared decision-making are to achieve **quality decisions**, to achieve them **together**, and to do so **at a comfortable pace** (not too fast, nor too slow).

Substantively, a collective decision should be:
- Knowledge-based.
- Proactive (advancing the organization's mission, vision and strategic plan).
- Balanced, fair and objective (balancing legitimate needs and interests).
- Realistic and affordable.
- Legal and enforceable.
- Smart and creative.

Process-wise, a decision-making process should be:
- Measured and gradual: Sufficient time is allocated to scrutinizing proposals.
- Efficient: The decision is reached within a reasonable amount of time.
- Inclusive and transparent: Members are engaged in the process as active partners. The community is kept informed (early, and not just after the fact), and – where required or prudent, is invited to comment or help shape the decision in some way. Inclusiveness tends to improve the quality of a decision, boost support for it, and reduce opposition to it.

Board/Council Dysfunctions
A dysfunction is a personal behavior or systemic condition that may diminish a group's ability to achieve excellence in decision making. Examples:

1. No preparation for meetings
2. A rush or "collective impatience"
3. Short tempers
4. Last minute additions to the agenda
5. Motions phrased "on the fly"
6. Pre-meeting promises
7. Laptops and cell phones used during meetings
8. Late start, late arrivals and early departures

Fundamental Discussion Guidelines

Order (one person speaks at a time; Chair or designated person keeps the speakers' lineup)
Focus (focusing on the group's core mandate; staying on topic; establishing outcomes)
Efficiency (on a per topic basis and on a per person basis)
Equality (ensuring equal opportunities to speak and share insights)
Decorum (remaining civilized and respectful; focusing on issues, not personalities)
Safe environment (making it possible to share unpopular but necessary points without fear)

2. Foundation for Effective Decision-Making

Group dysfunctions can usually be attributed to systemic deficiencies. They are often symptoms of a flawed foundation for decision-making. For decision-making structures to function well, the following ingredients should be in place:

1. An organizational "compass:" A clear and compelling sense of purpose, shared and fully supported by members of the Council/Board, Management and Staff, and the community. All decisions are guided by a collectively established mission, vision and strategic plan. There is a "cult-like" devotion at all levels to this collective direction.

2. A logical structure (Board size, representation); clear and sensible allocation of roles and responsibilities among the Council/Board, Management and Committees.

3. A positive and principle-based culture, embraced by the Council/Board, Management and the Community. Such a culture values, demands and recognizes:
    a. Excellence in decision-making
    b. Inquiry and appetite for learning; celebrating diversity of views
    c. Collaboration and community building
    d. Service orientation (from personal to collective interests)
    e. Trust and good faith (trust earned, and is never taken for granted)
    f. Holistic outlook (multiple bottom lines, long term versus short term focus)
    g. Engagement and shared responsibility
    h. Accountability, honesty, integrity
    i. Transparency and access to information
    j. Awareness and intolerance of dysfunctions

4. Council/Board members: Effective partners in decision-making (achieved via informed selection processes, full orientation, on-going education, monitoring and feedback).

5. Group Leader (Chair and backup): facilitator of shared decision-making, brings the best in everyone, mentor, coach, service-oriented.

6. Well established rules of interactions (personal code of conduct, conflict of interest and confidentiality guidelines, protocol and rules of conduct for meetings).

7. A solid commitment to knowledge-based decision-making, based on input from:
    a. The Governance Zone (elected members)
    b. The Professional Zone (Management and External Advisors)
    c. The Community Zone (Citizens and Stakeholder Groups)

8. Regular communications, formal evaluations, and exchanges of feedback at all levels. Feedback is valued and seen as essential to the functioning of the organization.

3. Decision-Making Parameters
3.1. Duty to Accept Collective Decisions

Many group decisions are reached by consensus, after consideration of all viewpoints, facts, issues, risks and opportunities. If all relevant concerns are taken into account before a decision is made, the likelihood of a narrow majority is low.

When achieving unanimity is not possible, a formal vote may be needed to bring closure to an issue. In such instances, there will be "a winning side" (a majority) and "a losing side" (a minority). It should be clear that, once a decision is made, it is no longer a majority decision. It is a collective decision, and the minority is duty bound to accept it as a legitimate collective decision and move on. If there is a need to revisit the decision later, individuals should do this within established processes.

3.2. Balancing Constituency and Organizational Interests

Members who are supported by or represent a constituency must remember that their primary duty is to serve the organization as a whole, and to place its interests ahead of any other interests. Although they may share knowledge, insights and ideas from constituencies, they must also listen and learn from other views, and then vote with the full organization in mind.

3.3. Conflict of Interest Guidelines

Conflict of Interest (COI) guidelines are intended to protect the integrity of the decision making process. They exclude from discussions individuals whose ability to act objectively for the community as a whole may be impaired by personal interest.

A decision maker who believes she or he has a personal COI should proceed as follows
- Declare the COI publicly in a timely manner.
- Leave the meeting after making the declaration and before discussion on the issue commences, to avoid any possibility of influencing the votes of other members on the issue.
- Avoid influencing the decision in any way (at the meeting or outside the meeting).
- The minutes should capture the COI declaration and the fact that the member was absent while the issue was discussed.

A member who is perceived to have a COI on a given issue should not react defensively to this feedback, but should listen with an open mind and act in the best interests of the organization. If in doubt, it may be prudent to obtain legal advice on whether a COI exists.

3.4. Committees

Committees are usually established by and are accountable to the governing body. Committees operate under terms of reference defined by the governing body. Questions to consider:
- What committees are needed, to provide substantial returns on investment?
- Are a committee's terms of reference clearly defined?
- Is the committee only advisory? Does it have decision-making/spending powers?
- Does the committee consist of the most suitable persons? Volunteers? Staff?
- Does the committee have the knowledge to provide informed recommendations?
- How should the committee chair be chosen?
- What can be done so committees do not exceed mandates nor do staff work?
- Is it clear when a committee mandate will end?
- Should committee work be encouraged before running for officer positions?

4. Confidentiality Guidelines

In general there should be transparency and public access to most documents, especially in a public body. However, there are times when it is necessary to place <u>risk management</u> ahead of <u>transparency</u> and discuss sensitive issues in a closed meeting.

Some decision-making bodies keep too much information confidential and conduct too much business behind closed doors. Such practices are bound to erode public trust and confidence in the decision-making process. They may even lead to some decisions being challenged, on the ground that they were made behind closed doors without a legitimate reason for it.

In a broad sense, confidentiality is intended to achieve one of two purposes (or both):
- Protect the organization, its operations, economic interests, and delivery of its mandate from harm that could result from the release of certain information.
- Protect individuals or third parties when the release of certain information would lead to an unreasonable invasion of their personal privacy.

There are certain areas that are often deemed to justify keeping issues confidential, e.g.:
- The security of the property of the organization.
- The disclosure of intimate, personal or financial details in respect to a person.
- The acquisition or disposition of property.
- Decisions with respect to negotiations with employees.
- Litigation affecting the organization.
- Other issues, as defined by the applicable legislation, bylaws and policies.

Minutes of closed (in-camera) meetings should only include the topics covered and the decisions made and should not capture the debate. Such minutes should be approved in a subsequent closed meeting and should be kept confidential.

At a future time, there may no longer be a need to keep certain information confidential (e.g.: a contract was signed or a hiring process was concluded), in which case the Council/Board can decide to make the outcomes public.

Council/Board members must keep confidentiality and avoid divulging what was done or said in a closed meeting. Leaks from closed meetings can erode trust and stifle discussions in subsequent closed meetings (people will hesitate to speak for fear of being quoted publicly). Leaks are also bound to place the organization's interests or the privacy of individuals or third parties at risk.

A Council/Board member who believes an item was mistakenly placed on a closed meeting agenda should raise this point during the closed meeting and may move that the item be transferred to the next open meeting agenda. Similarly, if – in the midst of an open meeting - members realize that an item that requires confidentiality was mistakenly placed on its agenda, they should take the steps to transfer the item to the agenda of the next closed meeting.

5. Assessing a Decision-Making Team

Ineffective Team (0 means "as bad as it can get")	Effective Team (score up to 10 points for each row)	Score
Bogged down in small details.	Maintains broad focus and perspective. Operates "from the balcony" and not "the ground floor".	
Fragmented, driven by narrow interests and dominated by "personal agendas."	Cohesive and driven by the interests of the organization as a whole.	
Powerless, reactive, crisis driven.	Proactive and empowered. Creates a clear vision of the future and is busy making it a reality: "Heads in the sky, but feet firmly on the ground."	
Win-lose culture: "you against me"; Decisions are often forced by narrow majorities.	Win-win culture, "*You and me against the problem*". Decisions are broadly supported and are usually reached by much more than narrow majorities.	
Members advocate their own positions and don't listen to others.	Members listen with a genuine desire to learn from others: "*We were given two ears and one mouth, and we should use them in that proportion.*"	
Slow pace, monotony, boredom. Routine, predictable and menial work.	Dynamic and engaging pace. Exciting progress made. Freshness maintained; Excellence and high quality work.	
Low commitment levels. Members often have plenty of reasons, excuses and apologies for not keeping promises or missing meetings.	High commitment levels. Members keep their promises and deliver quality work. Reasons and excuses are replaced by RESULTS.	
Embracing the status quo and always playing "devil's advocates." The critics (opponents) outnumber the creators (proponents).	Being prepared to question the status quo and examine new or unusual ideas with an open mind. The creators outnumber the critics.	
A sense of duty and obligation. Members are there because they "have to" be there.	A genuine enthusiasm and commitment for the job. Members are there because they truly "want to" be there.	
Members dread meetings and see them as "suffering and pain".	Meetings are varied and engaging and are rarely missed. "Suffering is optional".	
GRAND TOTAL	Add up the numbers on the right hand column. Minimum = 0. Maximum = 100.	

0 to 50: Dysfunctional
51 to 70: Functional
71 to 90: Effective
91 to 100: Excellent

6. Self-Assessment for Members

Council/Board members should regularly assess themselves. The following ten affirmations can be used after every meeting for this purpose:

1. I attend meetings regularly, arrive on time and stay for the full duration, in body and spirit.

2. I prepare fully for meetings and perform my pre-meeting duties.

3. I keep my comments clear, concise, and on topic. I avoid an emotional/personal tone.

4. I do not hesitate to constructively raise unpopular but needed questions, ideas or points.

5. When I observe a damaging problem, I do not hesitate to propose a needed change.

6. I make room for others to contribute and treat them as valued partners in decision-making, regardless of any annoying habits that they may be displaying, or whether I agree with them or not, or whether I like them or not.

7. I listen to others with an open mind. I learn from them and make informed decisions.

8. I am guided by our mandate and mission, strategic plan, and core values.

9. I always place organizational interests ahead of personal or constituency interests. I disclose conflicts of interest in a timely manner.

10. Post-meeting ethics: I am prepared to accept majority decisions as collective decisions, and intend to keep the proceedings of closed meetings confidential.

7. Traits of an Effective Chair

- Sets the tone and direction: Knows the Council/Board mandate and is firmly entrenched in it; Knows members and brings the best in them.
- Able to delegate and share control: Is prepared to let go of control and delegate important leadership tasks to others (a good succession planner).
- Proactive and visionary: Identifies not only what should be prevented, but also what should be created; Takes initiative and makes things happen. Deals proactively with emerging disputes instead of ignoring them and hoping they will somehow vanish.
- A mentor, coach and team builder: Challenges each individual to excel, overcome self-imposed limitations and contribute as a member of a cohesive team.
- Humble and eager to learn: Listens and is genuinely interested in hearing what others have to offer; Invites and welcomes feedback.
- Courageous and able to say "no" respectfully but firmly: Shows sensitivity and respect to individuals, but stands firm on objective principles.
- Majority-driven: Balances the rights of individuals to be heard with the right of the the Council/Board to make progress.
- Objective: Is able to maintain a broad perspective on issues; Guided by the broad interests of the organization and not by personal or narrow interests.
- Articulate: Is able to communicate clearly, concisely and convincingly.
- Light hearted and ego-free: Is not driven by an ego and has a healthy but appropriate sense of humor: "Take yourself lightly, but take your work seriously."

8. Roles of the Council/Board versus the Administration

In organizations with a paid staff team, a Council/Board is usually expected to function in a *hands-off* fashion. The following principles should be considered:

a) The Council/Board formulates policies and broad strategic goals, focuses on decisions that it is legally required to make, and oversees the administration. The Chief Executive Officer (CEO) leads the Management Team and Staff in implementing the Council/Board orders and policies. Put differently, the Council/Board governs *from the balcony*, and the CEO manages *from the ground floor*.

b) The CEO and the Management team must provide sound professional advice to the Council/Board, to enable it to make objective and informed decisions on complex and controversial matters.

c) For clarity, the Council/Board governance can be divided into five roles:
   I. CEO oversight
   II. Establishing policies and approving bylaws
   III. Establishing a vision and broad strategic priorities
   IV. Fiduciary duty (protecting the organization's assets)
   V. Providing leadership to the community

d) The Council/Board should interact primarily with its CEO. The CEO generally takes directions from the Council/Board <u>as a collective entity</u>, and not from individual members.

e) Staff members should generally be accountable to and take directions from the CEO or their own managers, going through the established *chain of command.* They should generally not receive directions from the Council/Board or from individual members, although they may need to be in communication with them.

f) It is the duty of the CEO and Management to create a safe and harassment-free environment in which staff can excel in serving the community.

g) Outside Council/Board meetings, a Council/Board member has no more authority than any individual from the community, except when that member was delegated certain duties or powers by the Council/Board. Individual members must not interfere with the work of staff members or bully or harass them.

Council/Board-Management Potential Problems
1. Getting involved in operational decisions and second guessing Management
2. Crossing boundaries and violating the staff "chain of command"
3. Making personal requests during meetings, instead of motions
4. Too little or too much trust and collegiality, "rubberstamping"
5. Holding closed meetings without a clear justification, with Management not invited.

9. Meetings in General

9.1. A Vision of a Successful Meeting

A meeting is a gathering to discuss business and reach decisions jointly. The following ten ingredients characterize an effective meeting:

- **Clarity** of mandate, purpose, issues, and process.

- **Participation protocol and etiquette:** Only one person speaks at a time. Interruptions (verbal or non-verbal) are kept to the necessary minimum. A courteous, civilized and respectful tone is maintained. Discussions are focused on issues, not personalities.

- **Productivity and forward movement**: Discussion progresses along a pre-defined agenda, in an efficient and timely manner. For the sake of follow-up, good minutes are taken.

- **Flexibility and room for creative thinking**: Meeting structures (agendas and rules) are used in a flexible manner, to accommodate and promote creativity and open discussion rather than stifle them.

- **Quality**: Informed and in-depth discussions take place, leading to meaningful outcomes and thoughtful decisions.

- **Balance and inclusion**: All members are given an equal opportunity to participate. Dominated discussions are avoided.

- **Openness and Collaboration**: Listening takes place, and members work together towards a common goal; Members are open to changing their views based on the discussion; Debates are "personality-neutral": hard on the issues, soft on the people.

- **Shared responsibility:** Everyone (and not only the leader) takes responsibility for the success of the process; Finger pointing is minimized; Promises are kept and assigned tasks are completed.

- **Variety and a light touch**: The meeting's pace and activities are varied, to make it more engaging, interesting, and enticing to attend. A light touch is introduced when appropriate: "Take yourself lightly and your work seriously".

- **Logistical support**: Logistical details are managed proactively and professionally, to allow for an optimal use of time at the meeting.

9.2. Agenda Design

The agenda is usually drawn up by the Chair and the CEO, with input from members.   When designing an agenda for a meeting, consider these factors:

- The agenda should generally follow the sequence established in Bylaws or Policies. The Bylaws/Policies may also impose deadlines for submitting documents for a meeting.

- Most agenda items should be pre-scheduled, with last minute items being the exception, and not the norm. Relevant documents should be circulated (and read) before the meeting. They should be easy to read and action-oriented (including decision-making options where needed).   At the meeting, only the key points and proposed actions need to be discussed.

- Presenters of reports should receive confirmation of the time when they'll be asked to speak, how much time they will be allowed for the presentation, how much time will be available to address questions, and how they will be notified that their time is running out.

- The number of items on the agenda should be reasonable, to help ensure that each of them can receive proper attention within the available time. It may be wise to estimate how much time will be required for each major issue and allocate time accordingly. Some organizations use timed agendas, while others find the time limits unpractical to enforce.

- Council/Board members who want to present their own motions (outside the normal process of staff reports and recommendations) should do so by introducing a ***notice of motion*** at a previous meeting.

- In-camera meetings: Confidential items (usually relating to personnel matters, sensitive legal advice, contract negotiations, and items that should be kept private) should be scheduled on the agenda of a closed meeting ("in-camera" meeting).

9.3. Minutes

Minutes are a historical record of a meeting's deliberations and decision-making processes, focusing primarily on what was done by the group (collectively) and not on what each member said or did. Verbatim minutes should be avoided, unless required for legal reasons. Alternatively, the group should have "decisions-only" minutes or "anecdotal" minutes (which capture the key points made, with minimal or no attribution of comments to individuals).

9.4. Chair's Roles

An effective meeting chair directs the discussions in a fair and efficient manner. The chair's challenge is to create a balance whereby people are accommodated, time constraints are complied with, and issues are addressed.

An effective chair assumes the following roles:

- **Setting the tone, guidelines and direction for the meeting**, with the group's support.

- **Deciding who speaks next**, usually on a "first-come-first-served" basis; going by the person who raises the hand first, and not by the person who raises the voice first.

- **Keeping the meeting on track**: reminding "digressing" members what item is being considered; repeating the proposal under discussion from time to time.

- **Keeping the meeting on time**: establishing time limits and a time frame, in consultation with the participants; watching progress versus time frame and reminding participants of time constraints; asking "long winded" members to be brief and to the point.

- **Creating balance**: asking outspoken members to give way to quieter individuals; inviting less assertive members or experts to comment; if needed, initiating a "round table" poll.

- **Listening, watching members**: responding to what people say, but also to the manner in which they say it (vocal and facial expression).

- **Ensuring clarity and encouraging listening**: listening for ambiguities, missed points, generalizations and misunderstandings, and ensuring that people are heard and understood.

- **Re-directing**: shifting the discussions from problems and complaints to solutions.

- **Summarizing and initiating closure**: briefly repeating key points (e.g.: main areas of agreement and main areas of differences); repeating task assignments and ensuring that any missing details are filled in, e.g.: "When would you be able to report back?" Leading to a vote or informal decision on an issue; e.g.: "Am I correct in hearing that the members want to _____?".

- **Varying the pace and the facilitation method**: suggesting a break, small group discussions, etc.

- **Recognizing ideas & progress**: recognizing member contributions as well as progress made by the meeting.

9.5. Challenging Meeting Scenarios

Develop an approach and/or script for the following situations:

1. The discussion is unbalanced, with two members dominating.

2. Someone rambles for a long time and you notice someone else who is anxiously looking for "an opening" to speak.

3. A member was recognized to speak, when another one "barges in" and begins to speak without permission.

4. Two members conduct a loud and distracting side conversation.

5. The discussion becomes personal and members appear uncomfortable with the tone.

6. Three members raise their hands at about the same time, indicating they wish to speak. Variation: A member raises his/her hand and does not put it down.

7. A participant speaks about an item that is not on the agenda (or is scheduled for later on the agenda).

8. A member says with a soft voice (or through facial expression) "I don't think it's a good idea", but this protest is drowned in the loud discussion.

9. There is a heated discussion on the wording of a document to be approved, with three distinct views on it. The discussion is going nowhere.

10. A few important decisions have just been made, but they have not been articulated clearly, and the implementation duties have not been assigned. The members appear ready to proceed to the next item on the agenda, but you want to ensure follow-up.

11. Discussion of a point is lingering on and becoming repetitive, and time is running out (or most members appear ready to move on).

12. Members are rushing to make a decision on an important issue, but you are aware that significant points have not been addressed.

10. Rules of Order

The overall purposes of rules of order (parliamentary procedure) are:
- To facilitate progress.
- To create the necessary structure for dealing with complex and controversial issues.
- To enable members to participate in decision making on an equal basis.
- To protect the rights of the majority, minority, individual, absentee, and the organization.

10.1. Hierarchy of Governing Documents
1. Applicable legislation.
2. Constitution/Bylaws/Policies.
3. A selected book on rules of order (Robert, Bourinot, etc.)

The most commonly used book on rules of order is Robert's Rules of Order Newly Revised (**RONR**. The latest is the 11th edition).

10.2. Voting Outcomes
- Most decisions require a majority vote (more than 50% of the votes cast) to adopt.
- Abstentions are counted as stipulated in the applicable legislation and bylaws.
- A tie vote means that a motion is defeated.

10.3. Quorum
A quorum is the number of members (as stipulated with the applicable legislation or bylaws) who must be present to make valid decisions. Unless the Bylaws stipulate otherwise, a quorum must be present for the full duration of a meeting.

10.4. Points of Order (RONR section 23)

A point of order is a statement by a member that a rule of the assembly has been violated, e.g.: digressing from the agenda, exceeding a prescribed time limit, and other violations.

RONR page 250, lines 11-15:
"*In ordinary meetings it is undesirable to raise points of order on minor irregularities of a purely technical character, if it is clear that no one's rights are being infringed upon and no real harm is done to the proper transaction of business.*"

Two tests to assess the significance of a procedural violation:
1. Are anyone's rights being infringed upon?
2. Is any harm done to the proper transaction of business?

10.5 Unanimous Consent (RONR page 54)
Unanimous Consent is an informal method of taking a vote, used for routine and non-controversial decisions, to expedite progress and save time. For example:
- *"Is there any objection to changing the agenda to consider item 7 now? (*Pause*)? There being no objection, we will proceed now with item 7, and then return to item 3*".
- *"Is there any objection to extending the time for this discussion by 5 minutes? (Pause). There is no objection and the time for this discussion has been extended until 3:40 p.m."*
- *"Is there any objection to adding `including taxes'? (Pause) If not, the words are added and the main motion now reads: _____. Is there any debate on the amended motion?"*
- *"Is there any further business to come before this meeting? (Pause) If not, the meeting now stands adjourned."*

10.6. Handling Main Motions

A main motion is a proposal to take action or express a view. The 6 steps of handling it are:

Step	Language	Pertinent points
1. A member makes a motion	"*I move that ___ "* or *"I move that that the following resolution be adopted: Resolved, That ___ ".*	1. Make sure the motion is concise, complete and unambiguous. 2. It is good practice to require motions to be submitted in writing.
2. Another member seconds the motion.	"*I second the motion"* or *"Second"*	Seconding does not mean endorsement of the motion, but only agreement that it should be discussed.
3. The Chair states the motion.	"*It is moved and seconded that we ___ . Is there any discussion?"*	1. The Chair may rule a motion out of order (giving the reasons) or ask that it be submitted in writing before it is stated. 2. Ownership and control become **collective**. From now on withdrawing or amending the motion requires the group's permission.
4. Debate and amendment	The motion is debated and possibly amended by the group. Debate is closed by the group collectively, and <u>not</u> one person calling "Question."	
5. The Chair puts the motion to a vote.	"*There being no further debate, we will proceed to the vote. The motion is that _____. Those in favor of the motion raise one hand. Thank you. Those opposed raise one hand. Thank you."*	1. Ensure clarity by repeating the motion before the vote. 2. Except when the result is close, it is not necessary to count the votes.
6. The Chair announces the outcome.	"*The motion is adopted"* or *"The motion is defeated"*	

Problematic Motions
A motion to receive a report
A motion to "approve in principle"
A motion to approve an initiative "subject to"

10.7. Frequently Used Secondary Motions
RONR = Robert's Rules of Order Newly Revised, 11th edition.

The motion	The use	Pertinent points
Point of Order (RONR Sec. 23)	Point to a violation of a rule, policy, or bylaw.	The Chair makes a ruling whether the point is well taken or not well taken.
Appeal (Sec. 24)	Two members who disagree with the chair's ruling can appeal it.	The ruling is put to a vote: "*Shall the Chair's ruling be sustained?*" A majority voting against a ruling reverses it.
Postpone Indefinitely (S. 11)	A motion to decline to take a position on a pending main motion.	This motion disposes of the pending motion for this meeting without a direct vote. It should be noted that the main motion can be renewed at a subsequent meeting.
Amend (S.12)	A motion to change the wording of another motion before voting on it.	Up to one primary amendment and one secondary amendment can be considered at the same time.
Commit/Refer (Section 13)	A motion to send the pending motion to a committee or staff	Should include instructions for the committee, e.g.: What questions will the committee address? When will the committee report?
Postpone to a certain time (S. 14)	A motion to postpone the pending motion to a certain time.	Should specify the time to which the motion is to be postponed.
Limit or Extend Debate (Sec. 15)	A motion to limit or extend debate on a motion, e.g.: "*I move to extend debate by 5 minutes".* Or: "*I move to end debate at 10:30".* This motion is not debatable.	
Close Debate (or "Previous Question") (Section 16)	A motion to close debate and vote immediately: "*I move the previous question."*	When the motion is made, the Chair can check if there is general consent to closing debate. If not, the Chair takes a vote on whether debate will be closed.
Table (Section 17)	A motion to set a main motion aside temporarily to accommodate something else of immediate urgency.	Most times the motion to table is used incorrectly. The correct motions are usually to postpone to a certain time, refer, or postpone indefinitely.
Suspend the rules (Section 25)	A motion to allow the assembly to suspend a rule for a specific purpose. This motion cannot be used to suspend legislation or rules protecting basic rights.	This motion can be helpful when the rules of order are proving too restrictive and a more flexible approach is needed. For example: "*I move to suspend the rules and allow more than one primary amendment at a time."*
Withdraw (Section 33)	Before debate begins, a motion may be withdrawn by the mover. Once debate begins, only the assembly – by a majority vote or general consent – can withdraw it.	
Reconsider (Section 37)	Under RONR, can be made at the same meeting by someone who voted on the prevailing side.	Check Legislation/Bylaws/Policies for other provisions.
Rescind/Amend Something Previously Adopted (Section 35)	Under RONR, can be made by any member, provided the action is not impossible to undo (partly or fully)	Check Legislation/Bylaws/Policies for other provisions.
Renewal of motions (Section 38)	Defeated motions that are still applicable can be re-introduced as new business.	Check Legislation/Bylaws/Policies for other provisions.

10.8. Common myths about Parliamentary Procedure

THE MYTH	THE TRUTH
The mover of a motion owns it forever.	The maker of a motion stops owning it once debate on it begins. From then on, the group owns it, and the mover no longer has the right to unilaterally withdraw or amend the motion.
A person must support a motion in order to second it.	Seconding indicates that the person agrees that the motion should be discussed, and not that he or she supports it.
If a motion is moved and seconded, it is automatically open for debate.	A motion is open for debate only after the Chair states it and places it before the meeting. The Chair is entitled to refuse to allow a motion on the ground that it is out of order (in violation of a rule, bylaw or law) or because it is poorly worded.
The Chair never votes, except to break a tie, and never speaks in debate.	Unless the applicable Legislation or Bylaws provide otherwise, a Council/Board Chair may vote like others, and may also speak in debate, but on the same basis of others (RONR permits this on `small' Boards, with no more than about a dozen members present).
The Chair never speaks in debate.	Under RONR this restriction only applies to large voting bodies (e.g.: annual general meeting). In Boards, the Chair can participate in debate, but on the same basis as others.
If a member "calls the question," debate automatically ends. "Calling the question" may interrupt a person who is speaking and gets priority over everything else.	The decision to close debate is made by the group, collectively, and not unilaterally by the Chair or one member. If a motion to close debate is made formally, it may **not** interrupt a person who is speaking and its mover has **no** special priority in the speakers' lineup.
The maker of a motion may close debate by speaking on a motion for a second time.	No (unless the applicable Legislation or Bylaws say otherwise).
The minutes must include everything that was said at the meeting.	Minutes are primarily a record of what was done by the group, and not what was said by each member.
A Council/Board member may insist that his or her comments be entered in the minutes.	Boards should have a policy about recording individual votes (e.g.: recording on request). Minute takers should follow minute taking standards, as established by Council/Board policy, and should not be subject to random demands by individual members.
Any issue that could be embarrassing or uncomfortable to discuss in public can be discussed in an "in camera" meeting.	The applicable legislation/bylaws/policies should spell out the types of issues that can or must be discussed behind closed doors.
There can be no debate until there is a motion on the floor.	The Council/Board may opt to have informal discussion (exploring the nature of a problem) before introducing a motion (a solution).

10.9. Tools for Meeting Participants

If this occurs:	You can say:
Digression	*"Point of order."* *When recognized: "Can we please get back on topic?"*
Interruptions	*"Point of order."* *When recognized: "Can we have one person speaking at a time?" Or* *"Can we speak by raising hands?" Or* *"Can we please hear people out without interruptions?"*
Personal attacks	*"Point of order."* *When recognized: "We should be focusing on issues, not people."*
Rambling	*"Can we please keep our comments brief? I'm concerned that we may run out of time for significant issues later on."*
Repetitive debate	*"Are we ready to close debate and vote on this motion?" Or:* *"I move to close debate." Or "I move the previous question."*
Side conversations	*"Point of order."* *When recognized: "Can we please have one conversation at time?"*
Unbalanced participation	*"I am wondering if we could hear from members who have not spoken."*
Unclear motion	*"Can we please have the motion repeated?" Or* *"I move to amend the motion by _____" (You may propose to replace, add, insert or delete text.)*
You disagree with a ruling of the Chair.	*"I appeal the decision of the Chair."* *The appeal is put to a vote: "Shall the Chair's ruling be sustained?"* *A majority against the Chair's ruling overrides it.*
Last minute motion	*"I move that this motion be referred to Management for input and assessment." Or:* *"Given that it's late, I suggest we discuss this motion informally now, and then postpone it until the next meeting."*

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Training & Executive Coaching on:
- *Making Meetings Work Better*
- *Demystifying the Rules of Order*
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Published Books:
- "*101 Boardroom Problems & How to Solve Them*"
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Eli Mina, M.Sc., P.R.P.
Meeting Mentor, Registered Parliamentarian

Web Site: http://www.elimina.com

An Introduction to Rules of Order
For Council Members of the
American Library Association

Based on:

Robert's Rules of Order Newly Revised (RONR, 2011 edition)

PARLIAMENTARY PROCEDURE (RULES OF ORDER)

Parliamentary Procedure is the combination of rules and customs that govern the conduct of business meetings. The information provided here is consistent with the current (11th) edition of Robert's Rules of Order Newly Revised (RONR).

Hierarchy of governing documents (RONR Section 2):

1. Laws of the Land (applicable statutes)
2. Constitution and Bylaws
3. Rule book (e.g.: RONR) and Special Rules of Order

Purposes of the rules:

- To create the necessary structure and appropriate level of formality for a meeting
- To facilitate progress
- To include individual members in discussion and shared decision-making on a "level playing field".
- To protect the rights of the majority, minority, individuals, absentees, and the organization

Voting outcomes:

- Most decisions require a majority vote (more than 50% of the votes cast) to adopt .
- Under RONR (page 400) abstentions do not count.
- A tie vote means that a motion is defeated (no majority was obtained).

UNANIMOUS (GENERAL) CONSENT (RONR page 54)

Unanimous/General Consent is an informal method of taking a vote, used for routine and non-controversial decisions. For example:

- "*The minutes have been circulated. Are there any corrections to the minutes? (PAUSE)? If not, the minutes are approved as circulated*".

- *"Is there any objection to changing the agenda to consider item 7 now? (Pause)? There being no objection, we will proceed now with item 7, and then return to item 3*". **OR:**
  "*There is an objection and we will take a show of hands. Those in favor of changing the agenda raise your hands. Thank you. Those opposed raise your hands, etc."*

- *"Is there any objection to amending the motion by adding the words `including all taxes'? (Pause). There is no objection and the motion has been amended to read: _____".*

NOTE: Unanimous Consent is not appropriate when voting on main motions, since they do not qualify as "routine and non-controversial decisions". Members must be given the full opportunity to express their sentiment by a formal show of hands.

HANDLING MAIN MOTIONS (RONR sections 4 and 10)

A main motion is a proposal to take action or express a view. The steps of handling it are:

Step	Language	Pertinent points
1. A member makes a motion	"*I move that ___*" or "*I move that that the following resolution be adopted: Resolved, That ___*".	1. Make sure the motion is concise, complete and unambiguous. 2. It is good practice to require motions to be submitted in writing.
2. Another member seconds the motion.	"*I second the motion*" or "*Second*"	Seconding does not mean endorsement of the motion, but only agreement that it should be discussed.
3. The Chair states the motion.	"*It is moved and seconded that we ___. Is there any discussion?*"	1. The Chair may rule a motion out of order (giving the reasons) or establish clarity before stating the motion. Until the chair admits a motion, it is not open for debate. 2. Ownership becomes **collective** (from now on withdrawing or amending the motion requires the group's permission).
4. Debate and amendment		
5. The Chair puts the motion to a vote.	"*There being no further debate, we will proceed to the vote. The motion is that _____. Those in favor of the motion raise one hand. Thank you. Those opposed raise one hand. Thank you.*"	1. Ensure clarity by repeating the motion before taking the vote. 2. There is no need to call for abstentions, since they are not counted (unless the statute or the Bylaws provide otherwise). 3. If the result is clear, it is not necessary to count the votes.
6. The Chair announces the outcome.	"*The motion is adopted*" or "*The motion is defeated*"	

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FREQUENTLY USED SECONDARY MOTIONS

The motion	The use	Pertinent points
Point of Order (RONR Sec. 23)	Point to a violation of a rule, policy, or bylaw.	The chair makes a ruling: The point is well taken or not well taken. Or the chair can ask the members to decide.
Appeal (Sec. 24)	Two members who disagree with the chair's ruling can appeal it.	The chair explains the ruling, allows debate, and takes a vote: "*Shall the chair's ruling be sustained?"* A majority in the negative reverses a chair's ruling.
Postpone Indefinitely (S. 11)	A motion to decline to take a position on a pending main motion.	This motion effectively "kills" the pending motion for the session (but the main motion can be renewed at a subsequent meeting). Requires a majority vote to adopt.
Amend (S.12)	A motion to change the wording of another motion before voting on it.	Non-contentious amendments can be adopted by unanimous consent. Otherwise a majority vote is required.
Commit/Refer (Section 13)	A motion to send the pending motion to a committee or staff	Should include instructions to the committee, e.g.: questions to be addressed and when the committee will report. Majority vote required.
Postpone to a certain time (S. 14)	A motion to postpone the pending motion to a certain time.	Should specify the time to which the motion is to be postponed. Requires a majority vote to adopt.
Limit or Extend Debate (Sec. 15)	A motion to limit or extend debate on a motion, e.g.: "*I move to extend debate by 5 minutes".* Or: "*I move to end debate at 10:30".* This motion is not debatable.	Can be agreed upon by unanimous consent. If not, a 2/3 vote is required.
Close Debate (or "Previous Question") (Section 16)	A motion to close debate and vote immediately: "*I move we close debate".*	When the motion is made, the Chair can check if there is general consent to closing debate. If not, she or he takes a vote on whether debate will be closed (2/3 vote).
Table (Section 17)	A motion to set aside a pending main motion to accommodate something else of immediate urgency.	Strictly speaking, in many groups the motion to table is used incorrectly. The correct motions are usually to postpone to a certain time, refer or withdraw. A majority vote is required to adopt.
Suspend the rules (Section 25)	A motion to allow the assembly to waive a rule of order for a specific purpose. This motion cannot be used to suspend rules protecting fundamental rights (e.g.: minority and absentee rights).	This motion can be very helpful when the rules of order are proving too restrictive and wasteful and a more flexible approach is needed. For example: "*I move to suspend the rules and allow more than one primary amendment at a time". (2/3 vote required)*
Withdraw (Section 33)	Before debate begins, a motion may be withdrawn by the mover. After debate begins, only the assembly can withdraw it.	Can be agreed upon on by unanimous consent. If there are objections, a majority vote is required to adopt.
Consider informally (Section 52)	A motion to allow informal consideration of a topic without a motion on the floor.	This motion helps when the premature introduction of a motion would be constraining and counter-productive. A majority vote is required to adopt.

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COMPARISON BETWEEN RONR AND STURGIS

In May 2015, ALA membership voted to change ALA's Parliamentary Authority from Sturgis Standard Code of Parliamentary Procedure to Robert's Rules of Order Newly Revised (RONR). This section captures some of the relevant impacts of the change.

Overall, the actual application of Parliamentary Procedure in Council meetings under RONR will be quite similar to Sturgis. The treatment of resolutions, motions to amend, refer, postpone, as well as points of order and appeals will be virtually identical.

Below are examples of procedures (that were actually used by Council between 2002 and 2015) where there are differences between RONR and Sturgis.

The motion	Under RONR	Under Sturgis
Division of a Resolution (RONR Section 27)	Dividing a resolution, so as to deal separately with different parts, requires a majority vote.	Dividing a resolution is done upon the demand of one Member.
Closing debate (or "The Previous Question," RONR Section 16)	RONR's terminology is: "*I move the previous question,*" but it tolerates deviations from this phrase (see quote below this table). RONR does not prohibit a member from speaking in debate and ending by moving to close debate.	Sturgis uses plain language: "*I move to close debate.*" Sturgis does not permit a member to speak in debate and end his or comments by moving to close debate.
Tabling (RONR Section 17) versus Postponing Indefinitely (Section 11) and Objecting to Consideration (Section 26)	The motion to "table" cannot be used to "kill" a pending motion. Two acceptable alternatives: 1. Move that the resolution be postponed indefinitely (debatable and requires a majority vote). 2. Object to consideration of the resolution (requires a 2/3 vote against consideration, but must be made before debate takes place).	The motion to table can be used "to kill" a pending resolution, but requires a 2/3 vote when used for this purpose.
Reconsideration (RONR Section 37)	In large assemblies, the motion to reconsider can only be made by someone who voted on the prevailing side.	The motion to reconsider applies only to a main motion (or resolution). It can be made by anyone, regardless of how he or she had originally voted on the main motion.

RONR page 250, lines 11-15, states: "*In ordinary meetings it is undesirable to raise points of order on minor irregularities of a purely technical character, if it is clear that no one's rights are being infringed upon and no real harm is done to the proper transaction of business.*"

This quote suggests that rules of order should be used in a manner that facilitates progress while protecting fundamental rights. Technical imperfections that do not infringe on anyone's rights and do not harm the proper transaction of business can be tolerated. Parliamentary nit picking should be avoided, as it can become an annoyance and a distraction, can also stifle the free flow of discussions, and can even make the meeting environment unsafe.

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Division-level Committee Year-end Report and Work Plan Template

Each year, ACRL division-level committees should complete a year-end report and work plan. The **report** section should be completed by the outgoing chair. By **July 19, 2019**, the outgoing chair should post the combined template with only the 2018–19 report section completed to ALA Connect.

The **work plan** section should be completed by the incoming chair. Committee members, Board liaison, and staff liaison should all review and approve the work plan. By **August 9, 2019**, the incoming chair should post the combined template with the 2018–19 report and 2019–20 work plan sections completed to ALA Connect. Projects included in a committee's work plan will be implemented September 2019 through June 2020.

Committee Name & Charge	
Committee Name:	Research and Scholarly Environment Committee
Charge/Tasks:	To oversee and coordinate ACRL's Research and Scholarly Environment Initiative as described in the strategic plan; work with the ACRL Board and other ACRL units in creating a comprehensive effort including coalition building, professional development, publications, research, and advocacy and in developing the ACRL research and scholarly communications website; and monitor and assess the effectiveness of the ACRL Research and Scholarly Environment Initiative.

2018–19 Leadership (terms: July 1, 2018–June 30, 2019)	
Chair:	Yasmeen Shorish
Vice-Chair:	Nathan Hall
Board liaison:	Beth McNeil
Staff liaison:	Kara Malenfant
Other leaders:	Past-chair: Patricia Hswe

2019–20 Leadership (terms: July 1, 2019–June 30, 2020)	
Chair:	Nathan Hall
Vice-Chair:	Charlotte Roh
Board liaison:	Cinthya Ippoliti
Staff liaison:	Kara Malenfant
Other leaders:	Yasmeen Shorish

Report & Work Plan Submission			
Year-end report written by:	Yasmeen Shorish	**Date:**	July 15, 2019
Work plan submitted by:	Nathan Hall	**Date:**	August 9, 2019

2018–19 Year-end Report

This report will be included in the committee's official record of activities maintained by the ACRL staff. Brief bulleted lists are suggested for the responses.

1. What were the major projects/activities accomplished by your committee in the 2018–19 membership year (July 1, 2018 to June 30, 2019)?

- Production of the scholarly communication research agenda
- Promotion of the research agenda
- Produced research grant criteria
- Revised the Open Access Statement
- Creation of the Data Privacy Primer
- Worked with Emerging Leaders
- Selected OpenCon scholars
- Revised the ReSEC/scholarly communication website
- ACRL/SPARC Forums

2. What were the relevant results for your projects?

A comprehensive scholarly communication research agenda was released in June. It is expected that the research grants will be one metric to gauge uptake of the agenda.

Two OpenCon scholars wrote a reflection for C&RL News column and joined the committee at the conclusion of 2019 Annual.

The Emerging Leaders team produced a guide for engaging with the research agenda.

The Data Privacy Primer has been downloaded from LISSA 460 times (as of 7/15/19).

3. Which if any 2018–19 projects will continue next year?

- Research grant selection
- OpenCon scholarships
- Relations subcommittee
- ACRL/SPARC Forums
- "Scholarly Communication" column in C&RL News
- Roadshow oversight

4. What worked well?

- Communication with Kara and Erin - which was critical for the research agenda - was a dream. These two professionals truly made the work of the committee as productive as possible and I am exceedingly grateful to them.
- The C&RL News column and the SPARC Forums continue to be high caliber and engaging programs.

5. What could have worked better?

- The research agenda occupied such an intense amount of effort that it sometimes felt like our other projects were orphaned. In hindsight, I wonder if we could have paused some efforts and brought more people into the agenda review at various times - in a controlled and intentional way - to help make the effort more equitable across the committee.
- We still are ironing out some communication preferences between roadshow leaders and ACRL. I suspect this will be an ongoing effort, but it is vitally important that ACRL coordinate and support

6. How has the work/activities of your committee demonstrated commitment to equity, diversity, and inclusion, within or beyond ACRL?

- The research agenda is grounded in equity and inclusion and all the work we have done related to it has carried forward that framing.
- We charged the Emerging Leaders project team to design for institutions not typically represented in the scholarly communication research landscape.
- We made requests for committee appointments with an eye towards institutional and experience diversity.

7. Was there information you could have been provided before starting this project that would have made your work easier?

In general, more transparency about the work required and expectations before coming into a leadership position. Maybe an ACRL Insider series of blog posts about ACRL governance? I know it sounds dry, but done well it could really help members feel more enfranchised in the Association. In ReSEC, we've created documentation in ALA Connect and brought forward planning documents, like the work plan, to the committee to help all members feel more connect to the process and to make it more transparent. Given the high output of work from this committee, this will take intentional upkeep.

8. What made this work most rewarding (observations/comments/accolades)?

A few things, but the people on the committee who do exceptional work are the most important part. Being able to do work with the research agenda, which has the potential to be truly transformative, feels very satisfying. Seeing the committee bring forward new ideas and processes that make things more efficient and also more inclusive is very rewarding.

9. Any other comments, recommendations, or suggestions?

It was fantastic to see the Board take up a recommendation Patricia Hswe made on her year-end report, which was to have more input into the Appointments process. That said, it would help to know the motivations for new members volunteering for ReSEC – i.e., apart from the members that the chair recommends to the Appointments Committee. If we knew the reasons why new members join, then we may be able to engage them in an informed way about volunteer opportunities. It could help make committee work more efficient, too.

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #1	
Activity Name:	Research Grant Selection
Brief Description:	A sub-committee, led by MD Galvin, will review project proposals for the ACRL Scholary Communications Research Grants.

Activity #1 Timeline
How long will this project take?
☐ **continuous project assigned in charge**
☑ **short-term project that will be completed this membership year**
☐ **multi-year project continuing past June 30, 2020. Expected completion date:**

[ACRL Plan for Excellence](#)
Check one box below. If applicable, select objective from drop-down.
☐ **Value of Academic Libraries**
Select from drop-down.
☐ **Student Learning**
Select from drop-down.
☑ **Research and Scholarly Environment**
2. Enhance members' capacity to address issues related to scholarly communication, including but not limited to data management, lit
☐ **New Roles and Changing Landscapes**
Select from drop-down.
☐ **Core Commitment to Equity, Diversity & Inclusion**
☐ **Enabling Programs and Services (education, advocacy, publications, or member engagement)**
Provide a brief sentence connecting your project to the goal area and objective you selected:
This project increases capacity through direct funding to support members and their partners with researching and implementing programs in any of the areas listed in the objective, or in the Research Agenda. Call for proposals here: http://www.ala.org/acrl/awards/researchawards/ scholcommgrants.

Activity #1 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	Due Date	Party Responsible	Resources Needed (e.g., financial, tech, staff support)
draft call for proposals	May/June 2019	Research Agenda Subcommittee	
publish call for proposals	June 2019	ACRL liaison	Insider, Twitter
Webinar for potential applicants	mid-September 2019	ReSEC leadership, and sbcmte chair	acrl libcal
Application deadline	September 30, 2019		
Application review	October 2019	MD Galvin and grant review subcmte	
Award notifications	November 28, 2019	ReSEC leadership	
Grant dispersal	1 month after awardee	ACRL liaison	

Activity #1 Assessment
How will success be measured?
Quality and size of applicant pool. The Grant Review Subcommittee will provide additional feedback about what worked and what could have been better to ReSEC Leadership in order to ensure better experience for future rounds of awards.

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #2	
Activity Name:	OpenCon Scholarships
Brief Description:	Select and support the travel of two scholarship recipients to attend OpenCon, an annual conference focused on advancing Open Access, Open Education, and Open Data. This activity is repeated from last year, based on its success.

Activity #2 Timeline
How long will this project take?
☑ **continuous project assigned in charge**
☐ **short-term project that will be completed this membership year**
☐ **multi-year project continuing past June 30, 2020. Expected completion date:**

[ACRL Plan for Excellence](#)
Check one box below. If applicable, select objective from drop-down.
☐ **Value of Academic Libraries**
Select from drop-down.
☐ **Student Learning**
Select from drop-down.
☑ **Research and Scholarly Environment**
2. Enhance members' capacity to address issues related to scholarly communication, including but not limited to data management, lit
☐ **New Roles and Changing Landscapes**
Select from drop-down.
☐ **Core Commitment to Equity, Diversity & Inclusion**
☐ **Enabling Programs and Services (education, advocacy, publications, or member engagement)**
Provide a brief sentence connecting your project to the goal area and objective you selected:
Attendance at OpenCon allows students and early career professionals to develop the critical skills necessary to catalyze action toward a more open system for sharing the world's information, and scholarship recipients' service on ReSEC provides an immediate opportunity for the attendees to build on what they learned to benefit libraries and the broader scholarly communication landscape.

Activity #2 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	**Due Date**	**Party Responsible**	**Resources Needed (e.g., financial, tech, staff support)**
OpenCon Scholarship announcement	June/July	Tatiana	Press release and dissemination
Form subcommittee to review applications	June/July	Tatiana and ReSEC leadership	
subcmte reviews/ selects applicants		OpenCon Scholarhship subcmte	
ReSEC Chair confirms awardee interest	September	Nathan Hall	
ACRL funds awardee travel to OpenCon	November	Kara Malenfant	ReSEC operating budget
awardees submit reflection essay	December	awardees	publication in C&RL News column
review process for improvements	Midwinter 2020	Subcmte, with input from OpenCon orgnzrs	
feedback & implement improvements	March 2020	ReSEC Commitee	
Repeat process		ReSEC Commitee	ongoing ACRL support for budget item

Activity #2 Assessment
How will success be measured?
The project will be evaluated on an ongoing basis based on feedback from scholarship recipients and the subcommittee.

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #3	
Activity Name:	Relations Subcommittee
Brief Description:	In light of the increasing practice of vendors to contact and consult with university administration, thus usurping the role of academic libraries, this subcommittee is exploring what librarians and libraries should do to counteract such go-arounds. The subcommittee is working toward defining a framework for the purpose of relationship understanding and building, internally (on campuses) and externally (with stakeholders).

Activity #3 Timeline
How long will this project take?
☐ **continuous project assigned in charge**
☑ **short-term project that will be completed this membership year**
☐ **multi-year project continuing past June 30, 2020. Expected completion date:**

[ACRL Plan for Excellence](#)
Check one box below. If applicable, select objective from drop-down.
☐ **Value of Academic Libraries**
Select from drop-down.
☐ **Student Learning**
Select from drop-down.
☐ **Research and Scholarly Environment**
3. Increase ACRL's efforts to influence and advocate for more open and equitable dissemination policies and practices.
☐ **New Roles and Changing Landscapes**
Select from drop-down.
☐ **Core Commitment to Equity, Diversity & Inclusion**
☐ **Enabling Programs and Services (education, advocacy, publications, or member engagement)**
Provide a brief sentence connecting your project to the goal area and objective you selected:
The framework, or set of effective practices, should help guide the ACRL community in developing and maintaining more productive relationships with their internal and external constituents, done most productively with an increased capacity to address issues related to scholarly communication.

Activity #3 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	**Due Date**	**Party Responsible**	**Resources Needed (e.g., financial, tech, staff support)**
Draft problem statement and charge	1/15/2018	Complete	Complete
ReSEC discusses at Midwinter 2018, as	2/11/2018	Complete	Complete
Subcmte drafts framework	ongoing	Mel DeSart	
Subcmte updates ReSEC on progress via a short report	6/1/2018 - 6/15/2018	Complete	
ReSEC discusses at Annual 2018	6/24/2018	Complete	
Subcomte gathers data	ongoing	Mel DeSart	Survey tool
Subcomte amends framework	ongoing	Mel DeSart	
Subcmte reports on progress	Fall 2019	Mel DeSart	
Subcmte submits report	12/1/2019	Mel DeSart	
ReSEC discusses final report and informs ACRL leadership	Midwinter 2020	Nathan Hall	

Activity #3 Assessment
How will success be measured?
This project was intended to be complete in the previous year, but there was not enough data to be useful. The subcommittee surmised that the open-ended nature of the data collection method may have been off-putting for participants, and they have decided to try again with short survey responses instead this year. Reporting back to the membership will continue to be crucial, through the scholcomm listserv, and potentially through the ACRL/SPARC Forum, or the Scholarly Communications Discussion Group

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #4	
Activity Name:	ACRL/SPARC Forums
Brief Description:	Collaboration between ReSEC and SPARC to host joint program at ALA Annual and at ALA Midwinter. Typically, the coordinators for the Scholarly Communication DG have central roles in determining a topic for the Forum and a line-up of guest speakers, and otherwise planning the Forum with SPARC

Activity #4 Timeline
How long will this project take?
☑ **continuous project assigned in charge**
☐ **short-term project that will be completed this membership year**
☐ **multi-year project continuing past June 30, 2020. Expected completion date:**

[ACRL Plan for Excellence](#)
Check one box below. If applicable, select objective from drop-down.

☐ **Value of Academic Libraries**

Select from drop-down.

☐ **Student Learning**

Select from drop-down.

☑ **Research and Scholarly Environment**

2. Enhance members' capacity to address issues related to scholarly communication, including but not limited to data management, lit

☐ **New Roles and Changing Landscapes**

Select from drop-down.

☐ **Core Commitment to Equity, Diversity & Inclusion**

☐ **Enabling Programs and Services (education, advocacy, publications, or member engagement)**

Provide a brief sentence connecting your project to the goal area and objective you selected:

This forum provides attendees with a venue for interacting with invited experts to discuss topical and contemporary issues of vital importance to the scholarly communication, publishing, and open knowledge landscape.

Activity #4 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	**Due Date**	**Party Responsible**	**Resources Needed (e.g., financial, tech, staff support)**
Identify topic and speakers for MW	August	ScholComm DG leaders & SPARC	
Schedule venue	August	ScholComm DG & ACRL Liaison	ALA conference scheduling team
Confirm Speakers	November	ScholComm DG leaders & SPARC	
Advertise event	December	ACRL liaison & ACRL marketing	ACRL Twitter and Insider
Host, assess, and report event	Midwinter conference	ScholComm DG	
Identify topic and speakers for Annual	February	ScholComm DG leaders & SPARC	
Schedule venue	February	ScholComm DG & ACRL Liaison	ALA conference scheduling team
Confirm Speakers	April	ScholComm DG leaders & SPARC	
Advertise event	May	ACRL liaison & ACRL marketing	ACRL Twitter and Insider
Host, assess, and report event	Annual conference	ScholComm DG	

Activity #4 Assessment
How will success be measured?
Number of attendees, social media buzz (before and after), intensity of constructive discussion.

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #5	
Activity Name:	"Scholarly Communications" column in C&RL News
Brief Description:	Two co-editors work together to solicit and review column drafts for publication in C&RL News

Activity #5 Timeline
How long will this project take?
☑ **continuous project assigned in charge**
☐ **short-term project that will be completed this membership year**
☐ **multi-year project continuing past June 30, 2020. Expected completion date:**

[ACRL Plan for Excellence](#)
Check one box below. If applicable, select objective from drop-down.
☐ **Value of Academic Libraries**
Select from drop-down.
☐ **Student Learning**
Select from drop-down.
☑ **Research and Scholarly Environment**
2. Enhance members' capacity to address issues related to scholarly communication, including but not limited to data management, lit
☐ **New Roles and Changing Landscapes**
Select from drop-down.
☐ **Core Commitment to Equity, Diversity & Inclusion**
☐ **Enabling Programs and Services (education, advocacy, publications, or member engagement)**
Provide a brief sentence connecting your project to the goal area and objective you selected:

Activity #5 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	**Due Date**	**Party Responsible**	**Resources Needed (e.g., financial, tech, staff support)**
solicit calls for articles	Ongoing	Column co-editors	support from C&RL News editor
work with authors to edit manuscripts	Ongoing	Column co-editors	
maintain publication schedule	Ongoing	Column co-editors	support from C&RL News editor

Activity #5 Assessment
How will success be measured?

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #6	
Activity Name:	Roadshow oversight
Brief Description:	Day-long workshops engage participants to learn new skills and strengthen existing competencies in Scholarly Communications and in Research Data Management, respectively.

Activity #6 Timeline
How long will this project take?
☑ **continuous project assigned in charge**
☐ **short-term project that will be completed this membership year**
☐ **multi-year project continuing past June 30, 2020. Expected completion date:**

ACRL Plan for Excellence
Check one box below. If applicable, select objective from drop-down.
☐ **Value of Academic Libraries**
Select from drop-down.
☐ **Student Learning**
Select from drop-down.
☑ **Research and Scholarly Environment**
2. Enhance members' capacity to address issues related to scholarly communication, including but not limited to data management, lit
☐ **New Roles and Changing Landscapes**
Select from drop-down.
☐ **Core Commitment to Equity, Diversity & Inclusion**
☐ **Enabling Programs and Services (education, advocacy, publications, or member engagement)**
Provide a brief sentence connecting your project to the goal area and objective you selected:
Roadshows provide professional development to member organizations and institutions

Activity #6 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	**Due Date**	**Party Responsible**	**Resources Needed (e.g., financial, tech, staff support)**
Replace scholcomm coordinator	July, 2019	ACRL Board	
Support scholcomm coordinator	ongoing	ReSEC Leadership	ongoing ACRL support for budget line
support RDM coordinator	ongoing	ReSEC Leadership	ongoing ACRL support for budget line
Propose budget line for subsidized RDM roadshow	Fall, 2019	ReSEC Chair	Confer with ACRL Liaison and RDM coordinator

Activity #6 Assessment
How will success be measured?
Through number of applications to host subsidized roadshows, number of roadshows scheduled, number of roadshows completed, participant feedback (collected by roadshow coordinators)

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #7	
Activity Name:	Scholarly Communications Toolkit
Brief Description:	This seminal toolkit was created to help librarians integrate scholarly communication perspectives into library operations and programs as well as to prepare presentations on the surrounding issues. http://acrl.libguides.com/scholcomm/toolkit/

Activity #7 Timeline
How long will this project take?
☑ **continuous project assigned in charge**
☐ **short-term project that will be completed this membership year**
☐ **multi-year project continuing past June 30, 2020. Expected completion date:**

ACRL Plan for Excellence
Check one box below. If applicable, select objective from drop-down.
☐ **Value of Academic Libraries**
Select from drop-down.
☐ **Student Learning**
Select from drop-down.
☑ **Research and Scholarly Environment**
2. Enhance members' capacity to address issues related to scholarly communication, including but not limited to data management, lit
☐ **New Roles and Changing Landscapes**
Select from drop-down.
☐ **Core Commitment to Equity, Diversity & Inclusion**
☐ **Enabling Programs and Services (education, advocacy, publications, or member engagement)**
Provide a brief sentence connecting your project to the goal area and objective you selected:
The toolkit provides its users with a basic understanding of scholarly communication issues in the context of their impact on libraries. For every issue covered, users will find a brief introduction along with links to additional resources that have been curated and reviewed for relevancy, currency, and accuracy. Users will also find various tools, presentations, handouts and other takeaways that they can utilize as they develop their own local resources.

Activity #7 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	**Due Date**	**Party Responsible**	**Resources Needed (e.g., financial, tech, staff support)**
Finish staffing new Toolkit Subcommittee	August, 2019	ReSEC chair	
Review Toolkit for currency/relevance	ongoing	Toolkit Subcommittee	Edit access to ACRL LibGuide
Provide SC resources in multiple formats	ongoing	Toolkit Subcommittee	Edit access to ACRL LibGuide

Activity #7 Assessment
How will success be measured?
Toolkit usage statistics and user feedback

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #8	
Activity Name:	Emerging Leaders project: Roadshow targeted marketing project
Brief Description:	Emerging Leaders project to propose additional marketing strategies in support of ACRL Marketing team with targeted outreach venues aligned with each roadshow focus area.

Activity #8 Timeline
How long will this project take?
☐ **continuous project assigned in charge**
☑ **short-term project that will be completed this membership year**
☐ **multi-year project continuing past June 30, 2020. Expected completion date:**

ACRL Plan for Excellence
Check one box below. If applicable, select objective from drop-down.
☑ **Value of Academic Libraries**
3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libra
☑ **Student Learning**
1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
☑ **Research and Scholarly Environment**
2. Enhance members' capacity to address issues related to scholarly communication, including but not limited to data management, lit
☑ **New Roles and Changing Landscapes**
2. Equip the academic library workforce to effectively lead, manage, and embrace change, advocate for their communities, and serve a
☐ **Core Commitment to Equity, Diversity & Inclusion**
☐ **Enabling Programs and Services (education, advocacy, publications, or member engagement)**
Provide a brief sentence connecting your project to the goal area and objective you selected:
This project is intended to develop a strategy to make the Roadshows more effective through targeted outreach aligned with each ACRL Roadshow, to enhance ACRL's current marketing efforts through the addition of new channels that align with each respective Roadshow for disseminating Roadshow marketing

Activity #8 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	**Due Date**	**Party Responsible**	**Resources Needed (e.g., financial, tech, staff support)**
Submit project proposal	10/1/2019	EL Host and Sponsor (maybe Hall & Goben)	
Meet EL Group at MW	January 2020	EL Host, Sponsor, and ACRL liaison	
Schedule meetings with EL Group	Spring 2020	EL Host	
Announce intention to sponsor EL for 2021	May 2020	ReSEC Chair and Vice Chair	ongoing support for budget line
Meet EL Group at Annual	Annual 2020	EL Host, Sponsor, and ACRL liaison	
Attend EL Poster session	Annual 2020	EL Host and Sponsor	

Activity #8 Assessment
How will success be measured?
Through implementation of marketing strategy by ACRL Marketing and by Roadshow Oversight Committees, and by change in number of Roadshow requests.

This page included to accommodate double sided printing.

Division-level Committee Year-end Report and Work Plan Template

Each year, ACRL division-level committees should complete a year-end report and work plan. The **report** section should be completed by the outgoing chair. By **July 19, 2019**, the outgoing chair should post the combined template with only the 2018–19 report section completed to ALA Connect.

The **work plan** section should be completed by the incoming chair. Committee members, Board liaison, and staff liaison should all review and approve the work plan. By **August 9, 2019**, the incoming chair should post the combined template with the 2018–19 report and 2019–20 work plan sections completed to ALA Connect. Projects included in a committee's work plan will be implemented September 2019 through June 2020.

Committee Name & Charge	
Committee Name:	
Charge/Tasks:	

2018–19 Leadership (terms: July 1, 2018–June 30, 2019)	
Chair:	
Vice-Chair:	
Board liaison:	
Staff liaison:	
Other leaders:	

2019–20 Leadership (terms: July 1, 2019–June 30, 2020)	
Chair:	
Vice-Chair:	
Board liaison:	
Staff liaison:	
Other leaders:	

Report & Work Plan Submission			
Year-end report written by:		**Date:**	
Work plan submitted by:		**Date:**	

2018–19 Year-end Report

This report will be included in the committee's official record of activities maintained by the ACRL staff. Brief bulleted lists are suggested for the responses.

1. What were the major projects/activities accomplished by your committee in the 2018–19 membership year (July 1, 2018 to June 30, 2019)?

2. What were the relevant results for your projects?

3. Which if any 2018–19 projects will continue next year?

4. What worked well?

5. What could have worked better?

6. How has the work/activities of your committee demonstrated commitment to equity, diversity, and inclusion, within or beyond ACRL?

7. Was there information you could have been provided before starting this project that would have made your work easier?

8. What made this work most rewarding (observations/comments/accolades)?

9. Any other comments, recommendations, or suggestions?

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #1

Activity Name:	
Brief Description:	

Activity #1 Timeline

How long will this project take?

continuous project assigned in charge

short-term project that will be completed this membership year

multi-year project continuing past June 30, 2020. Expected completion date:

ACRL Plan for Excellence

Check one box below. If applicable, select objective from drop-down.

Value of Academic Libraries

Student Learning

Research and Scholarly Environment

New Roles and Changing Landscapes

Core Commitment to Equity, Diversity & Inclusion

Enabling Programs and Services (education, advocacy, publications, or member engagement)

Provide a brief sentence connecting your project to the goal area and objective you selected:

Activity #1 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	**Due Date**	**Party Responsible**	**Resources Needed (e.g., financial, tech, staff support)**

Activity #1 Assessment
How will success be measured?

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #2	
Activity Name:	
Brief Description:	

Activity #2 Timeline
How long will this project take?
continuous project assigned in charge
short-term project that will be completed this membership year
multi-year project continuing past June 30, 2020. Expected completion date:

ACRL Plan for Excellence
Check one box below. If applicable, select objective from drop-down.
Value of Academic Libraries
Student Learning
Research and Scholarly Environment
New Roles and Changing Landscapes
Core Commitment to Equity, Diversity & Inclusion
Enabling Programs and Services (education, advocacy, publications, or member engagement)
Provide a brief sentence connecting your project to the goal area and objective you selected:

Activity #2 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	**Due Date**	**Party Responsible**	**Resources Needed (e.g., financial, tech, staff support)**

Activity #2 Assessment
How will success be measured?

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #3	
Activity Name:	
Brief Description:	

Activity #3 Timeline
How long will this project take?
continuous project assigned in charge
short-term project that will be completed this membership year
multi-year project continuing past June 30, 2020. Expected completion date:

[ACRL Plan for Excellence](#)
Check one box below. If applicable, select objective from drop-down.
Value of Academic Libraries
Student Learning
Research and Scholarly Environment
New Roles and Changing Landscapes
Core Commitment to Equity, Diversity & Inclusion
Enabling Programs and Services (education, advocacy, publications, or member engagement)
Provide a brief sentence connecting your project to the goal area and objective you selected:

Activity #3 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	Due Date	Party Responsible	Resources Needed (e.g., financial, tech, staff support)

Activity #3 Assessment
How will success be measured?

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #4	
Activity Name:	
Brief Description:	

Activity #4 Timeline
How long will this project take?
continuous project assigned in charge
short-term project that will be completed this membership year
multi-year project continuing past June 30, 2020. Expected completion date:

[ACRL Plan for Excellence](#)
Check one box below. If applicable, select objective from drop-down.
Value of Academic Libraries
Student Learning
Research and Scholarly Environment
New Roles and Changing Landscapes
Core Commitment to Equity, Diversity & Inclusion
Enabling Programs and Services (education, advocacy, publications, or member engagement)
Provide a brief sentence connecting your project to the goal area and objective you selected:

Activity #4 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	Due Date	Party Responsible	Resources Needed (e.g., financial, tech, staff support)

Activity #4 Assessment
How will success be measured?

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #5	
Activity Name:	
Brief Description:	

Activity #5 Timeline
How long will this project take?
continuous project assigned in charge
short-term project that will be completed this membership year
multi-year project continuing past June 30, 2020. Expected completion date:

[ACRL Plan for Excellence](#)
Check one box below. If applicable, select objective from drop-down.
Value of Academic Libraries
Student Learning
Research and Scholarly Environment
New Roles and Changing Landscapes
Core Commitment to Equity, Diversity & Inclusion
Enabling Programs and Services (education, advocacy, publications, or member engagement)
Provide a brief sentence connecting your project to the goal area and objective you selected:

Activity #5 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	Due Date	Party Responsible	Resources Needed (e.g., financial, tech, staff support)

Activity #5 Assessment
How will success be measured?

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #6	
Activity Name:	
Brief Description:	

Activity #6 Timeline
How long will this project take?
continuous project assigned in charge
short-term project that will be completed this membership year
multi-year project continuing past June 30, 2020. Expected completion date:

[ACRL Plan for Excellence](#)
Check one box below. If applicable, select objective from drop-down.
Value of Academic Libraries
Student Learning
Research and Scholarly Environment
New Roles and Changing Landscapes
Core Commitment to Equity, Diversity & Inclusion
Enabling Programs and Services (education, advocacy, publications, or member engagement)
Provide a brief sentence connecting your project to the goal area and objective you selected:

Activity #6 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	**Due Date**	**Party Responsible**	**Resources Needed (e.g., financial, tech, staff support)**

Activity #6 Assessment
How will success be measured?

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #7	
Activity Name:	
Brief Description:	

Activity #7 Timeline
How long will this project take?
continuous project assigned in charge
short-term project that will be completed this membership year
multi-year project continuing past June 30, 2020. Expected completion date:

[ACRL Plan for Excellence](#)
Check one box below. If applicable, select objective from drop-down.
Value of Academic Libraries
Student Learning
Research and Scholarly Environment
New Roles and Changing Landscapes
Core Commitment to Equity, Diversity & Inclusion
Enabling Programs and Services (education, advocacy, publications, or member engagement)
Provide a brief sentence connecting your project to the goal area and objective you selected:

Activity #7 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	Due Date	Party Responsible	Resources Needed (e.g., financial, tech, staff support)

Activity #7 Assessment
How will success be measured?

This page included to accommodate double sided printing.

Advancing learning
Transforming scholarship

Association of College & Research Libraries
A division of the American Library Association

Division-level Committee Year-end Report and Work Plan Template

Each year, ACRL division-level committees should complete a year-end report and work plan. The **report** section should be completed by the outgoing chair. By **July 19, 2019**, the outgoing chair should post the combined template with only the 2018–19 report section completed to ALA Connect.

The **work plan** section should be completed by the incoming chair. Committee members, Board liaison, staff liaison should all review and approve the work plan. By **August 9, 2019**, the incoming chair should post the combined template with the 2018–19 report and 2019–20 work plan sections completed to ALA Connect. Projects included in a committee's work plan will be implemented September 2019 through June 2020.

Committee Name & Charge	
Committee Name:	Student Learning and Information Literacy Committee
Charge/Tasks:	To oversee and implement ACRL's Student Learning Initiative as described in the strategic plan. Work with the ACRL Board and other ACRL units to create a comprehensive approach to student learning and information literacy efforts including a) promote and facilitate professional development, publications, research, and advocacy related to information literacy and student learning; b) support the development of the ACRL student learning/information literacy website; and c) monitor and assess the effectiveness of the ACRL Student Learning Initiative.

2018–19 Leadership (terms: July 1, 2018–June 30, 2019)	
Chair:	Elizabeth Galoozis
Vice-Chair:	Nicole Brown
Board liaison:	Caroline Fuchs
Staff liaison:	Mary Jane Petrowski
Other leaders:	

2019–20 Leadership (terms: July 1, 2019–June 30, 2020)	
Chair:	Nicole Brown
Vice-Chair:	Alex Hodges
Board liaison:	Caroline Fuchs
Staff liaison:	Mary Jane Petrowski
Other leaders:	

Report & Work Plan Submission			
Year-end report written by:	Elizabeth Galoozis and Nicole Brown	Date:	7/16/19
Work plan submitted by:	Elizabeth Galoozis and Nicole Brown	Date:	7/16/19

Year-End Report 2018-2019

STUDENT LEARNING & INFORMATION LITERACY COMMITTEE

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ALA Annual Project Team Update

1. What were the major projects/activities accomplished by your committee in the 2018–19 membership year (July 1, 2018 to June 30, 2019)?
A brief list is suggested here.

Our primary accomplishment this year was to revise SLILC's goal to align with ACRL's core commitment to equity, diversity, and inclusion. Our goal is to: "Advance equitable and inclusive pedagogical practices and environments for libraries to support student learning."

The following projects represent work toward both the previous and current goals; project teams also worked to realign to the goal throughout the year.

Activities/ Project Teams:
- Professional Development
- Curricular Design and Sustainability
- Conference Planning
- Framework Resources
- Assessment
- Strategic Partnerships
- Discoverability of Committee Resources

2. What were the relevant results for your projects?
A brief list is suggested that includes assessment as appropriate (correspond to list above). Be as specific as possible. For example: 300 proposals/applications reviewed, 32 selected; Developed and conducted three podcasts (list podcast titles, speakers, etc.) Reviewed ten standards and guidelines (list titles)
Professional Development:
- Offered a webinar "The Failure of Skepticism: Rethinking Information Literacy and Political Polarization in a Post-Truth Era" (Feb. 15, 2019), which drew 165+ unique logins (many group logins were noted).
- Held conversations with *ACRL Immersion* to discuss information literacy instruction professional development partnerships.
Curricular Design and Sustainability
- Compiled citations for an annotated bibliography on curriculum mapping and sustainable curricular integration of information literacy, with an emphasis on equity, diversity, and inclusion.
Conference Planning
- Designed 4 programs: 2 for Midwinter; 2 for Annual that aligned with SLILC goal and addressed current concerns and needs for inclusive and equitable environments:

- ○ Midwinter:
- ○ Midwinter:
- ○ Annual: Framework Professional Development: "Learning Analytics and Libraries: Reports from the Field"
- ○ Annual: SLILC Discussion Forum: "Deficit or Equity: Decoding Implicit Thinking and Practice in Information Literacy Teaching and Learning"

Framework Resources
- Sandbox: Developed the charge and outline of work for the new Instruction Section Framework for Information Literacy Sandbox Committee, which will create the infrastructure needed for the Sandbox resource to thrive.
- "Perspectives on the Framework" C&RL News Column: Edited six articles, issued a Call for Proposals for next academic year, vetted 34 proposals, and lined up column author commitments for next academic year. The articles selected for AY19-20 all directly address the SLILC Goal.
- Toolkit & ACRLFRAME Discussion List: Reviewed the Framework Toolkit and made recommendations. Moderated ACRLFRAME Discussion List and assessed usage: 2152 subscribers; 338 posts.

Assessment
- Created [Zotero bibliography](#) that provide DEI-friendly approaches to assessing student learning.
- Published '[Keeping Up With: Critical Assessment](#)' in *C&RL News*
- Gathered resources on diversity and inclusion for the collaboration and advocacy section of the [SLILC LibGuide](#).

Strategic Partnerships
- Began a conversation with the Instruction Section about identifying and filling gaps in student learning.
- Identified a collaboration with [ACRL Liaisons Assembly Committee](#) who maintains the Talking Points on the "[ACRL Liaisons to Professional Associations: Major Issues, Talking Points, and Resources](#)" guide to update the *Information Literacy* talking points.

Discoverability of Committee Resources
- Updated the [SLILC website](#) to reflect up-to-date and well-organized information
- Created documentation for maintaining an up-to-date, well-or presence

3. Which if any 2018–19 projects will continue next year?
A brief list is suggested here; reference 2018–2019 work plan projects.

SLILC's 2019-2020 Work Plan will define all new project teams. The following components will continue:
- Collaborate with ACRL Immersion program
- Conference program planning for Midwinter and Annual
- "Perspectives on the Framework" C&RL News Column
- Produce timely publications in venues such as "Keeping Up With"
- Toolkit & ACRLFRAME Discussion List
- Keep SLILC website up-to-date
- Continue discussions with the Instruction Section
- Collaborate with the [ACRL Liaisons Assembly Committee](#) to update the IL Talking Points on [their guide](#)

4. What worked well?
A brief list is suggested here.

- We worked as Co-Chairs, rather than a hierarchical Chair/Vice relationship. We found this essential to effectively lead a large, geographically distributed group in a time of change.
- The most successful project teams had tangible, achievable goals that tied directly to the SLILC goal.

- Appointing Team Leads for each project, along with a Chair or Vice Chair Liaison, streamlined communication and enabled accountability.
- Engaged, activity-drive meeting at Midwinter and Annual built team camaraderie and contributed to shared understanding.

5. What could have worked better?
A brief list is suggested here.

- It was challenging to revise our goal so late in the year (at SPOS). After SPOS, we had to reframe the projects we had already introduced to committee members. Committee members are eager to get to work upon being appointed, and the current schedule of work plan submission and approval complicates this.
- We suggest that time at SPOS be set aside for all goal-area committee Chairs and Vice-Chairs to meet in order to coordinate our work and deepen our leadership practice together.
- Distinguishing our work from the Instruction Section's is an ongoing challenge for ACRL members.
- Low attendance at Midwinter and Annual meetings (both virtual and in-person) detracted from Committee cohesion. Less than half of members were present. Expectations for SLILC need to be clearly laid out before appointments are offered so that they can be accepted in good faith. In order for this to happen, we recommend the Chair and Vice Chair be more involved in the appointments process.

6. How has the work/activities of your committee demonstrated commitment to equity, diversity, and inclusion, within or beyond ACRL?
A brief list is suggested here.

Our primary accomplishment this year was to revise SLILC's goal to align with ACRL's core commitment to equity, diversity, and inclusion. Our goal is now wholly aligned with EDI efforts: SLILC's goal going forward is: "Advance equitable and inclusive pedagogical practices and environments for libraries to support student learning."

7. Was there information you could have been provided before starting this project that would have made your work easier?
Optional

8. What made this work most rewarding (observations/comments/accolades)?
Optional
A strong working relationship between the Chair and Vice Chair, working as co-chairs, was essential.

9. Any other comments, recommendations, or suggestions?
Optional

ACRL Student Learning & Information Literacy Committee
2019-2020 Work Plan + 2018-2019 Year-End Report

Our goal is to: Advance equitable and inclusive pedagogical practices and environments for libraries to support student learning.

CONTENTS

2019–2020 Work Plan

Activity #1: SLILC Professional Development Team

Brief Description

Plans SLILC conference programming and coordinates with other ACRL entities that provide professional development to build partnerships that infuse SLILC's goal into their work.

Lead: Cara Berg
Members: Meghan Sitar (IS past chair), Ex-Officio members: Maryam Fakouri (Intersections Roadshow) & Lindsay Matts-Benson (Framework Roadshow), remaining members to be determined

Activity Timeline: How long will this project take?
   _X__ continuous project assigned in charge
   ___ short-term project that will be completed this membership year
   ___ multi-year project continuing past June 30, 2020. Expected completion date _____

ACRL Plan for Excellence SLILC Goal: Advance equitable and inclusive pedagogical practices and environments for libraries to support student learning.
Select a SLILC Objective, if applicable

   __X_ Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
   ___ Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.

Provide a brief sentence connecting your project to the goal area and objective you selected:

> SLILC's professional development efforts are a core mechanism to empower libraries to build information literacy programs that are equitable, inclusive, and responsive.

Activity #1 Outline

Outline the steps and deadlines planned to complete the project.

Specific Action	Due Date	Party Responsible	Resources Needed (e.g., financial, tech, staff support)
Plan SLILC conference programs for Midwinter and Annual (Discussion Forum and Professional Development)	Midwinter and Annual conference planning deadlines	Professional Development Team Lead; Chair and Vice Chair	Work with Publications Team to draw on work already done by SLILC (e.g. "Keeping up with Critical Assessment" could be conference program); Elois Sharpe (ACRL staff)
Assess conference activities and make recommendations for future	Post Midwinter and Annual conferences	Professional Development Team	Support from ACRL staff liaison and Board liaison
Facilitate webinars, online workshops and other on-demand professional development	Post Midwinter and Annual conferences	Professional Development Team	Recommended Topic Areas for 2019-2020: Critical pedagogy and anti-racist facilitation
Engage in continued discussions with Instruction Section to identify partnership opportunities	Ongoing	Professional Development Team	Draw Meghan Sitar's expertise as IS past Chair
Continue to explore collaboration with ACRL Immersion program	Ongoing	Professional Development Team	
Determine future of the Intersections Roadshow	Plan by Midwinter 2020	Professional Development Team; Ex-Officio member: Maryam Fakouri	Chase Ollis (ACRL Staff); Maryam's email recommendations, Roadshow Toolkit: https://acrl.libguides.com/roadshowpresenters
Work with the Framework Roadshow to integrate EDI content into curriculum, or consider feasibility of creating new Roadshow for inclusive teaching practices	Exploratory ideas by Midwinter 2020	Professional Development Team; Ex-Officio member: Lindsay Matts-Benson	Chase Ollis (ACRL Staff); Roadshow Toolkit: https://acrl.libguides.com/roadshowpresenters
Internal Partners: Create a list potential partners within ACRL (e.g. LIRRT, RUSA, Chapters & Councils, Equity and Diversity Inclusion Committee, Diversity	Share results with SLILC by Midwinter	Professional Development Team — discuss results with OER Team, Engagement Team	

Standards, etc.)			
External Partners: Create a list of leaders, organizations, societies, etc. outside of libraries with expertise in inclusive, anti-racist pedagogy for potential professional development collaborations	Share results with SLILC by Midwinter	Professional Development Team — discuss results with OER Team, Engagement Team	May involve budget request for speaker fees

Activity #1 Assessment

How will success be measured?

SLILC will: deliver 4 conference programs (2 Discussion Forums; 2 Framework Professional Development programs), assess their effectiveness using attendance metrics and attendee surveys, and recommend modes for future delivery of professional development content; determine the best path forward to infuse inclusive pedagogy into existing ACRL professional development models (*i.e.* Roadshows, Immersion); and generate lists of internal and external partners.

Activity #2: SLILC OER Toolkit Team

Brief Description

Develop an OER Toolkit to support academic librarians as they advance equitable and inclusive pedagogical practices and environments that support student learning. The Team works to enable academic librarians to transform their teaching to be more inclusive and equitable by investigating, engaging with, and leveraging the open pedagogy landscape.

Lead: Meg Meiman
Members: Amanda Folk, remaining members to be determined

Activity Timeline: How long will this project take?
 _X_ continuous project assigned in charge
 ___ short-term project that will be completed this membership year
 ___ multi-year project continuing past June 30, 2020. Expected completion date _____

ACRL Plan for Excellence SLILC Goal: Advance equitable and inclusive pedagogical practices and environments for libraries to support student learning.
Select a SLILC Objective, if applicable
 _X__ Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
 _X__ Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.

Provide a brief sentence connecting your project to the goal area and objective you selected:

Leveraging the Framework Toolkit and other EDI efforts to lay the foundation for an open educational toolkit, which will connect with the overarching SLILC goal to advance equitable and inclusive pedagogical practices and environments for libraries to support student learning.

Activity #2 Outline
Outline the steps and deadlines planned to complete the project.

Specific Action	Due Date	Party Responsible	Resources Needed (e.g., financial, tech, staff support)
Identify gaps and needs for OER Toolkit to support inclusive pedagogy by creating and deploying a short survey to targeted discussion lists (ACRLFRAME, ILI-L, etc.)	Draft including gaps and needs by Midwinter; Results by Annual 2020	OER Toolkit Team Lead, Engagement Team Lead	Advise with ACRL staff liaison and SLILC Chair/Vice Chair; Short Report re: Framework Toolkit and listserv by 2018-2019 Framework team, available from Chair
Create a plan to transform the Framework Toolkit into an open educational resource that supports academic librarians advancement of equitable and inclusive pedagogical practices and environments for support student learning	Short report with options by Midwinter 2020; Plan by Annual 2020	OER Toolkit Team	Support from ACRL staff liaison and Board liaison
Write a primer on Open Pedagogy for SLILC (and consider publishing a "Keeping up With"). Starting points: Open Pedagogy Notebook; Educause Review; Digital Futures; Digital Pedagogy Lab; Pedagogy Toolkit	Draft content by Midwinter 2020	OER Toolkit Team	Collaborate with Publications Team; David Free (ACRL Staff)
Collaborate with Professional Development Team to facilitate the Framework Professional Development SLILC programs for Midwinter (topic: identifying OER Toolkit needs) and Annual (topic: vision for OER Toolkit	Midwinter and Annual conference planning deadlines	OER Toolkit Team; Professional Development Team	
Communicate with Professional Development Team to consider the actionable items from the internal and external partner lists	Ongoing	OER Toolkit Team Lead, Professional Development Team Lead, Engagement Team Lead	

Activity #2 Assessment
How will success be measured?

SLILC will have a plan for creating an OER Toolkit to provide point-of-need practical tools and resources that support student learning and information literacy through a lens of equity, diversity, and inclusion. Plans will be co-created with constituents and vetted via surveys, conference programs, and discussion list conversations.

Activity #3: SLILC Publications Team

Brief Description:

Facilitate and produce publications that advance equitable and inclusive pedagogical practices and environments for libraries to support student learning.

Lead: Melissa Mallon
Members: remaining members to be determined

Activity Timeline: How long will this project take?
　　　_X_ continuous project assigned in charge
　　　___ short-term project that will be completed this membership year
　　　___ multi-year project continuing past June 30, 2020. Expected completion date _____

ACRL Plan for Excellence SLILC Goal: Advance equitable and inclusive pedagogical practices and environments for libraries to support student learning.
Select a SLILC Objective, if applicable

　　_X__ Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
　　_X__ Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.

Provide a brief sentence connecting your project to the goal area and objective you selected:

Relevant and timely publications work toward the overarching SLILC goal to advance equitable and inclusive pedagogical practices and environments for libraries to support student learning.

Activity #3 Outline
Outline the steps and deadlines planned to complete the project.

Specific Action	Due Date	Party Responsible	Resources Needed (e.g., financial, tech, staff support)
Solicit and edit content for bimonthly "Perspectives on the Framework" *C&RL News* column	Ongoing (bimonthly)	Publications Team	Workflow produced by Donna Witek; login info for the Google Drive and email (from Chairs)

Produce timely publications in venues such as ACRL "Keeping Up With"	Ongoing	Publications Team works with Team Leads to plan content (i.e. OER Toolkit team - Open Pedagogy)	David Free (ACRL Staff)
Write a proposal for an ACRL edited volume to address the issue of equitable and inclusive teaching. Explore feasibility for open access option.	Draft concept by Midwinter 2020; Call for proposals soon after	Publications Team Lead, Chair and Vice Chair	Support from ACRL staff liaison
Produce bibliography on Topic Area of choice for 2019-2020 aligned with edited volume (e.g. Equitable and inclusive pedagogy, anti-racist facilitation) [Note: Critical assessment practices was produced in 2018-2019]	Midwinter 2020	Publications Team	
Work with Engagement Team to ensure that SLILC-produced bibliographies are accessible on the website	Ongoing	Publications Team	

Activity #3 Assessment

How will success be measured?

SLILC will: solicit and edit monthly "Perspectives on the Framework" column for *C&RL News*; craft a proposal for an edited volume on inclusive pedagogy and create a timely and useful bibliography on the topic; and produce at least one "Keeping up With"column.

Activity #4: SLILC Engagement Team

Brief Description

Engage the ACRL membership and beyond with SLILC's work, assess its impact, and make recommendations for outreach efforts.

Lead: Sara Miller
Members: Jaena Alabi (ACRLFRAME moderator), remaining members to be determined

Activity Timeline: How long will this project take?
  _x__ continuous project assigned in charge
  ___ short-term project that will be completed this membership year
  ___ multi-year project continuing past June 30, 2020. Expected completion date _____

ACRL Plan for Excellence SLILC Goal: Advance equitable and inclusive pedagogical practices and environments for libraries to support student learning.

Select a SLILC Objective, if applicable

_____ Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.

_X__ Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.

Provide a brief sentence connecting your project to the goal area and objective you selected:

Engaging our communities furthers SLILC's goal and involves close collaboration with partners.

Activity #4 Outline
Outline the steps and deadlines planned to complete the project.

Specific Action	Due Date	Party Responsible	Resources Needed (e.g., financial, tech, staff support)
Moderate and analyze the use of ACRLFRAME discussion list: http://lists.ala.org/sympa/info/acrlframe (e.g. number of subscribers; trends and issues in threads) and provide short reports and assess use	Midwinter and Annual	Engagement Team Lead; Jaena Alabi (ACRLFRAME moderator)	Short Report re: Framework Toolkit and listserv by 2018-2019 Framework team, available from Chair
Keep SLILC website up-to-date and monitor engagement	Ongoing	Engagement Team	LibGuides administrative access for Engagement Team members
Collaborate with the ACRL Liaisons Assembly Committee to update the IL Talking Points on their guide	Draft by Midwinter 2020	Engagement Team	
Monitor attendance at Midwinter and Annual events and make recommendations for content and format (e.g. online workshops may have more impact compared to in-person workshops)	Midwinter and Annual	Engagement Team Lead; Professional Development Team Lead	Support from ACRL staff liaison and Board liaison
Monitor attendance and engagement of online webinars / workshops	Ongoing	Engagement Team Lead; Professional Development Team Lead	
Support scholarships — Current work with VAL (Robin Brown); Explore possibility of establishing SLILC scholarship for LIS students (or those who	Ongoing	Robin Brown	Support from ACRL staff liaison

have never attended) to attend conferences and work with SLILC			
Develop regional discussions (in-person / virtual) for SLILC goal areas to ensure outreach to all academic librarians, especially those underserved by ACRL	Draft plan by Midwinter	Engagement Team	
Communicate and share stories: Post SLILC events, work, and programs to various discussion lists; Generate plan	Ongoing	Engagement Team	
Create a guiding document for outreach and engagement activities (timeline, best practices) of to guide SLILC 2020-2021	Annual 2020	Engagement Team Lead; consult with SLILC Team Leads and Chair and Vice Chairs	

Activity #4 Assessment

How will success be measured?

SLILC's outreach and engagement will reach ACRL membership and beyond; our efforts and impact will be assessed as we go, and we will have a guiding document for next year's committee.

Activity #5: SLILC Leadership Team

Brief Description

Provide leadership and direction for SLILC and work with the ACRL Board and other ACRL units to create a comprehensive approach to student learning and information literacy efforts.

Leads: Nicole Brown & Alex Hodges
Caroline Fuchs (Board Liaison), Mary Jane Petrowski (Staff Liaison), SLILC Team Leads

Activity Timeline: How long will this project take?
        _X__ continuous project assigned in charge
        ___ short-term project that will be completed this membership year
        ___ multi-year project continuing past June 30, 2020. Expected completion date _____

ACRL Plan for Excellence
SLILC Goal: Advance equitable and inclusive pedagogical practices and environments for libraries to support student learning.

Provide a brief sentence connecting your project to the goal area and objective you selected:

Codifying the roles and responsibilities of the Chair and Vice Chair ensures that SLILC makes continual process in our goal area.

Activity #5 Outline

Outline the steps and deadlines planned to complete the project.

Specific Action	Due Date	Party Responsible	Resources Needed (e.g., financial, tech, staff support)
Ensure SLILC's renewed singular focus to support our goal to advance equitable and inclusive pedagogical practices and environments for libraries to support student learning	Ongoing	Chair and Vice Chair	Support from ACRL staff liaison
Foster group norms and shared processes and make connections between committee members	September SLILC Kick Off Meeting	Chair and Vice Chair	Support from ACRL staff liaison
Liaise with Teams and enable them to draw on each other in a matrix fashion	Ongoing	Chair and Vice Chair	Support from ACRL staff liaison
Communicate and be responsive to ACRL Board and staff requests	Ongoing	Chair and Vice Chair	Support from ACRL staff liaison
Leverage the ACRL structure to disseminate information about inclusive, equitable instruction	Ongoing	Chair and Vice Chair	Support from ACRL staff liaison
Guard against scope creep (e.g. recruitment, retention, hiring practices intersect with our charge, but are beyond it)	Ongoing	Chair and Vice Chair	Support from ACRL staff liaison
Secure resources to educate the Committee on EDI	Ongoing	Chair and Vice Chair	Support from ACRL staff liaison
Coordinate budgetary allocations	Ongoing	Chair and Vice Chair	Support from ACRL staff liaison

Activity #5 Assessment

How will success be measured?

SLILC will have a productive year in 2019-2020, and the committee will be set up for future success.

This page included to accommodate double sided printing.

ACRL
Advancing learning
Transforming scholarship

Association of College & Research Libraries
A division of the American Library Association

Division-level Committee Year-end Report and Work Plan Template

Each year, ACRL division-level committees should complete a year-end report and work plan. The **report** section should be completed by the outgoing chair. By **July 19, 2019**, the outgoing chair should post the combined template with only the 2018–19 report section completed to ALA Connect.

The **work plan** section should be completed by the incoming chair. Committee members, Board liaison, and staff liaison should all review and approve the work plan. By **August 9, 2019**, the incoming chair should post the combined template with the 2018–19 report and 2019–20 work plan sections completed to ALA Connect. Projects included in a committee's work plan will be implemented September 2019 through June 2020.

Committee Name & Charge	
Committee Name:	New Roles & Changing Landscapes
Charge/Tasks:	To oversee and implement ACRL's New Roles and Changing Landscapes goal, as described in the strategic plan; work with the ACRL Board and other ACRL units in creating a comprehensive effort including coalition building, professional development, publications, research, advocacy, diversity, and consultation services and in developing the ACRL New Roles and Changing Landscapes Initiative; and monitor and assess the effectiveness of this initiative.

2018–19 Leadership (terms: July 1, 2018–June 30, 2019)	
Chair:	Anne Grant
Vice-Chair:	Jolie Graybill
Board liaison:	Jeanne Davidson
Staff liaison:	Erin Nevius
Other leaders:	

2019–20 Leadership (terms: July 1, 2019–June 30, 2020)	
Chair:	Jolie Graybill
Vice-Chair:	Erin Smith
Board liaison:	Jeanne Davidson
Staff liaison:	Erin Nevius
Other leaders:	

Report & Work Plan Submission			
Year-end report written by:	Anne Grant	**Date:**	
Work plan submitted by:	Jolie Graybill	**Date:**	8/26/19

2018–19 Year-end Report

This report will be included in the committee's official record of activities maintained by the ACRL staff. Brief bulleted lists are suggested for the responses.

1. What were the major projects/activities accomplished by your committee in the 2018–19 membership year (July 1, 2018 to June 30, 2019)?

* An Open Educational Resources and Affordability RoadShow was developed by the Committee and a call for curriculum designers/presenters distributed. The Committee interviewed and selected four designers/presenters and expects the RoadShow to launch in spring 2020.
* The Leading Change course will be an asynchronous online learning course designed to give library teams the capability and confidence to lead change in their academic library and on their campus. Three curriculum designers were hired in February 2019 and the course is expected to launch in early 2020.
* The Committee was tasked with reviewing the existing library job positions used by CUPA-HR in its salary survey in order to determine if revisions to these descriptions are required. These revisions were provided to CUPA-HR by their August 1, 2019 deadline.
* Diversity Pipeline project

2. What were the relevant results for your projects?

* OER RoadShow - Put out the call for applications; reviewed applications and interviewed applicants; and finalized the design team. The OER subgroup will oversee the curriculum development.
* Change & Innovation Course - A call for applications was distributed, and the Change Course subgroup reviewed applications and interviewed applicants. The instructional design team of three has been hired and work has begun on the course under the oversight of the Change Course subgroup. Launch date set for early 2020.
* CUPA-HR Position Description update - Revisions were provided to CUPA-HR by the August 1, 2019 deadline.
* Diversity Pipeline project - Concept map begun and steps outlined to begin work on recommendations to ACRL for ways that new roles and changing landscapes in libraries can foster EDI initiatives. Pipeline project was intentionally set aside to respond to the timeframe for the CUPA-HR project.

3. Which if any 2018–19 projects will continue next year?

* Diversity Pipeline Project
* Change Course
* OER RoadShow

4. What worked well?

Our team worked well in small groups on the CUPA-HR data. We worked on collaborative documents and made a great deal of progress on a major project.

We responded to a tight timeline successfully.

5. What could have worked better?

6. How has the work/activities of your committee demonstrated commitment to equity, diversity, and inclusion, within or beyond ACRL?

The work that we began on the Diversity Pipeline will allow this group to explore how new roles will influence the recruitment and retention of new, diverse librarians. This work also served to inform conversations about the CUPA-HR position descriptions.

7. Was there information you could have been provided before starting this project that would have made your work easier?

Optional

8. What made this work most rewarding (observations/comments/accolades)?

Optional

9. Any other comments, recommendations, or suggestions?

The committee worked effectively with the CUPA-HR staff to gather the information we needed to complete our task.

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #1	
Activity Name:	OER RoadShow
Brief Description:	The committee developed an Open Educational Resources and Affordability RoadShow, curriculum. Curriculum designers and presenters were recruited/identified and hired this summer (August) to design RoadShow and integrate into the ACRL RoadShow structure. OER Subgroup will oversee the development with Test run in Spring 2020. Committee is discussing/identifying roadshow oversight and integrating Oversight Responsibilities.

Activity #1 Timeline
How long will this project take?
☑ **continuous project assigned in charge**
☑ **short-term project that will be completed this membership year**
☐ **multi-year project continuing past June 30, 2020. Expected completion date:**

ACRL Plan for Excellence
Check one box below. If applicable, select objective from drop-down.
☐ **Value of Academic Libraries**
Select from drop-down.
☐ **Student Learning**
Select from drop-down.
☐ **Research and Scholarly Environment**
Select from drop-down.
☑ **New Roles and Changing Landscapes**
1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
☐ **Core Commitment to Equity, Diversity & Inclusion**
☐ **Enabling Programs and Services (education, advocacy, publications, or member engagement)**
Provide a brief sentence connecting your project to the goal area and objective you selected:
The OER Roadshow will deepen ACRL's advocacy and support for librarians with OER librarians via a compact overview workshop promoting OER capacity in the field.

Activity #1 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	**Due Date**	**Party Responsible**	**Resources Needed (e.g., financial, tech, staff support)**
Supervise Roadshow development	Fall 2019	OER team	
Test run	Spring 2020	Designers, OER team	
Develop marketing/promotion	Fall and Spring 2019/20	NRCL committee	
Identify/allocate new subgroup members	Fall 2019	NRCL committee	
Develop feedback survey	Winter 2020	OER team, designers	
Evaluation and assessment of roadshow	Summer 2020	OER team, designers	

Activity #1 Assessment
How will success be measured?
The OER Roadshow will be successful when (1) it is completed and ready for implementation, (2) participants sign up for the OER Roadshow, (3) feedback survey is completed by participants/positive

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #2	
Activity Name:	Change & Innovation Course
Brief Description:	NRCL is overseeing the curriculum development for a self-directed, self-paced, online workbook course on facilitating and leading library innovation that would be taken by teams of library employees. NRCL has identified instructional designers to design and implement the course, at outline stage this summer. Designed to introduce people to frames and models to help people think about ways to approach change.

Activity #2 Timeline
How long will this project take?
☐ **continuous project assigned in charge**
☐ **short-term project that will be completed this membership year**
☐ **multi-year project continuing past June 30, 2020. Expected completion date:**

[ACRL Plan for Excellence](#)
Check one box below. If applicable, select objective from drop-down.
☐ **Value of Academic Libraries**
Select from drop-down.
☐ **Student Learning**
Select from drop-down.
☐ **Research and Scholarly Environment**
Select from drop-down.
☑ **New Roles and Changing Landscapes**
2. Equip the academic library workforce to effectively lead, manage, and embrace change, advocate for their communities, and serve
☐ **Core Commitment to Equity, Diversity & Inclusion**
☐ **Enabling Programs and Services (education, advocacy, publications, or member engagement)**
Provide a brief sentence connecting your project to the goal area and objective you selected:
The Change & Innovation Course will equip library workforce at all levels to effectively lead, manage, and embrace change on their campuses by providing the education and tools they need.

Activity #2 Outline			
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	**Due Date**	**Party Responsible**	**Resources Needed (e.g., financial, tech, staff support)**
Sub-group to review first draft of curriculum material	This fall, 2019	Sub group	identified course developers
Launch of the change course is expected in about 4-6 months	Early 2020	Sub-group	
Market and promote change course	2020	Sub-group, NRCL comm.	

Activity #2 Assessment
How will success be measured?
The Change & Innovation Course will be successful if (1) the course is completed by the instructional designer, (2) institutional change teams take the course, and (3) the course promotes change and innovation at individual institutions. Completion and design will be successful if institutional teams sign up for course, as well as implement to experience some type of change. Use will be measured by numbers of institutions that take the course – the first year will set a baseline with a goal of increasing use each year. The instructional designer will embed assessment measures on both the course itself with a built in follow up evaluating if the course promoted change and innovation.

2019–20 Work Plan

Please complete this form for each activity that the committee plans to undertake in the 2019–20 program year. While the form is pre-populated with five activities, it is not required to generate ideas for all five activities. Please only complete this form for the appropriate number of activities that work for your committee. If you need additional sheets, please contact your staff liaison.

Work Plan Activity #3	
Activity Name:	Diversity Pipe Line
Brief Description:	The Diversity Pipe Line concept map begun and steps outlined to begin work on recommendations to ACRL for ways that new roles and changing landscapes in libraries can foster EDI initiatives. In order to complete the CUPA-HR project, this project was intentionally set aside to respond to the timeframe for the CUPA-HR project. Re-engaging this work year.

Activity #3 Timeline
How long will this project take?
☑ **continuous project assigned in charge**
☐ **short-term project that will be completed this membership year**
☐ **multi-year project continuing past June 30, 2020. Expected completion date:**

ACRL Plan for Excellence
Check one box below. If applicable, select objective from drop-down.
☑ **Value of Academic Libraries**
4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
☐ **Student Learning**
Select from drop-down.
☐ **Research and Scholarly Environment**
Select from drop-down.
☑ **New Roles and Changing Landscapes**
3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
☑ **Core Commitment to Equity, Diversity & Inclusion**
☐ **Enabling Programs and Services (education, advocacy, publications, or member engagement)**
Provide a brief sentence connecting your project to the goal area and objective you selected:
In the committee's exploration of ways to use new roles and changing landscapes in libraries to encourage participation from a broader range of individuals, we will relate not only to our own committee goal areas, but also the VAL diversity goal.

	Activity #3 Outline		
Outline the steps and deadlines planned to complete the project. Attach additional sheets if needed.			
Specific Action	**Due Date**	**Party Responsible**	**Resources Needed (e.g., financial, tech, staff support)**
Re-introduce project	Oct/Nov 2019	Chair	
Re-engage members	Fall 2019	Chair, co-Chair	
Discuss in terms of all -committee project or sub-group project	Oct/Nov 2019	NRCL committee	
Continue exploration of this pipeline idea, develop concrete	Winter 2020 and Spring 2020		
implementation plans. Determine deliverables	Winter 2020		

Activity #3 Assessment
How will success be measured?
Buy-in from entire committee and members volunteer to contribute, as well as support from SPOS/ACRL.

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✓ **Board Liaison Checklist**
Completed Between Annual Conference and SPOS

☐ Send message to chair/vice chairs of their liaison assignments

☐ Have a phone call with the ACRL staff liaison to understand the past action plan for their assignments and thoughts about future needs/directions to coach the group toward (could be after receipt of the draft plan, but maybe helpful to confer, and if they are not familiar with their staff liaison to talk to them, prior to receipt)

☐ Direct the chair of the section/committee to set up a conference call at a mutually convenient time

☐ Walk through the plan and coach the section/committee chair on desired revisions or items for consideration, such as is it measurable, potential for success, is the time allowed reasonable, and end with a date by which the revised plan should be received

☐ Review and approve the plan (communicate back to committee/section chair and ACRL staff liaison)

☐ Prepare to speak on behalf of the action plan at SPOS

This page included to accommodate double sided printing.

July 1, 2020

Dear [insert which committee] Chair [insert their name],

I want to take this opportunity to introduce myself to you, as I have been appointed your ACRL Board liaison. I am also serving as a Board liaison to [list other committees, sections] during the coming year. I, along with your ACRL Staff liaison [insert name], are here to answer your questions, review plans, provide information, and support you and your section. We appreciate your service and are here to help.

*Just a few words about me by way of introduction [insert years as a member, where you work, ACRL work you have done before, etc. No more than 3 sentences. This is not a CV, but a brief getting-to-know you letter. For example, when I was assigned to LES I mentioned my undergraduate degree in English and how this liaison assignment took me back to my first passion for literature. When assigned to WGSS I talked about my work on a national Women and Equity committee.]

The ACRL Board liaison is not a member of your committee. I have access to your ALA Connect community and look forward to becoming conversant and aware of the issues and topics that are important to your committee. Even if I cannot attend one of your committee meetings, I can still read the minutes and messages and stay current with your committee's work.

If you hold virtual meetings throughout the year, please let me know if my attendance would be helpful and I will make every effort to attend, respond to questions, hear any concerns, and connect you to the right source for responses if I don't know. If you hold face-to-face meetings at ALA Midwinter and ALA Annual Conference meetings, I usually can drop by to provide an update on ACRL Board activities and actions relevant to your board, answer questions or take concerns back to ACRL for responses. Unfortunately, my conference schedule often means I cannot attend your entire meeting, and if I have conflicts (such as if your committee meeting is at the same time as ACRL Board), then I might not make it by. That should not prevent us from connecting at the ACRL Leadership Council meetings on Friday afternoon at the ALA Midwinter and Annual Conference meetings.

The Friday of conference there is always a leadership networking event prior to Leadership Council from 1:30-2:00 pm. I will be in attendance, and this is a good way early in the conference to let me know what is on your mind. That way when I drop by your committee meeting I can sometimes bring a response in person, but I will definitely follow up via e-mail if I cannot make it in person. Usually I will be seated at your table at Leadership Council, which provides another opportunity for us to interact. I encourage you and your vice chair to attend the Friday events as they will provide an overview and update of ACRL activities and focus.

Moving on to another important topic, as a new chair you will need to almost immediately prepare and submit your draft work plan for the coming year, which also includes the Strategic Plan Implementation Report on the past year's activities. Please be aware of the deadlines. You need to send your draft to me and your ACRL Staff liaison as soon as possible (not at the deadline date), because we will review it and

then ask you to schedule a conference call so that we can confer with you and your vice chair your draft. Please know that whatever changes or questions we may have about your draft are based in our desire for your committee to be successful and supported by ACRL. We may have ideas that you could not know about based in a deeper knowledge of the workings of ACRL, or suggestions to make your work more manageable. Your plan and report is approved by me, your ACRL Board liaison. I will also bring it forward to the fall ACRL Strategic Planning and Orientation Session and represent your work to the full Board – so the better I understand it and can speak to it, the better off we all are!

Again, let me reiterate how delighted I am to be working with you and your committee. I look forward to a productive year. Please do not hesitate to reach out to me and/or your ACRL Staff liaison. We appreciate your service!

Sincerely,

[name]
ACRL Board Director-at-Large
[contact e-mail]
[contact phone number]

July 1, 2020

Dear [insert which section] Section Chair [insert their name],

I want to take this opportunity to introduce myself to you, as I have been appointed to serve as your ACRL Board liaison for [insert fiscal year]. I am also serving as the Board Liaison to [list other sections and ACRL Committees so that Section Chair understands the scope of your liaison responsibilities]. I, along with Megan Griffin who is your ACRL staff liaison, are here to answer your questions, review plans, provide information, and support you and your section. We appreciate your service and are here to help.

*Just a few words about me by way of introduction [insert years as a member, where you work, ACRL work you have done before, etc. No more than 3 sentences. This is not a CV, but a brief getting-to-know you letter. For example, when I was assigned to LES I mentioned my undergraduate degree in English and how this liaison assignment took me back to my first passion for literature. When assigned to WGSS I talked about my work on a national Women and Equity committee.]

The ACRL Board liaison is not a member of your section. Board members are not assigned to to sections where they are members, so I look forward to learning more about your section's work. It would be helpful to me to be placed on your discussion list and Executive Committee's distribution list so I can become conversant with and aware of the issues and topics that are important to your members. I would also appreciate receiving a copy of your section newsletter. This way, even if I cannot attend one of your Executive Committee meetings, I can still read the minutes and messages and be informed regarding your section's work.

If you hold a virtual Executive Committee meeting in lieu of an ALA Midwinter meeting, please let me know if my attendance would be helpful and I will make every effort to attend. I can respond to questions, hear any concerns, and provide advice, if necessary. If you hold face-to-face Executive Committee meetings at ALA Midwinter and ALA Annual meetings, I usually can drop by to provide an update on ACRL Board activities and actions relevant to your board, answer questions or take concerns back to ACRL for responses. Unfortunately my conference schedule often means I cannot attend the entire meeting, and if I have conflicts (such as if your Executive Committee meeting is at the same time as ACRL Board), then I might not make it by. That should not prevent us from connecting at the ACRL Leadership Council meetings on Friday afternoon at the ALA Midwinter and Annual Conference meetings

There is always a leadership networking event prior to Leadership Council from 1:30-2:00 p.m.. I will be in attendance, and this is a good time early in the conference to let me know what is on your mind. That way when I drop by your Executive Committee meeting I can sometimes bring a response in person, but I will definitely follow up via e-mail if I cannot make it in person. Usually I will be seated at your table at Leadership Council, which provides another opportunity for us to interact. I encourage you and your vice

chair to attend the Friday events as they will provide an overview and update of ACRL activities and focus.

Again, let me reiterate how delighted I am to be working with you and your committee. I look forward to a productive year. Please do not hesitate to reach out to me and/or your ACRL Staff liaison. We appreciate your service!

Sincerely,

[name]
ACRL Board Director-at-Large
[contact e-mail]
[contact phone number]

ACRL Board Orientation

A brief review of ACRL's Board Meeting practices

"Suffering is optional"

- On the ACRL Board anyway!
- If there is a problem – mutual responsibility to intervene
  - Example: Members, time is running short, shall we move on?
  - Example: I think we've gotten off track, can we return to the issue at hand?

Model's for Board Engagement

Passive Spectators   **Vs.**   **Active, Engaged Contributors**

"Riding the Train"

- Silent
- Complain
- "Blame Game"

"Paddling the Canoe"

- All members engaged
- Mutual responsibility for quality of the meeting

Judge Meeting on

Output &Decisions

*Having everyone happy at the end
is not criteria for judging the quality of
meeting.*

Knowledge Based Decisions

- All members contribute knowledge

- All members gain knowledge

- Safe learning environment

- Dysfunction = anything that interferes with exchange of knowledge (Ex: silence)

- Need to go after knowledge if silent members have it

- Members have a duty to distribute knowledge

2 Hats: Framework for
ACRL representatives to ALA units

- Gain input

- Share input

- Listen, learn

- Vote

- Report/Inform

ACRL Hat

ALA Hat

Informal Consideration

- Use to define/clarify motion or informally discuss motion in Board document before formally considering motion

"Call the Question"

- Decision to close discussion made by group
  - Informal – ready to close discussion/any objection to proceeding?
  - Formal – move to close debate; second; vote requires 2/3 vote
- ACRL Board does not routinely use

Ctte Recommendation Format:

1) Charge
2) Action Taken
3) Learned info
4) Recommendation

Amendment

- Proposal = well structured don't need housekeeping
  - Housekeeping can be delegated to E.D. to clean up without changing intent.
- Without objections – informed amendment
- "I move to amend the motion by…"
- OK to withdraw motion or amend by substitution.
- Good to preface "with all due respect I speak in favor / against amendment, because…"

Primary Amendment

Main Motion

1. Vote on amendment
2. Then vote on motion

After Board Takes an Action

- After a formal vote, even if all Board members are in favor

- Best practice to repeat the motion/decision or to recap closure of the discussion if delegating next steps

- If delegating next steps:
  - Communicate what's happened and what added value is needed.

Best practices for Virtual Meetings/Conference Calls

- Ask for names/ establish order/ state name before speaking.

- Define how are email/chat discussions "chaired"

- Need to establish ground rules - affirm still engaged in knowledge based decision making.

- Need repetition – not as concerned avoiding repetition for time management in this environment.

Please indicate on the scale with 1 being 'Not at all" and 5 being "Completely" how much you agree with the following statements.

	1	2	3	4	5
1. The work of the Board reflects the mission, goals and purpose of ACRL					
2. The Board supports and evaluates the Chief Executive effectively.					
3. The work of the Board ensures effective planning for the work of ACRL					
4. The work of the Board monitors and strengthens programs and services.					
5. The work of the Board addresses financial issues for the organization, to protect assets, keep financial resources adequate, and provide financial oversight.					
6. The Board effectively represents the viewpoints of all sectors of the organization.					
7. The Board been performs its legal and ethical duties appropriately.					
8. The Board promotes and helps publicize the work of ACRL.					

9. Is there anything else you would like to add to these assessment questions? Or other points you would like to make?

Plan for Excellence
Association of College & Research Libraries
Approved April 20, 2011 — Effective July 1, 2011
Reaffirmed September 2013. Revised November 2019.

Preamble

The strengths and capacities of ACRL have enabled the association to sustain exemplary programs and results for its members and to shape policies and practices of vital interest to higher education.

ACRL's Plan for Excellence continues that path and focuses attention on four areas that capitalize on our strengths, deliver high member value, and heighten our impact:

- Value of Academic Libraries
- Student Learning
- Research and Scholarly Environment
- New Roles and Changing Landscapes

These strategic areas will be supported by financial and operational planning, and will guide the development and implementation of programs and services that target education, advocacy and member engagement.

ACRL's leadership views strategic thinking and planning as an ongoing process. Adoption of this plan for excellence affirms the general intent and direction articulated by the association's core ideology, envisioned future, shorter-term goals, and objectives. Progress will be assessed annually and will guide the operational planning process. The plan for excellence will be updated based on achievement of the goals and their continued relevance as new needs and opportunities arise.

Timeless Core Ideology
Core Purpose

To lead academic and research librarians and libraries in advancing learning and scholarship.

Core Organizational Values

ACRL is committed to:
- visionary leadership, transformation, new ideas, and global perspectives
- exemplary service to members
- equity, diversity, and inclusion
- integrity and transparency
- continuous learning
- responsible stewardship of resources
- the values of higher education, intellectual freedom, the ALA Ethics policy, and "The Library Bill of Rights"

Core Commitment

ACRL is dedicated to creating diverse and inclusive communities in the Association and in academic and research libraries. This core commitment permeates the work of the Association, cutting across all ACRL sections, committees, interest and discussion groups, and communities of practice. The Association will acknowledge and address historical racial inequities; challenge oppressive systems within academic libraries; value different ways of knowing; and identify and work to eliminate barriers to equitable services, spaces, resources, and scholarship.

Long-term Envisioned Future
Vision

Academic and research librarians and libraries are essential to a thriving global community of learners and scholars.

Vivid Description of a Desired Future

ACRL elevates the position, recognition, and impact of all academic and research libraries and librarians as catalysts in exceptional research and learning. Academic libraries play a critical role in building diverse, welcoming, and equitable communities; developing inclusive organizations, spaces and services; guarding against policies and practices that intentionally or unintentionally create racial inequalities; embodying diversity in the profession; and creating conditions so that all users are respected and supported in their intellectual dialogues and pursuits. Librarians and their colleagues design services that provide scholars and learners the unfettered ability to create, access, evaluate, and use knowledge. College and university students are information literate, informed scholars and citizens who value the opinions, perspectives, and experiences of others. Facile use of information sources and discovery techniques enables them to succeed in their coursework and future careers preparing them to lead new national and global initiatives. Partnering with academic librarians to collect and organize research data, faculty break new ground in their respective fields. Academic libraries, constantly transforming to meet the evolving needs of their campuses, are central to educational and research efforts.

50 E. Huron St., Chicago, IL 60611
800-545-2433, ext. 2523
acrl@ala.org | www.acrl.org

Five-Year Goals and Objectives

Value of Academic Libraries

Goal: Academic libraries demonstrate alignment with and impact on institutional outcomes.

Proposed Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
2. Promote the impact and value of academic and research libraries to the higher education community.
3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

Student Learning

Goal: Advance equitable and inclusive pedagogical practices and environments for libraries to support student learning.

Proposed Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
2. Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.

Research and Scholarly Environment

Goal: The academic and research library workforce accelerates the transition to more open and equitable systems of scholarship.

Proposed Objectives:

1. Increase the ways ACRL is an advocate and model for more representative and inclusive ways of knowing.
2. Enhance members' capacity to address issues related to scholarly communication, including but not limited to data management, library publishing, open access, and digital scholarship, and power and privilege in knowledge creation systems.
3. Increase ACRL's efforts to influence and advocate for more open and equitable dissemination policies and practices.

New Roles and Changing Landscapes

Goal: The academic and research library workforce effectively fosters change in academic libraries and higher education environments.

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
2. Equip the academic library workforce to effectively lead, manage, and embrace change, advocate for their communities, and serve as a catalyst for transformational change in higher education.
3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.

ENVIRONMENTAL SCAN 2019

By the ACRL Research Planning and Review Committee March 2019

Contents

Introduction

Every two years, the ACRL Research Planning and Review Committee writes an Environmental Scan, a summary of the key themes in libraries and higher education. Many topics in this arena are in a state of perpetual change. This year's scan focuses largely on developments from the last two years (2017 and 20018) in long standing themes primarily centered in the U.S. In some cases these build on last year's Top Trends[1] and there are a few instances of notable events that may indicate larger changes to come. The 2019 Environmental Scan will provide an overview for all librarians working in or with an interest in higher education. Since changes can unfold over years, those deeply interested in this landscape should also consult the RPRC documents for the last four years.[2] The footnotes provide a solid starting point for taking a deeper dive into these topics.

Student Characteristics
Student Demographics

According to the National Center for Educational Statistics, undergraduate enrollment in U.S. institutions of higher education is expected to increase by three percent over the next ten years. Between 2016 and 2027, undergraduate enrollment at 2-year institutions is projected to increase by twelve percent (from 6.1 million to 6.8 million students), while enrollment at 4-year institutions is projected to be two percent lower in 2027 than in 2016 (10.6 million students compared with 10.8 million students).[3]

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[1] ACRL Research Planning and Review Committee, "2018 Top Trends in Academic Libraries: A Review of the Trends and Issues Affecting Academic Libraries in Higher Education," *College & Research Libraries News* 79, no. 6 (2018), https://doi.org/10.5860/crln.79.6.286.

[2] "Environmental Scan 2015," Assocation of College and Research Libraries, 2015, http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/EnvironmentalScan15.pdf.; Lisabeth Chabot et al., "2016 Top Trends in Academic Libraries a Review of the Trends and Issues Affecting Academic Libraries in Higher Education," (2016).; ACRL Research Planning and Review Committee, "Environmental Scan 2017," Association of College and Research Libraries, 2017, http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/EnvironmentalScan2017.pdf.; "2018 Top Trends in Academic Libraries: A Review of the Trends and Issues Affecting Academic Libraries in Higher Education."

[3] *The Condition of Education: Undergraduate Enrollment* (2018), https://nces.ed.gov/programs/coe/indicator_cha.asp.

The composition of students is expected to diversify, but again this change is uneven. There is a projected growth in Hispanic enrollment but a decline in Black enrollment. As a percent of students, White enrollments will decline but still remain four times the enrollment of Black students and three times the enrollment of Hispanic students. Compared with the demographics of the U.S. by 2027, White students will still be disproportionately represented on college campuses.[4]

Choice of Major

What students are studying is changing as well, with an increased emphasis on health professions, biology, and engineering. For bachelor's degrees, there is a decline in the number of students graduating with degrees in humanities and social sciences while business degrees have remained flat from 2010-2016. Business remains the most popular major with 372,000 degrees conferred in 2015-16 compared to 229,000 in the health sciences and 161,000 in social sciences (other than psychology) and history.[5] At the 2-year college level, liberal arts is the most popular area of focus and has nearly doubled in the last fifteen years. The next most popular 2-year degrees are in health sciences and business.[6]

At highly-ranked schools, more students major in humanities and social sciences than their peers at less-selective schools. However, those at highly-ranked schools are also more likely to study hard sciences and engineering. While STEM jobs tend to provide higher salaries, they often require advanced degrees, which could be a barrier for lower-income students. Nearly 58% of biology and life sciences majors get graduate degrees.[7]

Generation Z

The generation cohort of in-coming students has shifted from the Millennial Generation to Generation Z, which is people born from the mid-1990s to 2010.[8] Among the characteristics of this group most relevant to higher education are: concern about college costs, viewing college as

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[4] *The Condition of Education: Undergraduate Enrollment.*

[5] U.S. Institute of Education Sciences. National Center for Educational Statistics, *The Condition of Education: Undergraduate Degree Fields* (2018), https://nces.ed.gov/programs/coe/indicator_cta.asp.

[6] *The Condition of Education: Undergraduate Degree Fields.*

[7] Michelle Cheng, "Students at Most Colleges Don't Pick "Useless" Majors," FiveThirtyEight, 2017, https://fivethirtyeight.com/features/students-at-most-colleges-dont-pick-useless-majors/.

[8] Michael Dimock, "Defining Generations: Where Millennials End and Generation Z Begins," Fact Tank, Pew Research Center, 2019, https://www.pewresearch.org/fact-tank/2019/01/17/where-millennials-end-and-generation-z-begins/.

a gateway to a higher paying job, concern about global issues and societal problems, and intent to be an entrepreneur.[9]

Pragmatism about college is hypothesized to be a product of being of an early age during the recent recession. Students entering college now and for the next decade or so expect to learn practical skills for the workplace. Connected with this focus on practical skills is the desire to have an internship with an employer during their college years.[10] Anxiety about paying for college is a factor in pursuing majors that they believe will position them to get a post-college professional job and hopefully one that will pay off student loans. This doesn't mean that Generation Z is only motivated by money. This cohort is concerned about global and social issues such as climate change and racial equality, and these concerns may be reflected in their choice of studies, research projects, and their co-curricular activities.[11]

While the Millennials were "born digital," Generation Z has grown up with smart phones, streaming media, and online social networks. They are immersed in online video and streaming audio and have some expectations that technology is incorporated into their course instruction.[12] With the instant connectedness of texting, Instagram, and the like comes a degree of social isolation. Hanging out with friends is often an online occurrence outside of school activities. This generation is less likely to have paid work during high school, which is a situation that will impact student workers and their employers as this group learns basic job requirements such as workplace communications and expectations for behavior and performance.[13] Generation Z is also less likely than recent previous generations to have used alcohol or drugs during high school. Overall, they are considered less hedonistic and more serious in their worldview.

Implications

- Shifts in student choice of major may change campus hiring and research priorities which could affect library collection decisions. This might also affect the areas of demand for support for research and instruction librarians.

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[9] Jayne Blodgett, "Taking the Class out of the Classroom: Libraries, Literacy, and Service Learning," ed. Pete McDonnell, *The Experiential Library* (Chandos Publishing, 2017), https://digscholarship.unco.edu/libfacpub/8/.

[10] Elaina Loveland, "Instant Generation," *Journal of College Admission*, https://www.nacacnet.org/news--publications/journal-of-college-admission/instant-generation/.

[11] "Instant Generation."

[12] Katherine J. Mohr and Eric S. Mohr, "Understanding Generation Z Students to Promote a Contemporary Learning Environment," *Journal on Empowering Teaching Excellence* 1, no. 1 (2017), https://doi.org/10.15142/T3M05T.

[13] Gretchen Livingston, "The Way U.S. Teens Spend Their Time Is Changing, but Differences between Boys and Girls Persist," Fact Tank, Pew Research Center, 2019, https://www.pewresearch.org/fact-tank/2019/02/20/the-way-u-s-teens-spend-their-time-is-changing-but-differences-between-boys-and-girls-persist/

- Declines and increases in student enrollment can have a fiscal impact on libraries through changes in FTE pricing and available funds from tuition and other enrollment-based sources.
- Technology-focused students could increase the remote use of library databases and services. Or it might make students less likely to contact librarians for assistance. There will surely be challenges for library awareness, marketing, and outreach.
- Cross-campus concerns about Generation Z isolation and technology dependence could create partnership opportunities for libraries that offer co-curricular programming.

Faculty Demographics

Previous ACRL Environmental Scans in 2015 and in 2017 focused on what faculty wanted from libraries, how they wanted that information delivered, and their point of view on open access and information literacy. As faculty demographics change over time, so might habits and preferences that relate to research, teaching, and use of library resources.

According to the National Center for Education Statistics (NCES) data from 2016, the composition of higher education faculty remains predominantly White and male. Of all full-time faculty in post-secondary education, 76% were White and 41% were White males.[14]

Most NCES statistics about faculty focus on full-time faculty and within this group diversity has increased slightly. Between 2011 and 2015 the percent of faculty who are Black, Hispanic, Asian, Pacific Islander, Native American, or two or more races has increased from 20.7% to 22.5%. The percentage of men versus women has evened out from 33.2% women in 1987 to 49.1% in 2015. The gains in equal employment (in numbers, if not in salaries) for women have progressed much more than for other under-represented populations. The lack of retirements in full-time faculty are leaving few spaces for a change to occur where faculty will reflect the overall demographics of the country or even of the students on campus.[15]

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[14] U.S. Institute of Education Sciences. National Center for Educational Statistics, *The Condition of Education: Characteristics of Postsecondary Faculty* (2018), https://nces.ed.gov/programs/coe/indicator_csc.asp.

[15] *Digest of Educational Statistics. Table 315.20 Full-Time Faculaty in Degree-Granting Postpostsecondary Institutions, by Race/Ethnicity, Sex, and Academic Rank: Fall 2011, Fall 2013, and Fall 2015* (2016), https://nces.ed.gov/programs/digest/d16/tables/dt16_315.20.asp.

There were predictions of mass retirements as members of the baby boomer generation were eligible for retirement.[16] However, from 1987-2013 the percentage of full-time faculty over sixty-five doubled while the percentage of faculty under thirty-five decreased.[17]

In 1987, 11% of the faculty were under thirty-five with only 4% of faculty aged sixty-four or older. (TIAA). By 2017, a survey from the Higher Education Research Institute at UCLA found that 16% of faculty were over age sixty-four and only 5% were thirty-five years of age or younger. There are also fewer faculty in the 35-64 age group than in prior years.[18] Overall faculty are not retiring as early, rates of hiring new full-time faculty have slowed, and there is more reliance on part-time faculty (who are not included in this dataset). Librarians who were waiting for an influx of new full-time faculty to start promoting Open Access, changes in scholarly communications, OERs, etc. may want to rethink their strategies and focus on the growing number of non-tenure track or contingent faculty or find ways to connect with faculty who already have years invested in higher education.

Other data from NCES shows a trend in the increase in the number of part-time hires. Since the 1970s the number of full time faculty has increased, but the percentage of full-time faculty to part-time faculty has decreased from 77.8% in 1970 to 52% in 2015.[19] This reliance on part-time faculty creates challenges in library outreach as campuses may not make part-time hires as well known and may not include them on departmental and campus committees where librarians are likely to meet faculty in their departments.

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[16] Kristin Betts, David Urias, and Keith Betts, "Higher Education and Shifting U.S. Demographics:Need for Visible Administrative Career Paths, Professional Development, Succession Planning & Commitment to Diversity," *Academic Leadership: The Online Journal* 7, no. 2 (2009), https://scholars.fhsu.edu/cgi/viewcontent.cgi?article=1284&context=alj.; Denise K. Magner, "The Imminent Surge in Retirements: Colleges Face a Generational Shift as Professor Hired for the Baby Boom Enter Their 60's," *The Chronicle of Higher Education* 57f, no. 28 (2000).

[17] TIAA Institute, "The Changing Academic Workforce: Composition of the Faculty," 2018, https://www.tiaainstitute.org/sites/default/files/presentations/2018-11/TIAA_Changing_Academic_Workforce%20R1r.%2010-30-18.%20FINAL.pdf.

[18] Ellen Bara Stolzenberg et al., *Undergraduate Teaching Faculty: The Heri Faculty Survey 2016-2017* (Higher Education Research Institute, University of California, Los Angeles, 2019), https://www.heri.ucla.edu/monographs/HERI-FAC2017-monograph.pdf.

[19] U.S. Institute of Education Sciences. National Center for Educational Statistics, *Digest of Educational Statistics. Table 315.10. Number of Faculty in Degree-Granting Postsecondary Institutions, by Employment Status, Sex, Control, and Level of Institution: Selected Years, Fall 1970 through Fall 2015* (2016), https://nces.ed.gov/programs/digest/d16/tables/dt16_315.10.asp.

Implications

- Academic libraries have the opportunity to lead the way in increasing faculty and staff diversity through hiring and retaining diverse populations.
- Campus initiatives for faculty and staff diversity can provide resources and frameworks for library hiring.
- Even though faculty retirements have not happened on the schedule predicted ten years ago, these retirements are still on the viewable horizon. Libraries should plan outreach and initiatives with both an eye to current faculty and prepare for the eventuality of many upcoming retirements in their faculty and staff.

Student Learning Environment

Collections and Spaces

Academic librarians continue to adapt new technologies, services, and approaches to support student learning. Libraries face constant pressure for space as campus demands for real estate increase and libraries seek to expand the services that they house. Libraries continue to shrink on-site collections by shifting to ebooks and ejournals; deselection; or moving print materials to off-site storage all of which can make room for new services and study space.[20] While reactions to space renovations are generally positive, students and faculty can react negatively to changes in access to library collections. When library administrators for the University of Virginia sought to cut the Alderman Library's main stacks by approximately 50%, more than 500 faculty and students signed an open letter protesting the planned changes to the library.[21] The renovation plans will be presented to the Virginia General assembly in 2019 for approval and funding.[22] It is likely that many libraries will be watching this situation evolve.

The University of Virginia example highlights the importance of engaging stakeholders when considering major library renovations and the incorporation of new services that may impact student and faculty use of collections. Librarians are developing and applying discipline-

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[20] William Walters, "The Death and Migration of Book Collections in Academic Libraries," *portal: Libraries the Academy* 18, no. 3 (2018), https://doi.org/10.1353/pla.2018.0025.

[21] Megan Zahneis, "Uva Library's Plan to Cut Stacks by Half Sparks Faculty Concerns," *The Chronicle of Higher Education* (2018), https://www.chronicle.com/article/UVa-Library-s-Plan-to-Cut/243610.

[22] Nik Popli, "Board of Visitors Buildings and Grounds Committee Finalizes the Designs for the Alderman Library Renovation," *Cavealier Daily* (2018), http://www.cavalierdaily.com/article/2018/09/alderman-library-renovation-design-plans-receive-board-of-visitors-approval.

differentiated methods of book deselection in monographic-intensive areas. These methods can assist librarians in offering high-quality collections for students and faculty in the humanities.[23] In addition to staying abreast of technological advancements, libraries must also consider recent studies showing that students favor print sources for certain types of research. Baron, et. al conducted an international study that found that four out of five students prefer print over digital reading.[24] Another study that considered the various demographics of readers (i.e. socioeconomic, school system, culture, etc.) found that out of more than 10,000 tertiary students surveyed worldwide, print was the material of preference based on ability to retain information and focus as well as other reasons.[25] Maintaining a variety of formats to meet student and faculty needs will likely continue to be required to support curriculum and research.

Makerspaces continue to be a popular addition to academic libraries. One recent study has researched four-year college libraries and maker labs, or innovation spaces, to understand their goals and benefits for student learning.[26] Data gathered from library directors found the main reason for creating makerspaces was to "promote learning and literacy," but did not address impacts on collections and research. Challenges accompany the development of expensive new, non-traditional library services especially in terms of impact on library budget priorities and shifts in the kinds of experts needed to manage makerspaces and other new digital services.

Additionally, library administrators are considering how new configurations of library space can benefit the student learning environment. Considering space as service, the literature cues librarians to be mindful of student demographics and varying learning styles, as well as the need to coordinate with the faculty of the university who also have a stake in how student environments and technological services are developed.[27] The 2015 Ithaka Faculty Survey found

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[23] Alex D. McAllister and Allan Scherlen, "Weeding with Wisdom: Tuning Deselection of Print Monographs in Book-Reliant Disciplines," *Collection Management* 42, no. 2 (2017), https://doi.org/10.1080/01462679.2017.1299657.

[24] Naomi S. Baron, Rachelle M. Calixte, and Mazneen Havewala, "The Persistence of Print among University Students: An Exploratory Study," *Telematics and Informatics* 34, no. 5 (2017), https://doi.org/10.1016/j.tele.2016.11.008.

[25] Diane Mizrachi et al., "Academic Reading Format Preferences and Behaviors among University Students Worldwide: A Comparative Survey Analysis," *PLOS ONE* 13, no. 5 (2018). https://doi.org/10.1371/journal.pone.0197444.

[26] Ann Marie Lynn Davis, "Current Trends and Goals in the Development of Makerspaces at New England College and Research Libraries," *Information Technology & Libraries* 37, no. 2 (2018), https://doi.org/10.6017/ital.v37i2.9825.

[27] Mary Ellen Spencer and Sarah Barbara Watstein, "Academic Library Spaces: Advancing Student Success and Helping Students Thrive," *portal: Libraries and the Academy* 17, no. 2 (2017), https://doi.org/10.1353/pla.2017.0024.

that faculty are increasingly concerned with students' information skills since the 2012 survey and place more importance on libraries' roles as an information gateway, archive, buyer, and support for research, teaching, and undergraduates.[28] Further, the Ithaka S+R Library Survey 2016 showed that library directors' views of the library's role in research and teaching are not always in alignment with faculty. Library directors are increasingly influenced by their own staff, colleagues, and senior campus administrators in the development of strategic priorities, with faculty and students seen as less influential.[29] Faculty views and support are an important factor when balancing new services with the traditional functions. As change efforts continue, libraries may need to ensure they are casting a wider net for feedback and engagement.

Information Literacy Instruction

Librarians continue to partner with campus constituents and to be responsive to curricular developments and new pedagogical approaches on campus. Some examples include outreach and instruction to first-year programs, incorporating different learning theories such as active learning, and experimenting with instructional techniques including service learning.[30] Since the 2015 ACRL Framework for Information Literacy for Higher Education was introduced, librarians have been working to integrate the threshold concepts into practice. A search in the database Library Literature and Information Science returns over 40 articles published since 2017 touching on the topic of information literacy and the ACRL Framework. The sheer number of publications on this demonstrates librarians' commitment to evolving the discussion of information literacy and sharing their findings with the profession at large. Some examples include practical techniques for incorporating the Framework in a meaningful way,[31]

[28] Carl Straumsheim, "College Libraries, Redirected," *Inside Higher Ed* (2017), https://www.insidehighered.com/news/2017/04/03/study-library-directors-moving-ahead-plans-rethink-libraries.

[29] Christine Wolff-Eisenberg, "U.S. Library Survey 2016," Ithaka S+R, updated April 3, 2017, https://doi.org/10.18665/sr.303066.

[30] Blodgett, "Chapter 4 - Taking the Class out of the Classroom."

[31] Dave Harmeyer and Janice J. Baskin, *Implementing the Information Literacy Framework: A Practical Guide for Librarians*, Practical Guides for Librarians (New York: Rowman and Littlefield, 2018).

interpretations for music[32] and nursing disciplines,[33] promoting curiosity in science,[34] the use of metaphor as a tool to reflect on teaching and learning,[35] utilizing reference sources,[36] and incorporating social justice values into information literacy.[37] Articles also investigate potential limitations of the Framework, such as lack of language related to metacognition[38] and the acceptance of traditional notions of truth and authority in the Framework.[39] Additionally, librarians continue to consider how best to deliver and assess one-shot instruction session methodologies,[40] including incorporating active learning principles into a single session[41] and utilizing flipped classroom models to maximize active learning.[42]

[32] Erin Conor, "Reframing the Framework: Situated Information Literacy in the Music Classroom," *Fontes Artis Musicae* 64, no. 4 (2017), https://muse.jhu.edu/article/680344/summary.

[33] Gloria Willson and Katelyn Angell, "Mapping the Association of College and Research Libraries Information Literacy Framework and Nursing Professional Standards onto an Assessment Rubric," *Journal of the Medical Library Association* 105, no. 2 (2017), https://doi.org/10.5195/jmla.2017.39.

[34] Siu Hong Yu, "Just Curious: How Can Academic Libraries Incite Curiosity to Promote Science Literacy?," *Partnership: The Canadian Journal of Library & Information Practice & Research* 12, no. 1 (2017), https://doi.org/10.21083/partnership.v12i1.3954.

[35] Wendy Holliday, "Frame Works: Using Metaphor in Theory and Practice in Information Literacy," *Communications in Information Literacy* 11, no. 1 (2017), https://doi.org/10.15760/comminfolit.2017.11.1.44.

[36] Kristin E. C. Green, "Dust Off Those Encyclopedias: Using Reference Sources to Teach the ACRL Framework Concepts," *Internet Reference Services Quarterly* 22, no. 2/3 (2017), https://doi.org/10.1080/10875301.2017.1381213.

[37] Lua Gregory and Shana Higgins, "Reorienting an Information Literacy Program toward Social Justice: Mapping the Core Values of Librarianship to the ACRL Framework," *Communications in Information Literacy* 11, no. 1 (2017), https://doi.org/10.15760/comminfolit.2017.11.1.46.

[38] Diane M. Fulkerson, Susan Andriette Ariew, and Trudi E. Jacobson, "Revisiting Metacognition and Metaliteracy in the ACRL Framework," *Communications in Information Literacy* 11, no. 1 (2017), https://doi.org/10.15760/comminfolit.2017.11.1.45.

[39] Nathan Aaron Rinne, "The New Framework: A Truth-Less Construction Just Waiting to Be Scrapped?," *Reference Services Review* 45, no. 1 (2017), https://doi.org/10.1108/RSR-06-2016-0039.

[40] Jacalyn E. Bryan, Darla Asher, and Elana D. Karshmer, "Assessing Librarians' Teaching of One-Shot Sessions: A New Model for Evaluating Instructional Performance," *College & Undergraduate Libraries* 25, no. 4 (2018), https://doi.org/10.1080/10691316.2018.1527268.

[41] David A. Hurley and Robin Potter, "Teaching with the Framework: A Cephalonian Approach," *Reference Services Review* 45, no. 1 (2017), https://doi.org/10.1108/RSR-07-2016-0044.

[42] Ladislava Khailova, "Flipping Library Information Literacy Sessions to Maximize Student Active Learning," *Reference & User Services Quarterly* 56, no. 3 (2017), https://doi.org/10.5860/rusq.56n3.150.

Time to Degree and College Affordability

Universities are finding new ways to address the cost of higher education. Among these are accelerated programs such as fifth-year master's programs (also called 5-year master's programs, dual degree programs, and accelerated masters programs). These accelerated programs generally serve several purposes: to reduce time to degree for students seeking a master's degree, to keep master's students at the same institution where they complete their bachelor's degree, and to provide research opportunities to students earlier in their college careers. By taking selected graduate coursework during the last two years of undergraduate work, students have a quicker path to receiving the graduate degree. While a web search reveals many such 5-year master's degree programs, including from Vanderbilt University and the University of Georgia, there is a lack of scholarly research on the impact on student learning outcomes. The degree programs are offered in a variety of disciplines from the arts and English, to business and education.[43] These programs can impact the way that librarians approach teaching and learning by creating a need to address more advanced research skills at an earlier point in the undergraduate career and in classrooms that may contain a mix of graduate and undergraduate students. These accelerated programs also offer an area of potential research for educators and librarians.

Industrious students have been able to complete a college degree in less than four years, but some colleges and universities are now formally designing three-year bachelor's degree options. According to the Progressive Policy Institute, there are 32 schools that offer a three-year degree option.[44] This is a small number compared to the nearly 2000 colleges and universities that offer Bachelor's degrees. Generally these programs are offered in selected majors and not across all of the university or college programs. Some schools implementing these programs include the University of Massachusetts, Amherst and American University. Accelerated programs could have an impact on number of elective courses, study-abroad, and perhaps on the amount of time that students, and faculty, believe that they have to focus on skills such as critical thinking and information literacy that might be seen as falling outside of the required content of the major. If more universities and colleges opt to design three-year degrees, libraries should pay attention to the curriculum plans and work on the best ways to support these programs and students.

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[43] Hilary Flanagan, "What Is a Fifth Year Master's Degree Program?," www.gradschools.com, updated 2014/10/17, 2014, https://www.gradschools.com/get-informed/before-you-apply/choosing-graduate-program/what-fifth-year-masters-degree-program.

[44] Paul Weinstein Jr., "Which Colleges Offer Three-Year Bachelor's and Why Aren't They Working?," Progressive Policy Institute, updated May 2018, 2018, https://www.progressivepolicy.org/wp-content/uploads/2018/05/PPI_ThreeYearDegrees2018.pdf.

While the efficacy of open educational resources has been firmly established,[45] the libraries' role in their adoption and creation continues to evolve. *OER: A Field Guide for Academic Librarians* explores these evolving roles through a series of case studies on librarian support for adoption of OER in a variety of institutional contexts.[46] Common themes include strategies for local advocacy work, small grant-supported adoption initiatives, and strategies for finding and evaluating quality OERs. This topic was covered more extensively in the 2018 ACRL Top Trends including example OER programs.[47] The Community College Consortium for Open Educational Resources (CCCOER) maintains a robust community of practice online that includes webinars, news, and case studies that will be of interest to academic librarians within and outside of community colleges.[48] The CCCOER is part of the Open Education Consortium which maintains a globally-focused gateway of resources.[49] OERs and other affordable learning initiatives remain a focus for campuses as a way to reduce textbook costs and lower the overall cost of the college degree. Locally this is an area for librarians to engage with their faculty to provide support for OER development and use of e-reserve articles and book chapters in lieu of textbooks that students must each purchase.

The potential of OERs expands beyond replacing traditional textbooks with their free equivalents and toward open pedagogical practices.[50] Connecting students and researchers with existing resources, whether openly available or otherwise, is within the traditional role of librarians. As teaching faculty begin to adopt open pedagogy, defined broadly as student-centered practices that rely on the open availability of educational resources, the role of the librarian may expand beyond locating and evaluating resources. Indeed, the open pedagogy space is rife with teaching opportunities focused on copyright and communication of student-produced works, description

[45] John Hilton, "Open Educational Resources and College Textbook Choices: A Review of Research on Efficacy and Perceptions," *Educational Technology Research Development* 64, no. 4 (2016), https://doi.org/10.1007/s11423-016-9434-9.

[46] Andrew Wesolek, Jonathan Lashley, and Anne Langley, *OER: A Field Guide for Academic Librarians* (Pacific University Press, 2018), https://commons.pacificu.edu/pup/3/.

[47] ACRL Research Planning and Review Committee, "2018 Top Trends in Academic Libraries: A Review of the Trends and Issues Affecting Academic Libraries in Higher Education."

[48] Community College Consortium for Open Educational Resources, "Community of Practice for Open Education," https://www.cccoer.org/.

[49] Open Educational Consortium, "Open Education Consortium: The Global Network for Open Education," (https://www.oeconsortium.org/.

[50] David Wiley and John Levi Hilton III, "Defining OER-Enabled Pedagogy," *The International Review of Research in Open Distributed Learning* 19, no. 4 (2018), https://doi.org/10.19173/irrodl.v19i4.3601.

and preservation of digitally born and multimodal works, and other areas librarians are well positioned to support.

Student Success Data

Colleges and universities are working to improve student retention and services through analyzing big data. Because many higher education institutions gather data from student coursework and other types of engagement, there is an opportunity to use this information to benefit students.[51] One ambitious example of using libraries using student data is The Greater Western Library Alliance study that used student data from multiple institutions to assess the impact of information literacy instruction on student learning.[52] A student at the University of Central Florida Libraries tracked student IDs across five service points. While the data was intended to connect to a larger campus study, the library was able to learn about how students used their services, including that they typically only used one of the five.[53] Academic advisors are also interested in how data and technology can be leveraged to better support students.[54] Some have expressed concerns that colleges and universities must remain transparent about how the information is gathered and used. It will be important to see additional research gathered in the area of big data and the student learning environment as well as how those developments affect library collections and services as we move forward.

Implications

- To meet the challenges of allocating space for both collections and services, libraries need to consider published research studies, local data, and engage their communities.

- Evolving pedagogical and curricular needs may be a key factor in determining where to innovate in space use and design, as well as inform the design and delivery of information literacy instruction.

- The costs of higher education has garnered national attention and colleges and universities are motivated to find creative solutions such as 3-year Bachelor's degrees, 5-year master's

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[51] Goldie Blumenstyk, "Big Data Is Getting Bigger. So Are the Privacy and Ethical Questions," *The Chronicle of Higher Education* (2018), https://www.chronicle.com/article/Big-Data-Is-Getting-Bigger-So/244099.

[52] Joni Blake et al., "The Impact of Information Literacy Instruction on Student Success: A Multi-Institutional Investigation and Analysis," (2017), https://scholar.smu.edu/libraries_cul_research/13/.

[53] Penny Beile, Kanak Choudhury, and Morgan C. Wang, "Hidden Treasure on the Road to Xanadu: What Connecting Library Service Usage Data to Unique Student Ids Can Reveal," *Journal of Library Administration* 57, no. 2 (2017/02/17 2017). https://doi.org/10.1080/01930826.2016.1235899.

[54] George E. Steele, "Student Success: Academic Advising, Student Learning Data, and Technology," *New Directions for Higher Education* 2018, no. 184 (2018). https://doi.org/10.1002/he.20303.

programs, and OERs and other alternatives to textbooks. These changes can create both challenges and points of connection between librarians and faculty.

● Increasing attention to student data and retention from campus administration requires that libraries foster connections with all academic support services to remain positioned to support student success.

Equity, Diversity, and Inclusion

For several decades, institutions of higher learning and professional organizations, including the American Library Association and the Association of College and Research Libraries,[55] have recognized and launched initiatives in the areas of equity, diversity, and inclusion (EDI). As concepts, equity ensures equitable opportunities for historically underrepresented populations in accessing educational and employment opportunities; diversity embraces the distinctiveness of each individual and recognizes and values differences in external and internal attributes; and inclusion seeks to foster an inclusive work or education environment where all individuals are valued for their unique skills, experiences, and perspectives.[56] Events at recent ALA meetings confirm that statements and codes of conduct are a beginning rather than an end point and that across librarianship – in our professional organizations and our workplaces – there is still much more to be done to create an equitable, diverse, and inclusive environment for ourselves and for our library users.[57]

A 2017 Ithaka survey asked higher education experts about diversity in higher education. Respondents identified the Supreme Court ruling *Fisher v. University of Texas* which upheld affirmative action in admissions as the "most positive high-impact event on the list." This same survey found that 71% of respondents viewed student protests surrounding high-profile controversial speakers as having a negative impact. Ithaka notes that "in their open-ended

[55] Office for Diversity Literacy American Library Association and Services Outreach, "Equity, Diversity, and Inclusion Recommendations Report 2," updated 2018/01/30/, 2018, http://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/diversity/EBD_5.8_EDI%20Recommendations%20Report_MW2018_Final.pdf.; Association of College and Research Libraries, "ACRL Diversity Alliance," http://www.ala.org/acrl/issues/diversityalliance.; "ACRL Plan for Excellence: Core Commitment," http://www.ala.org/acrl/aboutacrl/strategicplan/stratplan.

[56] American Library Association Office for Diversity, Literacy, and Outreach Services. "ODLOS Glossary of Terms." http://www.ala.org/aboutala/odlos-glossary-terms.

[57] Lindsay McKenzie, "Racism and the American Library Association," *Inside Higher Ed* (2019), https://www.insidehighered.com/news/2019/02/01/american-library-association-criticized-response-racism-complaint.

comments, respondents cited the importance of protecting free speech on campuses, as well as the educational and social costs of suppressing dialogue and diversity of opinion on controversial issues."[58] Campuses are trying different approaches to providing a safe and respectful environment that supports the open exchange of ideas and a more diverse community for students. Racial tension on campuses can lead to a recommitment by college administrators to make diversity-hiring, cultural competency trainings, and curricular changes a priority in order to address racial issues.[59] University policies may also be informed by social network analysis of the interactions of a diverse student body.[60] Administrators may be susceptible to "diversity fatigue" and minority faculty members may feel burdened by the expectation of participating in campus EDI and cultural competency efforts, while simultaneously forced to navigate resistance to such work when they do engage.[61] Looking forward, the Association of American Colleges & Universities conference in 2019 will concentrate on "engaged inclusivity" which aims to "examine what it means to work toward a campus environment where inclusivity thrives through constant reflection, analysis, and accountability."[62] A lack of diversity in certain academic disciplines has led to some inquiries into the effects of building diversity and inclusion into the curriculum for specific programs.[63] The identification of equity and diversity gaps in general education classes and new student orientations also can be viewed as a first step in ensuring

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[58] Rayane Alamuddin, Martin Kurzweil, and Daniel Rossman, "Higher Ed Insights: Results of the Spring 2017 Survey," Ithaka S+R, http://www.sr.ithaka.org/publications/higher-ed-insights-results-of-the-spring-2017-survey/.

[59] Alexander C. Kafka, "This College Is on the Front Lines of America's Divides. Here's How It's Working to Bridge Them," *The Chronicle of Higher Education* (2018), https://www.chronicle.com/article/This-College-Is-on-the-Front/244461.

[60] Faezeh Karimi and Petr Matous, "Mapping Diversity and Inclusion in Student Societies: A Social Network Perspective," *Computers in Human Behavior* 88 (2018), https://doi.org/10.1016/j.chb.2018.07.001.

[61] Mariam B. Lam, "Diversity Fatigue Is Real," *The Chronicle of Higher Education* (2018), https://www.chronicle.com/article/Diversity-Fatigue-Is-Real/244564.

[62] Association of American Colleges and Universities, "2019 Diversity, Equity, and Student Success," updated 2019, 2019, https://www.aacu.org/conferences/dess/2019.

[63] Rebecca A. Atadero et al., "Building Inclusive Engineering Identities: Implications for Changing Engineering Culture," *European Journal of Engineering Education* 43, no. 3 (2018), https://doi.org/10.1080/03043797.2017.1396287.; Alison Cook-Sather, Crystal Des-Ogugua, and Melanie Bahti, "Articulating Identities and Analyzing Belonging: A Multistep Intervention That Affirms and Informs a Diversity of Students," *Teaching in Higher Education* 23, no. 3 (2018), https://doi.org/10.1080/13562517.2017.1391201.; Hironao Okahana et al., "STEM Doctoral Completion of Underrepresented Minority Students: Challenges and Opportunities for Improving Participation in the Doctoral Workforce," *Innovative Higher Education* 43, no. 4 (2018), https://doi.org/10.1007/s10755-018-9425-3.

institutional support of student success for all students.[64] Several campuses nationwide are undertaking a variety of approaches at the macro-, meso-, and micro-levels, in order to advance diversity and inclusion at their institutions.[65]

The ACRL President's Program discussion series for 2018-19 will focus on EDI issues and there is general recognition that far more progress must be made.[66] Academic and research librarians are increasing efforts to raise awareness of EDI by incorporating it into their outreach programs, professional development, and graduate programs, including internationally.[67] Libraries are reviewing displays to ensure a more inclusive visual representation of science,[68] as well as using the Race Card Project to engage users with these topics and foster safe library spaces.[69] Librarians are also writing about functional diversity and factors affecting a positive workplace experience for those with disabilities.[70] Diversity residency programs are an area that has great potential, according to Pickens and Coren, who provide a set of recommendations for institutions looking to start a program or to review an existing one.[71] As this conversation expands, even the Open Access (OA) movement has come under scrutiny in an attempt to ensure that scholarly

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[64] Ed Klonoski, Gregory Barker, and Vernese Edghill-Walden, "General Education: The Front Lines of Equity and Inclusion at a Midsize Public University," *The Journal of General Education* 66, no. 1 (2017), https://doi.org/10.5325/jgeneeduc.66.1-2.0060.

[65] Kathy Takayama, Matthew Kaplan, and Alison Cook-Sather, "Advancing Diversity and Inclusion through Strategic Multilevel Leadership," *Liberal Education* 103, no. 3/4 (2017), https://www.aacu.org/liberaleducation/2017/summer-fall/takayama_kaplan_cook-sather.

[66] Lauren Pressley, "Introducing the ACRL President's Program EDI Discussion Series," *ACRL Insider* (2018), https://www.acrl.ala.org/acrlinsider/archives/16629.

[67] Andrew R. Grissom, "The Alert Collector: Workplace Diversity and Inclusion," *Reference & User Services Quarterly* 57, no. 4 (2018), https://doi.org/10.5860/rusq.57.4.6700.; Roselle S. Maestro et al., "Teaching Diversity, Becoming Inclusive: Perspectives and Possibilities in ASEAN Library and Information Science Schools," *Journal of the Australian Library & Information Association* 67, no. 2 (2018), https://doi.org/10.1080/24750158.2018.1467142.

[68] Mae Evans, Irene M. H. Herold, and Zachary Sharrow, "Hidden Science Superstars: Making Diversity Visible to Increase Inclusion," *College & Research Libraries News* 79, no. 7/8 (2018), https://doi.org/10.5860/crln.79.7.380.

[69] Stephanie Everett, "Visualizing the Silent Dialogue About Race: Diversity Outreach in an Academic Library," *Journal of Academic Librarianship* 44, no. 4 (2018), https://doi.org/10.1016/j.acalib.2018.04.002.

[70] J. J. Pionke, "Functional Diversity Literacy," *Reference Services Review* 46, no. 2 (2018), https://doi.org/10.1108/RSR-02-2018-0024.; Joanne Oud, "Academic Librarians with Disabilities: Job Perceptions and Factors Influencing Positive Workplace Experiences," *Partnership : the Canadian Journal of Library and Information Practice and Research; Toronto* 13, no. 1 (2018), https://doi.org/10.21083/partnership.v13i1.4090.

[71] Chanelle Pickens and Ashleigh D. Coren, "Diversity Residency Programs: Strategies for a Collaborative Approach to Development," *Collaborative Librarianship* 9, no. 2 (2017), https://digitalcommons.du.edu/collaborativelibrarianship/vol9/iss2/7.

communication initiatives seek out social justice and the "missing voices" in order to pursue a truly equitable, global exchange of ideas.[72]

Implications

- Create and foster academic library workplaces in which staff with diverse backgrounds and perspectives can succeed, without expecting all EDI work to be done by employees in under-represented groups.

- Advance outreach activities and supplement instruction with classroom practices and examples that promote inclusion and diversity of thought.

- Library administrators need to seek out and provide for faculty and staff development opportunities that promote intercultural awareness and competencies.

- Libraries are part of broader communities that may provide training and resources to support EDI, such as campuses, local governments, and professional organizations. Local communities can also provide libraries with valuable insight for program development and inclusive instructional design.

Library Neutrality and Free Speech on Campus

The concept of neutrality in libraries, and in particular the idea that librarians should aspire to provide equal access to materials of all viewpoints and treat all users' inquiries as the same regardless of the intolerance that may be expressed, has been debated for quite some time. Commentators from various positions have considered the topic since the 1960s.[73] However, the debate regarding neutrality as a library value has reemerged in professional discussions with a new urgency, due in part to the current polarized U.S. political climate and the pronounced visibility and reemergence of hate groups. Questions of whether neutrality is an essential value for maintaining intellectual freedom, as well as the impossibility of neutrality being an option

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[72] Michelle Baildon, "Extending the Social Justice Mindset: Implications for Scholarly Communication," *College & Research Libraries News* 79, no. 4 (2018), https://doi.org/10.5860/crln.79.4.176.

[73] David K. Berninghausen, "Antithesis in Librarianship: Social Responsibility vs. The Library Bill of Rights," *Library Journal*, no. 97 (1972).; D. J. Foskett, *The Creed of a Librarian – No Politics, No Religion, No Morals* (London: The Library Association, 1962).; *Questioning Library Neutrality: Essays from Progressive Librarian* (Library Juice Press, 2008).; Toni Samek, *Intellectual Freedom and Social Responsibility in American Librarianship, 1967-1974* (Jefferson: McFarland, 2001).; Celeste West, "Secret Garden of Censorship: Ourselves," *Library Journal*, no. 108 (1983).

that one can "choose" when every decision is political in some way, were considered at the 2018 ALA Midwinter President's Program.[74]

In June 2018 at the ALA annual conference, the ALA Council voted to approve an update to the guidelines "Meeting Rooms: An Interpretation of the Library Bill of Rights" with provisional language. After this initial approval but seemingly without the full knowledge of councilors, the draft guidelines were edited to name "hate groups" as an example of people who could not be excluded from library meeting rooms. News of the updated language later reached members of the profession, many of whom expressed outrage at the decision on social media. A petition created by We Here, a community of people of color in the libraries and archives fields, was signed by hundreds in a matter of days.[75] Librarians petitioned councilors to hold another vote on rescinding the language, which passed.[76] Based on these events it is clear that the profession feels strongly about the issue of neutrality, which has very real effects on library collections, space, and the users we serve.

The library neutrality debate is in some ways reflected in the arguments surrounding the battles concerning free speech on higher education campuses. Free speech in higher education has figured largely in news outlets as a debate on whether alt-right speakers seeking a platform should be allowed to speak on campuses, but more consequential questions are raised in terms of student and faculty speech.[77] An analysis of data in March 2018 by the director of Georgetown University's Free Speech Project found that the free speech "crisis" is overblown, and that the same few prominent conservative speakers use these opportunities to promote themselves and claim they are being targeted. Much less publicized but more common, according to the data, is when professors or students of color are not allowed to express themselves.[78] Discussions of free

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[74] Em Claire Knowles et al., "ALA President's Program: Are Libraries Neutral? Have They Ever Been? Should They Be?," in *ALA Midwinter 2018, American Library Association* (Seattle2018), https://2018.alamidwinter.org/speaker/ala-presidents-program.

[75] "Petition to Revise Ala's Statement on Hate Speech & Hate Crime," 2018/07/13/ 2018, https://docs.google.com/document/d/1WxaRj0i63OHKcOG4F55PpKQ4kz7a-Iv4CELfzlqyFKU.

[76] "ALA Council Rescinds Meeting Rooms: An Interpretation of the Library Bill of Rights," news release, 2018/08/16, www.ala.org/news/press-releases/2018/08/ala-council-rescinds-meeting-rooms-interpretation-library-bill-rights.

[77] Katy Steinmetz, "Milo Yiannopoulos Spoke at Berkeley. Protesters Were Louder," *Time* (2017), www.time.com/4955245/milo-yiannopoulos-berkeley-free-speech-week/.

[78] Chris Quintana, "The Real Free-Speech Crisis Is Professors Being Disciplined for Liberal Views, a Scholar Finds," *The Chronicle of Higher Education* (2018), www.chronicle.com/article/The-Real-Free-Speech-Crisis-Is/243284.

speech in higher education are often reduced to a false dichotomy, where diversity and inclusion are believed to be at odds with free expression.

Academic libraries have found themselves involved in controversial campus issues, as with the debate surrounding the "Silent Sam" statue at University of North Carolina at Chapel Hill. A statue of a Confederate soldier, seen as a monument to white supremacy, was toppled by protestors in summer 2018, and the university has since considered various proposals for keeping the statue on campus or removing it altogether. To prevent the university libraries from being considered as a potential site for displaying the statue, nearly half of the UNC Libraries staff signed a statement in opposition to such action, along with a letter from the Administrative Board of the Library.[79] This swift and decisive action appears to have prevented the libraries from being considered as a site for the statue. As the issue of free speech progresses on campuses and across the higher education landscape, academic libraries may find themselves increasingly part of these debates.

Implications

- Academic libraries must consider their positions on meeting spaces, acquisitions, and other reflections of the library's orientation, and make these policies explicit.
- Academic library leaders and staff should be prepared if and when their libraries are put at the forefront of a debate regarding free speech on campus.

Scholarly Communication Landscape

Open Access

In the continually evolving arena of Open Access, recent data highlight the differing approaches between scholars and institutions in European countries and the United States. According to the data on open access publications from European Commission, the percentage of green open access in European Union (EU) countries ranges from 11.2% (Lithuania) to 28.1% (Belgium) and the percentage of gold open access ranges from 7.4% (France) to 20.2% (Latvia). While in US, green open access is 29.1% (higher than the EU country with the highest percentage of green OA) and gold open access is 7.0%.[80] (lower than the EU country with lowest percentage of gold

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[79] Evely Forte, "Almost Half of Unc Libraries Staff Signed Statement against Silent Sam Being Placed in Any Branch," *The Daily Tar Heel* (2018), https://www.dailytarheel.com/article/2018/10/unc-libraries-silent-sam.

[80] European Commission, "Trends for Open Access to Publications," https://ec.europa.eu/info/research-and-innovation/strategy/goals-research-and-innovation-policy/open-science/open-science-monitor/trends-open-access-publications_en.

OA). Compared to EU countries, the U.S. favors the green model that is more publisher-friendly and relies on authors providing free access via deposit in an open access repository rather than freely available at the journal's website. The number of institutions adopting institutional open access policy is increasing year by year. According to the website of the Coalition of Open Access Policy Institutions (COAPI), the number of member institutions has grown to 106 from 94 in May 2017.[81] At the U.S. Federal level, the development of green open access policies has been moving slowly since 2013, when the introduction of the Fair Access to Science and Technology Research Act (FASTR) was made and accompanied an Office of Science and Technology Policy (OSTP) directives.[82]

On the other hand, Europe made a bold move in the gold open access development in 2018, following the OA2020 initiative. COAlition-S, a group of European national research funding organizations, with the support of the European Commission and the European Research Council, launched Plan S in September 2018, as a set of principles targeting 2020 as the deadline for all research funded by participating national and European research councils and funding bodies to be published in "compliant open access journals or on compliant Open Access Platforms."[83] The Plan S is indeed an ambitious proposition and has led to a vigorous debate across sections, including both support and concern, sometimes both.[84] On November 22, 2018, the Guidance on the Implementation of Plan S was released and is now open for public feedback.[85] There is still time, until January 1, 2020, to have the conversation and discussion among researchers, librarians, publishers, funders and scientific societies on the actual implementation.

As the field of scholarly communication librarianship matures, it continues to expand beyond open access and into the areas of Open Data. In the Open Data Space, Wikidata and Wikibase are proving promising pathways toward linked data environments which may improve library discovery systems, as well as providing better understanding of how scholarship is communicated and evaluated. ARL recently developed a task force to explore partnerships with

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[81] SPARC, "Coalition of Open Access Policy Institutions (Coapi)," SPARC, https://sparcopen.org/coapi/.

[82] Roy Kaufman, "Recent Developments in Us Federal Open Access Policies: FASTR Moves Slower," Copyright Clearance Center, 2017, http://www.copyright.com/blog/us-federal-open-access-policies-fastr/.

[83] "'Plan S' and 'Coalition S' – Accelerating the Transition to Full and Immediate Open Access to Scientific Publications," https://www.coalition-s.org/.

[84] Office of Scholarly Communication Univesrty of Cambridge, "Plan S | Unlocking Research | Page 2," 2018, https://unlockingresearch-blog.lib.cam.ac.uk/?p=2163.

[85] Science Europe, "Feedback on the Implementation Guidance of Plan S Generates Large Public Response," news release, 2019, https://www.coalition-s.org/feedback/.

the Wikimedia Foundation, which released a draft white paper for public comment in fall 2018.[86] Notable recommendations include using Wikidata as a repository for open linked data, encouraging staff to edit and contribute to Wikidata, and expand the capacity of Wikipedians-in-Residence.

Implications

- Libraries should have a good understanding of Plan S and its implementation details, determine if there will be potential implication to researchers within the institution, and provide feedback to COAlition-S if necessary.
- Plan S provides libraries with an opportunity to lead discussions on what this means for the international research and publishing landscape and inform their researchers and campus leadership about Open Access issues.
- As OA mandates and initiatives grow, libraries can establish themselves as the campus experts in authorship rights and open access requirements. By partnering with campus stakeholders to develop an institutional open access policy, libraries can raise awareness and help their researchers retain rights to their scholarly works.
- Open Data, in particular open linked data, has potential to improve library discovery systems.

Big Deal Cancellations

Once seen as a cost saving opportunity, many libraries now believe the "Big Deal" packages which bundle together a wide swath of a publisher's journals into one contract locks them into unsustainable price increases and may include paying for packaged content that is of low relevance or quality. As such, many are now weighing the potential costs and opportunities in cancelling their Big Deal subscriptions.

SPARC has been tracking Big Deal cancellations since 2009, but momentum in this space grew in 2018. At the time of this writing, seven institutions and eight consortia/institutes cancelled their Big Deal subscriptions in 2018/2019.[87] Florida State University cancelled its Big Deal subscription with Elsevier, retaining instead subscriptions to a much smaller core of essential journals, while bolstering their ILL capacity.[88] After months of negotiations surrounding the 5

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[86] Association of Research Libraries, "ARL Wikidata Task Force White Paper (Draft for Public Comment)," ARL, updated 2018/11//, 2018, https://docs.google.com/document/d/1ZsOyw2sOD3a7xJQ6XCSYDGjZUPxGGl8tuvC7vvtlJRU/edit.

[87] SPARC, "Big Deal Cancellation Tracking," 2019, https://sparcopen.org/our-work/big-deal-cancellation-tracking/ (Continuously updated dataset of Big Deal cancellations. Accessed for this publication March 25, 2019.).

[88] "Big Deal Cancellation Tracking."

year Big Deal contract between Elsevier and the University of California system, the latter has terminated its subscriptions with the former.[89] At the time of this writing, UC's actions represent a substantial acceleration of Big Deal cancellation trends. The UC system is responsible for 10% of the research output of the United States and Elsevier is the world's largest publisher of scholarly journals.[90] As such the cancelled contract is sure to have profound, if yet unknown, implications for the scholarly communications ecosystem. Without paid access to Elsevier content, the UC system is encouraging its community to find alternative and increasingly open access to Elsevier articles.[91]

Implications

- It is unclear what impact Big Deal cancelations such as the UC System and University of Florida will have on publishers and how this might affect future business models and pricing. Libraries will need to remain alert to changes in the marketplace.
- The experiences of UC, Florida, and others can inform libraries that are considering cancelling a Big Deal package in terms of impact on campus, communications with researchers, library workloads, and ILL costs.

Community-Owned Infrastructure and Institutional Repositories

On August 2, 2017, Elsevier announced its acquisition of bepress.[92] Bepress- Berkeley Electronic Press- is the most dominant product (Digital Commons) and service provider in the North America for institutional repositories. The acquisition positioned Elsevier as a major if not the foremost single player in the institutional repository landscape.[93] The acquisition sent a

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[89] Lindsay McKenzie, "Heavyweight Showdown over Research Access," *Inside Higher Ed* (2018), https://www.insidehighered.com/news/2018/12/13/university-california-challenges-elsevier-over-access-scholarly-research.

[90] Office of the President University of California, "UC Terminates Subscriptions with World's Largest Scientific Publisher in Push for Open Access to Publicly Funded Research," news release, February 28, 2019, 2019, https://www.universityofcalifornia.edu/press-room/uc-terminates-subscriptions-worlds-largest-scientific-publisher-push-open-access-publicly.

[91] Office of Scholarly Communication University of California, "Alternative Access to Elsevier Articles," https://osc.universityofcalifornia.edu/open-access-at-uc/publisher-negotiations/alternative-access-to-articles/.

[92] Tom Reller, "Elsevier Acquires Bepress, a Leading Service Provider Used by Academic Institutions to Showcase Their Research," news release, 2017/08/02, https://www.elsevier.com/about/press-releases/corporate/elsevier-acquires-bepress,-a-leading-service-provider-used-by-academic-institutions-to-showcase-their-research.

[93] Roger C. Schonfeld, "Elsevier Acquires Institutional Repository Provider Bepress," *The Scholarly Kitchen*, 2017, https://scholarlykitchen.sspnet.org/2017/08/02/elsevier-acquires-bepress/.

shockwave throughout the library community and hundreds of institutions that use Digital Commons to support their open access effort on campus woke up the news that their repository services and infrastructure were now owned by Elsevier.[94] Discussions quickly spread through the community. Heather Joseph from SPARC and Kathleen Shearer from Confederation of Open Access Repositories (COAR) wrote a blog post to help frame the organization's responses to the acquisition.[95] At the CNI meeting in December 2017 and the ALA Midwinter meeting in February 2018, SPARC convened members-only events on the topic of "community-controlled infrastructure for scholarly communication." A range of potential actions were proposed and discussed at the events. SPARC took a lead and adopted three initiatives in their program plan in 2018.[96]

- Invest in high-level market expertise to produce a strategic analysis/action plan;

- Redefining parameters for commercial arrangements;

- Revisiting our repositories (can we agree on a vision of next generation repositories that includes mechanisms to ensure they remain community controlled?)

COAR also released a report on next generation repositories with the hope of providing a foundation for distributed, globally networked infrastructure for scholarly communication.[97] Other interesting initiatives that are currently underway include "Beprexit" from University of Pennsylvania and "2.5% Commitment" from David Lewis. When Elsevier announced its acquisition of bepress, Penn Libraries, a bepress customer for 13 years, made a practical, values-based decision to start exploring alternative options in a project called beprexit ("bepress exit").[98] The project's goal was to rethink U. Penn's own scholarly communication infrastructure, the services they provide and the products that can best support community's

[94] Heather Joseph, "Securing Community-Controlled Infrastructure: Sparc's Plan of Action " *College & Research Libraries News*, https://doi.org/https://doi.org/10.5860/crln.79.8.426.

[95] Heather Joseph and Kathleen Shearer, "Elsevier Acquisition Highlights the Need for Community-Based Scholarly Communication Infrastructure," *SPARC News* (2017), https://sparcopen.org/news/2017/elsevier-acquisition-highlights-the-need-for-community-based-scholarly-communication-infrastructure/.

[96] Joseph, "Securing Community-Controlled Infrastructure."

[97] Next Generation Repositories Working Group, "Next Generation Repositories: Behaviours and Technical Recommendations of the COAR," Confederation of Open Access Repositories, 2017, https://www.coar-repositories.org/files/NGR-Final-Formatted-Report-cc.pdf.

[98] Sarah Wipperman, Shawn Martin, and Chealsye Bowley, "Balancing Influence in a Shifting Scholarly Communication Landscape: Creating Library-Owned, Community-Aligned Infrastructure through Individual, Local, and Community Action," *College & Research Libraries News* 79, no. 5 (2018), https://doi.org/10.5860/crln.79.5.244.

needs. It was hoped that others can learn from their successes and failures and might be inspired to look at their own structures and make decisions about what libraries should own in scholarly communication. The 2.5% commitment initiative proposes that every academic library should commit to invest 2.5% of its total budget to support the common infrastructure needed to create the open scholarly commons.[99]

Implications

- As publishers assert power through purchase of repository platforms, libraries and consortia should proactively plan how and what they can do to retain control of content throughout the scholarly communication lifecycle.

- Libraries should consider strategic allocation of resources to support open access projects locally and as part of consortia.

Research Evaluation and Metrics

The general landscape of research metrics and evaluation has largely remained the same over the last few years. Competition among institutions for researchers, students, and funding remains fierce, particularly but not exclusively at R1 institutions,[100] as does the competition among researchers for tenure-track positions.[101] Top universities are increasingly focused on rankings and garnering more prestige. Two of the most well-known university ranking systems focus 40% of the performance indicators on research output (i.e. reputation, volume, and funding) of institutions and the research influence (i.e. citation counts) of faculty.[102] This emphasis on

[99] David W. Lewis et al., "Funding Community Controlled Open Infrastructure for Scholarly Communication: The 2.5% Commitment Initiative," *College & Research Libraries News* 79, no. 3 (2018), https://doi.org/10.5860/crln.79.3.133.

[100] The Carnegie Classification of Institutions of Higher Education, "Basic Classification Description," http://carnegieclassifications.iu.edu/classification_descriptions/basic.php.

[101] Marc A. Edwards and Siddhartha Roy, "Academic Research in the 21st Century: Maintaining Scientific Integrity in a Climate of Perverse Incentives and Hypercompetition," *Environmental Engineering Science* 34, no. 1 (2017), https://doi.org/10.1089/ees.2016.0223.

[102] "World University Rankings 2019: Methodology," *Times Higher Education (THE)* (2018), https://www.timeshighereducation.com/world-university-rankings/methodology-world-university-rankings-2019.

objective rankings has led to reliance on quantitative metrics to evaluate institutions and their researchers.[103]

Metrics aim to show the value of a researcher's output and the impact of their work. Some factors are direct measures (e.g. citation count) and others are indirect measures where the researcher inherits some prestige from the journals that they have published in (e.g. impact factors). Impact factors and acceptance rates of journals, *h*-indices of authors, and citation counts and altmetric scores of articles are just some of the many different metrics that have been created to quantify this value. However, these metrics all have their limitations.[104] New metrics have been developed to try and work around flaws in previous systems. Most of these new metrics remain solely in the realm of academic discussion, however, with the entrenched measures (e.g., Journal Impact Factor, *h*-index) remaining the most popular due to a variety of factors.[105] Altmetrics emerged in 2010 as a hot topic in research impact and remains an area of interest for librarians and scholars as it expands the types of impact considered beyond traditional bibliometrics to include factors such as mentions in social media and number of downloads. It is even becoming common to see researchers including their *h*-index and an altmetrics badge on their online profiles and publishers often include impact measure on their journals' websites and at the article level. A market for commercial tools to support research metrics, including altmetrics has emerged with companies such as Plum Analytics and Altmetrics marketing products not only to libraries but also to campus administrators and research units on campuses.

This emphasis on objective rankings is not without controversy. Most bibliometricians agree that, while quantitative metrics can be a useful indicator of prestige, they should not be the sole consideration when making decisions. In fact, the drive by institutions to improve their rankings has led to an increase in what Edwards and Roy call "perverse" academic incentives, with actual effects far removed from what is intended.[106] There is a growing movement among bibliometricians, researchers, and other members of the academic community advocating for the

[103] Steven Braun, "Supporting Research Impact Metrics in Academic Libraries: A Case Study," *portal: Libraries and the Academy* 17, no. 1 (2017), https://doi.org/10.1353/pla.2017.0007.

[104] James Wilsdon et al., *The Metric Tide: Report of the Independent Review of the Role of Metrics in Research Assessment and Management* (2015), https://doi.org/10.13140/RG.2.1.4929.1363.

[105] Kushwanth Koya and Gobinda Chowdhury, "Metric-Based Vs Peer-Reviewed Evaluation of a Research Output: Lesson Learnt from Uk's National Research Assessment Exercise," *PLOS ONE* 12, no. 7 (2017), https://doi.org/10.1371/journal.pone.0179722.; Ludo Waltman, "A Review of the Literature on Citation Impact Indicators," *arXiv e-prints* (2015), https://ui.adsabs.harvard.edu/\#abs/2015arXiv150702099W.; Björn Hammarfelt and Alexander D. Rushforth, "Indicators as Judgment Devices: An Empirical Study of Citizen Bibliometrics in Research Evaluation," *Research Evaluation* 26, no. 3 (2017), https://doi.org/10.1093/reseval/rvx018.

[106] Edwards and Roy, "Academic Research in the 21st Century."

responsible use of metrics for research evaluation such as the San Francisco Declaration on Research Assessment[107] and the Leiden Manifesto.[108]

Research has shown that while many faculty are aware of different types of research metrics -- mostly journal impact factors and the *h*-index -- they generally lack knowledge of what the metrics mean and how to use them.[109] Libraries can and should help to fill this gap in faculty and administrator knowledge about research metrics. A good starting point for subject liaisons is gaining an understanding of which metrics are most commonly used in each discipline. Faculty in the sciences and social sciences are more likely to use (and already be moderately familiar with) traditional metrics like the Journal Impact Factor and the *h*-index. Faculty in the humanities, particularly those whose scholarship consists primarily of monographs, are far more likely to have little to no familiarity with any sort of metric, traditional or otherwise.[110]

Many tools now exist to help librarians and researchers understand the landscape. Some define the different levels and types of metrics such as the Metrics Toolkit[111] and MyRI.[112] Digital Science's Dimensions[113] and 1science's 1findr[114] are resources that provide a full context, including societal impact, for both traditional (monographs, journal articles, conference proceedings, etc.) and non-traditional (grants, patents, clinical trials, etc.) research outputs. Many librarians in subject liaison roles already help faculty to identify publishing opportunities and track their research; metrics- and research evaluation-related services can be thought of as an extension of this. Some of these services exist already across different types of colleges and

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[107] "San Francisco Declaration on Research Assessment," https://sfdora.org/read/.

[108] Diana Hicks and Pete Wouters, "Leiden Manifesto for Research Metrics," 2015, http://rutgersaaup.org/sites/default/files/images/Leiden-manifesto-research-methods-520429a.pdf and www.leidenmanifesto.org/.

[109] Mindy Thuna and Pam King, "Research Impact Metrics: A Faculty Perspective," *Partnership: The Canadian Journal of Library & Information Practice & Research* 12, no. 1 (2017), https://doi.org/10.21083/partnership.v12i1.3906.

[110] "Research Impact Metrics."; Dan DeSanto and Aaron Nichols, "Scholarly Metrics Baseline: A Survey of Faculty Knowledge, Use, and Opinion About Scholarly Metrics," *College & Research Libraries* 78, no. 2 (2017), https://doi.org/10.5860/crl.78.2.150.

[111] "Metrics Toolkit," http://www.metrics-toolkit.org/.

[112] "MyRI: Measureing Your Research Impact," http://myri.conul.ie/.

[113] Digital Science, "Dimensions," https://www.dimensions.ai/.

[114] 1science, "1findr Free Edition," https://1findr.1science.com/home.

universities.[115] In their literature review Vinyard and Colvin found that libraries at smaller institutions tended to focus on meeting their users at the point of need, while the bibliometric departments at larger institutional libraries were able to devote more time to creating reports for their academic divisions, contributing to the field of bibliometric research, and in some cases developing tools to help their users with collecting and analyzing metrics.[116]

Implications

- Since the limitations of research metrics are not widely understood, libraries need to work with campus administrators on appropriate use of this type of data and advocate with faculty for more inclusive and robust tenure assessments.
- Libraries should prepare for an increase in faculty questions about metrics and evaluation, and plan resources or services accordingly.

Conclusion

The breadth of the landscape that affects libraries in higher education can be daunting, but the issues impact our students, scholars, and colleagues in essential ways. Changes around and within libraries may appear glacially slow or startlingly abrupt depending on one's perspective and level of awareness. Demographics may shift slowly until there is a tipping point of dramatic changes in institutions' programs. Pressures for different uses of spaces may build over time, until funding can be secured and then seemingly rapid decisions can catch users off guard if not well communicated. Changes in the political climate can bring new pressures to campuses and force hard discussions that have been avoided for many years. And the slow pace of diversity efforts is a reminder to work harder. The developments on the OA front may seem abrupt but come after years of campaigns and hard work. It is imperative that librarians have awareness of the broader landscapes of students, higher education pedagogy and policy, publishers, and research and scholarship to enable them to participate rather than just respond.

This iteration of the bi-annual ACRL Environmental Scan highlighted changes in enrollment demographics and student characteristics that could affect issues from funding and resource allocation, to classroom pedagogy and use of technology, to the training needs of student workers. Faculty demographics are slowly becoming more racially and ethnically diverse, but the

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[115] Sarah Visintini et al., "Research Support in Health Sciences Libraries: A Scoping Review," *Journal of the Canadian Health Libraries Association (JCHLA)* 39, no. 2 (2018), https://doi.org/10.29173/jchla29366.

[116] Marc Vinyard and Jaimie Beth Colvin, "How Research Becomes Impact: Librarians Helping Faculty Use Scholarly Metrics to Select Journals," *College & Undergraduate Libraries* 25, no. 2 (2018), https://doi.org/10.1080/10691316.2018.1464995.

predicted wave of faculty retirements has not yet occurred. Changes in the student learning environment generate from many parts of the Academy. Information literacy and Open Pedagogy seek to improve student learning outcomes. Campuses and libraries use student data to track metrics such as retention and grades to assess impact and improve student academic success, and must consider the ethical use of available data. Affordability of higher education spurs campuses and libraries to consider, and partner on, affordable alternatives to textbooks including Open Educational Resources. Libraries continue to work to balance the spaces, services and collections that students and faculty need in light of changes in preferences, vendor landscapes, and budgets. Long standing social issues have taken on new urgency in a polarized political climate and as awareness of inequality and privilege increase. In turn campuses and libraries grapple with upholding and protecting free speech while providing environments that are safe and welcoming to diverse communities. Open Access reaches the twenty-year mark as a movement, but continues to gain momentum and attempt to counterbalance publisher expansions into IR infrastructure and price increases. Faculty and institutional research metrics proliferate and grow in importance, but are not well understood by faculty and administrators which provides an area of service for librarians to increase and use their expertise. This Scan provides a short analysis with implications to draw attention to key areas of attention and action for libraries. The footnotes provide a starting point for deeper understanding for those librarians wishing to delve more deeply into any of the many external factors that shape the Higher Education environment in which academic librarians work.

Appendix A: ACRL Research Planning and Review Committee 2018-2019

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University of Georgia

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UCLA Library

Ginny Boehme
Science Librarian
Miami University Libraries

Thomas Reed Caswell
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University of North Florida

Yuan Li
Scholarly Communications Librarian
Princeton University

Alex McAllister
Humanities Librarian
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Catherine B. Soehner
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ACRL Research Planning and Review Committee

2020 top trends in academic libraries

A review of the trends and issues affecting academic libraries in higher education

This article summarizes trending topics in academic librarianship from the past two years. These highlights provide a starting point or an update, depending on one's familiarity with the topic. Overarching themes across the profession continue to emphasize the significant amount of change our institutions are driving, managing, and navigating.

Change management: New skills for new leadership

A recent Association of Research Libraries report focuses on managing change in libraries and states that there are ". . . three categories of urgent changes: changes in the research library relationship with institutional partners, changes in the research library organization, and changes in skills."[1] The urgency described in this report indicates a need for preparing a workforce for uncertainty and ambiguity. A 2017 Library Journal article encourages new skills for library leaders to manage change in a VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) world and a need to "get it right."[2]

Managing change on this scale requires academic library leadership to be steeped in best practices for systematically adjusting the work of an entire organization. If our libraries are going to be successful in a VUCA world, current and future leaders will need to develop their change management skills. There are a number of leadership courses, workshops, and residential programs, and

those which focus on these needed skills will be of greatest use to leaders looking to move their libraries into the future quickly and confidently.

Evolving integrated library systems

In December 2019, Ex Libris announced a deal to purchase Innovative.[3] Questions immediately arose among Innovative's customers, wondering how and when this might affect them. Innovative provides a

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number of integrated library system (ILS) products, including Sierra and Polaris, but its saturation of the ILS market for academic libraries is relatively low compared to its market share within public library systems. In contrast, Ex Libris controls a much larger market share within academic libraries, primarily thanks to Alma, its cloud-based library management system (LMS). Ex Libris is likely to focus its near-future efforts on transitioning and expanding its public library business to cloud-based systems, rather than making immediate large-scale changes within its academic library business.[4]

Large mergers like this tend to reignite concerns of interoperability between all the different systems, platforms, and devices that now comprise modern library systems. The Future Of Libraries Is Open (FOLIO) is one of the products aiming to quell those concerns, with beta testing well underway and a general release planned for 2020.[5] FOLIO is an open-source LMS being built around the idea of flexibility, with different modules available (and interchangeable) depending on need. It seems the National Information Standards Organization (NISO) is preparing for further development along these lines with the FASTEN document.[6] The FASTEN document was posted for public comments during Q4 2019, and contains recommendations for vendors and organizations on steps they can take to streamline and improve the interoperability of their library systems. The wider launch of FOLIO and the potential adoption of FASTEN will need to be closely watched.

The goals driving the development of both FOLIO and FASTEN are touched on in a recent issue brief by the Ohio Library and Information Network (OhioLINK) and Ithaka S+R.[7] However, the document quickly moves past them to look even further ahead. It describes the challenges seen with current ILS products and imagines what the ILS of the future should be, highlighting four qualities and recommendations: true "next-generation" systems should be user-

centered, enable the use and access of facilitated collections, integrate with other institutional platforms, and provide modern business intelligence capabilities.

Learning analytics

ACRL's "2018 Top Trends in Academic Libraries" report identified the use of learning analytics (LA) as an emerging trend.[8] LA advocates argue that by collecting and analyzing student learning data, including data related to library usage, institutions can better understand student learning behaviors, intervene when problems arise, and potentially even predict problems before they occur. Libraries are becoming increasingly interested in how they might use LA to communicate their value to stakeholders.[9]

While this trend continues, criticism of the use of library learning analytics has grown significantly since the previous "Top Trends" report. Many academic librarians are growing ever more skeptical of the value of LA, especially as their use relates to student privacy, student agency, library ethics, and student trust in libraries as institutions.[10] The Data Doubles project seeks to "study library LA and the privacy issues from a student perspective," which, the research team explains, is lacking from the conversation.[11] Additionally, the summer 2019 issue of *Library Trends* was devoted exclusively to the question of LA in libraries. As the profession continues to wrestle with the "ethical dissonance" of LA, "growing evidence suggests that learning analytics should not be pursued without carefully considering and attending to the ethical quandaries and information policy challenges stemming from the inherent student privacy issues."[12]

Machine learning and AI

As is the case with many professions, librarianship is on the cusp of dramatic change owing to developments in machine learning and artificial intelligence (AI). Libraries and librarians have a long history of incorporating new technologies into their

spaces and practices. Two reports published in 2019 call on us to act now to ensure that our professional values are "baked in" to new computational tools and research support services.

In his 2019 *Library Technology Report,* Jason Griffey argues that libraries should invest in developing these systems internally.[13] AI and machine learning are powerful tools, but without care they may manifest algorithmic bias, erode privacy and intellectual freedom, and potentially enhance confirmation bias and information filtering of the sort present in contemporary media. Griffey argues that localized machine learning and AI environments (i.e., those developed internally) allow libraries to critically examine training data and computational processes to ensure that bias present in data is not amplified through those processes, and professional values are represented in data collection and computational processes. The report also contains several examples of what library investment in these areas could look like.

An OCLC report, Responsible Operations, explores potential impacts of machine learning and AI across librarianship, as well as recommendations for guiding their adoption in responsible ways. Beyond the substantial recommendations for technical infrastructure and strategies in cultural heritage, metadata creation, and other venues, libraries should "consider using information literacy instruction as a vector to introduce algorithmic concepts and their ethical implications."[14] Data and programming literacies are increasingly important for contemporary students, and libraries are gradually integrating them into their pedagogy.[15] As librarians continue to explore the uses and potential misuses of AI and machine learning environments, there are opportunities to expand curricula focused on literacies to include ethical considerations in AI and machine learning.

Open access: Transitions and transformations

The past few years have brought major developments in the OA landscape—from major Big Deal cancellations to new agreements between libraries and publishers. Following the University of California system's Elsevier cancellation in early 2019,[16] the University of North Carolina announced in late 2019 that their license renewal negotiations with Elsevier will continue into 2020.[17] Resources for institutions considering this route include SPARC's "Big Deal Knowledge Base and Big Deal Cancellation Tracking,"[18] University of California's "Negotiating with Scholarly Journal Publishers Toolkit,"[19] "Guidelines for Evaluating Transformative Open Access Agreements,"[20] and "Guide to Transitioning Journals to Open Access Publishing."[21]

Many new transformative agreements were announced between publishers and libraries or library consortia over the past year.[22] A transformative agreement can be defined as a contract seeking "to shift the contracted payment from a library or group of libraries to a publisher away from subscription-based reading and towards open access publishing."[23] There are various flavors, including offsetting agreements, read-and-publish agreements, and publish-and-read agreements. Since 2018, many read-and-publish agreements have been signed between publishers and institutions.

After hundreds of responses from publishers, academic libraries, and researchers, cOALition S made some changes to its Plan S, which "aims for full and immediate Open Access to peer-reviewed scholarly publications from research funded by public and private grants."[24] Noteworthy differences: plan implementation is delayed to 2021, no cap on the cost of OA publication, tweaked rules around hybrid titles and transformative agreements, ignore the prestige of journals when making funding decisions, and more restrictive open licenses will be allowed when approved by the funder.[25]

Further transitions are happening at the society publishing level. The group Transitioning Society Publications to Open Access (TSPOA) formed at the October 2018 Choosing Pathways to OA Working forum.

They "aim to provide relevant resources/experience working in collaboration with society publishing partners to help them develop an open access publishing model that is appropriate, effective and sustainable."[26]

Research Data Services (RDS): Ethics and maturation

In recent years, conversations about research data management have transitioned. While open data faces obstacles in health science and social science research,[27] since its first publication in 2016,[28] the FAIR (findability, accessibility, interoperability, and reuse) data principles, on the other hand, have become a widely accepted guideline for research data management (RDM), emphasizing machine actionable data standards. Responsible RDM is the central theme of the International Science Council's Committee on Data (CODATA).[29] Currently, a crossnational GO FAIR Initiative is building a network to advocate the FAIR principles through coordinating policy, technology, and awareness and skill-building activities.[30]

The scholarly communication revolution has started to touch the ethical core of scientific practice as well as its technical workflow—from open access, open data, and open science, to citizen science. Several national and international groups are working to coordinate open science and research data efforts, to align science with societal values and strategically plan for public access of data.[31]

Despite these developments, researchers seem slow to respond. The "State of Open Data Report 2019" revealed that although the majority of responding researchers support national and funders' open data mandates, FAIR data principles are still relatively unknown to them, primarily due to apprehensions about the misuse of openly shared data.[32]

Further development of RDS within academic libraries faces potential opportunities and practical difficulties, in light of this dichotomy. New studies based on North American academic libraries and beyond reported a similarity of commitments and strengths: a majority of responding libraries' RDS are still an extension of the library's traditional advisory and training services. Of the libraries that offer advanced RDS, including training or assistance on data analysis, data visualization, and data integrity, most started the service in the last three years. Barriers to developing RDS include lack of resources (financial, staffing, and skills) and researcher engagement. The U.S. Data Curation Network examined 114 ARL institutions and reported that about 44% of them had a dedicated data repository, but information about data curation support is rarely available on these websites.[35]

A potential model to combat the resource obstacles in individual libraries involve collaborative data curation networks. The grant-funded Data Curation Network (DCN) project has developed extensive curation workflow and checklist resources,[36] and the Canadian Data Curation Forum is designing a national data curation network based on the U.S. DCN model.[37] The Greater Western Library Alliance found that most libraries with data repositories already have staff who assist researchers with creating metadata and data documentation.[38]

A National Library of Medicine workshop identified seven skill categories for librarians working in data science and open science, including computational ability and program and service development.[39] As a result, many current data librarians will need more technical-intensive and advanced RDM training.

Social justice, critical librarianship, and critical digital pedagogy

Social justice and critical librarianship initiatives continue to gain momentum in academic libraries of all sizes. As described by Emily Drabinski, "Critical librarianship acknowledges and then interrogates the structures that produce us as librarians, our spaces as libraries, our patrons as students, faculty, and the public."[40] It is grounded in "a librarianship that . . . disrupt[s] the

status quo, that center[s] a commitment to social justice and social change, . . . and that grapple[s] directly with the problems of power concentrated in the hands of a only a few."[41]

One study notes that, "The LIS classroom is where the values of LIS that are associated with social responsibility are introduced to future librarians, and by extension where the ability to create positive change begins."[42] Another calls for librarians to design instruction that has the potential to highlight important social issues as well as better engage with students.[43]

Recent examples of critical librarianship and social justice at work in libraries span research and user services to areas of collections and technical services.[44] When turned to digital tools, "critical digital pedagogy takes into account the limitations of any given technology and centers inquiry over technology."[45] Librarians are applying these values to digital libraries[46] and open pedagogy.[47] Underlying all of this seems to be a vigorous emphasis on student agency and a resistance to corporate influence in higher education, especially from technology and publishing companies.

However, some have criticized the movement "for being inaccessible, exclusionary, elitist, and disconnected from the practice of librarianship."[48]

Streaming media

Streaming media has been an active and changing space in the past few years. Libraries are trying to figure out a responsible path forward that supports users' needs and expectations for selection and accessibility. With increasing support for online and hybrid courses, as well as flipped classroom pedagogy,[49] the appeal and desirability of streaming content is clear.

Various articles document different components of these challenges—from acquisitions workflows, to pricing, to accessibility. Many libraries are updating and publishing their decision-making workflows for streaming media collection development, with ac-

cessibility considerations forming a large piece of several libraries' decision trees.[50] The accessibility license language used by the Big Ten may be of particular interest to those looking to conduct third-party evaluation for licensed content.[51]

Kanopy is one of the largest and most written-about players in the streaming media market. Articles document public and academic libraries forays into licensing Kanopy content, only to end their agreements due to unsustainable costs. Lessons learned point to increased user education about pricing and the challenges of the patron-driven acquisition versus pay per use model often employed by public libraries.[52] Various articles in the *New York Times*[53] and *Entertainment Weekly*[54] were touting it as just that—streaming movies for free through your library—without conveying the costs to libraries. A user education-directed post in *Film Quarterly* discusses the cost differences for consumer and institutional media pricing, encouraging film scholars and teaching faculty to be aware of how their choices impact others in the market.[55]

Student wellbeing

In recent years, a number of academic studies and news stories have reported on the rising rates of college students struggling with depression, anxiety, sleep deprivation, food insecurity, family responsibilities, and other factors impacting student wellbeing. For example, one study reported that the "percentage of all students nationally who reported being diagnosed with or treated for anxiety disorder climbed from 10 percent in 2008 to 20 percent in 2018"[56] and another cited National College Health Assessment data showing approximately two-thirds of students report "overwhelming anxiety."[57] One review suggests that college students are at increased risk of food insecurity compared to the general population.[58] Mary J. Wise reports that nearly half of college students indicated having "more than a little problem to a very big problem with sleepiness during daytime activities."[59]

As a result, institutions are increasingly looking at supporting students holistically and promoting student wellbeing as possible con-

tributors to their success and retention. Libraries are well-positioned to help, due to their central locations, longer operating hours, and perception as a safe space, with some stressing the importance of collaborating with campus partners, social service agencies, and professionals.[60]

In order to promote mindfulness and support the mental and spiritual wellbeing of students, a number of libraries have created spaces and programs to meet this need, including meditation and prayer rooms, free yoga sessions, food pantries, and nap spaces.[61]

Studies have also discussed the increasing rates of autism spectrum disorder (ASD) and the need for colleges and libraries to support the wellbeing of a neurodiverse student population.[62] Recommendations include implementing universally designed instruction, offering quiet spaces, providing space for autistic students to use their expertise to tutor others, offering chat reference for asking questions, and conducting campus outreach to raise autism awareness.[63]

Final note

This article was written well before the world was fully aware of the novel coronavirus that has since spread around the globe. As this issue of *C&RL News* goes to press, institutions have closed their facilities and moved their classes online; vendors have opened up their collections on a temporary basis; and conferences have postponed or cancelled outright, along with many other changes in library operations. We anticipate that this situation will have long-lasting repercussions, very likely including massive budget cuts. Despite these uncertainties, libraries are positioned to provide online research and teaching support to patrons using virtual conferencing and other tools.

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2. Tape (do not staple) *original* receipts, such as airline confirmations, hotel bills, and cab receipts single-sided to a blank sheet(s) of paper and attach to this form.
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4. Mail the original form (page 2 only) and the original receipts to the address below:

> **ACRL Reimbursement Request**
> **50 E. Huron St.**
> **Chicago, IL 60611**

Expenses Generally Covered with Proper Documentation:

Item	Required Documentation
Round trip air fare (coach class)	Receipt showing total paid (e-mail confirmation/receipt is sufficient)
Ground transportation between home/airport/meeting site (includes taxi, shuttle or public transportation)	Original receipt from taxi, shuttle or public transportation
Mileage between home/airport/meeting site. Current reimbursement rate is $0.58/mile.	Map showing total distance (MapQuest, Google maps or similar print out is sufficient)
Hotel room rate and tax per letter of agreement (if applicable). Incidentals are *not* included (movies, room service, laundry, etc.)	Original hotel bill (ask for this at check out)
Meals NOT provided as part of the official function and per your letter of agreement (if applicable)	No receipts necessary. Per diem rate is $50/day, or for individual meals; $10 for breakfast, $15 for lunch and $25 for dinner
Luggage handling fees (1 average weight bag each way per person)	Original receipt
Reasonable tips (cab driver, housekeeping, bellman, etc.)	No receipts necessary

Please note, expenses without required documentation may not be reimbursed.

Reimbursement Request Form

Name: _____ Purpose of Expenses: _____

Make check payable to (*if different than name above*): _____

Mail check to

Name: _____

Street: _____

City/State/Zip: _____

E-mail Address: _____ Phone: _____

Itemized Expenses

Date	Item	Amount	Budget Line Charge *(ACRL office use only)*

TOTAL: _____

☐   Please check if original receipts could not be included and state reason below.

_____

Please note expenses without required documentation may not be reimbursed.

Submit this form and original reciepts to ACRL at the address listed above.

Acronyms & Shorthand phrases

A full list of library-related acronyms is posted on the [ALA website](#).

Acronym	Meaning
ACRL Sections	
ANSS	Anthropology and Sociology Section
ARTS	Arts Section
CLS	College Libraries Section
CJCLS	Community and Junior College Libraries Section
DSS	Digital Scholarship Section
DOLS	Distance and Online Learning Section
EBSS	Education and Behavioral Sciences Section
ESS	European Studies Section
IS	Instruction Section
LES	Literatures in English Section
PPIRS	Politics, Policy and International Relations Section
RBMS	Rare Books and Manuscripts Section
STS	Science and Technology Section
ULS	University Libraries Section
WGSS	Women and Gender Studies Section
Interest Groups	
AAMESIG	Asian, African, and Middle Eastern Interest Group
AASLIG	African-American Studies Librarians Interest Group
ALSGSIG	Academic Library Services to Graduate Students Interest Group
ALSISIG	Academic Library Services to International Students Interest Group
ASIG	Access Services Interest Group
CPIG	Contemplative Pedagogy Interest Group
DBIG	Digital Badges Interest Group
HSIG	Health Sciences Interest Group
HLIG	History Librarians Interest Group
IRIG	Image Resources Interest Group
LFPEIIG	Librarianship in For-Profit Educational Institutions Interest Group
LMOIG	Library Marketing and Outreach Interest Group
RAMIG	Research Assessment and Metrics Interest Group
RIG	Residency Interest Group
SRRMIG	Systematic Reviews and Related Methods Interest Group
TSIG	Technical Services Interest Group
UAIG	Universal Accessibility Interest Group
VWIG	Virtual Worlds Interest Group

Acronym	Meaning
ACRL Goal-area Committees	
ReSEC	Research & Scholarly Environment Committee
SLILC (sometimes pronounced Silk or Slick)	Student Learning and Information Literacy Committee
VAL	Value of Academic Libraries Committee
NRCL	New Roles and Changing Landscapes Committee
Other ACRL acronyms and terms	
B&F	Budget & Finance Committee
CoP and CoPA	Communities of Practice (the sections, interest groups and discussion groups) and Communities of Practice Assembly (this group can meet— although they have not in years-- and does have an electronic discussion list)
IG	Interest Group
DG	Discussion Group
KPI	Key Performance Indicators
Dashboard metrics	A set of performance indicators recommended by the Budget & Finance Committee, selected by the Board and reported on regularly (typically quarterly) by the staff. Mean to give leaders a quick glance at how the association is doing in key areas, e.g., membership, revenues, expenses, fundraising, etc.
PEAR	Plan for Excellence Activities Report (a quarterly report staff provides the Board to keep them updated on ACRL's work)
SPOS	Strategic Planning & Orientation Session
Green Banana	An item is not yet ripe, or ready for Board action
Paddling the canoe vs. riding the train	Board members are all responsible for successful meetings and should think of their participation as one of paddling together rather than riding the train while the President drives it
Just the headline	A reminder to stay on topic, share the abbreviated version of your comment, and save the entire story for another non-meeting time
Suffering is optional	From Eli Mina, a reminder that every Board member has the obligation to speak up, e.g., if the meeting is off topic or things are not going well.
ALA Acronyms	
BARC	Budget Analysis Review Committee (ALA).
PBA	Planning & Budget Assembly
F&A	Finance & Audit

ACRL Board Evaluation Midwinter 2020

1. There is a climate of respect and trust among Directors, Executive members, and staff.

Strongly Agree	Agree	Disagree	Strongly disagree	I don't know/Not applicable
◯	◯	◯	◯	◯

Comments and suggestions:

2. There is a clear commitment to building consensus on issues discussed in Board meetings.

Strongly Agree	Agree	Disagree	Strongly disagree	I don't know/Not applicable
◯	◯	◯	◯	◯

Comments and suggestions:

3. The meeting time allotted for reaching decisions on issues is appropriate.

Strongly Agree	Agree	Disagree	Strongly disagree	I don't know/Not applicable
◯	◯	◯	◯	◯

Comments and suggestions:

4. There is effective and appropriate communication between the Board and the Executive Committee and the Board and the Executive Director.

Strongly Agree	Agree	Disagree	Strongly disagree	I don't know/Not applicable
◯	◯	◯	◯	◯

Comments and suggestions:

5. What worked well at this meeting?

6. What should we do differently at our next meeting?

7. Other comments or suggestions?