Value of Academic Libraries


Anthropology and Sociology Section (ANSS): ANSS discussion groups and conference programming committees look for opportunities for librarians to engage with practitioners and academics in the fields of anthropology, sociology, and criminology/criminal justice. The ANSS Liaison Committee looks for opportunities for members to engage and partner with relevant professional associations.

Arts Section (Arts): The Arts section continues to contribute to the ACRL Conference Scholarship campaign.

College Libraries Section (CLS): Each year at our library conference we host a poster session where librarian highlight programming, studies or research that they conducted in the previous year.

Community and Junior College Libraries Section (CJCLS): CJCLS established the Scholarly Research Task Force in September 2019 to encourage and promote scholarly research conducted by community college librarians. The charge: To increase the representation of community colleges within academic library scholarship, including institutional, library, and student experiences and practices. To record and monitor submission and acceptance statistics of community college librarian proposals to ALA and ACRL national conferences. At the CJCLS Executive Committee voted to change the Scholarly Research Task Force to the CJCLS Scholarly Research Committee at the June 2020 meeting. Per the recommendation of the Library Technical Assistant Committee, the CJCLS Executive Committee voted and approved the to name and charge of the Library Technical Assistant Committee at the June 23, 2020, meeting. New name: Committee on Library Staff Education New charge: To collect and disseminate information related to library staff and technician educational programs; to collaborate with existing organizations that focus on library staff or the education & training of library staff; to investigate and recommend guidelines and standards related to library staff educational programs.

Distance Learning Section (DLS): This year the DLS held its second annual Virtual Poster Session. The DLS Instruction Committee, which plans and hosts the event, does a call for proposals and has a formal review, which lends to a high standard of quality with the posters. Distance and online learning librarians were invited to share
research findings, discuss programs and outreach efforts, and assessment data. The posters were very well attended, with over 47,000 views on the page, and 522 comments.

**Education and Behavioral Sciences Section (EBSS):** The Online Learning Research committee is developing a research study which will survey EBSS members for their changing online teaching role post-COVID. The Research Committee hosted our annual Research Forum in the spring, which has since last year been held as a virtual event. The committee selects participants each year via a blind peer-review process. Academic librarians and colleagues presented lightning talks about their research and participated in a discussion with attendees about conducting empirical research. Topics covered included (1) undergraduate social science student attitudes toward research, (2) active learning in library instruction, (3) the information needs of PsyD Students, and (4) the effect of augmented reality on anxiety and self-efficacy. The Reference Sources and Services Committee is working on a publication on the information-seeking behaviors of education faculty and students.

**European Studies Section (ESS):** The ESS Research and Planning Committee highlights the research activities of ESS members in a yearly research forum.

**Politics, Policy and International Relations Section (PPIRS):** PPIRS offers the Sage/CQ-Press Marta Lange Award which recognized a variety of professional contributions including research in the field. This year’s winner, Jeremy Darrington, has contributed greatly to research in the field. A large virtual ceremony was held this year, and Jeremy and his supervisor were given the opportunity to talk about Jeremy’s research and service to the profession.

**Rare Books and Manuscripts (RBMS):** RBMS intentionally works to intersect across these goals and objectives. The development, revision, and dissemination of Codes of Ethics, Guidelines on Access and loans, and work on controlled vocabularies – all in partnership with external collaborators -, see Research and Scholarly Environment Goal, Objectives, contributes to professional research opportunities and communicates the impact of research libraries in the higher education environment. Members also disseminate pedagogical expertise among disciplinary conferences and other higher education venues.

**Science and Technology Section (STS):** By working to complete the STS Framework, the STS Information Literacy Framework Task Force supports research opportunities for science librarians working with disciplinary colleagues by providing a common language and disciplinary approach to research in STEM information literacy. The STS Professional Development Committee developed a list of topics of interest as stated by membership in the 2017 survey. The STS Publications Committee was involved in discussions with the editorial board of 'Issues in Science & Technology Librarianship (ISTL)', the STS journal, throughout its successful move to the open access journal hosting service at the University of Alberta Library. This move has greatly improved the journal's editorial process and provided a much higher quality platform for user access. The STS Research Committee focuses its work on providing opportunities for Science and Technology Librarians to share their research to the larger community. In 2020, we hosted a virtual poster session and research forum (originally scheduled for the canceled ALA Annual). Thirteen presenters shared their research with attendees. The poster session was attended by over a hundred participants, while the research forum was attended by over 70 participants. The posters were then made accessible to the larger STS committee. The virtual format allowed a wider audience, including those who might not be able to attend ALA Annual.

**University Libraries Section (ULS):** From the ULS Technology in University Libraries Committee: The ACRL Technology in University Libraries Committee helps further the value of academic libraries by supporting and encouraging student learning, scholarly environments and research with our monthly Tech Bits sidebar and with our biannual Tech Forums. The Tech Bits sidebars appear in College & Research Libraries News and focus on
sharing tools that academic librarians are actively using to support teaching, student learning and engagement, and on occasions, professional development. Our biannual Tech Forums are virtually hosted by different academic libraries in the U.S. and Canada. Presenters tend to be from diverse backgrounds and are library leaders in new and innovative technology solutions. Attendees hear from experts on the latest technologies being incorporated in North American academic libraries, how they can implement something similar in their own libraries, and benefit from participating in professional development webinars.

**Women and Gender Studies Section (WGSS):** The section’s Research Committee maintain the Research Agenda for Women & Gender Studies Librarianship which is available on the WGSS website. In 2019-2020 the Research Committee updated the content in seven of the 12 research sections listed on the Research Agenda. The sections that were updated included discovery and subject access, gender and technology, public library gender issues, scholarly communications, women’s health information seeking, and the information needs of women worldwide. Research sections that have not been updated in the last two years were removed.

**Academic Library Services to Graduate Students Interest Group:** In the fall, we hosted a webcast featuring the research of Donna Harp Ziegenfuss on the affective challenges faced by graduate students in their work as researchers. We also started a task force to develop a process for acknowledging notable contributions to the literature on library services for graduate students.

**Asian, African, and Middle Eastern Studies Interest Group:** AAMESIG organizes Research Forum during ALA Annual Conference and invites researchers to present their research topics related to Asian, African and Middle Eastern division. The convener put out a call for proposals for librarians/researchers interested in the field to present and share their research, outreach efforts, ideas, and knowledge to others interested in researching or studying about Asian, Middle Eastern and African countries.

**Health Sciences Interest Group:** Nursing Information Literacy Framework Working Group members analyzed data generated from nursing faculty surveys and submitted research article to Journal of the Medical Library Association, which will be published in the forthcoming July 2020 issue.

**Library Marketing and Outreach Interest Group:** The Library Marketing and Outreach Interest Group is an active community that shares ideas, resources, and opportunities for communicating the impact of academic and research libraries in higher education. Included in these discussions are research opportunities, such a call for papers.

**Systematic Reviews and Related Methods Interest Group:** Active email exchanges throughout the year on the Systematic Review SIG listserv, empowering researchers to engage with systematic review work and promote the impact of that work to their institutions and beyond.

**Technical Services Interest Group:** Provided a forum for others to present their research that they conducted within their higher education institution.

**Virtual Worlds Interest Group:** The ACRL Virtual Worlds Interest Group is connected with the Community Virtual Library, a library dedicated to offering real librarianship in virtual worlds. Through CVL, ACRL VWIG participated in the annual Dickens Project in the virtual world Second Life throughout December 2019. In particular, we hosted our annual Dickens Research Center, which invites participants to research a subject related to Charles Dickens, A Christmas Carol, or the Victorian Era. The Center’s new research projects for 2019 included presentations discussing women’s rights and clothing during the Victorian Era. ACRL VWIG is also involved in CVL’s Digital Citizenship Museum in the virtual world Kitely, which defines and encourages participants to conduct research on
aspects of digital citizenship and digital literacy. New room topics added this year include headset VR for online education, cybersecurity, metamodernism and changing literacy, avatars and AI, community drums as a tool for digital citizenship, personal digital preservation, metadata schema for preserving virtual world cultural heritage, and more! Through its partnership with the Virtual Center for Archives and Records Administration (a student/alumni group at San Jose State University, School of Information), ACRL VWIG is also conducting research to identify necessary and ideal traits for teaching in emerging social VR environments (those with both headset and desktop options). ACRL VWIG also invites speakers to share their research at our monthly meetings. This year’s topics included Archiving/Preserving Virtual Artifacts and Internet Security on a Global Scale.

**Alabama:** While plans were made for many activities, the COVID pandemic led to the cancellation of our annual conference and the cancellation of planned presentations.

**California:** CARL: California Academic and Research Libraries provides research grants to fund research opportunities.

**Florida:** FACRL has continued a partnership to help cultivate research opportunities, where presentations and posters of superior quality presented at our annual fall conference may be considered for future publication in The Reference Librarian, a major refereed journal published by Taylor and Francis.

**Georgia:** Georgia ACRL chapter conducts annual research paper competition to cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment. The competition’s goal is to encourage scholarly research and writing by academic librarians and library school students and to introduce participants to the process of scholarly review. Georgia Library Association awards a cash prize for the paper selected as the top entry and complimentary Georgia Library conference registration. The top paper is presented at the annual Georgia Library Conference. The winners also offered an opportunity to submit their papers for publication to the Georgia Libraries Quarterly. The winner of the 2019 ALD Academic Research Paper Contest was Amanda Sexton, assessment librarian at Kennesaw State University. Her paper was titled "Librarian, Teacher, & Counselor: Interventions to Library Anxiety in Adult Learners." The runner-up paper selected was by Leslie Drost, first-year experience librarian from Kennesaw State University. The title of her paper was "Challenges and Opportunities with First-Year Students for Academic Librarians". During the annual conference Academic Library Division held a panel to discuss publishing professional works with Jason Puckett, online learning librarian, Georgia State University; Allison Galloup, collections & initiatives librarian, University of North Georgia; and Ariel Turner, interim chair of library resources, Kennesaw State University. They discussed their experiences of getting started with writing, working with publishers, and open access.

**Kentucky:** KACRL Sponsored guest speaker David Lewis’ presentation "Getting to the reimagined academic library will be hard: This is how we do it”

**Louisiana:** Our chapter co-hosted the Louisiana Virtual Academic Library Conference with the Louisiana Library Association’s Academic Section. This conference was separate from the annual state conference and focused on topics relevant to Louisiana’s academic libraries, but open to attendees from anywhere. We had 123 attendees from 15 states. The conference comprised 22 concurrent sessions. The proceeds have not yet been divided, but discussion is continuing about creating a joint scholarship from these funds for members to travel to conferences.

**Minnesota:** libraries in the higher education environment. Every year ARLD presents an “Academic Innovator Award” that recognizes academic librarians or academic project teams who have made an outstanding recent contribution to advance the mission of an academic library in Minnesota through an innovative project, program or service. This year we presented the award to the four-person Learning Sequences team at College of Saint
Benedict/Saint John’s University Libraries and their Instructional Technology unit. These four developed a series of “Learning Sequences” documents that help guide collaborations between the two units and classroom instructors. The work of this team serves as a “guide for instructors, instructional technology specialists, and librarians for online and hybrid instruction projects. The aim is to emphasize a collaborative plan focused on clear learning outcomes, critical thinking, student engagement and pedagogy.” (read more on their website: https://www.csbsju.edu/instructional-technology/technology-training/online-instructional-design)

Missouri: MACRL sponsored a conference presentation at the annual Missouri Library Association conference held October 2-4, 2019 in Kansas City, MO titled, “Hosting Comic Book Club in an Academic Setting.” The presentation included information about the validity of comic books and graphic novels has recently been championed by the American Library Association with the establishment of the new Graphic Novels & Comics Round Table. The presenter discussed the Comic Book Club that was started at the Engineering Library & Technology Commons and how it was a great way to engage students from different disciplines in a common interest in a fun, safe, and comfortable environment. The presenter also discussed approaching library administration with the idea, getting students involved, reading selections, tips for facilitating meetings, as well as reaching out to local comic book stores and other professional resources.

Nebraska: Pyramids, Outlines, Spiderwebs, and More: Strategies for Brainstorming Topic Ideas across Disciplines Heidi Blackburn, STEM and Business Librarian, University of Nebraska at Omaha Tammi Owens, Outreach and Instruction Librarian, University of Nebraska at Omaha Omer Farooq, Social Sciences Librarian, University of Nebraska at Omaha Monica Maher, Online Learning and Education Librarian, University of Nebraska at Omaha Katie Bishop, Director of Research and Instruction Services, University of Nebraska at Omaha

Ohio: The 2019 ALAO Conference, Libraries Speak Up! Advocate. Collaborate. Educate. was held in Columbus, Ohio on October 18, 2019. Featuring 28 breakout sessions, 17 roundtables, and 19 posters, the conference brought together librarians, faculty, administrators, and vendors for a full day of presentations and discussions. Char Booth, Associate Dean of the library at CSU San Marcos, delivered a keynote address focusing on justice-based advocacy in libraries.

VALUE OF ACADEMIC LIBRARIES OBJECTIVE 2. PROMOTE THE IMPACT AND VALUE OF ACADEMIC AND RESEARCH LIBRARIES TO THE HIGHER EDUCATION COMMUNITY.

Anthropology and Sociology Section (ANSS): The ANSS Information Literacy Committee is nearing completion of a Sociology Companion Document to the Framework for Information Literacy for Higher Education. Committee chairs are preparing to launch an online survey of librarians and teaching faculty in sociology and related disciplines. Survey data will be used to inform the existing draft of the Sociology Companion Document and hopefully will be published as a study. Once the companion document is complete, ANSS liaisons and members will work to use and promote it with local constituents, e.g., teaching faculty. As mentioned above, ANSS also has a robust liaison program, with ANSS liaisons embedded in the American Sociological Association (ASA), American Anthropological Association (AAA), and Academy of Criminal Justice Sciences (ACJS).

College Libraries Section (CLS): With the Covid-19 pandemic that we are currently experiencing, the directors of the state university libraries met frequently to ensure that even with distance learning, faculty and students still had access to library resources. I feel that the university libraries did a very good job of handling the situation, and making sure that the higher education community sees and understands the contribution of libraries.

Community and Junior College Libraries Section (CJCLS): The continued work of the CJCLS Community College Implementation Task Force regarding the presence and impact of community college libraries in the profession
and higher education was carried out during the 2019-2020 academic year. The Task Force presented its final report and recommendations at the June 2020 CJCLS Executive Committee Meeting. The top four priorities to be implemented during the 2020-2021 academic year. They are:  

Priority #1 - Recommendation number 9.) CJCLS should establish improved virtual opportunities such as webinars for CJCLs’ professional participation and networking.  

Priority #2 - Recommendation number 4.) ACRL should establish a plan for CJCLS representation in all committees and activities in parity with the CJCL/non-CJCL membership ratio by Annual 2021.  

Priority #3 - Recommendation number 10.) ACRL/CJCLS should establish member champion (peer mentors) effort by Midwinter 2021.  

Priority #4 - Recommendation numbers 7.) and 8.) ACRL should establish CJCLS planning participation, tracking, and spotlighting thereof in regards to ALA conference and ACRL conference activities by Annual.  

CJCLS approved the CJCLS Manual 2020 for members of the CJCLS Executive Board.

Digital Scholarship Section (DSS): The DSS Professional Development Committee, in collaboration with the Outreach and EDI Committees, developed programming for Spring 2020, entitled "Digital Scholarship Practices & Programs: Models of Pedagogy" that centered digital scholarship, digital literacy, and diversity in DH. April 15, 2020

Distance Learning Section (DLS): Our Research and Publications Committee publishes a Top 5 Articles on a different topic quarterly. In that publication, the committee selects a theme (ex. Top 5 Articles: Distance Library Marketing) and the committee members read articles on this topic from a wide variety of publications. They select the top five articles, and summarize them for our membership. These blog posts are very popular and get a lot of traffic on our webpage.

Education and Behavioral Sciences Section (EBSS): The Award Committee selected Cass Kvenild as the EBSS Distinguished Librarian. This award, sponsored by APA, was presented at the EBSS Annual Social. The Education Committee is working on a repository of education guides

European Studies Section (ESS): ESS offers a travel grant funded by DeGruyter Foundation, that allows the scholar/award winner to pursue research in Europe. Award winners write a detailed report about archives and institutions they accessed, which in itself is valuable for the research community, but they also present on their research findings.

Instruction Section (IS): The Innovation Award Committee successfully awarded the IS Innovation Award, which supports VAL (2) by highlighting the innovative work libraries are doing and allows the team with the winning project to promote their product to their institution/community. The rubric that the IS Innovation Award Committee uses highlights the ability of other libraries to adapt or adopt the winning product. By making the winners’ work public, it allows other libraries to adapt/adopt projects. This was especially the case with this year’s winner, which was an Open Access Textbook which can be adapted by any library or organization. We had widespread dissemination of call for submissions across over a dozen listservs, via the IS website, and ACRL social media. http://www.ala.org/acrl/awards/achievementawards/innovationaward Rubric is available here - http://www.ala.org/acrl/sites/ala.org.acrl/files/content/Innovation%20Rubric.pdf

Literatures in English Section (LES): LES, in partnership with other sections of ACRL, sponsored two ACRL liaisons to other scholarly associations: the Modern Language Association (MLA), and the Conference on College Composition and Communication (CCCC). LES partnered with the European Studies Section to sponsor the MLA liaison, Arianne Hartsell-Gundy. The MLA liaison serves on the advisory committee for the MLA International Bibliography and also attends the MLA conference and reports back on relevant scholarship. LES worked with the Instruction Section to create a liaisonship to CCCC, and appointed the first CCCC liaison, Kathy Anders. Although
the face-to-face conference was cancelled due to the pandemic, the liaison was able to attend and report on some online sessions, especially those focusing on information literacy and open educational resources.

**Politics, Policy and International Relations Section (PPIRS):** The Information Literacy ad-Hoc committee continued to meet with the goal to develop learning materials for librarians in the field. Their final product, an extensive report and website on information literacy, will be shared with the PPIRS membership in July 2020. This report promotes the importance of information literacy in the fields of political science and international affairs, and gives Librarians materials and information they can use when pursuing information literacy objectives on their campus and with their subject level faculty.

**Rare Books and Manuscripts (RBMS):** RBMS has more deliberately begun to work toward showcasing the role special collections librarians and archivists have on student learning. The expansion of our exhibition awards program – whereby the interpretive work of student curator participation is acknowledged and celebrated – showcases the role that special collections have on student learning.

**Science and Technology Section (STS):** Providing new services or responding to current change can promote the impact and value of college science libraries. The STS College Librarians Discussion Group includes opportunities to discuss these matters, such as gaming collections, maker spaces, response to COVID-19, among other topics. The STS Government Information Committee successfully migrated the Government Information Resources (https://acrl.libguides.com/stscomm/government) to a new LibGuide. Organized by theme, and including a dedicated COVID-19 resources page, this guide is intended to provide a place for librarians to find resources related to governmental information to guide their instruction for students and faculty in the sciences, engineering, and technology fields. This is a major goal of the STS Information Literacy Framework TF, via creating a document and framework to promote and encourage conversations between librarians, disciplinary faculty, administrators, and other stakeholders around IL, STEM, and librarian teaching work. The STS Liaisons Committee has promoted and coordinated liaison work with 15 science and technology organizations this year. Many of the members of these organizations are from higher education institutions. By attending the professional conferences and meetings organized by these organizations, STS liaisons have networked and built collaborative relationships with faculty and researchers. They also frequently present at or are involved in committees or other activities with each organization. The varied participation by STS liaisons from academic and research libraries in science and technology organizations further promotes the value of academic and research libraries in these communities. This year’s work included supporting continued representation of ALA / ACRL within IFLA and AAAS as well as more informal STS liaison positions.

**University Libraries Section (ULS):** From the ULS Communications Committee: “Over the course of the year, we have continued to promote the work and programming of the Section via the website and various social media platforms, Facebook page, Twitter account, and YouTube Channel. Each platform was designated a team lead for the year to organize scheduling and provide leadership for the team. From July 2019-June 2020, the ULS Facebook page gained approximately 165 followers, ULS Twitter followers increased by approximately 77, and the ULS-L listserv subscribers grew by 104. We also had a combined total of 4946 blog sessions for the year. Over the course of the year, we made 24 blog posts, 40 tweets, and 234 Facebook posts.”

**Women and Gender Studies Section (WGSS):** For the third year in a row, Duke University Press provided monetary sponsorship of our two awards: Significant Achievement Award & Career Achievement Award. We recently learned that Duke UP that has renewed their support of the WGSS awards for another three years (2021-2023 award seasons).
Academic Library Services to International Students: ACRL Academic Library Services to International Students Interest Group’s listserv served as a tool to communicate ideas, news, brainstorm thoughts, concepts, and solicit proposals. Additionally, two well-attended synchronous online meetings were scheduled for a wide audience to discuss issues related to this key demographic for academic libraries.

Asian, African, and Middle Eastern Studies Interest Group: AAMESIG Group’s listserv serves as a tool to communicate ideas, changing trends, brainstorm ideas and solicit proposals. Also, the group hosts AAEMESIG forum for presentations during ALA Annual.

Library Marketing and Outreach Interest Group: The goal of the interest group was updated in 2020 to better reflect the work the group does in promoting our value: to provide a forum for discussion regarding effective communication methods and outreach initiatives, including marketing strategies and strategic relationship building, that academic and research libraries utilize to disseminate information about their value, events, services, and resources and to engage the communities they serve.

Technical Services Interest Group: Promoted the impact and value by selecting presentations on various topics that demonstrated the importance of academic and research libraries and advertising them on listservs.

Virtual Worlds Interest Group: ACRL VWIG promotes the value of academic and research libraries through projects, social media, conferences, and its monthly meetings. We hosted an exhibit and tour for CVL’s Hypergrid Resources Library during Virtual Worlds Best Practices in Education 2020; the exhibit and tour showcased the library’s purpose of and connecting educational communities throughout the virtual platform OpenSim by teaching users how to seamlessly travel from one world to another. We also maintain CVL’s blog and social media accounts, which showcase the importance of academic and research libraries, particularly in the context of higher education in virtual worlds. For example, CVL’s website includes a blog post listing tours of the Dickens Project throughout Winter 2019. ACRL VWIG also participated in the annual VWBPE conference through multiple presentations promoting ACRL’s values including: Join the Team: Ready to Launch?, Survey Says! Developing Criteria for VR Courses, and Virtual Reality in Education: Intentional Immersion. CVL has also added a Projects section to their website which showcases valuable resources for the higher education community. These project pages include: Digital Citizenship Museum, Explore-SL Spreadsheet, Hypergrid Resources Library, Marly Milena Music Library, Nonprofit Resource Library, and Virtual Worlds Database. ACRL VWIG monthly meetings also promote the impact of academic and research libraries. For example, September’s meeting took participants on a virtual motorcycle adventure through a route that explored facts and resources about metaliteracy. ACRL VWIG has also updated the Wikipedia entry for “Libraries in virtual worlds” to reflect accurate information about libraries in virtual worlds like Second Life in order to better promote our impact and value.

Maryland: Planned April 2020 program related to academic library advocacy was cancelled due to COVID-19 response. This program should be rescheduled for next year.

Missouri: MACRL sponsored a conference presentation at the annual Missouri Library Association conference held October 2-4, 2019 in Kansas City, MO titled, “Creation, Care, Feeding of a Marketing Plan.” The presentation covered how to begin creating a marketing plan for an academic library or special program/service.

Nebraska: Presentations: That’s a RAP: Three Year Analysis of a Curriculum Integrated Information Literacy Program Anne Heimann, Director of Library Services, Clarkson College A View from the C-Suite: Building Information Literacy Skills in Executive MBA students Heidi Blackburn, STEM and Business Librarian, University of Nebraska at Omaha
New Jersey: The Marketing Committee (note: ACRL-NJ has several committees, all committees mentioned in this report are ACRL-NJ committees) works to promote initiatives among the committee to the greater New Jersey academic library community. They are responsible for social media posts that promote events and have had multiple collaborative presentations at statewide conferences on promoting libraries. The Newsletter Committee publishes a newsletter every fall and spring.

North Carolina: Our chapter plans to host a panel in mid to late fall 2020 on the topic of how librarians can find opportunities to publish their research in librarianship to include panel members who have successfully been published in the field to share their advice.

Ohio: Each year, ALAO awards up to $2,000 to support and encourage research projects proposed by ALAO members.

Oregon: The ACRL-Oregon Board advocated for the importance and value of academic library personnel by submitting a letter in support of faculty librarians retaining their full-time status at the University of Oregon.

Texas: Organized virtual conference sessions for the annual TLA conference to help librarians communicate value to their constituents and other higher education community members.

VALUE OF ACADEMIC LIBRARIES OBJECTIVE 3. EXPAND PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR ASSESSMENT AND ADVOCACY OF THE CONTRIBUTIONS TOWARDS IMPACT OF ACADEMIC LIBRARIES.

Anthropology and Sociology Section (ANSS): This past year, the ANSS Publications Committee worked to migrate the ANSS website from a Wordpress site to the ACRL website, where it may pick up more traffic. The website hosts information about section meetings and programs, current and archived publications, “toolkit” documents for carrying out ANSS functions, and committee outputs, such as bibliographies of resources and cataloging Q&A. Each ANSS committee has a public-facing libguides page, the content of which is being built out over time to expand information and opportunities to existing and prospective members as well as non-members. Our listserv, ANSS-L is a source for job postings, announcements, and discussions of issues facing information professionals in the social sciences. We have also named a social media manager this past year to increase our social media activity on Facebook and Twitter.

College Libraries Section (CLS): We will be hosting a workshop focusing on Project Outcome for Academic Libraries at our workshop this fall.

Digital Scholarship Section (DSS): DSS Open Research Discussion hosted virtual lightning talks in January 2020 to present approaches to garnering support for open source and open access publishing and repositories through advocacy.

Distance Learning Section (DLS): Our Virtual Poster session had an entire section dedicated to the presentation of assessment & outreach programs & data from various professionals in the field. Again, the poster session was very popular this time around. Beyond that, the DLS also hosted a virtual discussion forum called “Online Learning and Non Traditional Student Populations” that gave professionals the opportunity to discuss advocacy and assessment of that population. This event had over 100 attendees.

Education and Behavioral Sciences Section (EBSS): The Curriculum Materials Committee held an online discussion for CMC librarians with a focus on the importance of the role of CMC collections. The Psychology Committee has
collected a series of remote education resources in response to the COVID-19 global health emergency and will be making them available on the LibGuide for Psychology.

**European Studies Section (ESS):** After a highly successful symposium in 2017 (New Directions Symposium held in Frankfurt, 2017), the follow-up symposium (New Shape of Sharing: Networks, Expertise, Information) fully planned for May 2020 in Fiesole, Italy, is going to be restructured as a series of online events, and will focus on the effect of the pandemic on online library services and collection development collaborations. The series will be highly relevant during the pandemic and changing budgets, and it will be offered online for a wide range of professionals.

**Instruction Section (IS):** The Information Gathering & Exchange Committee edited, enhanced, and distributed the IS Needs, Interest, & Satisfaction Survey and subsequently disseminated survey results to Advisory Council. The survey aims to collect information about IS members needs, interests, and satisfaction with professional development opportunities offered by the Instruction Section. The results are then shared with the Advisory Council to help inform the direction and planning of such opportunities, many of which address issues around assessment and demonstrating the value of academic libraries and librarians. We solicit questions for inclusion in the survey by reaching out to Advisory Board members via the Advisory Board listserv. We then compile a list of questions and, in some cases, negotiate with Committee Chairs on how their question(s) can be best phrased and formatted to follow survey best practices. We used $100 for four Amazon gift cards used for a survey participation raffle. 591 IS members completed the survey, which was a record number of responses, up 23.64% from last year.

**Rare Books and Manuscripts (RBMS):** Through post-conference surveys, we assess our programming and resources. We provide resources (i.e. Competencies for Special Collections Professionals) for members and other interested parties to learn and assess their professional work and impact.

**Science and Technology Section (STS):** The STS College Science Librarians Discussion Group affords the opportunities of facilitating discussions in breakout rooms or serving as note-takers/reporters in a breakout room. The STS Hot Topics Discussion Group hosted two virtual events in January and June 2020 to engage science librarians and the wider scholarly communications community on the topic of research metrics. The decision was made in Fall 2019 to pilot a virtual Midwinter discussion session in place of the traditional face-to-face session held at the conference to increase participation among those not able to attend conferences in person. In the first session two panelists discussed how research metrics are typically used in academic institutions, the flaws in these calculations and the research into alternative methods of capturing the impact of scholarly work. The Zoom platform was used to allow discussion group participants to have small group conversations on their experiences and questions on these topics. A Google Doc was used to collect reactions and questions. We also held an in-person follow-up session at Midwinter itself. Due to high interest and participation in the first session a follow up webinar was held in June about the role of academic librarians in adopting research metric educational tools to educate and expand institutional understanding of this important issue. The STS Professional Development Committee adapted resources on best practices and how to offer webinars.

**University Libraries Section (ULS):** From the ACRL University Libraries Section Professional Development Committee: The Professional Development Committee (PDC) enjoyed a productive year, despite some changes of plans due to COVID-19 response. After determining the types of online presentations we intended to sponsor during the year, we did a call for proposals in Fall 2019 and subsequently selected and sponsored three presentations to sponsor in 2019-2020. We originally selected six programs, but two were indefinitely rescheduled in light of COVID-19 (mostly as a result of childcare issues or presenters/committee members being pulled into their libraries’ COVID-19 response operations), and one was not scheduled to happen in 2019-2020, but instead early in 2020-2021. Programs are free and open to anyone. The programs, as well as their registration and
The table below gives an indication of the comparison of the committee’s activity this year versus in 2017-2018 and 2018-2019 in terms of number of programs, registrations, and attendees:

<table>
<thead>
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<th>Year</th>
<th>Number of Programs</th>
<th>Number of Attendees</th>
<th>Number of Registrants</th>
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<td>1040</td>
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</table>

Despite the significantly reduced number of programs offered in 2019-2020 as a result of COVID-19, the high number of registrations and attendees is worthy of note, showing only a ~17% drop in both when comparing 2017-2018 and this year, even though we unexpectedly reduced our programming offerings by more than half. We consider this a sign that we are indeed selecting highly relevant programming to sponsor. We were especially pleased that all of the sessions we offered this year had a focus on diversity, equity, or inclusion. Other activities this year included continued revisions to the content of the PDC LibGuide that articulates the procedures for planning and executing programs. We have received several inquiries from other committees in ULS and elsewhere who asked for permission to use/adapt our procedures for planning and executing programs. Further information about the year’s activities can be found in our meeting minutes on ALA Connect. Contributions to ACRL Plan for Excellence

The 2018-2019 PDC’s work contributed to two of ACRL’s four articulated goals categories. Specifically, the committee made contributions related to Student Learning and New Roles and Changing Landscapes.

Student Learning Goal: Advance equitable and inclusive pedagogical practices and environments for libraries to support student learning. One of this year’s programs focused on topics related to the research and scholarly environment: specifically: Deficit or Equity: Decoding Implicit Thinking and Practice in Information Literacy Teaching and Learning. Presented by: Amanda L. Folk, The Ohio State University and Sara D. Miller, Michigan State University. Registered - 999 - FULL. Attended - 370. URL: https://youtu.be/ddriKwbaJas, Slides: https://go.osu.edu/deficitorequity Additional Materials: http://go.osu.edu/deficitorequityfolder By providing online programs in this area, the PDC increases librarians’ access to education that can serve as a foundation for fulfilling this goal.

New Roles and Changing Landscapes Goal: The academic and research library workforce effectively fosters change in academic libraries and higher education environments. Per the PDC’s charge, our overall goal is to create professional development opportunities to “ensure ULS members are able to obtain the relevant experience and continuing education needed to further the profession and address the challenges facing university libraries.” Many of the programs offered this year -- particularly those focused on diversity, inclusion, accessibility, and the changing scholarly/research landscape -- were focused on fostering change in academic libraries and higher education environments. And from the ULS Academic Outreach Committee: "The Academic Outreach Committee is committed to providing professional development and learning opportunities for academic library staff in the areas of outreach, engagement, and marketing. Some academic libraries create positions specifically devoted to these areas, provide support, and offer the time for these staff to fully explore these roles. However, more often these duties are assigned to individual reference librarians, subject specialists, and access services staff in addition to other work. We believe in creating a community of practice where experts and those new to the work can share ideas and offer guidance. The Academic Outreach Committee offered online roundtables on topics around outreach, engagement, and marketing. The committee developed a pilot for an outreach consultation service, which will be started later in this summer. In the past, the committee has also co-sponsored a number of panels and presentations at ALA Annual with the Library Marketing and Outreach Interest group. A proposal was submitted for ALA Annual, but was not accepted. We feel that these activities support the
goal: “The academic and research library workforce effectively fosters change in academic libraries and higher education environments” specifically through the objective: “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.”

**Women and Gender Studies Section (WGSS):** WGSS members have sought to expand the reach of their advocacy about the impact of academic libraries. Sara Howard is the WGSS liaison to the National Women’s Studies Association (NWSA) and has planned a workshop for the NWSA conference in November 2020. NWSA also has a “Librarians Task Force” which is undergoing a name change to “Libraries and Archives Interest Group” to better reflect the group’s focus.

**Academic Library Services to Graduate Students Interest Group:** Maintain a listserv, an ALA Connect space, and an ACRL LibGuide that shares content from our meetings. Solicits feedback after each session and makes changes accordingly. The conveners also gave a virtual lecture for Professor Megan Oakleaf’s class on Academic Libraries for Syracuse University’s iSchool.

**Academic Library Services to International Students:** The group has benefitted from the new format that permits up to two convenors and incoming co-convenors, which allows to involve more members and to creates an opportunity for more members to participate in professional development. The current and incoming co-convenors worked closely together, and the variety of their personal and professional experiences, as well as practices of the institutions they represented, informed and enriched the group’s leadership and activities.

**Asian, African, and Middle Eastern Studies Interest Group:** Maintain a listserv, an ALA Connect space, and a webpage that shares content from our meetings. Solicits feedback after each session and makes changes accordingly.

**Health Sciences Interest Group:** Nursing Information Literacy Framework webinar held on March 12, 2020, which included updates, discussion, and opportunity to provide feedback on Framework and companion document.

**Library Marketing and Outreach Interest Group:** The group used guided discussion through the active Facebook group to address topics of assessment and advocacy in academic and research libraries. Members were able to share ideas and examples from their own libraries, thus furthering the reach of their own successes in these areas.

**Residency Interest Group:** The Residency Interest Group (RIG) promotes the overall advancement of library residents’ professional success through inter-collegiate assessment and advocacy of residency work. Throughout the year, the interest group regularly communicates opportunities for professional development, including scholarships, calls for participation, research surveys, and new literature related to equity, diversity, access, and inclusion, and early-career development, especially with regard to assessment and advocacy. In addition, this year, the RIG Assessment Working Group submitted a grant proposal to the ALA Diversity Research Grant and are awaiting notification. The Working Group provides opportunities for early-career librarians to expand professional understandings of assessment in academic libraries.

**Technical Services Interest Group:** Expanded professional development opportunities by choosing topics related to the charge of our interest group and providing a forum for these topics to be discussed.

**Virtual Worlds Interest Group:** ACRL VWIG partners with the Virtual Worlds Education Roundtable, a weekly meetup where librarians, educators, and other participants discuss relevant topics and best practices for education and librarianship. ACRL VWIG meetings offer similar opportunities for discussion and professional development such as our November 2019 tour addressing resources in the Nonprofit Resource Library in Second Life. ACRL
VWIG also supports CVL in building new branches such as the Marly Milena Music Library and the Nonprofit Commons Resource Library. These projects place librarians and educators as builders who must assess and advocate their communities’ needs in order to build impactful virtual collections. We are also joining with VCARA to host a VR Symposium in Fall 2020, which will invite scholars to present their research on using virtual reality for education.

**Georgia:** As a part of the fall Georgia Libraries Conference (GLC) (http://www.galibcon.org/) that took place in October 2019 in Macon GA, Georgia Chapter of ACRL was able to arrange for an ACRL-sponsored pre-conference workshop and an information session on the new Project Outcome for Academic Libraries toolkit (https://acrl.projectoutcome.org/). Attendees learned how to use the standardized surveys and discussed measuring and analyzing outcomes for programs and services offered in their libraries. The pre-conference workshop and 45-minute information session were presented by ACRL staff member Sara Goek. GLA Academic library division leadership is hoping that at the next year conference many Project Outcome workshop participants can reconvene to discuss their use of the tool. The information about the workshop was shared in the Georgia Library Quarterly, Georgia Library Association Journal (https://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=2251&context=glq) and in Chapter Topics: The Newsletter of the ACRL Chapters Council (https://acrlchapters.libguides.com/c.php?g=983615&p=7112728)

**Iowa:** Awards Committee Research Award given out to a librarian whose research is making an impact on the field Spring Conference: ACRL Project Outcome at Chapter's Virtual mini-conference

**Kentucky:** KACRL hosted an ACRL Roadshow Post-Conference Workshop on Project Outcome.

**Louisiana:** The chapter hosted the webinar, “Thinking Critically About Information in Uncertain Times”, on June 3rd. This webcast is provided through ACRL’s eLearning program. The webinar was viewed online by ACRL-LA members.

**Maryland:** Conference session on outcomes-based assessment at the Maryland Library Association/Delaware Library Association Joint Conference (postponed to October 2020 due to COVID-19)

**Minnesota:** We held three open forums in March-May 2020 in response to Covid-19 in which we addressed a variety of topics including advocating for the value of libraries while avoiding vocational awe.

**Missouri:** MACRL sponsored a conference presentation at the annual Missouri Library Association conference held October 2-4, 2019 in Kansas City, MO titled, “ACRL's Project Outcome.” The presentation covered information about the simple surveys and tools for measuring and analyzing outcomes, including interactive data dashboards that are provided through Project Outcome. The presentation also informed users that have access to Project Outcome about the resources and training support needed to use their results and confidently assert the value of their academic library. MACRL also co-sponsored a conference presentation with the Missouri Technical Services Community of Interest at the annual Missouri Library Association conference held October 2-4, 2019 in Kansas City, MO titled, “Making the Most of your Journal Usage Data.” In this presentation, the audience learned creative approaches to analyzing electronic journal usage data by subject, the methodology utilized, and the current limitations, with a short section on what’s next for the future of automating the annual analysis of journal usage data by subject using Python.

webinar, designed to help staff learn how to design compelling data visualizations to help them demonstrate libraries’ impact and value on campus.

**New Jersey:** The VALE-NJ/NJLA-CUS/ACRL-NJ conference is the academic librarian conference in the state of New Jersey, funded by the VALE-NJ User's Group. The president acts as the conference co-chair along with an appointed member of ACRL-NJ and together they plan the conference. It is free to all academic librarians and presentations and posters go through a blind-peer review process. The ACRL-NJ/NJLA-CUS Annual Summer Workshop “Splashing Outside of the Library” was held in July 2019. Presentations focused in areas of information literacy, outreach, and assessment. The Reference, User Education, Assessment, and Marketing & Outreach Committees organized the event and evaluated proposals. The Assessment Committee reads an article on assessment before meetings and follows with a discussion on that article. They also look to be inclusive of all types of library assessment in their discussions.

**Ohio:** The October 2019 ALAO Annual Conference (Columbus, OH) included a roundtable: Telling Your Library Story: Best Practices for Creating an Annual Report. The abstract read: In this roundtable discussion, participants will discuss the benefits of creating an annual report to advocate for the library. The discussion will cover best practices for creating and disseminating an annual report. Topics covered include: Designing the annual report, integrating assessment data, and ensuring digital accessibility.

**Oregon:** ACRL-Oregon offered expanded webinar offerings this year, offering a webinar every other month. The group is also offering extended online educational opportunities this summer; the committee has gathered submissions for programming, including a planned live event for poster presentations and lightning talks. A number of these sessions will be focused on advocacy and assessment.

**Texas:** Organized virtual conference sessions to help librarians with assessment.

**Washington:** Merger with Washington Library Association to expand programming, professional development support and collaborations for academic library workers across Washington state. Merger includes transparent process including one in person meeting, distribution of documentation of that meeting, and two virtual listening sessions.

**VALUE OF ACADEMIC LIBRARIES OBJECTIVE 4. SUPPORT LIBRARIES IN ARTICULATING THEIR ROLE IN ADVANCING ISSUES OF EQUITY, ACCESS, DIVERSITY, AND INCLUSION IN HIGHER EDUCATION.**

**Anthropology and Sociology Section (ANSS):** ANSS collaborated with ULS and PPIRS to develop an accepted conference program for ALA Annual titled “Confronting the Myth of Neutrality: Academic Libraries, Advocacy, and Free Speech.” The program aimed to provide a well-positioned platform to paint a more comprehensive picture of the contemporary issues surrounding the debate over free expression vis-à-vis hate speech on college campuses. By having this multi-perspective approach from disciplines that are particularly concerned with social interactions, participants will work toward finding a common language that will strike the right balance on free speech and its implications for the perpetuation of social inequalities or for the protection of civil rights despite individual opinions on the subject matter. Unfortunately, ANSS wasn’t able to deliver the program due to changes to the annual conference brought on by the global COVID pandemic, although we plan to take up similar themes again in next year’s program proposal.

**Community and Junior College Libraries Section (CJCLS):** CJCLS presented two national online discussion forums focusing on the community college libraries' impact on COVID-19 May 4, 2020, and June 1, 2020. Participation at May 4, 2020, Managing Virtual Work and Lessons Learned Discussion Group program included 108 community
college librarians. The June 1 Let’s talk about it: 214 librarians joined plans for library reopening online discussion forum. Both online discussion forums addressed issues of access, equity, and inclusion to library services and resources.  

- New ACRL CJCLS Library Reopening Plans for Community Colleges LibGuides

**Digital Scholarship Section (DSS):** EDI Committee updated the DSS Community Agreement based on new understanding and feedback from the community.

**Distance Learning Section (DLS):** The DLS Standards committee has been hard at work this year on the new draft of the Standards for Distance Learning Library Services. The committee was able to line by line, read and co-author new language for ⅔ of the lengthy document. The committee coming in hopes to get the draft done and new language out to the larger membership by Midwinter next year. The new draft is substantially different from the previous (2016) and is written to include additional sections that more formally and explicitly address equity, access, and diversity & inclusion. These Standards are already being used broadly by the profession of distance and online learning librarians; these language changes will allow for better articulation to stakeholders within academia.

**Education and Behavioral Sciences Section (EBSS):** EBSS worked with The American Association of School Librarians to submit a conference panel discussion session that was accepted for ALA Annual 2020, but was not held virtually: “Diverse Children’s Literature in K-12 schools: Making Mirrors, Windows, and Glass Doors Visible.”

**European Studies Section (ESS):** Every year ESS members form a conference planning committee to identify relevant program topics. Past programs have been on documenting diasporas, diversifying collections, collecting on immigration, and most recently, supporting Open Educational Resources /OER development in libraries to serve economically challenged students. ESS also makes a conscious effort to follow the work of smaller independent vendors and publishers.

**Instruction Section (IS):** The Diversity & Inclusion Task Force created and implemented created and disseminated a survey to IS members and non-members on DEI. The survey was sent out in fall 2019; results analyzed and report written spring/summer 2020. There were 183 responses to the survey. The Complete Task Force report is available here: https://docs.google.com/document/d/1qt92AhYDy7iSwPD1SH3qPuP-9IGib4huM9lwsmFM28/edit?usp=sharing. Communication Committee. As the accessibility of PDFs has recently come under scrutiny, the Communication Committee began to explore alternatives to PDF for delivering web-based documents. A subgroup composed of the Communications Chair and Vice-chair, members of the accessibility subgroup, Publications editor, and Newsletter editors were assembled in early September. This group explored alternatives to PDF that will allow for rich content authoring, fixed-layout, and better accessibility (Fall 2019). Due to COVID-19 shut downs, work stalled and next steps/recommendations were never articulated to IS Exec. Work is still ongoing. Communication Committee. The Communication Committee as a whole, but in particular the accessibility subgroup collaborated with external experts (Stephanie S. Rosen, PhD, Accessibility Specialist, University of Michigan Library and team) to develop guidelines for Section publications and accessibility. Recommendations for making the Section’s newsletter citation - Chicago Author-Date - accessible were supplied to and approved by IS Exec. The committee prepared a report based on feedback received from the consulted accessibility experts and supplied it to IS Exec in the fall semester. A final report was submitted and approved by IS Exec that adopted a best practice for providing accessible citations for IS content. After trying to implement these guidelines, however, on a lengthy bibliography, Exec was asked to change these somewhat, while ensuring they would still be accessible, as redoing all the citations in our ABs was going to be an immense burden. Rockman Publication Award Committee successfully selected the recipient of the 2020 Ilene F. Rockman Instruction Publication of the Year Award. The process began with a call for nominations and a review of the information
literacy literature. Committee members read 10 nominated materials and materials selected for review by searching the literature, and met to discuss and select the 2020 recipient. This year's selection ("Reframing Information Literacy as Academic Cultural Capital: A Critical and Equity-Based Foundation for Practice, Assessment, and Scholarship" by Amanda Folk of Ohio State University), used the concept of 'cultural capital' to consider the ways in which information literacy as threshold concepts may enable success for students. The approach described in the winning article aligned with ACRL Plan of Excellence objectives: 1) Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education, and 2) Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs. We created complete Media Profile Forms and send to ALA Program Officer; Interview Rockman winner; Posted in Spring IS Newsletter.

**Literatures in English Section (LES):** Following the lead of DSS, LES has been working to create a Community Agreement setting forth expectations for those who interact or present in LES spaces, physical or virtual.

**Politics, Policy and International Relations Section (PPIRS):** PPIRS co-sponsored an ALA Annual Program (with ANSS and ULS) on the role of free speech in academic libraries (and was accepted). It consisted of a panel of experts from Librarianship and Academia to talk about how Libraries can respond to hate speech and discuss what healthy free speech looks like on college and university campuses. As ALA Annual was canceled the committee decided such as important topic should be addressed next year, and all three sections will again co-sponsor and re-apply.

**Rare Books and Manuscripts (RBMS):** In 2020, we have all been challenged by a pandemic that has disproportionately affected BIPOC. As well, horrific incidents of police brutality brought to the fore a need for action by our population to confront acts of racism in all corners of our country, indeed beyond our country. RBMS stands committed to anti-racist action. RBMS Chair, Verónica Reyes-Escudero and Chair-Elect Petrina Jackson issued a statement to the RBMS membership with a call to action. RBMS Publications and Communications Committee has disseminated this statement on various social media venues as well as posted it on the Chairs’ Blog furthering RBMS commitment to anti-racist action.

**Science and Technology Section (STS):** The STS Equity, Diversity, and Inclusion (EDI) Task Force followed up on the focus group discussions it held at 2019 ALA Annual with a membership survey. Using survey data, EDI TF reported on members' most desired EDI initiatives and proposed a timeline for implementing them per approval by STS Council. Like the broader Framework, the STS Framework developed by the STS Information Literacy Framework Task Force holds equity, social justice, and diversity at the core of its creation. In particular, the STS Framework addresses how science authority is created and upheld, and what voices/approaches have been marginalized or excluded in that process; how the commodification of science impacts the broader community, with particular impact on low-wealth communities, campuses, and disciplines; and how a critical yet inclusive approach to science is an essential aspect of engaging with science information access, evaluation, and creation. The STS Liaisons Committee promotes STS EDI reports, activities, and initiatives, and is starting work to consider how we can be sure to implement recommended practices within our ongoing committee work as well.

**University Libraries Section (ULS):** The ULS Program Planning Committee for Annual had a program accepted. Here's the short description: “What is the existing or potential role of the academic library when considering issues of free speech and expression of ideas? In light of these opportunities and challenges, it is important that librarians have an opportunity to discuss how to approach discussions with library and campus administrators. Furthermore, having talking points and options ready for practical action and explanation are key to ensuring the library’s strategic input and involvement. In order to accomplish these goals, this panel presentation will feature presenters with experience in balancing issues of library advocacy and free speech in academic libraries.”
made the decision to table the program for summer 2020 because of the uncertainty of the pandemic, but we have recommended to the incoming committee that they consider using parts or all of our proposal again this coming year. These issues seem all the more important as Universities and Libraries will be navigating renewed activism around the Black Lives Matter movement.

Women and Gender Studies Section (WGSS): Supporting libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education is foundational to all of the work that is accomplished by WGSS.

Academic Library Services to International Students: The Academic Library Services to International Students Interest Group is diverse both in terms of its membership and target audience. Group members come from various ethnic backgrounds and bring a broad spectrum of cultural and educational experiences. They share a passion for providing the best educational, social, and cultural experiences for international students during their study in the United States. The group’s listserv and virtual discussions provide the forum for sharing the information and best practices in this area.

Asian, African, and Middle Eastern Studies Interest Group: AAMESIG group serves national and international audience that is very diverse and this group provides and shares their knowledge, best practices, strategies, etc. to better serve this diverse group of library users. Continuing to concentrate on membership, strategic yearly goals, and ways of marketing the interest group to our professions..

Library Marketing and Outreach Interest Group: Library Marketing and Outreach played a supportive role in the ACRL Instruction Section’s Instruction for Diverse Populations Committee webinar series Instruction and Outreach for Diverse Populations: Native/Indigenous Librarians and Students, Parts 1 & 2 in February and May of 2020. These webinars explored the information needs of Native American/Indigenous students in higher education as well as ideas for instruction and outreach to Native American/Indigenous students.

Residency Interest Group: RIG supports resident and early-career librarians through a number of ways, however, foremost is through facilitating research and conversation surrounding library residency programs and the impact they have on equity, diversity, and inclusion in academic libraries and higher education. For example, this year, RIG New Members and Mentorship Team has coordinated several mentorship discussions. Some past discussions are: Book Publishing, held in November 2019 so that residents or early-career librarians could learn more about the book publishing process and From Idea to Conference Proposal Discussion hosted in February 2020 on how to turn a great idea into a conference proposal. By expanding the knowledge and understanding of workforce interventions for underrepresented employees that tend to produce positive results (retention, career success), RIG is working to advance equity, diversity, and inclusion (EDI) practices in academia through the model of academic libraries.

Technical Services Interest Group: Provided a safe and respectful environment for all to openly present and discuss topics related to the charge of our interest group.

Virtual Worlds Interest Group: ACRL VWIG partners with Nonprofit Commons, Virtual Ability, and Inspiration Island; these communities specialize in advancing equity, diversity and inclusion both in higher education and other aspects of virtual worlds. Each of these communities host exhibits at CVL’s Digital Citizenship Museum. ACRL VWIG also supports efforts of virtual world libraries and communities to expand into new virtual spaces, such as virtual reality. These partnerships include CVL, VCARA, and AvaCon (a nonprofit dedicated to the expansion of virtual worlds). Researching and expanding into new types of virtual worlds offers new ways for different people to
access our resources. The presentations “Survey Says! Developing Criteria for VR Courses” and “Virtual Reality in Education: Intentional Immersion” demonstrate this effort.

**California:** CARL created a new grant to fund diversity projects to help understand libraries and/or librarian impact areas of equity, access, diversity and inclusion. Board approved an Equity and Inclusion Coordinator, who oversees racial equity-related efforts by CARL. A statement for all elected officers and attendees at the CARL conference to sign and acknowledge that a Code of Conduct (we will be happy to share with you the actual language if needed).

**Delaware Valley:** The Delaware Valley chapter hosted a professional development event focused on committing to equity, access, diversity, and inclusion by confronting institutional inequity in our own institutions. The program was entitled, Beyond diversity speak: Practicing cultural humility in your library. As a part of this program participants were given tools to help them reflect on themselves and their institutions, facilitate difficult discussions, and imagine new possibilities. During the first half of the program presenters from across the valley spoke to their successes and failures in their attempts to integrate cultural humility into special collections, programming, and community collaborations. In the afternoon, Theatre of the Oppressed in NYC (TONYC) will ran a workshop. Their methodology is based on techniques developed by the legendary Brazilian theatre director and activist Augusto Boal, who based his work on Paolo Freire. The workshop provided play-based methods of confronting internalized bias and how differences are interpreted in institutions.

**Iowa:** Career & College Readiness Joint Committee and our Gov't Relations Rep working on an advocacy campaign to protect school teacher librarians in the state of Iowa, especially those hit in poorer communities.

**Nebraska:** Presentation at Spring meeting: Going the Distance: Making the Library More Welcoming and Inclusive (no recording; slide deck only) Amy Schindler, Director of Archives and Special Collections, University of Nebraska at Omaha Tammi Owens, Outreach and Instruction Librarian, University of Nebraska at Omaha Slide deck: https://unl.box.com/s/31j907v1nei27cd435ect0jje4w4ikwn Diversity, History, and Hesitancy: Inter-College Collaboration Using Archival Displays Claire Du Laney, Outreach Archivist, University of Nebraska at Omaha

**New Jersey:** The newsletter publishes and promotes articles on several of those topics: recent publications include articles on inclusion and OER.

**Ohio:** ALAO sponsors the Diversity Scholarship for current library science students; this award includes $1,500.00 for tuition, free registration to the ALAO Annual Conference, and a year of mentoring by an ALAO member.

**Oregon:** The ACRL-Oregon Past President was part of a small committee of library staff representing different roundtables and units of the Oregon Library Association that worked to create an EDI initiative for the Oregon Library Association as a whole. The final report and list of recommendations was unveiled to the ACRL-Oregon Board in May 2020, and the group will be using this resource as a leading document in creating our goals for 2020-21. The ACRL-Oregon Board’s scholarship committee also revised the rubric for selecting scholarship recipients, putting more emphasis on providing funds to diverse candidates.

**Washington:** Issued a public letter in support of academic libraries closing during COVID-19.

**Wisconsin:** This year we worked in collaboration with our state ALA chapter to develop a Code of Conduct for conferences. We shared that document out to members in development and then in conference booklets and registration.
STUDENT LEARNING

GOAL: ADVANCE EQUITABLE AND INCLUSIVE PEDAGOGICAL PRACTICES AND ENVIRONMENTS FOR LIBRARIES TO SUPPORT STUDENT LEARNING.

STUDENT LEARNING OBJECTIVE 1. EMPOWER LIBRARIES TO BUILD SUSTAINABLE, EQUITABLE, INCLUSIVE, AND RESPONSIVE INFORMATION LITERACY PROGRAMS.

Anthropology and Sociology Section (ANSS): As mentioned above, the ANSS Instruction and Information Literacy Committee (IILC) has been working to promote and facilitate librarian and instructor engagement with ACRL’s Framework for Information Literacy. Once the Sociology Companion Document is complete, IILC plans to create other discipline-specific companion documents to translate the Framework for those who teach in social-scientific fields.

Community and Junior College Libraries Section (CJCLS): CJCLS accepted program at ALA Annual 2020 Chicago program "National SEED Project: Elevating the Library’s Role in Building a Culture of Equity, Diversity and Inclusion on Campus." With ALA Annual Conference canceled, the program was not offered.

Distance Learning Section (DLS): This is something that the Distance Learning Section excels at. Our Instruction Committee is focused on just this, with it’s Fall Virtual Round Table on “Instructional Design for Distance Learning Librarians.” This well attended event went had an expert guest speaker, Amanda Ziegler, who discussed key elements of creating information literacy programs in the online environment and she focused on sustainability, equity and inclusion in regards to accessibility. The event also had a robust q&a forum where librarians were able to ask questions in this thread. Along with that large event in the fall, the DLS Discussion Group held several Ask-the-Room events where they covered topics such as, “Teaching Information Literacy in Online Spaces”. Where librarians could attend and ask related questions to the larger group. In all, the DLS held 9 virtual events for ACRL members and beyond, with hundreds of attendees, and almost all events touched upon teaching information literacy and how to do it well.

Education and Behavioral Sciences Section (EBSS): The Communication Studies Committee wrote a draft Framework for Information Literacy in Journalism for Higher Education.

European Studies Section (ESS): ESS is in the process of designing a new website, and is updating and moving a lot of information about organization of information in European countries. ESS also has an active listserv, where subject experts support each other in complex research consultations with faculty and students. ESS pages have high access rates, a testament to their usefulness and currency.

Instruction Section (IS): Framework for Information Literacy Sandbox Committee. 2019-2020 Sandbox Site Administration and Maintenance Subcommittee (ADMIN) This subcommittee’s purpose is to administer and maintain the Framework for Information Literacy Sandbox site through a series of ongoing tasks, including monitoring the site admin email account, activating account requests, and moderating and maintaining site content where needed. This activity relates to the objective identified above because through this work the Sandbox site serves as a reliable and sustained resource that directly supports and empowers libraries and librarians to build sustainable, equitable, inclusive, and responsive information literacy programs through engagement with the ACRL Framework for Information Literacy for Higher Education, including sharing examples of the Framework in action that others in the field may benefit from without cost. Over the course of the year, the backlog of suspicious account requests was successfully cleared and new suspicious requests were evaluated as
they came in, site requests were noted and routed as they were received, and the inbox was checked and acted upon at least 2-3 times weekly. 49 new user accounts were created since the beginning of the subcommittee’s work. Framework Sandbox Committee. 2019-2020 Sandbox Assessment and Reporting Subcommittee (ASSESS) This subcommittee’s purpose is to meaningfully assess the Framework for Information Literacy Sandbox site as a resource to professionals in the field through a series of ongoing tasks, including reporting to ACRL on site usage and adoption, coordinating and conducting meaningful assessment of the site through both established and new means, and identifying gaps in Sandbox content in order to make recommendations to improve the representation and diversity of available resources. This activity relates to the objective identified above because through this work the Sandbox site will remain relevant and valuable to librarians who are working to build sustainable, equitable, inclusive, and responsive information literacy programs through engagement with the ACRL Framework for Information Literacy for Higher Education, including sharing examples of the Framework in action that others in the field may benefit from without cost. In consultation with the larger committee, we developed Sandbox-related survey questions to be asked in the Annual Instruction Section Needs, Interest, and Satisfaction Survey. In support of a planned ALA poster presentation, we conducted a content analysis of the current contents of the Sandbox, which allowed us to identify potential usability improvements and areas for future assessment. The Instructional Technologies Committee regularly publishes articles related to new tips and trends in instructional technology. The papers provide information to help alert librarians of new tools, or new ways of using technology in the classroom. General information, combined with concrete, usable ideas allow librarians to immediately put into action the new information. The Tips and Trends articles are published, and then expanded upon through various methods to help librarians more fully explore the topic or tool. Committee members volunteer to either write, edit, or act as a coordinator for an issue. The Chair for the committee primarily manages this project. “Tips and Trends” are published seasonally (winter, spring, summer, and fall). Promotional messages for new issues are shared on Twitter, the ACRL-IS website’s blog, various professional listservs, IS newsletters, and on the Instructional Technologies Committee Tips & Trends page: https://acrl.ala.org/IS/instruction-tools-resources2/technology/tips-and-trends/. The Tips & Trends published over the past year have been remarkably successful. The Summer 2019 Makerspaces in Academic Libraries issue was viewed 1040 times; the Fall 2019 Microlearning issue was viewed 997 times; the Winter 2020 Video Tutorials issue was viewed 4,695 times; and the Spring 2020 Usability Testing and eLearning issue has been viewed 1,152 times. The committee is getting ready to release the Summer 2020 issue about online instruction due to the COVID-19 pandemic, which will hopefully resonate well with colleagues. The Information Literacy Best Practices Committee showcases Information Literacy Programs. This project highlighted the IL program at Spartanburg Community College, in Spartanburg, SC, showcasing how they have actualized categories of the characteristics document, specifically the categories of Administrative and Institutional Support and Program Sequencing. By showcasing this IL program, this project related to the objective—“Student Learning: Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs”—by capturing the ways, in particular the sustainable and responsiveness elements, of the IL program at Spartanburg Community College. The Information Literacy Best Practices Committee promoted the Characteristics Document. This project built on our 2018-2019 committee efforts where we researched and interviewed IL programs. We collaborated with the ACRL FYE Discussion group to promote the characteristics document by hosting a virtual event that consists of a panel of different types of libraries that embody different categories in the characteristics document. By specifically focusing on ways that the programs work and support FY students and communities, and how those integrated efforts connect to the characteristics document, this project relates to the objectives of “Student Learning: Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.” We sent a call out to listservs to recruit panelists, and held the webinar on 4/28/2020. There were over 700 registrations and 413 people attended the webinar. The Teaching Methods Committee worked on the project “Selected Resources for Teaching Methods and Instructional Design in Library Instruction + Selected Resources on Assessment of Library
This project provides an accessible and annotated annual summary of the literature in these areas, highlighting the work of our colleagues and sharing their publications on public platforms so that teaching librarians at all types of academic institutions may learn independently and improve their information literacy practices. Committee members submitted articles they found worth featuring via a google form; the subcommittee reviewed and facilitated annotations for the selected articles. The previous year's list was publicized as a "Byte" in the Fall 2019 IS newsletter. We are unable to include a URL for the newsletter while the ACRL IS website is down. The Teaching Methods Committee continued to work on the “Featured Teaching Librarian” project. This project highlights outstanding teaching librarians and their work in order to share their most valued teaching methods and attitudes with librarian readers. Readers may use what they learned through the feature to improve their information literacy program, incorporating the innovative and creative teaching methods shared in the Featured Teaching Librarian's interview. A call for nominations was put out twice via listservs and social media; a google form collected nominations. A subcommittee selected from the nominations and submitted their selections to the whole committee and Exec liaison for approval. Calls for nominations were sent via listserv, as well as posted on the IS website. Features were also posted on the site and announced via listserv. They featured 4 librarians as planned. The librarians featured this year were dynamic and demonstrated many aspects of critical information literacy in their interview responses, concepts which can be adopted by instruction librarians to better develop their programs. The Teaching Methods Committee hosted a virtual event to discuss current teaching methods and/or assessment practices. The event provided IS members (and others) with an easy and free opportunity to learn about and/or discuss current practices and issues within the field of information literacy instruction with notable scholar/practitioners of IL instruction. A subcommittee put out a call for speaker topics through listservs, ACRL IS social media, and the ACRL IS newsletter. The event was publicized via the ili-l listserv, and on the IS website. The recording is available at https://youtu.be/ywk73kCrGY8. There were 500 RSVPs and 180 attendees. As of 7/10/2020 there were 419 post-event recording views. Post-event feedback included comments about its timeliness and accolades for the presenters. The event provided librarians with tangible strategies to further develop their instruction programs to consider visual literacy as a component of information literacy. The Research & Scholarship Committee published “Five Things You Should Read on Inclusive Pedagogy,” which directly supports the Plan for Excellence objective towards equitable and inclusive IL programs. We were also able to cross-promote the Inclusive Pedagogy Committee's Bibliography for Diverse Populations. It was shared in the IS newsletter, over ILI listserv, IS social media, and members shared through their local listservs and channels. The Research & Scholarship Committee Research Agenda for Library Instruction and Information Literacy - 9 year revision. The committee made great progress on gathering data, analyzing sources, and drafting a revised Research Agenda document. The work will continue in 2020-2021 as we ask for feedback on the draft from stakeholders around the IS community. The revision centers issues of inclusion and access, in support of the Plan for Excellence objective. Research Agenda Revision: the sub-team determined major themes for the revision based on a survey of LIS editors, reviewing the Needs & Interest Surveys from the past 2 years, a review of the literature, and reviews of SJS MLIS career reports. We have plans to solicit feedback on the draft from various stakeholders during the next service year. The PRIMO committee conducts two rounds of reviews (fall and spring), which identify excellent online instructional material in terms of design and delivery. Selected materials are added to the PRIMO database and provide instruction librarians with models of excellent and accessible online instructional material from which they can draw. Prior to each review cycle, a call for submissions and nominations is posted to relevant listservs (as identified by the committee) as well as the ACRL-IS social media accounts. Post call for submissions to relevant listservs (fall and winter) and the ACRL-IS social media accounts. Fall 2019: 8 submissions, 7 sent to committee for review, 2 accepted. Spring 2020: 26 submissions, 18 sent to committee for review, 5 accepted. In order to increase awareness of PRIMO and highlight instructional design and execution, the four highest rated projects from each round of reviews are profiled in the Site of the Month interview series. Following the review process, the authors of the highest-scoring projects are invited to participate.
in site of the month interviews. Fall 2019: 3 interviews. Spring 2020: 2 interviews. The Inclusive Pedagogy Committee published an article in the spring IS newsletter: Four Things from the Inclusive Pedagogy Committee. This article was an annotated bibliography that promotes and highlights newly published research about inclusive, anti-oppressive pedagogy and outreach. A committee subteam identified the articles included in the annotated bibliography. The Inclusive Pedagogy Committee Twitter chats. Our proposal for a Twitter chat series was approved, and we developed a schedule, potential topic list, and guidelines for the next academic year. Topics are centered around inclusive pedagogy. A committee subteam led a brainstorming session with the whole committee. The committee will create & post an annual schedule 2 months in advance of the first Twitter chat. We plan to start holding the chats this coming year. The Inclusive Pedagogy Committee hosted a two part webinar series as part of an on-going series that focuses on inclusive pedagogy and specific student populations. Four impressive speakers spoke about instruction and outreach for native/indigenous students. This year’s topic was identified by the previous year’s committee. Potential future topics have been identified by the committee, and webinar attendees were asked for suggestions as well. Webinar was publicized on a variety of listservs (ILI, regional ACRL lists, DLS and other instruction groups). It was also posted on Twitter and Facebook. Registration for both webinars were at capacity, 300 attendees. It was a great success with high attendance and positive feedback.

Literatures in English Section (LES): The Working Group to update the LES Research Competencies in Literature held a virtual event (Collaborating for Student Success: Advancing Research Competencies in Writing and Literature”) to share the new version of the document and gather feedback. With the feedback gathered in this session, the Working Group was able to update the language to reflect the needs of specific groups, address the need for accessibility, and include more inclusive examples. The Working Group has submitted the new Research Competencies document for approval by the appropriate ACRL committees.

Politics, Policy and International Relations Section (PPIRS): The newly released report from the Information Literacy Ad Hoc Committee focuses on student information literacy instruction and outreach, and its accompanying website provides information about how Framework for Information Literacy for Higher Education can be adapted for students of political science and international affairs.

Rare Books and Manuscripts (RBMS): RBMS through the leadership of the Instruction and Outreach Committee has contributed greatly to this objective. During COVID-19 closures across the nation, the world, IOC continuously contributed to the profession by offering a variety of outreach efforts not only to RBMS and SAA membership, but beyond the membership. Their outreach efforts included Twitter chats, webinars, and workshops on plans for online instruction in preparation for remote learning. These were open to anyone and included a variety of themes. For the 2020 Conference they prepared, co-sponsored with the Diversity Committee, a Seminar titled: “Critical Race Theory in the Primary Source Classroom.” Unfortunately, 2020 RBMS Conference was cancelled due to COVID-19, but all accepted talks will receive first right of refusal to present at 2021.

Science and Technology Section (STS): The STS Information Literacy Committee’s Chat sub-committee is responsible for holding regular online chats. The chats typically last for an hour and feature topics related to science information literacy that may be of interest to STS members, but are open to all for attendance. The chats are moderated by the members of the sub-committee. Links to the chat recordings and the discussion leaders’ slides can be found on the chat sub-committee libguide (https://acrl.libguides.com/sts/ilchat). The STS Information Literacy Resources sub-committee manages a guide of resources on science information literacy, which is available at https://acrl.libguides.com/sts/scienceinfolit. STS-IL Resources provides relevant resources in regards to information literacy pedagogies, research, and opportunities to coordinate and improve information literacy instruction of STEM librarians in higher education environments for increasing success and impact, including curriculum and lesson plan design; research in IL STEM pedagogies and case studies; disciplinary standards and
marks of excellence; and meaningful assessments of learning and impact across educational communities. Additionally, STS IL Resources, in reviewing literature and information related to IL Instruction in STEM, seek critical pedagogical resources, diversity of authors and approaches, and inclusive access to resources and opportunities, reviewing open access sources and professional development opportunities in order to increase and encourage all STEM librarians in their vocation and practice. An additional core objective of the STS Framework, the document developed by the STS Information Literacy Framework Task Force is intended to support STEM librarians in developing responsive, reflective IL programs. By aligning the STS Framework with the broader Framework while also targeting the specific needs of science librarians and their collaborators, the goal is to create a guiding approach to building exactly the kind of programs described in this objective.

Women and Gender Studies Section (WGSS): The WGSS Instruction Committee recently completed a draft of the WGSS Framework Companion Document. The document used the feminist lens of intersectionality to critically examine and adapt each of the original information literacy frames to better address the needs and concerns of women’s and gender studies (WGS). Drawing on key texts from WGS and critical information literacy, the WGSS Companion Document incorporates WGS threshold concepts into the IL framework and provides an intersectional feminist context for each frame. This document is intended to support faculty and librarians who seek to integrate critical information literacy into their curriculum. Learning outcomes that accompany each Frame reflect a feminist pedagogical viewpoint.

Asian, African, and Middle Eastern Studies Interest Group: During my tenure as the convener I will make sure to reach out to previous conveners and other AAMES members and brainstorm ways in which we could promote these same ideals through our research forums and committee meetings.

Image Resources Interest Group: The Visual Literacy Task Force (VLTF), formed in 2018 from member volunteers from the ACRL Image Resources Interest Group, has been working continuously on a project to update the ACRL Visual Literacy Competency Standards for Higher Education, which are used by librarians and other instructors to teach critical literacy skills with visual media.

Library Marketing and Outreach Interest Group: Outreach for and marketing of information literacy programs are key discussion topics for the interest group. These efforts include social media posting, signing, engagement with teaching faculty, and more.

Technical Services Interest Group: Empowered others through professional development to utilize what they learned within their own institution.

Virtual Worlds Interest Group: ACRL VWIG hosted a Digital Citizenship Museum tour in 2019-2020, showcasing the museum’s new additions and encouraging participants to submit their own ideas and projects related to digital citizenship. The museum also hosted lectures related to information literacy, such as Erik Moore’s cybersecurity lecture and Marie Vans’ archival/preservation lecture. CVL continues to host permanent and ever-expanding exhibit entitled Creating a Virtual Community Drum, which explores what it means to be a digital citizen. Participants create and add on to their own stories each time they visit the drum, which displays the stories to offer individual and communal understandings of digital citizenship and information literacy. ACRL VWIG has also teaching information literacy using a unique technique called Symbolic Modeling, created and deployed in Second Life by therapist Niela Miller. ACRL VWIG members Alyse Dunavant-Jones and Valerie Hill took a training course with Miller to learn more about ways to use the technique to teach information literacy and other lessons. To this end, CVL has also built a Literary Platform designed specifically for using Symbolic Modeling in library programs.
California: A section of CARL: California Academic Reference Librarians Discussion Interest Group gave a Fall Program 2019 program. Titled “With Liberty and Reference for All,” the program offered an opportunity for librarians to highlight and share their innovative engagement with social justice in reference services.

Delaware Valley: The program described above asked participants to bring self-reflection to all of their library practices. The presentations in the morning were devoted to considering how to use examples of inequity in college and LGBTQ archives in information literacy instruction to teach about the unique problems and potential of library and archival collections. There was also discussion of how to use archaic representation in The College of Physicians’ Historical Medical Library collections as a teaching method.

Eastern New York: ENY/ACRL sponsored a pre-conference workshop in advance of the Spring 2020 conference for information literacy coordinators throughout the region. This workshop would provide an opportunity for networking and regional planning for these librarians. Ultimately, the workshop was cancelled due to COVID-19 campus shutdowns.

Iowa: ILA College Readiness Website: https://sites.google.com/view/iowaschoollibraries/home/information-literacy

Kentucky: Fall Conference Session sponsored by KACRL "Supporting low-income students in the library"

Minnesota: In June 2019 we hosted a viewing and discussion of the live ACRL webinar, “Controversial Topics and Difficult Dialogues - Strategies for Addressing Misinformation in the Library” at two locations for our members.

Nebraska: A View from the C-Suite: Building Information Literacy Skills in Executive MBA students  Heidi Blackburn, STEM and Business Librarian, University of Nebraska at Omaha  That’s a RAP: Three Year Analysis of a Curriculum Integrated Information Literacy Program  Anne Heimann, Director of Library Services, Clarkson College Diversity, History, and Hesitancy: Inter-College Collaboration Using Archival Displays  Claire Du Laney, Outreach Archivist, University of Nebraska at Omaha

New England: One of the New England Chapter’s interest groups, the New England Library Instruction Group (NELIG), has held several events since June 2019 focused on information literacy and instruction programs. On December 6, 2019, NELIG hosted three “instruction swaps,” at which instruction librarians at three geographically diverse sites in Connecticut, Massachusetts, and New Hampshire got together in person and discussed ways of enhancing information literacy programs. On April 15, 2020, NELIG hosted a two-hour virtual event, “The Fave is Problematic: Leaving One-Shots Through a Feminist Approach to Designing an Instruction Program,” hosted by the University of Arizona’s Nicole Pagowsky, who emphasized inclusive design and critical pedagogy. Both these programs sought to empower librarians to build sustainable, equitable, inclusive, and responsive information literacy programs using critical frameworks.

North Carolina: In fall 2020, our chapter will organize and host a virtual one-day conference on the issue of the digital divide in higher ed students taking remote classes due to COVID-19 and how libraries can support equitable access to information and other learning tools to improve the chances of academic success for those without consistent access to the internet.

Ohio: The October 2019 ALAO Annual Conference (Columbus, OH) included the session “Generation Z: Facts and Fictions Revisited”. The abstract read: Undergraduate students use their own information experiences and assumptions to make sense of the research environment of higher education. Building on a pilot study conducted by librarians at another regional university, we proposed that current undergraduates, Generation Z, make sense
of their information world in ways that differ from previous generations because of the prevalence of internet access at school and at home. Additionally, we proposed that the age at which students began using computers for personal and school use correlated with how they navigated and evaluated a changing information landscape. Data from our survey of 179 first-year students indicate that while Generation Z partially align their information assumptions with previous generations, they are also starting to deviate from those assumptions in ways that have implications for how we design information literacy instruction. This presentation will explore our survey results, and the changing implications for classroom instruction. We will also address how librarians can redesign their instruction to advocate for Generation Z students, building upon the information assumptions students bring into the classroom and out into the workforce.

Oklahoma: OK-ACRL partnered with ACRL to offer our members free registration to a live ACRL eLearning webcast session, "Thinking Critically About Information in Uncertain Times," on Wednesday, June 3, 2020. The webcast session focused on how librarians can provide students with skills necessary to locate information and review information with a critical lens. Special attention was given to responsive information literacy skills needed to navigate information sources during the current pandemic.

Oregon: ACRL-Oregon’s webinar series included sessions that focused on information literacy, including “Makerspace Instruction and the ACRL Framework.” Additionally, nearly all of the August lightning talks / poster presentations (taking place on August 7th) will be focused on information literacy, including “Co-CREATE Your Class: Fostering Student Agency and Inquiry in Academic Literacies.” ACRL-Oregon offers a K-12/academic librarian collaboration grant each year that funds collaborative projects (either a shared learning experience or a concrete project), usually focused on information literacy. This year’s awardees are collaborating to identify and describe local history resources that will be used for teaching and learning by Eagle Point High School faculty.

Texas: Organized virtual conference sessions for the TLA annual assembly

Washington: Conference programming that focused on actionable ways to work equitably with students using information literacy instruction.

Wisconsin: We merged our conference planning committee with our Information Literacy Committee where they now solicit Info Lit conference sessions and give out an award. We were not able to hold our conference this year.

STUDENT LEARNING OBJECTIVE 2. COLLABORATE WITH INTERNAL AND EXTERNAL PARTNERS TO EXPAND UNDERSTANDING OF THE IMPACT OF INFORMATION LITERACY ON STUDENT LEARNING.

Anthropology and Sociology Section (ANSS): ANSS’ Instruction and Information Literacy Committee and liaisons work toward this objective in producing a companion document to the ACRL Framework as well as other instructional materials, which are them promoted and disseminated at professional conferences and meetings, including those held by the American Sociological Association and the American Anthropological Association.

Community and Junior College Libraries Section (CJCLS): CJCLS partnered with several external partners to promote student learning. These partnerships included being part of a panel discussion and publications. Program Outreach and Engagement in Community Colleges Online Discussion sponsored by University of Illinois Library and the Center for Global Studies. Panelists included Sandy McCarthy, CJCLS Chair, and Martin House, CJCLS Chair-elect. April 16, 2020 ACRL Presents: Managing Remote Workers? Description: Join Martin House, Assistant Director for Public Services at Central Piedmont Community College and incoming chair of ACRL’s Community and Junior College Libraries Section, and Cinthya Ippoliti, University Librarian and Director of the Auraria Library at University of Colorado Denver and Director-at-Large on ACRL’s Board of Directors, for tips, strategies, and
Discussion on effective ways to manage a suddenly remote library workforce. April 7, 2020.


Digital Scholarship Section (DSS): Following the success of DSS Open Research Discussion groups lightning talks in January 2020, the Numerical and Geospatial Data Services Discussion Group piloted a virtual presentation and lightning talks related to data literacy, new developments in GIS and managing data collections. The date for the virtual event was delayed due to the Covid-19 pandemic.

European Studies Section (ESS): ESS members have complex teaching portfolios. ESS librarians teach information literacy appropriate to each country of Europe, and information literacy appropriate to time periods. For example, at our last meeting, we had a lecture on medieval manuscripts by an ESS librarian working in Special Collections. ESS librarians also share their knowledge of language and culture with each other, to make sure that countries and populations are represented accurately.

Instruction Section (IS): Framework Sandbox Committee. 2019-2020 Sandbox Site Development and Improvement Subcommittee (DEV) This subcommittee’s purpose is to collaborate with the Cherry Hill Company and the other subcommittees to further develop and improve the Framework for Information Literacy Sandbox site in response to user needs through a series of ongoing tasks, including serving as the direct liaison between ACRL and the contracted site developers at the Cherry Hill Company, monitoring the ticketing platform provided by the Cherry Hill Company, and leading on site development initiatives such as the required migration of the site from Drupal 7 to Drupal 8. This activity relates to the objective identified above because this work requires collaboration between stakeholders to further develop and improve the Sandbox site, which in turn will enable librarians to more effectively share their Framework-related resources in support of expanding our collective understanding of information literacy, teaching and learning, and pedagogy. The most significant and unanticipated development for the Sandbox this year was the serious decrease in the budget allocated by ACRL to the Sandbox in upcoming FY20-21, from $12,000/year to $1,500/year, due to the effects of the COVID-19 pandemic on the wider ALA budget. This budget funds the services of our contracted site developers at the Cherry Hill Company. In particular, news of this decrease came late in the year in June during a necessary planned site migration, from Drupal 7 to Drupal 8, because support for Drupal 7 was originally slated to end in November 2021. While this issue is not yet fully resolved, the end-of-life for Drupal 7 has now been extended to November 2022, gaining the committee time to identify funding to support the migration that eventually needs to take place. A priority for the committee in the coming year will be to adjust committee work to absorb as many of the contracted responsibilities as possible and shop around for lower cost options for services that can’t be absorbed, while exploring other funding options to support the Drupal 8 migration in time for Drupal 7’s end-of-life in November 2022. A series of announcements were created for the planned Drupal 8 migration that was to originally take place in June. A document with these announcements and links to where they live or once lived on the web is found in the DEV Subcommittee Google Drive folder, and included a Sandbox home page alert, a new FAQ on the Sandbox’s Help Center pages, an announcement submission to IS Social Media, an announcement submission to the IS Website, and an announcement submission to “Around ACRL” via David Free. Because the migration was subsequently postponed and the ACRL website is down at the time of this report, I am unable to provide direct links to these announcements.  

Framework Sandbox Committee 2019-2020 Sandbox Promotion, Outreach, and User Education Subcommittee (PROMO) This subcommittee’s purpose is to promote the Framework for Information Literacy
Sandbox site through outreach and user education to increase engagement with the site through a series of ongoing tasks, including developing a marketing plan and marketing calendar for the site and collaborating with IS to promote the site using both established and new communications channels. This activity relates to the objective identified above because this work requires collaboration between stakeholders to promote and increase engagement with the Sandbox site; increased engagement will lead to librarians more effectively sharing their Framework-related resources in support of expanding our collective understanding of information literacy, teaching and learning, and pedagogy. This year, the Promotion, Marketing, and User Education (PROMO) Subcommittee focused on building a marketing plan and establishing a marketing calendar for use by the Sandbox Committee over the next 3-5 years. The subcommittee met on a monthly basis throughout the year with some work completed via email in between meetings. The PROMO Subcommittee facilitated the submission of two articles to the IS Newsletter, one in the Fall 2019 issue and the other in the Spring 2020 issue. The Fall 2019 article focused on the work of the new IS Framework for Information Literacy Sandbox Committee, and the Spring 2020 article focused on a featured Sandbox resource and was authored by the resource’s creators. Both articles linked back to the Sandbox in an effort to increase engagement with the site. Because the IS website is down at the time of this report, we are unable to provide direct links to the Fall 2019 and Spring 2020 IS Newsletter publications where these articles are found. Framework Sandbox Committee. 2019-2020 IS Sandbox Committee Planning Documentation for a Sustainable Future. This short-term project has resulted in planning documentation written by the four subcommittees and the committee leadership team (Chair, Vice-Chair, and Secretary) that will ensure the smooth and sustainable maintenance, assessment, development, and promotion of the Framework for Information Literacy Sandbox site by the IS Sandbox Committee spanning across years in which committee membership changes annually. This activity relates to the objective identified above because it will provide the foundation for future collaborative work in support of the Sandbox site through the IS committee structure established in this inaugural year of the IS Sandbox Committee. Documentation - The short-term Documentation project was introduced to the committee at the beginning of the year at the first meeting in September. The project was revisited in early spring, by which point the subcommittees had fully assumed and operationalized their routine tasks. Subcommittees were prompted to compile and draft documentation of routine tasks and responsibilities of their subcommittees, and by midJune these files were deposited into a Google Drive folder within the wider Drive folder for the committee as a whole. Note that the documentation for one subcommittee — ASSESS — is pending because the steps involved in this subcommittee’s routine tasks were subject to change after the site migration originally scheduled for the month of June, but subsequently postponed; placeholder documentation is forthcoming in the new academic year, as the ASSESS Subcommittee Chair assumes the role of Chair of the committee as a whole. Finally, a Drive folder called IS Sandbox Committee Leadership Folder was created and contains files and documentation used by the outgoing Chair to lead the committee, and has been passed on to the incoming Chair and Vice-Chair, along with the Drive folder for the committee as a whole. Instructional Technologies Committee. The ACRL Instruction Section’s Instructional Technologies Committee uses Twitter to keep Instruction Section members and others in the profession informed about instructional technologies and the impact of technology on instruction. The posted articles, tools, and reports are designed to generate conversations among library professionals on enhancing their teaching (in physical and virtual environments) with digital technologies. These strategies can also be used to enhance conversations with faculty members and other campus partners such as instructional designers, student life coordinators, and more. The committee’s Twitter account is active throughout the year. Twitter statistics are shared among the committee at each meeting. The committee uses HootSuite to streamline this project. The @ACRL_IS_ITECH Twitter account currently has 1,063 Followers. Since July 2019, the account has gained 53 new followers and had 342 profile visits. The Research & Scholarship Committee published a Research Agenda conversation with Andrea Baer, which discussed political polarization and critical information literacy. This piece aligned with the objective of ‘expanding
understanding of the impact of IL on student learning. It was shared in the IS newsletter, over ILI listserv, IS social media, and members shared through their local listservs and channels. Fully met this objective.

Politics, Policy and International Relations Section (PPIRS): PPIRS worked with ULS and ANSS to co-sponsor an ALA Program on free speech and academic libraries (see above). The section continues to work closely with other groups in ALA (GODORT, RUSA) with developing programming and co-hosting information sessions.

Rare Books and Manuscripts (RBMS): See Objective 1. RBMS has an excellent track record of creating intersections with internal and external partners.

Science and Technology Section (STS): This is another core objective of the STS Information Literacy Framework Task Force. From the draft STS Framework objectives & goals: 1) Assists STEM librarians in bridging their IL expertise to STEM faculty’s disciplinary expertise; 2) Connects information literacy explicitly with STEM student success initiatives; 3) Informs collaboration on pedagogical research and involves students themselves in that research in a disciplinary context; 4) Helps create wider conversations about student learning, the scholarship of teaching and learning, and the assessment of learning on local campuses and beyond. The STS Liaisons Committee plays an active role with science and technology organizations to promote information literacy. Of particular importance is the liaisons’ involvement in the education divisions of these organizations, which enables STS to keep up with new trends in science and technology education and identify new opportunities to incorporate information literacy in student learning.

Women and Gender Studies Section (WGSS): The WGSS Framework Companion Document will serve to expand understanding of internal and external partners about the impact of information literacy on student learning. When the initial draft of the companion document was completed, feedback was sought virtually from WGSS members. Members were encouraged to add comments or questions onto a shared, open version of the document. The draft was revised to incorporate WGSS member feedback. The Companion Document was written in a style that will expand external partners’ understanding of the impact of information literacy on students. To ensure the relevance of the companion document to women’s and gender studies faculty and students, WGS vocabulary is used throughout and library terminology is limited. For example, when developing learning outcomes to accompany each frame, the committee chose to limit library terminology by using the terms “actions” and “attitudes” instead of “knowledge practices” and “dispositions.”

Asian, African, and Middle Eastern Studies Interest Group: AAMESIG collaborates with international researchers and has been including them for their presentations during Research Forum during ALA conference.


Image Resources Interest Group: Members of the Visual Literacy Task Force are increasing awareness about the important role of visual literacy both by their work on updating the guidelines, which included reaching out to and interviewing members of stakeholder groups - e.g. ACRL Sections and Interest Groups, the International Visual Literacy Association, the Visual Resources Association, the Art Libraries Society of North America and the UK/Ireland, and more. In addition, they are actively disseminating information about their visual literacy work via
conference presentations, webinars and other presentations in numerous venues. Detailed information about the VLTF and its work is available on the group’s project site.

**Library Marketing and Outreach Interest Group:** Communication strategies with partners is another key topic relevant to the interest group.

**Technical Services Interest Group:** Selected presentations that used collaboration with various partners throughout campus to promote and support student learning.

**Virtual Worlds Interest Group:** CVL’s Marly Milena Music Library resulted from a partnership with the group Octagon: Creative Exploration. The library’s purpose is to bring together Second Life musicians and teach about music culture in Second Life—including components of information literacy such as copyright. CVL’s digital citizenship drum circle exhibit signifies an ongoing partnership with Elder Voices, Inc., virtual world education community that addresses human rights and problem solving abilities. ACRL VWIG networks with both ISTE and the Virginia Society for Technology in Education and hosted several external speakers for our events in 2019-2020, including Dieter Heyne, Joyce Bettencourt, L. Christopher Bird, Fiona Fei, and Erik Moore In November 2019, CVL librarian Breiana Theodore also hosted a tour of the Nonprofit Commons Library she remodeled in built in 2018. The library specializes in resources for nonprofits, librarians, educators, and students, including grant resources. In February 2020, CVL Librarian Alyse Dunavant-Jones also presented on grant-seeking for virtual world nonprofits at the Nonprofit Commons, showcasing new resources to add to the library.

**Iowa:** Joint ILA/ACRL/IASL (Iowa Association of School Librarians) College & Career Readiness Committee Professional Development Committee leads book discussions on teaching and learning for anyone who cares to join Professional Development Video: Keeping UP in Iowa with Misinformation, which has academic librarians Dan Chibnall and Tim Arnold discussion misinformation and the need for lateral reading.

**Kentucky:** KACRL members hosted multiple sessions at KLA Annual Fall Conference related to working with internal/external partners to further IL efforts.

**Missouri:** MACRL co-sponsored a conference presentation with the Missouri Intellectual Freedom Community of Interest at the annual Missouri Library Association conference held October 2-4, 2019 in Kansas City, MO titled, “One Campus, One Read, Many Voices: How the Academic Library Can Support Campus Reading Initiatives” in which the audience learned how the library can serve not only as the center for research that supports a campus wide reading initiative, but also as a physical space where a diverse campus population can gather to learn about and discuss the culturally significant themes present in this work.

**Nebraska:** Collaboration Risks and Rewards: Let’s Jump on Three Erin Painter, K-UNO Creativity Library Manager, University of Nebraska at Omaha Joyce Neujahr, Assistant Dean of UNO Libraries, University of Nebraska at Omaha Vendors as Partners Password: 8d#R1P8 Annette Parde-Maass, Training and Consulting Partner, ProQuest Slide deck: https://unl.box.com/s/wp969mdn7q5f66n36i1wto5kooyy76oc

**New England:** On October 18, 2019, one of the New England Chapter’s interest groups, the New England Library Instruction Group (NELIG), hosted a half-day workshop on “The Minds of Gen Z: Best Practices for Instruction and Outreach.” The event featured a panel of high school librarians who shared their perspectives on higher education’s incoming students, their high school library experiences, and ideas around teaching strategies and student engagement. The event modeled sharing information and encouraging academic libraries to partner with K-12 educators to align academic librarians’ information literacy instruction with the learning needs of students.
New Jersey: The newsletters (both fall and spring) contained articles on different approaches to information literacy instruction at a variety of institutions. The User Education & Reference Committee discusses information literacy activities and initiatives during their meetings.

Ohio: The October 2019 ALAO Annual Conference (Columbus, OH) included the session “‘Maybe try to make it a little more engaging...’: Collaborating for Improved Information Literacy Instruction in a College Writing Course”. The abstract read: Beginning in the summer of 2017, the presenters, an English Faculty member and a Subject Librarian for English, began a collaboration to increase the depth of library-related instruction built into a revised College Writing II course design. As part of the process, the presenters surveyed the students on aspects of their library experience at the beginning and the end of each semester in order to gain feedback that would enable them to continually revise and improve the information literacy instruction. The surveys covered affective aspects of the students’ library experiences and also sought to gauge their understanding of information literacy topics. The research is ongoing, and beginning in the Spring 2018, this revised course began being offered by multiple faculty members and, as of Spring 2019, began being delivered as a fully online course. This presentation will share the discoveries made from three semesters of student survey responses, the ongoing revisions to respond to these discoveries, and also the process to convert the lessons to a fully online offering. The presentation will also demonstrate the value of such collaborations by sharing the perspectives of both an instructor and a librarian.

Oklahoma: The Oklahoma Chapter of ACRL interest group Community of Oklahoma Instruction Librarians (COIL) held its annual workshop on July 12, 2019, at Oklahoma State University. “2 Player Mode: Level Up Your Collaboration with Faculty” was led by Matt Upson, Associate Dean of Research & Learning Services at Oklahoma State University’s Edmon Low Library. The hands-on workshop focused on collaborations between librarians and faculty. After a brief discussion of the factors impacting collaboration and best practices for collaboration, attendees created resources such as a teaching philosophy and responses to common questions/misconceptions to improve their collaborations with faculty.

Oregon: In providing free professional development opportunities via our webinars, ACRL-Oregon has collaborated not only with academic library staff in Oregon, but in Washington and California as well. As we continue to provide these webinars, we expect to continue to highlight the work of local library staff, as well as further developing our relationships with those in our neighboring states.

RESEARCH AND SCHOLARLY ENVIRONMENT

GOAL: THE ACADEMIC AND RESEARCH LIBRARY WORKFORCE ACCELERATES THE TRANSITION TO MORE OPEN AND EQUITABLE SYSTEMS OF SCHOLARSHIP.

Anthropology and Sociology Section (ANSS): The ANSS Subject and Bibliographic Access Committee distributes a monthly cataloging Q&A, which promotes awareness, discussion, and understanding of access to specialized and even politicized information in sociology, anthropology, and criminology/criminal justice. ANSS’ discussion groups support librarian engagement with scholars, researchers, and practitioners; topics include open access and OER. The ANSS Resource Review and Bibliography maintains a LibGuide that provides public information and resources to librarians and educators (https://acrl.libguides.com/c.php?g=824630&p=5886689) and ANSS publishes its biannual, open-access newsletter, ANSS Currents, online. Most importantly, ANSS endorses and amplifies
statements from ALA, BCALA, and APALA denouncing violence and racism and shares antiracism resources with its membership.

**Community and Junior College Libraries Section (CJCLS):** To promote scholarly communication among community college librarians, the CJCLS established the CJCLS Scholarly Research Task Force fall 2019 now the CJCLS Scholarly Research Committee approved by the CJCLS Executive Committee June 2020.

**Digital Scholarship Section (DSS):** DSS Sponsored 1 Liaison Committee member to attend MLA 2020 which resulted in a detailed report on the development of digital scholarship within the discipline.

**Education and Behavioral Sciences Section (EBSS):** The Electronic Resources for Communication Studies Committee enhanced the Library Resources for Communication Studies electronic publication by the addition of OERs and call number ranges.

**European Studies Section (ESS):** ESS decided that future meetings involving presentations on issues relevant to a broad audience will be held online rather than in person, and the presentations will be recorded.

**Literatures in English Section (LES):** LES updated our section’s strategic plan to place more emphasis on the importance of diversity in libraries and librarianship, and to be inclusive of librarians working with creative writers, compositionists, and digital scholars, not just traditional literary scholars.

**Politics, Policy and International Relations Section (PPIRS):** The Professional Development committee hosted multiple webinars for our members about acquiring proficiency with certain sources for information (international treaties, for example). In each of these sessions the committee intentionally promoted both freely available and paid for sources of information.

**Rare Books and Manuscripts (RBMS):** RBMS has grown intentional in working toward a more inclusive set of speakers with planned sessions like New Voices, specifically inviting newly returning members. A keystone action by RBMS Executive was the request for ACRL to endorse the Protocols for Native American Materials. The ACRL Board of Directors, through a virtual vote held August 1–7, 2019, approved the ACRL’s endorsement of the Protocols for Native American Materials.

**Science and Technology Section (STS):** Explicitly addressed in the STS Framework, the STS Information Literacy Framework TF has been intentional in considering the ways in which academia and the sciences in particular have excluded particular voices or ways of knowing/sharing knowledge. While endeavoring to respect the foundations of sound science and authority, we’ve incorporated these ideas of inclusivity into the STS Framework, particularly through Knowledge Practices and Dispositions in Authority is Created and Contextual, Scholarship as Conversation, and Information has Value. The STS Nominating Committee sought to create a more open and inclusive process for identifying candidates for STS office by requesting nominations from all STS members. We created a Google Form for the nominations, and we sent the form directly to the emails of all STS members as provided by ACRL.

**Women and Gender Studies Section (WGSS):** One of the ways that WGSS advocates and models for more representative and inclusive ways of knowing is through its Framework Companion Document. For example, when address the Frame “Information has Value”, we state that “the production and distribution of information sources are increasingly controlled by for-profit ventures and may marginalize underrepresented voices, including, but not limited to, women and LGBTQIA people. WGS scholars value representation of these voices within and beyond traditional scholarly publishing, and use and create sources produced in traditions and formats that document lived experience (e.g. oral histories, memoirs, autoethnography, zines, etc.).” The document describes actions and
attitudes that will result in researchers finding and incorporating into their scholarship more representative and inclusive ways of knowing. Representative and inclusive ways of knowing are themes throughout the document.

**Academic Library Services to Graduate Students Interest Group:** Use a blind review system so that we don't just select presentation proposals from people we know.

**Asian, African, and Middle Eastern Studies Interest Group:** AAMESIG Research Forum always welcomes inclusion of variety of voices from the field to share their work with their colleagues and other researchers.

**Library Marketing and Outreach Interest Group:** Promotion of programming related to information literacy and scholarly communication, for events such as Wikipedia-edit-a-thons, Open Access Week, and Open Education Week, increase the reach of these conversations and perspectives.

**Residency Interest Group:** Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices. RIG is an information clearinghouse and resource for library residency programs, and provides information in an open model. RIG's website [https://acrl.ala.org/residency/](https://acrl.ala.org/residency/) is consistently updated with information unique to library residencies, including upcoming events hosted by the New Members and Mentorship Team and more. By maintaining an open model to our collective knowledge as well as engagement with other residents, RIG further supports individuals who may be interested in residencies but do not know where to begin their search.

**Technical Services Interest Group:** Promoted Interest Group’s activities on various appropriate listservs that reached a broad membership.

**Virtual Worlds Interest Group:** ACRL VWIG continues to hold monthly meetups in Second Life discussing relevant topics. All are welcome to attend these meetings, and we are exploring ways to allow potential attendees to participate outside of Second Life as well. In May 2020, ACRL VWIG led a tour of Fiona Fei's Art Space in Second Life. Fiona uses her BFA in Fine Art and MS in Visualization to explore her Chinese heritage through digital sculpture exhibits modeled after traditional Chinese brush painting. This is one of many immersive environments for education that ACRL VWIG has showcased over the years. CVL's Virtual Worlds Database also encourages new ways of knowing by collecting information about education-oriented virtual world communities (previously available predominantly in virtual worlds, spread out among individual communities’ spreadsheets, or once collected in databases that no longer exist) and adding them to a free, sustainable, and searchable database online. CVL has also hosts a growing wiki for virtual communities that complements the database and includes additional resources such as virtual world blogs and definitions. The wiki’s creator, Bethan Winslow (eCampus Instructional Designer, San Jose State University), is a CVL Board Member and ACRL VWIG participant. She has also pioneered a Hypergrid Resource Library in the 3D virtual world platform OpenSim; the HRL provides instructions and resources for accessing the hypergrid system that allows users to travel between multiple virtual worlds based in OpenSim (such as using the same avatar to travel between the Kitely grid and AvaCon’s grid instead of creating a new account to enter each world).

**Delaware Valley:** As a part of our fall program, we hosted Theatre of the Oppressed NYC. They emphasize the value of using movement and play to confront internalized biases. These methods are meant to get beyond the participants’ intellectual barriers to bring about a change in perspective.

**Nebraska:** Presentation titled PRIVACY IS PRECIOUS: PATRON DATA RIGHTS AND RESPONSIBILITIES focused on data and our responsibility to protect users.
New England: In January 2019, following extensive planning and pilot projects led by our Open Access Repository working group, the New England Chapter signed a memorandum of understanding with the University of Massachusetts Amherst to use UMass’s institutional repository to host the presentations, handouts, and other professional learning materials developed for Chapter conferences and workshops. These materials are made immediately open access online and are released under a Creative Commons license. All presenters at the Chapter’s Annual Conference and other events are strongly encouraged to submit their materials to the repository for open access and preservation. This new initiative models best practices for open and inclusive access. To visit the Chapter’s repository, please go to https://scholarworks.umass.edu/acrl_nec/.

Ohio: The October 2019 ALAO Annual Conference (Columbus, OH) included the session: “Get Out of the Archives: Preserving Northwest Ohio’s Islamic History through Community Collaboration and Engagement” This panel presentation will provide a progress report on a year-long community history project that is the result of a collaboration between an academic archive and an Islamic community center. The project aims to facilitate community-driven documentation and preservation of Ohio’s Islamic history through a series of public events, including a community digitization event, two exhibit openings and lectures/discussions. This presentation will primarily focus on the community digitization event held in May 2019, in which members of the general public are invited to bring historical materials of various formats relating to Northwest Ohio’s Islamic history to be digitally preserved. Participating community members receive digital copies along with preservation materials for their originals; the archive retains digital copies when permitted and plans to create an exhibit with selected digitized materials during the 2019-2020 academic year. Panelists will provide details on the planning, promotion, and implementation of the community digitization event; briefly discuss the planned exhibits and other forthcoming events; and discuss how the partnership has offered an exciting template for the archive to build upon in its community outreach and collection development efforts as it seeks to build more diverse regional history collections representing traditionally marginalized groups.

Oregon: ACRL-Oregon expanded our webinar series beyond the pilot phase; these webinars are free and open to any library workers (even outside of the Pacific Northwest), regardless of membership status. We plan to continue offering free webinars next year (5 per year) and to seek our diverse presentations from library workers across the Pacific Northwest. In doing this, we are helping make knowledge dissemination and access more democratic. ACRL-Oregon also provides professional development scholarships each year that support greater participation in professional development for its members.

RESEARCH AND SCHOLARLY ENVIRONMENT OBJECTIVE 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.

Anthropology and Sociology Section (ANSS): ANSS discussion groups, conference programs, and liaisonship are the main vehicles through which we offer professional development opportunities to members and build capacity in these areas. Our newsletter, ANSS Currents, and the LibGuide maintained by ANSS’ Resource Review and Bibliography Committee are open access and often feature information on open-access publications and resources.

College Libraries Section (CLS): Several members have given presentations on open access and open educational resources at local and regional conferences in recent years. We hope to increase interest in a state OER initiative.
Community and Junior College Libraries Section (CJCLS): The CJCLS Executive Committee approved the establishment of the CJCLS Open Educational Resource Task Force in 2018 and voted to change the Task Force to a Committee on June 23, 2020, CJCLS Executive Committee to Open Educational Resource Committee. The OER Committee published the ACRL/CJCLS OER Librarian Toolkit LibGuide. The CJCLS Communications Committee created a CJCLS twitter account to increase social media presence. The Communications Committee also reviewed and updated Facebook and the CJCLS Blog site. The CJCLS Communications Committee published an electronic newsletter twice this year. The CJCLS Executive Committee offered the Community College Hot Topics Forum for ALA Annual Conference 2020 in Chicago. The Hot Topics was not offered due to ALA Conference was canceled.

Digital Scholarship Section (DSS): Piloted the ACRL Digital Humanities Summer Institute scholarship program in coordination with ACRL members. ACRL became a sponsor of DHSI in 2019 and asked DSI to coordinate and manage the selection of scholarship winners. DSS developed a CFP for the opportunity, selection criteria and vetting process. The scholarship was available to ACRL members, and five ACRL members were selected to attend DHSI 2019. (link: https://acrl.ala.org/acrlinsider/archives/19021)

Distance Learning Section (DLS): Our Research and Publications committee held a Twitter chat and an Author Forum this year, highlighting work and authors from their popular Top 5 Articles blog posts. Many of the topics in this goal were covered in those events, so our membership had the ability to interact with the ideas of publishing and open access, and other scholarly communication issues.

Education and Behavioral Sciences Section (EBSS): The Scholarly Communication Committee ran a Twitter campaign during Open Education Week 2020 with the goal of enhancing members’ capacity to address issues related to scholarly communication. The event facilitated sharing information about open scholarship and author rights, and looking at open scholarship through an equity and access lens (e.g., proposing OERs as one solution to address textbook costs, importance of open data, etc.) and giving users who are authors a leg-up in understanding their rights to negotiating their copyrights. The Psychology Committee is creating discipline-specific pages for the EBSS Psychology LibGuide on the following topics: data management, reproducibility, open science, and open access publications.

European Studies Section (ESS): Many ESS members have complex roles within their organization, roles that include being a copyright consultant, or social science librarian. At the recent meeting, ESS librarians shared how they work with faculty who need data from various European countries, in multiple languages.

Literatures in English Section (LES): LES partnered with the European Studies Section to offer a well-attended forum on Open Educational Resources in the humanities, featuring a strong introduction to the concept and a plethora of examples from the National Library of Spain.

Politics, Policy and International Relations Section (PPIRS): The Professional Development committee has held multiple Zoom sessions with regards to supporting our members who are International Affairs/International Relations librarians. Traditionally PPIRS has focused on Political Science and Politics, and Professional Development facilitated training and conversations outside of these subjects. The Vendor/Publisher Liaison & Review committee published a comparison in the PPIRS newsletter of various subject specific databases, which turned out to be prescient as members make decisions regarding purchasing with reduced materials budgets in the coming year.

Rare Books and Manuscripts (RBMS): RBMS continues to make progress in integration of existing thesauri into a new resource. The Controlled Vocabularies Committee made substantial progress by completing review of four thesauri and substantial progress on the remaining two. COVID-19 understandably delayed some work, but
conversations with Library of Congress continues in preparation for linked open data publication. The Bibliographic Standards Committee continues work on the development of BIBFRAME to accommodate the descriptive needs of the special collections community as well as to provide a community standard for making citations to published bibliographies in the description of rare materials and other descriptive standards. All are made available openly and freely.

Science and Technology Section (STS): The STS Assessment Committee is working on a number of best practice documents including one dedicated to data collection. In addition, the Committee has been working on a data management plan to support the entire Section. The STS College Science Librarians Discussion Group has provided an opportunity for discussion about data services. In January 2020, the STS Government Information Committee hosted its first online Federal Science Agency Update. The event was designed around a common theme of federal public access policies. Attendees had the opportunity to increase their knowledge of the current federal public access mandates and learn strategies for engaging with researchers about the public access mandates. Documentation including slide decks, links, articles, questions on practical applications of topic and summarized discussions from two online presentations sponsored by the STS Hot Topics Discussion Group was shared online both to webinar participants and the larger STS and ACRL community to serve as a continuing resource for librarians supporting faculty education on research metrics and those advocating for change away from accepted but flawed measurement of scholarship. These resources were shared openly via the ACRL STS Midwinter Libguide (https://acrl.libguides.com/sts2020midwinter/hottopics). The STS Information Literacy Committee is currently reviewing resources relating to “data” and “digital” literacy as a distinct and separate element of resource support for academic STEM librarianship (see: http://acrl.libguides.com/sts/scienceinfolit/DataIL). As an encompassing document that hopes to capture the multiple facets of developing expertise in information in the sciences, the STS Framework being developed by the STS Information Literacy Framework Task Force particularly addresses this through making explicit the ways in which novice and expert researchers approach the topics above. While the document particularly focuses on supporting teaching and learning in these domains, it also addresses the unique culture of these practices in STEM and hopes to accelerate open and transparent science by acknowledging them as foundational to the principles of science information and science scholarship. The STS Scholarly Communication Committee has offered a number of programs over the last few years that address some of the issues above, and more. We also have created, starting in 2016, Scholarly Communication Investigations (SCI), brief introductions to over a dozen different scholarly communication topics. Those SCI posts are openly available at https://acrl.libguides.com/scipost/1 The STS Science Resources: Discovery and Access Committee maintains the blog Insidescienceresources.wordpress.com to provide tips on science and technology information resources, with an emphasis on those that are open access. The primary audience is academic science librarians; however, the posts may be useful to researchers, and perhaps secondary school teachers as well. We have found that our posts are appreciated by those at institutions with limited subscriptions to science databases, and in this way, we are helping to reduce disparities. Eleven posts are typically made in a year, with links distributed via the STS listserv, Facebook, Twitter, and Instagram.

Women and Gender Studies Section (WGSS): Traditionally, the WGSS sponsored poster session at ALA Annual was an opportunity to address issues related to scholarly communication. Unfortunately, we were unable to have a poster session this year due to COVID 19 and the cancellation of in-person ALA Annual.

Asian, African, and Middle Eastern Studies Interest Group: AAMESIG Research Forum have had numerous presentations about open access, digital scholarship, cross national collaborations to promote open access and will continue to promote these topics.
**History Librarians Interest Group:** HLIG collaborated with RUSA’s History Section in fall 2019 to create a program proposal for ALA’s 2020 Annual Meeting, which was accepted. The panel, “Bridging the Past and the Present: History, Democracy, and Civic Engagement in Chicago’s Libraries and Archives,” focused on civic engagement programming and voting rights initiatives within Chicago’s libraries and archives. It explored innovative ways in which these institutions promote civic literacy by facilitating access to and promoting dialogue around historical information. Due to the COVID-19 pandemic, the 2020 ALA Annual meeting in Chicago was canceled. HLIG and the History Section are working together to turn the panel into a webinar for fall 2020.

**Library Marketing and Outreach Interest Group:** Scholarly communication in libraries requires communication with stakeholders. A frequent topic in the group is the dissemination of information about library services related to scholarly communication as well as methods for successful outreach to campus stakeholders to engage them in discussions related to open access, and other relevant aspects of scholarly communication. For example, members discuss their libraries’ plans for Open Access Week, often sharing ideas and social media strategies to engage students and faculty in relevant programming.

**Technical Services Interest Group:** Provided a forum for members to present on these topics.

**Virtual Worlds Interest Group:** ACRL VWIG was involved in CVL’s Marly Milena Music Library which launched for ACRL’s April 2020 meeting. Librarians and library volunteers discussed the issues they encountered in collaborating as well as displaying, cataloging, and documenting virtual world musicians and their music. New Media Arts, Inc. (another ACRL VWIG partner)’s Antique Pattern Library is also undergoing a re-haul in regard to display, cataloging, and copyright as it relates to distributing antique patterns which are in the public domain (but which reside mainly in antique books that must be scanned before online dissemination). CVL librarians have formed a committee to undertake the task. CVL continues to use the social media platform Discord to interact with VR educators—that is, educators who are new to virtual worlds and who mostly use headset VR. ACRL VWIG is assisting CVL in connecting with these new, global virtual world users. In addition to Discord, CVL is also exploring and participating in VR worlds such as AltspaceVR, Sansar, and High Fidelity. CVL strives to understand ways that desktop VR differs from headset VR differ in potential as knowledge creation systems.

**Alabama:** Publication advice for tenure and promotion in academic libraries webinar

**Delaware Valley:** Building on the Open Education ACRL Roadshow the chapter hosted the previous spring, we developed a community of interested librarians. We also curated a collection of Open Education Resources that included regional organizations committed to OERS for our website.

**Eastern New York:** A keynote speaker at the Spring 2020 conference had planned to speak on digital scholarship and equitable access. Ultimately, the conference was cancelled due to COVID-19 shutdowns.

**Iowa:** Professional Development Video: Keeping Up in Iowa with Open Access, which has librarian Abbey Elder discussing the topic of Open Access & scholarly communication

**Kentucky:** "Getting faculty buy-in for Open Educational Resources" KACRL member presentation at Fall Conference.

**Louisiana:** The chapter’s peer-reviewed journal, Codex, provides immediate open access to its content upon publication.

**Minnesota:** During our annual business meeting at the Minnesota Library Association conference we held a poster session where members shared their research & work hosting research sprints for faculty, preparing students for
publishing, participating in their institution’s restorative justice initiative to address academic dishonesty, providing exhibit spaces in the library, and undertaking curriculum mapping to integrate information literacy into their institution’s liberal arts curriculum.

**Missouri:** MACRL hosted a webinar on July 12, 2019 at Washington University on the topic of Copyright and Open Educational Resources. Participants had lunch, a tour of the Olin Library, and viewed the webinar/had discussion.

**Nebraska:** presentation to membership: Promoting Faculty Scholarship (slide deck)  
Corinne Jacox, Catalog/Reference Librarian, Law Library, Creighton University

**New England:** On July 14, 2020, the New England Chapter’s Research Data Management Interest Group and the Scholarly Communication Interest Group co-sponsored the Research Data Management Roundtable. This half-day virtual event featured a panel and roundtable discussion. Repository management and data services librarians learned and shared perspectives about topics ranging from generating administrative and researcher buy-in to cross-departmental collaboration and technical support. The previous Research Data Management Roundtable was held July 26, 2019 at the University of Vermont and focused on library use of data, data ethics, and consent. The eleventh and twelfth in this RDM Roundtable series, these events enhanced Chapter members’ capacity to address issues related to scholarly communication, especially data management.

**New Jersey:** The Bibliographic Control & Metadata Committee meet to have discussions on several of these topics. The Archives & Special Collections committee collaborated with the Atlantic City Public Library to assist in digitization of old records.

**North Carolina:** Our chapter has access to two free ACRL e-learning webcasts each year, one of which will be selected to feature a topic relevant to scholarly communication.

**Ohio:** The October 2019 ALAO Annual Conference (Columbus, OH) included the session “Data Curation: Opportunities for Service”. The abstract read: Data Management Plans are becoming an important part of grant and publication proposals, yet many researchers are still in the dark about best practices in data management. This presentation will report on my efforts to educate faculty at my institution about the importance of data hygiene. The presentation will also act as an introduction to data curation for librarians who have not worked with data management plans before.

**Oklahoma:** OK-ACRL partnered with Carpentries instructors at Oklahoma State University and the University of Oklahoma to host a two-day online workshop on Library Carpentries at no charge to participants. The workshop included lessons in OpenRefine and Regular Expressions. Learning objectives for Open Refine included using facets and filters to work with a subset of data, correcting data problems through a facet, using clustering to identify and fix replace varying forms of the same data with a single consistent value, how to run transformations based on Boolean values, and how to export data in different formats from OpenRefine. Learning objectives for Regular Expressions included using regular expressions to match words, email addresses, and phone numbers and using regular expressions to extract substrings from strings (e.g., addresses).

**Oregon:** ACRL-Oregon held two webinars this past year on the topic of data and power and privilege in knowledge creation. These include “Data Visualization: Who, What, When, Where, Why, How,” and “What is Quantitative Data Really Good for? Throwing great big noisy fusses about white colonial power structures *An ode to Ramona Quimby*.”
Texas: Organized virtual conference sessions for the TLA annual assembly concerning library's publishing open access journals

Wisconsin: This was going to be a big part of our conference, but it was cancelled.

RESEARCH AND SCHOLARLY ENVIRONMENT OBJECTIVE 3. INCREASE ACRL’S EFFORTS TO INFLUENCE AND ADVOCATE FOR MORE OPEN AND EQUITABLE DISSEMINATION POLICIES AND PRACTICES.

Anthropology and Sociology Section (ANSS): Discussions about open, equitable access take place in many of our committees, with the principles infusing most of our ongoing work. This objective is manifest in the work and products of the Instruction and Information Literacy Committee, the Resource Review and Bibliography Committee, and the Publications Committee while our liaisons advocate in their respective professional organizations for open, equitable access at every stage of scholarly communication.

Digital Scholarship Section (DSS): Member of the DSS Executive Committee (including DSS past-past-chair) convened with ACRL Board Member, ACRL Staff Liaison and the current President of ACRL to discuss the policies, restrictions, and lack of transparency that inhibit anti-racist work in our Sections and the sense of community and solidarity that membership are craving from their professional organization. Requested a review of the ‘statement policy’ to be supportive rather than restrictive. Advocated for anti-oppressive facilitation training for ALL ACRL leadership. Communicated the need for transparency and communication between ACRL Board/Staff and membership; division wide group meetings to facilitate cross pollination and intersectional networking and programming. Clarified ways to communicate upward needs and concerns of membership to be better addressed by ACRL and ALA.

Distance Learning Section (DLS): The DLS Standards committee worked hard to create an infographic version of our standards, which should help with the dissemination of the Standards more widely.

European Studies Section (ESS): The European Studies Section works closely with libraries and librarians in Europe. It could be said that Europe is where the Open Access movement started.

Rare Books and Manuscripts (RBMS): RBMS completed and received approval from ACRL for revisions of the Code of Ethics for Special Collections Librarians (approved 6/22/2020), Guidelines on Access to Research Materials in Archives and Special Collections Libraries (approved 2/5/2020), and the Task Force to Revise the Guidelines on Exhibition and Interlibrary Loan of Special Collections continues to make progress. The Code and Guidelines will be made available on the RBMS website for anyone to view.

Science and Technology Section (STS): The STS Framework developed by the STS Information Literacy Framework Task Force will perhaps best address these by acknowledging and identifying open science and open access practices as essential aspects of science information literacy. In working with partners outside the library using this document, it is hoped that the document can serve as an advocacy tool, particularly in working with new researchers entering the sciences as undergraduates and graduates. The STS Frames Information has Value and Authority is Constructed and Contextual include Knowledge Practices and Dispositions towards these ends. The STS Publications Committee serves in a consultative role with the editorial board of ‘Issues in Science & Technology Librarianship (ISTL)’, the STS journal. ISTL has always been, and will continue to be, an open access publication.
**Academic Library Services to Graduate Students Interest Group:** Make presentation slides as well as speaker notes available on our LibGuide and ALA Connect space. Make our virtual presentation recordings available on these spaces as well.

**Asian, African, and Middle Eastern Studies Interest Group:** AAMESIG continues to promote ACRL’s open and equitable dissemination policies through discussions, presentations and sharing these with its members and beyond.

**Library Marketing and Outreach Interest Group:** Again, by sharing strategies of outreach and marketing, we help each other improve the reach of our messages in advocating for more equitable dissemination policies and practices in academia and beyond.

**Technical Services Interest Group:** Encouraged membership to present on various charge related topics where changes to policies and practices occurred.

**Virtual Worlds Interest Group:** ACRL VWIG partners with Rockliffe University Consortium, which maintains open access academic databases online; this differs from many libraries’ use of subscription-based academic databases. Furthermore, CVL’s Virtual Worlds Wiki and Virtual Worlds Database are both open access and rely on crowdsourcing. The Dickens Project also focuses on public domain resources, such as Project Gutenberg. This is similar to CVL’s dissemination of public domain books and audiobooks in its demonstration library in Second Life. Similarly, CVL’s Music Library, Nonprofit Commons Library, and Digital Citizenship Museum emphasize high quality open access resources. ACRL VWIG meetings are open to all, and we are taking steps to stream, record, caption, and upload meetings to YouTube for further dissemination.

**Eastern New York:** ENY/ACRL financially supported a member to take Library Juice academy courses focused on Open Educational Resources (OER).

**Georgia:** Georgia Chapter organized a viewing of the ACRL webinar Copyright and Course Reserves. The webinar discussed options for lawfully making works available to students and faculty via electronic and media reserve services, including fair use. The viewings were held in six different locations across the state: Georgia College (Milledgeville, Georgia), Georgia State University Decatur campus, Georgia Southern Armstrong Lane Library (Savannah, GA), Frank & Laura Lewis Library, LaGrange College, UGA Law Library & UGA Libraries (Athens, GA), Odum Library, Valdosta State University. Seventy-nine participants registered to participate including academic librarians and staff of reserves departments. Each location held a discussion and invited additional speakers experienced in copyright issues. The discussions were centered around providing equal access to electronic reserves while adhering to the copyright rules.

**Kentucky:** KACRL hosted a summer LITA webinar "Universal parity to resources: Rethinking library access".

**New England:** See response to Question 11 above.

**Ohio:** The October 2019 ALAO Annual Conference (Columbus, OH) included the session “Advancing Your Open Content Initiatives: Practical Tips for Managing Open Content Resources”. The abstract read: The proliferation of open content presents both opportunities and challenges for libraries. Maybe you are years into executing your open content plan. Or maybe you are thinking it’s time to develop a plan. Wherever you are on your journey, there are ways to advocate, collaborate, and educate to advance your open content initiatives. In this session, industry experts will share ways your library can support open content, from enhancing workflows and increasing discoverability to creating awareness and building momentum. You’ll learn practical ways to collaborate with
publishers and library service providers, and educate internal stakeholders and students alike. Presenters will also provide examples of technologies available today that manage and integrate open content into your existing workflows to enhance its visibility and accessibility. These tools empower you to make decisions on how to best manage and deliver open content for your users.

**Oregon:** This past year, ACRL-Oregon decided to open up registration to our free webinars, making them available for any person who would like to attend, regardless of their membership status or location. We also made these videos available on our YouTube channel, furthering the openness and accessibility of these professional development opportunities.

### NEW ROLES AND CHANGING LANDSCAPES

**GOAL:** THE ACADEMIC AND RESEARCH LIBRARY WORKFORCE EFFECTIVELY FOSTERS CHANGE IN ACADEMIC LIBRARIES AND HIGHER EDUCATION ENVIRONMENTS.

**NEW ROLES AND CHANGING LANDSCAPES OBJECTIVE:** 1. DEEPEN ACRL'S ADVOCACY AND SUPPORT FOR THE FULL RANGE OF THE ACADEMIC LIBRARY WORKFORCE.

**Anthropology and Sociology Section (ANSS):** ANSS has a long history of holding joint conference socials as well as organizing joint conference programs with other ACRL sections; PPIRS has been an especially strong partner to date, but we have also worked with ULS in the past year. Socializing and collaborating with other sections helps to increase outreach and promote awareness of the work ANSS does while also cross-pollinating and thus strengthening the areas where our work intersects with other sections.

**College Libraries Section (CLS):** Several of our chapter members have been deeply involved with the Board of Regents' negotiations for Faculty contracts and standards, making sure that the librarian ranks are valued and recognized and that promotion is possible.

**Distance Learning Section (DLS):** This year, the DLS Discussion Group held an Ask-The-Room event centered around remote work and distance learning librarianship. It was fairly well attended and the conversation was very helpful for those transitioning to remote work in the time of COVID. The discussion was well timed, it happened just prior to the large scale shutdowns in March. Beyond that, they held an impromptu discussion forum with the theme "COVID-19" which was very popular and gave many librarians (74 attendees) a feeling of comradery and solidarity during a very difficult time.

**European Studies Section (ESS):** ESS includes a variety of staff, from PhD subject librarians to bilingual catalogers and paraprofessionals in Technical Services. Our committee and discussion group agendas show that we keep full range of the library workforce in mind when putting together programming.

**Instruction Section (IS):** The Mentoring Program Committee updated discussion prompts based on survey feedback from participants in the 2018-2019 program, to be more useful to participants. We also sent out an emergency COVID19 related prompt in April. The Mentoring Program Committee added an option for matching mentors/mentees who are librarians of color on the application form, and a preference for being matched with a librarian of color, to better support librarians of color in the mentoring program. While we had folks who wanted to be matched with a librarian of color mentor/mentee, we were not able to match everyone who asked due to lack of mentors of color.
Politics, Policy and International Relations Section (PPIRS): PPIRS had entirely virtual meetings this year, which helps encourage members to participate who cannot travel. Our Nominations committee worked tirelessly to recruit new members into positions on the PPIRS Executive Board, and our Membership committee continued its outreach.

Rare Books and Manuscripts (RBMS): RBMS has moved to more deliberately be inclusive in its committee membership by offering scholarships to returning attendees. A barrier has been the costly memberships. This year, ACRL waived the membership requirement and as a result the number of applicants increased. Exec encouraged and approved that 10-20% of funds for returning attendees. The Scholarships Committee was successful in implementing a successful scholarships program with the highest number of applicants, 135, an almost 100% increase than in previous year.

Science and Technology Section (STS): In the STS Liaisons Committee this past year, multiple liaisons provided reports on the activities of the annual conference or other events of their assigned organization. We are behind on adding these to the Committee’s website: http://www.al.org/acrl/aboutacrl/directoryofleadership/sections/sts/stswebsite/liaison/program-reports, but we now have a new web master and will be working on catching up to add reports not yet shown. These reports provide STS members with educational opportunities to understand the science and technology organizations and their relationship to science and technology librarianship, which may lead to further improvement of library services. The STS Membership & Recruitment Committee sent "Member Spotlights" to build connections among members and non-members. Additionally, the Committee sent messages to new, renewing, and dropping members, which helped show support to those individuals and appreciation for their part in the community.

Women and Gender Studies Section (WGSS): The WGSS Collections Committee maintains the Bibliography of Scholarship on Women & Gender Studies Librarianship which includes scholarship related to feminist or gender-based analyses of the library profession, as well as materials about the history of women in librarianship. WGSS also donated $1,078 from their FY20 Basic Services Fund to support the ACRL 2021 Conference Scholarship Campaign.

Asian, African, and Middle Eastern Studies Interest Group: AAMESIG strongly supports the academic library workforce by spreading awareness about the rights and privileges of the librarians and other staff members and making sure that everyone’s voices are heard.

Library Marketing and Outreach Interest Group: The Library Marketing and Outreach Interest Group is open and welcoming to all types of library workers. We do not require an MLIS to engage in discussion. Many members are non-librarian staff engaged in library marketing at their institutions. We also welcome library school students who bring fresh perspectives to our discussions.

Residency Interest Group: Residencies themselves are constantly evolving and often require great flexibility (both from the institution and the resident). RIG’s mission is to support the creation, implementation, research, and management of library residency programs. The interest group has significantly focused on helping residents succeed in their career through networking and professional development. RIG builds connections between residents, new graduates, and early-career librarians by creating opportunities to discuss, critique, and improve their residency experiences through conference panels, presentations, and posters, communicating in online communities, guided virtual discussions, or through publications in research journals. For example, RIG publishes a monthly ‘Resident of the Month’ feature which allows current and past residents to discuss their residency experiences as well as research interests and connects them to the wider library profession.
Technical Services Interest Group: Selected presentations that highlighted collaboration among different library departments to accomplish a goal.

Virtual Worlds Interest Group: While ACRL VWIG holds monthly meetings in Second Life, we encourage exploration into other 3D virtual worlds (such as Kitely and AvaCon) and beyond. This includes expanding into Webworlds (such as CybaLounge and 3DWebworldz) and social VR worlds that allow for both desktop and headset participation (such as High Fidelity and Sansar). ACRL VWIG is also expanding its online activities outside of virtual worlds, including streaming via Zoom (plans for more robust streaming in future), event recordings, and online resources like CVL’s website, wiki, and database; NMA’s Antique Pattern Library; and Rockliffe’s wiki. CVL offers reference desk and office hours in Second Life and is expanding reference desk/office hours opportunities to other virtual worlds such as Kitely and Sansar. CVL’s directors are also both available via email for individuals without a virtual world account. CVL’s board members and reference librarians (many of whom participate in ACRL VWIG) include law librarians, university librarians and librarians, eCampus Instructional Designer, virtual world librarians, HP Labs researcher, STEAM advocates, and K-12 media specialists. Members range from new to the workforce through retirement. Furthermore, ACRL VWIG meetings are diverse and open to all. Attendees include students, librarians, IT specialists, virtual world enthusiasts, scientists and researchers, archivists, educators, and more.

Delaware Valley: We provided free program attendance to students and individuals who indicated need, first-year librarians, and students. This helps to support the wide range of individuals working or working towards academic libraries. Many who demonstrated need were part-time librarians, students, and adjuncts. We also provided a library graduate student with $1000 scholarship to support their studies. This individual wrote an essay about their experience with diversity, equity, and inclusion in response to a prompt aligned with the fall program theme.

Eastern New York: ENY/ACRL surveyed its membership to better understand the barriers that prevent members from fully engaging in ENY/ACRL events and governance.

Iowa: Fall conference sessions representing information literacy, scholarly communication, technical services, and special collections areas of librarianship. ILA/ACRL call to advocate stopping the proposed reductions to the credit hour requirements for endorsements for certain teachers, including School Librarians presented by the Board of Education Examiners

Minnesota: In September 2019, ARLD wrote a letter urging the President of St. Cloud State to reconsider their decision to retrench four faculty members from the library. We followed that with the dissemination of information and resources to help our members advocate in support of these librarians. We held three open forums in March-May 2020 in response to Covid-19 in which we addressed a variety of topics including best practices for moving information literacy instruction online.

Missouri: MACRL hosted a conference luncheon at the annual Missouri Library Association conference held October 2-4, 2019 with guest speaker, Lauren Pressley, President of the Association of College and Research Libraries. Lauren spoke about academic libraries and leading organizational change.

New England: Scheduled for launch in summer 2020, the New England Chapter’s Strategic Framework will underscore the need for us to engage in more proactive outreach and engagement efforts aimed toward community college librarians, library school students, and paraprofessional staff, who are notably underrepresented in event attendance and leadership roles with the Chapter. In March 2020, the Chapter’s Board of Directors issued a Statement on COVID-19 and Libraries advocating for institutions to prioritize the health and safety of all library workers. We called for academic libraries to close and stay closed until the risk from COVID-19 had subsided. We urged that “all library workers, including student workers, be encouraged to telecommute or
granted fully paid leave, including health coverage, while facilities are closed.” We distributed this statement to our member email lists as well as to other regional library email lists. To read the statement, please visit https://acrlnc.org/home/statement-on-covid-19-and-libraries/.

New Jersey: The ACRL-NJ/NJLA CUS Distinguished Service Award is given out each year to a member librarian after a rigorous application process. The voting members of the Executive Board review nominating statements and CVs of the nominees and vote on the winner. The award is presented at the NJLA Conference. The Research Committee’s award is selected amongst several contenders of peer-reviewed research, many published in leading academic library journals. The award winner is publicized in the newsletter, announced at the annual NJLA Conference, and presents their work at a research forum at the NJLA Conference. The Technology Committee and Bibliographic Control & Metadata Committee also preside over awards, however, due to a low number of applications, neither committee announced a winner this year. The Nominations Committee seeks nominations for executive board positions as well as identify people who may be interested in running.

Ohio: ALAO supports a mentoring program from interested members, allowing librarians and support staff to work towards common professional goals.

Oregon: ACRL-Oregon also started a Slack channel for academic librarians to share resources and ideas for surviving school closures during COVID-19, including different channels for different areas of the profession (access services, instruction, outreach, etc.). This group is open and members are encouraged to invite others and create new channels to support other areas of librarianship. ACRL-OR also published the “How We Work During the Pandemic” series for the blog, which highlights library staff in different roles, and how they are coping with working during the COVID-19 pandemic.

Washington: Expand new member outreach to include librarians and other information professionals in research settings outside academia, especially research libraries unconnected to academic institutions which are open to the public. Two conference scholarships: one for a LIS student, the other for a first-time attending professional. Excellence Award recognizing and highlighting major innovations in academic and research libraries within the state.

Wisconsin: We provide scholarships for our conference to a range of library employees including early career and paraprofessionals. Again, no conference this year.

NEW ROLES AND CHANGING LANDSCAPES OBJECTIVE 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.

Anthropology and Sociology Section (ANSS): Many of our conference programs focus on advocacy and change in emerging areas of higher education, including the one we pitched for Annual this year on “Confronting the Myth of Neutrality: Academic Libraries, Advocacy, and Free Speech.” Each year, ANSS contributes funds to sponsor ACRL scholarships.

Community and Junior College Libraries Section (CJCLS): CJCLS advocated with ACRL leadership to increase the appointment of community college librarians within the ACRL committees.

Digital Scholarship Section (DSS): Much of the year was spent developing infrastructure to support the section and its membership. The Executive Committee migrated all section content from 2016 - 2020 to ALA Connect, and
modeled our commitment to transparency by creating spaces in ALA Connect that were entirely open to the public including all Discussion Group areas, and the DSS wide Connect space. In addition to the migration, the Executive Committee, in collaboration with the section’s Advisory Group (Committee Chairs, Members and Discussion Group Conveners) created the Digital Scholarship Section Handbook or Manual which was released June 2020 which includes details on section governance, expectations and the clear articulation of the DSS Community Agreement, the Professional Development Guidelines, use of the DSS Logo developed over the last few years. (link: https://connect.ala.org/acrl/viewdocument/2020-06-31-acrl-dss-manual?CommunityKey=973efc02-08ef-4ef8-879d-7754aa5369b2&tab=librarydocuments&LibraryFolderKey=&DefaultView=folder)

**Distance Learning Section (DLS):** Here I will again reference the hard work of our DLS Standards committee in rewriting the Standards, so that any librarian can look to the document and see the specifics needs and requirements for the distance and online learning field.

**Education and Behavioral Sciences Section (EBSS):** The Membership and Orientation Committee held a Student Career Forum and panel discussion to support new librarians. The Social Work Committee is in its final stages of compiling its companion guide to the ACRL Framework. Content from drafts is being converted into an ACRL Libguide and will soon be published to generate feedback from academic social work librarians, social workers, and social work professors. The process of creating this document, and discussion of the concepts of social justice (diversity, equity, and inclusion) between social work and the Framework, were presented at an ACRL webinar in May 2020.

**European Studies Section (ESS):** ESS works with the Center of Research Libraries, and CRL membership is open to institutional as well as individual members this means that ESS shares cutting edge research in collection development issues with its entire membership.

**Instruction Section (IS):** The Membership Committee hosted and recorded an online orientation for new members, explaining the structure of ACRL IS and membership information. We wanted new members to meet with IS leadership, so we invited the IS Chair and Vice-Chair to speak. The orientation was held in February and advertised two weeks prior to the event in IS social media, website, and listserv. The orientation can be found here: https://youtu.be/62mSmcXlYmQ. We had 17 attendees, 48 registrants, and 56 views of YouTube recording. Membership Committee. Based on recommendations from the 2018-2019 class of Emerging Leaders, the Membership Committee is working to create an IS new member welcome webpage to welcome potential and new members to IS and make IS policies and resources more transparent. The webpage is being submitted for executive approval and we hope to make it live in 2020 (when the IS website is available again) The Management & Leadership Committee organized the “Practical Application of the Theories Behind Team Building” webinar. One of the main objectives for this year’s series of professional development presentations was for presenters to integrate DEI issues into their topics. This was achieved in all of our webinars, which focused on a variety of different aspects of management and leadership. The webinar was organized by a small subcommittee who reached recruited the speaker(s), set up the logistics with ACRL, and moderated the presentation, which addressed the following: "Working in teams can be a productive method of completing complex tasks while also engaging in participatory learning. Team based work combines the skills, knowledge, and experience of individuals to work and create with innovation and efficiency. However, team building is an ongoing process and those in leadership should be thoughtfully intentional when it comes to team building. This webinar will look at team development models, their practical application, and use by managers and leaders.” The webinar was held in March and advertised through various ALA listservs. We had 464 registrations and 193 people attended.
**Literatures in English Section (LES):** Both the Reference and Collections Discussion Groups provided opportunities for librarians to discuss how their libraries have dealt with the crisis of the coronavirus pandemic. Participants were able to share information about their experiences with virtual reference and their libraries’ collection strategies at a time when students and faculty aren’t on campus and budget challenges are looming, as well as copyright issues that have arisen with certain materials, such as streaming video.

**Politics, Policy and International Relations Section (PPIRS):** PPIRS funded an ACRL scholarship with leftover section funds.

**Rare Books and Manuscripts (RBMS):** RBMS continues to develop conferences with timely themes. RBMS 2020 Conference was due to provide a particularly timely theme of Power, Resistance, and Leadership with seminars, workshops, and posters engaging the membership on issues of underground and alternative publications, direct advice to members on developing their personal brand for the job market. Plenary talks on flipping engagement with archives and the book in our current environment from leaders in our profession. Talks included Inspiring Social Justice Activism through exhibition work, diversifying book history, diversifying narratives through inventories and metadata, and implementing programmatic anti-racist descriptive practices. The Membership & Professional Development Committee intersects with other RBMS committees to provide membership with a myriad of important, mentoring, educational, and professional development opportunities.

**Science and Technology Section (STS):** The 2019/2020 STS Awards Committee selected the Section’s ALA Emerging Leader participant by providing ranked recommendations according to ALA Emerging Leader Selection Jury guidelines. At the ALA Midwinter Meeting in Philadelphia, Emerging Leaders were divided into eight teams to work on projects for ALA units and affiliates. The STS College Science Librarians Discussion Group has provided an opportunity for discussion of a range of challenges faced by college science librarians. From the Goals & Objectives of the draft STS Framework developed by the STS Information Literacy Framework Task Force, "The objective of this document is to provide a framework that science, engineering, and technology librarians, their faculty collaborators, and other educator stakeholders can apply, utilize, and customize to best align with local information literacy-related instruction and assessment towards development of student learning in the areas below, in an academic setting as well as for lifelong learning." The STS Professional Development Committee redesigned the STS mentorship program to better support a wider range of librarians.

**Women and Gender Studies Section (WGSS):** The WGSS Career Achievement Award and Award for Significant Achievement in Women and Gender Studies Librarianship recognize and promote the work of information professionals who are catalysts for transformational change in higher education. The Significant Achievement in Women and Gender Studies Librarianship award went to Shawn(ta) Smith-Cruz, Associate Dean of Teaching, Learning, and Engagement at New York University. Shawn(ta) Smith-Cruz was selected for her outstanding work with the Lesbian Herstory Archives to collect and preserve materials from the group Salsa Soul Sisters. The Career Achievement Award went to Emily Drabinski, Critical Pedagogy Librarian at the Graduate Center of the City University of New York, Librarianship because of her extensive work in publications, critical literacy instruction, and service to WGSS, as well as her mentoring of other librarians.

**Academic Library Services to International Students:** COVID-19 has presented significant challenges for international students who stayed in the US and especially those who can’t get here. It is essential for librarians serving international students to be aware of the entire spectrum of challenges, especially those associated with access, in view of the fact that many international students will be taking classes in online-only environment. ALSIG members aspire to work with colleagues in other areas of library services to raise awareness and brainstorm solutions.
Access Services Interest Group: The interest group held two virtual forums in the fall and one in the spring. The first forum, entitled “How to better serve our patrons experiencing homelessness and trauma,” and which had 334 attendees, examined trauma-informed approaches when working with patrons who experience homelessness and traumatic events. Presenters discussed the linkage between homelessness and trauma, an overview of the impact of trauma and explore how trauma-informed approaches can be implemented in a library setting. The second virtual forum in the fall, entitled “Dealing with Mental Health Issues as Front Line Staff,” and which had 94 attendees, discussed how front line staff could detect and assist users in crisis, effective strategies for maintaining a healthy workplace and developing a framework to promote mental wellbeing. The virtual forum in the spring, entitled “Hiring Diverse Talent and Rolling out the Welcome Mat,” and which had 321 attendees, focused on diversity in hiring and how libraries could proactively hire, support and retain diverse teams and why diversity in the workplace benefits everyone. The interest group also held a discussion at the 2020 ALA Midwinter Meeting in Philadelphia, PA.

Asian, African, and Middle Eastern Studies Interest Group: More work needed to expand AAMESIG memberships and include professionals who have innovative ideas to embrace change, take on leadership positions and effectively lead and manage.

Contemplative Pedagogy Interest Group: During 2019-2020, CPIG conducted its first ever survey of membership to determine what the group’s membership seeks from the interest group. Responses were limited, but we determined to host three sessions for members. We called the proposed sessions our “virtual community” meetings. Unfortunately, COVID forced those plans to be postponed. We will pick up the thread in Fall 2020.

Library Marketing and Outreach Interest Group: One strength of the group, in the active Facebook discussions, is the ability for members to test ideas and share early successes and challenges as they adapt to rapidly changing environments. For example, discussion about how libraries were responding to the Black Lives Matters movement that surged following the murder of George Floyd and how libraries were adapting events and outreach during stay-at-home orders due to the COVID-19 pandemic allowed members to get real-time feedback and support.

Residency Interest Group: Library residencies are limited-term positions, and, as most have a goal is to introduce new, diverse perspectives to the hiring library, RIG works to support the academic library workforce in embracing change and transition through a variety of resources and opportunities. This is particularly true for the 2019-2020 RIG community, which has seen great societal change which has inevitably impacted their day-to-day in academic libraries.

Technical Services Interest Group: Provided a forum for presentations that highlighted efforts that demonstrated this these efforts.

Virtual Worlds Interest Group: ACRL VWIG is a leader in exploring both VR and Artificial Intelligence. Active members of ACRL VWIG, both CVL directors (Dr. Hill and Alyse Dunavant-Jones) also have leadership and board roles with NMA. All CVL reference volunteers receive resources and training from a professional librarian. ACRL VWIG members are also active leaders and participants in major virtual worlds events such as the Dickens Project and VWBPE—both of which explore ways our communities are evolving. In June 2020, Valerie Hill presented at an Educators in VR meeting advocating awareness for 3D virtual world platforms for education. Bethany Winslow presented at the June 2020 iLRN conference with the same goal. ACRL VWIG monthly presentations also often highlight crucial needs being overlooked in higher education and virtual worlds. For example, Marie Vans’ August 2019 presentation “Archiving/Preserving Virtual Worlds Artifacts” explored ways to ensure virtual content does not disappear when a person passes away or leaves a virtual community.
**Delaware Valley:** We had a spring program planned that was meant to have librarians consider the importance of failure to innovation and personal development. When this program was cancelled due to COVID-19, we quickly organized a virtual event meant to give regional librarians a forum to discuss their experiences and practices adapting to the new needs of students and faculty during this difficult time. The event was entitled, Convening Librarians: Creating community and supporting students during COVID-19. Our agenda was to develop a shared understanding for how COVID-19 and the affiliated closings are affecting regional academic libraries and students, brainstorm strategies to create community and support students, and crowdsource resources we could use to do this work. This program was well attended, with approximately 70 participants, and was appreciated.

**Georgia:** In May 2020, GA chapter representative organized the viewing of the webinar Developing your Leadership Potential: Effective Practices and Innovative Ideas. The webinar discussed recently published ACRL books that address different aspects of leadership. Due to COVID-19 and many academic libraries physical buildings being closed, we were not able to gather librarians in person for viewing and discussion. Instead we offered all who registered viewing of the archive, so they can participate in live online discussion of the webinar content. One hundred fourteen academic librarians registered to participate in the discussions held on two different dates.

**Iowa:** Creation of evolving COVID-19 GoogleDoc of Resources for academic librarians in Iowa, including a google sheet where librarians can update the close/open situation of their library Weekly Town Halls since mid March for ILA/ACRL members to gather and talk about questions or concerns they are facing in their library amidst the pandemic Teamed up with University of Iowa to create a book returns library collaboration project, creating a state-wide map of institutions willing to accept textbooks from students during the pandemic, whether from their institution or not.


**Minnesota:** We held three open forums in March-May 2020 in response to Covid-19 in which we addressed a variety of topics including managing new and different workloads, addressing the digital divide among students, and providing outreach and community engagement in fully online environments.

**Missouri:** MACRL sponsored a poster session at the annual Missouri Library Association conference held October 2-4, 2019 in Kansas City, MO titled, “Activist Hour: Sharing Strategies for Social Justice Work.” A poster session that displayed information about #critlib and current social justice issues in LIS. The poster session highlighted inspiring movements along with suggestions on how to take action in the library. MACRL also co-sponsored a conference presentation with the Missouri Professionalism, Education, Employment, and Recruitment Community of Interest at the annual Missouri Library Association conference held October 2-4, 2019 in Kansas City, MO titled, “Does It Bring You Joy? Letting Go of Policies, Procedures & Resources That No Longer Fit.” The attendees of this session were presented with examples and ideas to be bold in decision making processes relative to their library’s resources, services and community.

**Nebraska:** presentation to membership on Managing Library Operations during the COVID-19 Pandemic: Successes and Challenges. Discussed how libraries transitioned to remote work including training our staff.
New England: On October 4, 2019, the New England Chapter’s Leadership Development Committee hosted Strategic Planning 101, an all-day workshop at Bryant University. The workshop was a blend of theory, practical experience, and hands-on exercises and tools to support library staff in engaging in strategic planning work at all levels of their organization. With 34 participants, the event was well-attended and well-received. Chapter leaders subsequently held informal conversations with the Boston Library Consortium to co-sponsor a follow-up workshop. In spring 2020, the Chapter’s Electronic Resources Management (ERM) Interest Group and Information Technology (IT) Interest Group planned a half-day conference on the theme of “transitions,” aimed at helping library staff with ERM-related or IT-related responsibilities to navigate and lead change. Speakers and venue were already confirmed and registration about to open when the event had to be canceled due to the COVID-19 pandemic. The Chapter’s interest groups plan to hold the event sometime in 2021, whether in person or virtually.

New Jersey: With the COVID-19 pandemic came seismic change in how New Jersey academic librarians completed their work. The state’s stay at home order (updated March 21 to include academic libraries) led to all academic librarians needing to shift in-person activities to online. While our meetings are always virtual, we focused our discussions on how members were adjusting to the pandemic and to share successes and challenges. Several committees, including Reference & User Education and Assessment, held meetings to discuss operations during the pandemic. The Bibliographic Control & Metadata Committee (BCMC) rewrote their mission statement to more closely align with ACRL’s. By highlighting announcements (promotions, job changes) in each issue, the newsletter promotes change and supports new careers in the LIS field.

North Carolina: Our chapter has access to two free ACRL e-learning webcasts each year, one of which will be selected to feature the topic of advocating and leading changes to increase diversity in the academic library workforce in terms of gender, race, sexual orientation, etc.

Ohio: The October 2019 ALAO Annual Conference (Columbus, OH) included the session "Doing Democracy with Libraries as Leaders: Collaboration and Development of Integrated Plans for Civic Engagement on College Campuses". The abstract read: While most college campuses make efforts towards democratic engagement and service learning, academic libraries are often just one piece of the whole. In this session, however, attendees will learn how library leadership in such efforts can lead to greater participation and an expanded view of how we can help students to become informed and engaged citizens. This session will demonstrate how centering library learning outcomes and frameworks for information literacy helped one library to shift the focus on democratic engagement efforts (such as voter registration) to a more expansive view of civic engagement—which we define as practices intended to improve or influence a community through deliberation, collaboration, and reciprocal relationships and community-building. This resulted in an integrated plan for civic engagement, created collaboratively by the library and their partners. Though libraries can—and should—be leaders in these efforts, it would be impossible and inadvisable to do this work alone. Instead, this session will demonstrate the effectiveness of centralizing information and breaking down silos between campus and community units already engaged in this work.

Oklahoma: OK-ACRL held its annual conference on November 8, 2019, at Tulsa Community College’s Northeast Campus. "The Expanding Role of the Academic Librarian" featured keynote speaker Matt Cook of Harvard Libraries. Cook presented on innovation spaces and library facilities. Additional presentations by academic librarians covered a wide range of topics, including developing and implementing software instruction and data literacy programs, improving information literacy methods, and bringing liaison services to patrons. A special panel examined the expanding roles of academic librarians at a variety of institutions. OK-ACRL recognizes exceptional service and leadership provided by a chapter member to the organization and/or COIL by presenting an annual Outstanding Service Award. The November 2019 award winner, Toni Hoberecht of the University of Oklahoma, is a
A dedicated member of OK-ACRL who has served on the board in multiple positions, most recently as the 2019 Secretary and Chair of the Bylaws Subcommittee. During the past year, OK-ACRL officers and board members continued working towards establishing an endowment that will provide two annual travel scholarships to chapter members. These travel scholarships are intended to provide support for attending professional development trainings and conferences out-of-state so that Oklahoma-based academic librarians have more opportunities to network with leading experts and learn cutting edge information that will help them be leaders and change advocates at their institutions. In order to accomplish our goals with the endowment, we added a new Board position of Development Coordinator to direct OK-ACRL fundraising activities and manage any endowments.

**Oregon:** The theme of our regional ACRL Fall conference (October 2018) was “Reimagining Advocacy: Personal, Professional, Political.” We sponsored a session by the Oregon Library Association’s lobbyist on how to craft an elevator pitch. We then asked attendees to develop an elevator pitch for something they wish to advocate for. Our conference built capacity in the Pacific NW library community around advocacy.

**Texas:** Organized virtual conference sessions for the TLA annual assembly that talked about change in the role of academic libraries such as being a publisher.

**Washington:** Conference keynote programming with Dr. Ralina Joseph that provided participants an opportunity to practice identifying and interrupting microaggressions in the workplace.

**NEW ROLES AND CHANGING LANDSCAPES OBJECTIVE 3. INCREASE DIVERSITY, CULTIVATE EQUITY, AND NURTURE INCLUSION IN THE ACADEMIC LIBRARY WORKFORCE.**

**Anthropology and Sociology Section (ANSS):** In the Executive Committee, we have been discussing ways to reform our nominations and appointments processes to promote diversity, equity, and inclusion among active membership and leadership in the section. As mentioned previously, ANSS endorses and amplifies statements from ALA, BCALA, and APALA denouncing violence and racism and shares antiracism resources with its members.

**Community and Junior College Libraries Section (CJCLS):** The Section meets online in place of face to face meetings at quarterly and ALA Midwinter. To address travel and conference attendance as a barrier to participation and volunteer service in the Section, quarterly meetings, ALA Mid-Winter, and ALA Annual offer the opportunity to join the meeting online. The Section still plans on meeting at ALA Annual Conference but will also provide online participation by members who cannot attend. CJCLS presented EBSCO Community College Learning Resources Leadership Award 2020 and the EBSCO Community College Learning Resources Program Award 2020 to the recipients during the June 1, 2020, CJCLS Online Discussion Forum. The Awards are always presented at ALA Annual Conference at a special dinner on Friday evening. We had the pleasure this year of presenting the two awards to a broader audience online.

**Digital Scholarship Section (DSS):** The Executive Committee published an open letter in response to the murder of George Floyd, providing both support, outlining DSS action items the section leaders intend to take, resources for education, learning, healing and exposure to Black culture. (link: https://connect.ala.org/acrl/communities/community-home/digestviewer/viewthread?GroupId=59362&MessageKey=cbec3d7c-63a6-4932-a63d-b5ef7228ddea&CommunityKey=973efc02-08ef-4ef8-879d-7754aa5369b2&tab=digestviewer&ReturnUrl=%2Facrl%2fcommunities%2fcommunity-home%2fdigestviewer%3fcommunitykey%3d973efc02-08ef-4ef8-879d-7754aa5369b2%26tab%3ddigestviewer)
**Distance Learning Section (DLS):** This year, the Distance Learning Section brought to a vote to officially change our section name to the Distance and Online Learning Section. The hope is that with a more inclusive section name, we will be more inclusive to librarians who work in jobs that aren’t necessarily “distance learning”; this is also an effort to expand the larger understanding of online learning and its function in higher education.

**Education and Behavioral Sciences Section (EBSS):** EBSS contributed funds to the ACRL scholarship fund.

**European Studies Section (ESS):** Because ESS members have a long history of working with resources and people from both dominant and marginalized/minority communities we are used to environments of diversity and inclusive. It’s what we do. For example, at a recent meeting we shared the work of the Council for European Studies (CES) Race Network.

**Instruction Section (IS):** The Management & Leadership Committee organized the "Emotions in the Workplace" webinar. One of the main objectives for this year’s series of professional development presentations was for presenters to integrate DEI issues into their topics. This was achieved in all of our webinars, which focused on a variety of different aspects of management and leadership. The webinar was organized by a small subcommittee who reached recruited the speaker(s), set up the logistics with ACRL, and moderated the presentation, which addressed the following: "Many different forms of work contain a requirement, often unspoken, for employees to “put on a happy face,” and careers like librarianship, with high customer-service interactions requiring emotional labor, often tax employees’ physical and emotional health. This work can be even more draining for employees who are marginalized by virtue of their race, religion, sexual orientation, gender identity, or disability. Leaders are influential in setting the stage for how emotion work is viewed in an organization and can thus play a role in creating conditions that encourage emotionally healthy work environments for everyone. In this session, we’ll discuss the science behind emotional labor, emotional intelligence, and emotional regulation and offer suggestions for leaders to implement that lessen the negative impacts such work can bring and enhance emotional understanding and management." The webinar was held in February and advertised through various ALA listservs. There were 473 registrations and 222 people attended the webinar. The Management & Leadership Committee organized the "Managing Up with EDI in Mind: Collaborations to Strengthen a Community" webinar. One of the main objectives for this year’s series of professional development presentations was for presenters to integrate DEI issues into their topics. This was achieved in all of our webinars, which focused on a variety of different aspects of management and leadership. The webinar was organized by a small subcommittee who reached recruited the speaker(s), set up the logistics with ACRL, and moderated the presentation, which addressed the following: "Librarians who lead teaching programs often face challenges such as lack of formal authority, uneven participation in teaching initiatives, and lack of shared language and priorities surrounding diverse instructional services offered within an institution. At the University of Delaware Library, Museums, and Press, we recently discovered that these challenges, while familiar to longstanding instructional programs, are also true for a fledgling leadership development effort, and that collaborations between these two programs has powerful potential for cultural and structural change. In this session, the presenters will share how their partnership strengthened their individual programs and their ability to center Equity, Diversity and Inclusion (EDI) in their practice. Participants will reflect on how you engage EDI concepts in your instructional program and practice and where there is room for improvement; discuss the intersection of instruction skills and leadership and management skills and brainstorm ways to link these conversations on your own campus; and understand the value of strategic partnerships to get buy-in and support program goals." The webinar was held in April and advertised through various ALA listservs. There were 569 registrations and 259 people attended. Mentoring Program Committee added an optional spot for pronouns on mentor/mentee application form. Some people used this, some didn’t, we believe it should be left there for future use.
Literatures in English Section (LES): In response to the ongoing crisis of racist violence in the United States and the death of George Floyd specifically, LES released an open letter supporting the BCALA’s Statement Condemning Increased Violence and Racism toward Black Americans and People of Color. LES has formed an ad hoc committee to create an action plan to further integrate equity, diversity, and inclusion into our practice as a section; this committee’s work will take place over the next year.

Rare Books and Manuscripts (RBMS): RBMS has a multi-faceted, multi-pronged, and deep approach to DEI actions. All leaders in RBMS are committed to diversity and inclusion. While the Diversity Committee has taken the lead on multiple efforts listed forthwith, all RBMS members are asked to and encouraged to take responsibility for DEI efforts. The following are just some examples: Led by Exec, Diversity, Scholarships, and or the 2020 Conference Planning Committee: -Led discussions on DEI incidents at RBMS Conference 2019. -Developed and planned for DEI training for RBMS 2020 Conference participants. (2020 Conference cancelled due to COVID-19, but will resume for 2021 RBMS Conference) -Intentionally looked for DEI approaches during proposal review by using a rubric – Diversity Committee members provided comments on all proposals. -Led a DEI Reading Group, with excellent attendance and discussions.

Science and Technology Section (STS): The STS College Science Librarians Discussion Group has provided an opportunity for discussion about anti-racism/social justice. The STS Information Literacy Framework Task Force hopes to contribute to this critical objective by creating a foundational document for STEM librarians that addresses historical inequities and marginalized communities and the impact this has had on the way science information is shared and created. While a small part of the larger work to be done in this area, it is a goal that every librarian finds representation and space within this document for their particular experience, and how they bring that experience to their teaching and research work in the sciences.

Women and Gender Studies Section (WGSS): To nurture inclusion in WGSS and the academic workforce, the WGSS Membership Committee began exploring the possibility of a mentorship program. The committee’s next step is to survey WGSS members to gauge interest and collect feedback about a mentorship program.

Asian, African, and Middle Eastern Studies Interest Group: AAMESIG is a very diverse group of people that promote equity and inclusion in the library workforce

Library Marketing and Outreach Interest Group: The group is international and actively contributes to conversations regarding diversity, equity, and inclusion. Group rules were set in March to ensure the group flourished under an inclusive environment. Specifically, the rules prohibit “personal attacks, insults, hate speech, harassment, or behavior deemed ‘trolling’ by the current moderators.”

Residency Interest Group: Library residency programs were established 30 years ago with the intention of increasing the hiring pipeline of qualified and talented individuals from underrepresented racial and ethnic groups. RIG hosted the COVID-19 ACRL RIG Town Hall Meeting that was a discussion on how to provide support for BIPOC residents, fellows, and other folks in term and precarious positions due to the impact of COVID-19. By creating a safe space to communicate successes and difficulties, RIG supports residents as whole individuals, hoping to lend to an overall positive academic library workforce experience for individuals from underrepresented racial and ethnic groups.

Technical Services Interest Group: Provided a forum for presentations that highlighted efforts that demonstrated this these efforts.
Virtual Worlds Interest Group: Virtual worlds attract diverse and typically under-served users such as seniors and persons with disabilities. ACRL VWIG strives to welcome these users as well as others through our partnerships with organizations like Whole Brain Health and Virtual Ability. Virtual worlds like Second Life also attract women more than traditional virtual platforms (such as massively multiplayer online role-playing games like World of Warcraft). This gives ACRL VWIG the opportunity to encourage and advocate STEM for women and girls. ACRL VWIG also works with VCARA (as an organization within a diverse, global graduate program) to connect with Master of Library and Information Science and Master of Archives and Records Administration students from many different backgrounds.

Iowa: Follow ILA’s Diversity and Inclusion Committee’s discussions and recommendations, using their monthly emails as resources. Blog post "ILA/ACRL stands with ILA on Racism and Social Justice": http://www.iowaacrl.org/content/node/770 Guest blog post from ILA/ACRL member "GET LOUD: No more shushing and “being nice” from white library workers": http://www.iowaacrl.org/content/Juneteenth

Minnesota: In lieu of the annual one-day conference, ARLD Day, we invited Fobazi Ettarh to deliver a virtual keynote on the topic of “Loving Libraries AND Loving Yourself,” which addressed the topic of vocational awe. Ettarh discussed how vocational awe perpetuates inequities by promoting a mindset in which libraries are beyond reproach and critique, leading to roadblocks in advancing equity, diversity, and inclusion.

Missouri: MACRL sponsored a poster session at the annual Missouri Library Association conference held October 2-4, 2019 in Kansas City, MO titled, “Become a Global Librarian.” The poster session highlighted how individual librarians can enhance their knowledge of international librarianship and develop a global perspective on the library profession.

Nebraska: Presentation at Annual Conference titled DIVERSITY WORK: EXPLORING WORLDVIEWS & PRACTICING DIALOGUE provided exercises and discussion to help participants build an understanding of their own worldview and how that influences their librarianship. Exercises and discussion will focus on topics in diversity including race, gender, sexuality, physical abilities, religion/spirituality, inclusion, and privilege.

New England: To foster an inclusive and welcoming environment at our Annual Conference (postponed in 2020 due to the COVID-19 pandemic), the New England Chapter developed and continues to enhance a detailed code of conduct. The Chapter is exploring ways to provide formal training to volunteers responsible for upholding the code of conduct. In 2020, the Board of Directors voted to incorporate the Code of Conduct into our official operations manual, affirming that the Chapter “is dedicated to providing an inclusive and harassment-free community experience for everyone.” The statement is publicly posted at https://acrlnec.org/about-us/, and the latest Code of Conduct is available at https://acrlnec.org/annual-conference/code-of-conduct/.

Ohio: The October 2019 ALAO Annual Conference (Columbus, OH) included the session “Learning to Listen Up: Advocating for and Collaborating with Student Employees for a More Effective Workforce” The abstract read: Student employees are a vital part of this library’s workforce. Without them, it would be difficult to sustain the services we provide. Over the last few years, we have developed a more deliberate approach to student employee hiring and training, emphasizing their roles within the library mission and the value of their library jobs in preparation for the workforce. This process has taken time, mandatory training, good humor, and food. The work within public services really coalesced with the hiring of the student coordinator for public services. Tasked with uniting and supervising a workforce of 30, the coordinator commenced this work during a library renovation. In making an effort to meet with each student employee, developing ongoing training, communicating regularly, and celebrating milestones, the department quickly saw results. Very shortly, student employees were offering feedback, suggesting workflow improvements, and presenting ideas at library staff meetings. This session will ask
attendees to consider whether or how they recognize student employees as essential members of the library workforce. Attendees will learn successful strategies and techniques that they can use to empower their student employees. They will also hear from student employees and brainstorm ways that they might advocate for and collaborate with their student employees.

**Oregon:** With our new free webinar series, we decided to open them up to all academic library workers, not just ACRL-Oregon members who tend to be in professional positions. We hope to engage a diverse array of library workers with our webinars, both as attendees and presenters. The ACRL-Oregon Board also published a statement of concern in response to a racist and tone-deaf article in the OLA Quarterly, in which a retired librarian dismissed EDI efforts as unnecessary.

**Washington:** Started a conference planning blog to report out on decisions and updates, and to include all members is the process

**Wisconsin:** This year we developed a Code of Conduct for the conference.

### ENABLING PROGRAMS AND SERVICES

#### EDUCATION

**Arts Section (Arts):** Working with the Women & Gender Studies Section, we spent this year planning our program at ALA titled "Building bridges between libraries and marginalized arts groups: A closer look at engaging with women artists of Mexican ancestry to preserve their work."

**Digital Scholarship Section (DSS):** The Professional Development Committee, in collaboration with Outreach Committee and the EDI Committee, updated the documentation/guidance on providing professional development opportunities to include details on how to weave EDI into programming protocols in addition to an update to the guidelines to include virtual professional development facilitation.

**Education and Behavioral Sciences Section (EBSS):** The Education Committee is planning a digital poster session as low-barrier professional development opportunity.

**European Studies Section (ESS):** We have formal and informal liaison relationships with Modern Languages Association (MLA), Association for Slavic East European, and Eurasian Studies (ASEEES).

**Academic Library Services to International Students:** The group’s co-conveners and incoming co-conveners recorded a panel session for the course in academic librarianship at the iSchool at Syracuse University. The session focused on the role academic libraries play for international students and addressed various aspects of services to this group of users. The plan is to use the recorded panel will in the course for the next 5 years.

**Digital Badges Interest Group:** The Digital Badges Interest Group (DBIG) offered two virtual presentations, one in the fall (November 2019) and one in the spring (June 2020), that helped our community members learn more about digital badging technologies and best practices. Recordings and slides from the meetings were added to the DBIG LibGuide for those who were unable to attend in person. In the fall, guest speaker Taylor Kendal presented a future-focused talk on “A Reframing of Value and Trust in the New Learning Economy.” ACRL Vice-President/President Elect candidates Lynn Silipigni Connaway and Julie Garrison also attended the beginning of the meeting for a brief Q&A. The event had 58 registrations. At our spring meeting we hosted Michelle Van Noy and Heather McKay of Rutgers University, who presented a framework for assessing the quality of micro-credentials.
The speakers considered the value of non-degree credentials in the context of the COVID-19 crisis. There was a lot of interest in this presentation, which drew 129 registrations and generated a good amount of discussion.

**Image Resources Interest Group:** The Image Resources Interest Group (IRIG) hosted two meetings in this reporting period. The first, a midwinter meeting, was held on January 21, 2020. It included three presentations on visual literacy and related topics and presentations by the two candidates for ACRL Vice-President/President Elect. The second, originally intended to be an in-person meeting at the ALA Annual Conference, was instead held online on June 29, 2020 and featured two talks. Both meetings, formatted as Discussion Forums, were recorded and links to the recordings were posted on the IRIG Google Site: https://sites.google.com/site/acrlirig/meetings

**Residency Interest Group:** RIG continues to populate their website and blog (http://acrl.ala.org/residency) with content throughout the year, including job postings, updating the residents and programs directory, and adding readings of interest to its resources page. Many of these are also distributed through its active listserv (acrl-rig@lists.ala.org). In addition, members of RIG are contributing to the Residencies Revisited: Reflections on Library Residency Programs from the Past and Present book co-edited by Preethi Gorecki and Arielle Petrovich.

**Technical Services Interest Group:** The Technical Services Interest Group (TSIG) sponsored presentations at ALA Midwinter Meeting and had a Zoom Meeting event in lieu of the cancellation of the regular ALA Annual Conference that fostered education in regards to technical services in academic and research libraries. At Midwinter in Philadelphia, David Van Kleeck, Chair, Cataloging and Discovery Services, George A. Smathers Libraries, University of Florida, presented “Celebrating Cuban Global Discovery of the Cuban National Library’s Catalog Records.” Cara Calabrese, Acquisitions & Access Librarian, presented “Changing methods of streaming video acquisition: Benefits & Challenges,” and Charlene Chou, Coordinator, Distinctive Collections Technical Services, “The Digital Humanities: Rethinking of the Roles of Technical Services Librarians.” This session had 24 people in attendance. Since the regular ALA Annual Conference was cancelled, our group decided to sponsor two virtual presentations via Zoom on Tuesday, June 23. Joy DuBose, Assistant Professor, Special Collections Cataloger at Mississippi State University Libraries, presented “Cataloging Virtual Reality programming: why and how” and Jennifer Culley, Lead Acquisitions Librarian, Continuing Resources & Collections, University of Nevada, Las Vegas, “Merging all Acquisitions functions into one cohesive unit: a case study at University of Nevada, Las Vegas.” We had 294 people register for this event and provided the recording for ACRL to post on its YouTube Channel.

**Virtual Worlds Interest Group:** ACRL VWIG embraces embedded librarianship within virtual worlds, traveling into these virtual environments to interact with, research, and assist users educational communities. For a list of 2019-2020 ACRL VWIG monthly meeting dates and topics, please visit our 2019-2020 Programs – ACRL VWIG Google Doc (https://docs.google.com/document/d/1ILA4zf1VRVaoMGkDuSB1UZdEQX8Y490MHHjCEJokaE/edit). In addition to ACRL VWIG monthly meetups, ACRL VWIG also participated in the following educational activities:

- Ongoing – recruiting and teaching volunteers at CVL’s reference desk
- Ongoing – CVL tours with students and educators all over the world, including Turkey
- 9/1-9/30/19 – Virtual Worlds MOOC 19 presentations
- 12/14-12/15/29 – OpenSimulator Community Conference presentations
- 12/4/18 – Dickens Project: VCARA Reads Three Dickens Holiday Stories
- 3/26-3/28/20 – VWBPE 2020 presentations and immersive experiences
- 5/2/20 – Fantasy Faire LitFest: VCARA Reads “The Tale of the Trader and the Jinni”

**California:** CARL 2020 Conference: Embracing courage, candor, and authenticity in academic libraries. This face-to-face conference was shortly converted to an online conference. Keynote speakers included Keynote: Brooke Binkowski, “Knowledge is Power: How Disinformation Helps Fascist Regimes and Good Information Ends Them” and La Loria Konata, “Working as a “Free Ass Muhfucka”: Authenticity As a Revolutionary Act for Social Change.”
Session were for new librarians, dealing with diverse populations, collections in social change; information equity, etc.

**Georgia:** The Carterette Series Webinars are free professional development webinars hosted by the Georgia Library Association which highlight trends, best practices, and innovation in libraries. GA ACRL Chapter and Academic Library division sponsor pre-conference and programs during annual Georgia Libraries Conference (October) Georgia ACRL chapter organizes viewing of two ACRL webinars.

**Illinois:** IACRL had a very active year in hosting professional development activities. We hosted our annual Unconference in October. In previous years, this was a ticketed event but we were able to get sponsorship for the 2019 Unconference and offer the program for free. In November, we collaborated with Reaching Across Illinois Library System (RAILS) for “My Library Is….Online Roundtable.” In 2019, we held monthly virtual journal club meetings and then bi-monthly meetings in 2020. In January, we began the IACRL webinar series with a presentation on OER. We had planned to host an ACRL webinar viewing in March but it was canceled due to coronavirus. We created a new conference called Spark and it was held virtually on May 15. We collaborated with RAILS for the Spark conference as well. All education was free of charge.

**Iowa:** Professional Development Committee: monthly email of opportunities (free and fee-based)

**Louisiana:** The chapter, along with the Louisiana Library Association, provided scholarships for free attendance at the Louisiana Virtual Academic Library Conference to current MLIS students.

**Maryland:** Conference session on women's voting rights at the Maryland Library Association/Delaware Library Association Joint Conference (postponed to October 2020 due to COVID-19)

**Minnesota:** We hosted one ACRL webinar and discussion, presented a virtual keynote by Fobazi Ettarh, and held a poster session at our annual business meeting at our state association’s conference.

**Nebraska:** two grants for research and professional travel were offered to the membership.

**New England:** Each year, the New England Chapter invites applications for a number of scholarships and awards from library staff and library school students living or working in New England. In 2020, the Chapter awarded a Continuing Education Scholarship ($500 value), which is meant to “enable a member of the Chapter to pursue continuing education or professional development opportunities related to librarianship.” Our recipient will utilize the scholarship to participate in the Institute for Research Design in Librarianship, a weeklong seminar in Los Angeles.

**North Carolina:** Our chapter has access to two free ACRL e-learning webcasts each year, one of which will be selected to provide a continuing education opportunity for our members.

**Ohio:** ALAO awards the Continuing Education Grant each year to support the cost of participating in professional development opportunities. ALAO also sponsors the Support Staff Presenter Grant and the Student Presenter Grant, providing support for a student and a support member to present at the ALAO Annual Conference.
ENABLING PROGRAMS AND SERVICES

PUBLICATIONS

https://acrl.libguides.com/ANSS_IIL/Sociology_Draft_Documents

College Libraries Section (CLS): Our state library association produces a regular newsletter, to which our members frequently contribute.

Community and Junior College Libraries Section (CJCLS): CJCLS Newsletter - two publications Fall 2019 and Spring 2020

Distance Learning Section (DLS): 4 Top 5 Article Posts (released quarterly)

Education and Behavioral Sciences Section (EBSS): EBSS Newsletter

European Studies Section (ESS): ESS newsletter 2 x year, ESS website with subject-focused and language-focused resource pages.

Instruction Section (IS): Communication Committee. IS Newsletter. The IS Newsletter is a biannual electronic publication, published in the fall and spring. Its purpose is to share practical information about instruction and topics relevant to instruction, recommended instruction-r

Literatures in English Section (LES): The most recent editions of our section newsletter, Biblio-Notes, were published in Fall 2019 (Issue #74) and Spring 2020 (Issue #75).

Politics, Policy and International Relations Section (PPIRS): In addition to the PPIRS newsletter, the section’s Social Media Coordinator and Webmaster have worked to make PPIRS events more visible, and to increase the content published on these platforms.

Rare Books and Manuscripts (RBMS): RBM Journal, News blog, Cataloging standards, teaching resources, career FAQ and more.

Women and Gender Studies Section (WGSS): WGSS publishes a newsletter in the spring and fall. The WGSS website publishes several resource lists for librarians, including the Bibliography of Scholarship on Women and Gender Studies Librarianship, the Research Agenda for Women and Gender Studies Librarianship, Core Books List, and Core Journals List. Over the years, WGSS has accumulated a great deal of online material, including newsletters, brochures, various publications, blog postings, web pages, and more. The location of these items is scattered and can be found on both the old and new WGSS websites, in ALA Connect, and in the ALA Archives at the U of Illinois at Urbana-Champaign. As a result, an ad hoc committee was formed to review existing WGSS archived materials and make recommendations for preserving and providing access to materials, ensuring user discoverability and consistency. Upon approval from the WGSS Executive Committee, the ad hoc committee will implement recommendations.

Image Resources Interest Group: We previously migrated the legacy Digital Images Collections Guide to a LibGuide in response to requests to make this resource publicly available. During this reporting period we had preliminary
discussions with the leader of the original Guide team. A new task force is planned for the coming year to begin work on updating the Guide.

**Technical Services Interest Group:** Report to "Technical Services Quarterly" on Interest Group activities.

**Virtual Worlds Interest Group:** ACRL VWIG events and affiliate events were predominantly published on CVL’s blog ([https://communityvirtuallibrary.org/news/](https://communityvirtuallibrary.org/news/)) and VCARA’s blog ([https://ischool.sjsu.edu/vcara-blog](https://ischool.sjsu.edu/vcara-blog)). ACRL VWIG also has a hand in CVL’s projects ([https://communityvirtuallibrary.org/news/](https://communityvirtuallibrary.org/news/))

**Alabama:** Newsletter published quarterly

**California:** CARL newsletters can be found at [http://www.carl-acrl.org/archives/newsletter/](http://www.carl-acrl.org/archives/newsletter/)

**Delaware Valley:** We published a post on cultural humility to our Blog in September to introduce the topic to our community and in January we published an in-depth follow-up dialogue, by the chapter leadership, reflecting on the Fall program and how to apply cultural humility to our everyday library work.

**Georgia:** The Georgia Library Association's peer-reviewed journal is called Georgia Library Quarterly.

**Illinois:** The IACRL Newsletter was published in Fall 2019 and Spring 2020.

**Iowa:** Blog that is updated by Electronic Communications Committee: [http://www.iowaacrl.org/content/node](http://www.iowaacrl.org/content/node)

**Kentucky:** Association's IN-FO-CUS newsletter, Kentucky Libraries

**Louisiana:** The chapter continues to edit and publish Codex, which is a peer-reviewed journal examining academic libraries and librarianship.

**Maryland:** Articles in the Maryland Crab quarterly newsletter, including "Trailblazing Collaboration: Social Networking in Nature."

**New England:** Presentations and handouts from the New England Chapter’s Annual Conference, as well as from the New England Library Instruction Group’s events and workshops, are now posted in UMass Amherst’s institutional repository. The Chapter does not publish a newsletter or blog.

**New Jersey:** Our chapter’s newsletter is published in the fall and the spring. Multiple members have published individually. The Annual Open Membership meeting was featured in the ACRL Chapters Council newsletter.

**New Mexico:** Blog: [https://acrlnewmexico.wordpress.com/](https://acrlnewmexico.wordpress.com/)

**Ohio:** Publications by ALAO members are recognized in the quarterly newsletter.

**Oregon:** ACRL-Oregon maintains a blog, which includes new postings at least once per month, though usually more often. We post a mix of association news, calls for advocacy, posts about the impact of our activities, and information about ACRL-Oregon members, library leaders, and libraries in Oregon.

**Washington:** Two issues of chapter newsletter published: fall 2019 and spring 2020.

**Wisconsin:** We collaborated with our state ALA chapter to provide information for our members through regular articles in their newsletter. We also had a member and former board member featured in the ACRL Chapters Topics Newsletter
ENABLING PROGRAMS AND SERVICES

ADVOCACY


**College Libraries Section (CLS):** This year several members attended Legislative Day at the state capital to advocate for libraries in higher education.

**European Studies Section (ESS):** engagement with collection development in a time of Covid budget crises

**Rare Books and Manuscripts (RMBS):** We advocate across institutions as well as within our home institutions. In 2020, after many institutions found themselves closed because of the pandemic, RBMS offered a mechanism by which the membership could share their plans for closure. Members found it to also be an advocacy tool as they were able to point to other peers putting the safety of their staffs first. We also seek better understanding and advocacy of special collections work within ALA and ACRL.

**Virtual Worlds Interest Group:** ACRL VWIG explores and promotes 3D virtual worlds, web worlds, and VR worlds. We also use our meetups and other events, conferences, and projects to promote the Virtual Worlds Database to help librarians and educators enter virtual worlds and find each other in virtual worlds. The CVL wiki works towards a similar goal: uniting and combining the efforts of virtual world educators and librarians.

**Alabama:** Legislative liaison

**Delaware Valley:** Sara Wingo was the board’s legislative liaison this year. We collected interest from volunteers in participating in next year’s national library legislative day.

**Georgia:** Georgia Library Day is held each year during the legislative session. The Georgia Library Association, in cooperation with the Georgia Library Media Association and the Georgia Association for Instructional Technology, holds this event for librarians and other library advocates to visit legislators face to face to urge them to support Georgia libraries.

**Illinois:** IACRL worked with the Illinois Library Association’s Advocacy committee to enhance the Bigger Than a Building advocacy campaign to include academic libraries.

**Iowa:** ACRL Government Relations Legislative liaison who emails chapter members about opportunities to advocate on behalf of libraries. Utilize the ALA Advocacy Alerts, as well as communication from national ACRL and Iowa Library Association’s Government Affairs Committee. Lobby from Home day. Members invited to contact and share stories with state representatives. ILA Legislative Day. Members invited to attend the ILA Legislative Day and meet up with state representatives. ILA/ACRL May Day Advocate Day Virtual Discussion, with John Culshaw from the University of Iowa. This discussion focused on advocating for library workers during the pandemic. Mobilization to combat the cut of 24 TL positions in Davenport school district

**Kentucky:** National Library Legislative Day Activities (since NLLD was cancelled this year)

**Minnesota:** ARLD’s legislative liaison participated in the planning of legislative forums to help members articulate their legislative priorities to local representatives on Library Legislative Day and has advocated to shift our state
association’s legislative platform to be more inclusive of all types of libraries and their users, particularly academic libraries.

**New Jersey:** The ACRL-NJ Legislative Representative publishes quarterly Legislative Digests, with information on statewide bills relevant to libraries and higher education. The ACRL-NJ Executive Board posted a statement supporting NJLA’s statement for library building closures during the pandemic.

**Oklahoma:** OK-ACRL participated in American Library Association’s #FundLibraries 2020 Campaign by sending a letter to our state senators on why Oklahoma libraries should be fully funded. We urged the senators to vote “yes” for federal funding of libraries.

**Oregon:** Our legislative representative serves on the Oregon Library Association’s legislative committee and advocates for the inclusion of issues of concern to academic librarians to their agenda. National Library Legislative Day was cancelled this year, so our representative was unable to attend. The ACRL-Oregon Board advocated for (1) the need to support libraries closing during COVID-19, including writing a letter to HEC, and (2) vocalized the importance and value of academic library personnel by submitting a letter in support of faculty librarians retaining their full-time status at the University of Oregon.

**Wisconsin:** Our members participated in the state ALA chapter organized Legislative Day in Madison Wisconsin.

### ENABLING PROGRAMS AND SERVICES

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<tr>
<th>MEMBER ENGAGEMENT</th>
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<tbody>
<tr>
<td><strong>Anthropology and Sociology Section (ANSS):</strong> Social media (Facebook &amp; Twitter) and conference socials as well as ACRL social coordination with AAA, ASA, ACJS liaisons to identify and connect other ANSS members attending those conferences.</td>
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<tr>
<td><strong>College Libraries Section (CLS):</strong> The SDLA poster session is frequently promoted. This year because of Covid-19, our conference will be virtual, as will the poster session. We are hoping even more people may be able to participate than usual because there will be no need for travel.</td>
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<tr>
<td><strong>Community and Junior College Libraries Section (CJCLS):</strong> CJCLS Twitter and Facebook  CJCLS Blog</td>
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<td><strong>Digital Scholarship Section (DSS):</strong> Digital Scholarship Centers Discussion Group piloted two virtual discussions; one approach by seeding the DSS-L listserv with predetermined questions to prompt conversation across the section and another by hosting a live-chat posted on DSS-L. DSS Piloted structured onboarding for all DSS Leadership (including Committee Chairs and Members and Discussion Group Conveners)</td>
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<td><strong>Distance Learning Section (DLS):</strong> Chair’s welcome &amp; other notes throughout the year  Weekly social media posts, FB, Twitter, Slack about events and other news from the section  2 recruitment emails from the Chair  Social events planned for 2 conferences that were later cancelled due to Covid, social event moved to virtual format of Drinks &amp; Jeopardy.</td>
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<td><strong>Education and Behavioral Sciences Section (EBSS):</strong> Social Media: Twitter, Facebook to promote events, hot topics, successes, etc.; Virtual Social for ALA Annual</td>
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<td><strong>European Studies Section (ESS):</strong> ESS website and Libguides. Facebook and Twitter presence. Happy Hour at MW and Annual, Social at Annual, greeters at programs. A new initiative of online webinars; ess - ; listserv</td>
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Instruction Section (IS): Communication Committee. IS website. During the 2019-2020 committee cycle, the web editors oversaw and maintained the IS website (Wordpress) per the web maintenance guidelines (https://acrl.ala.org/IS/join-us-2/other-positions/web-siteco-administrators-position-description/web-sitemaintenance-guidelines/). This involved coordination with other teams and task forces as well as the ALA Office. Activity is a continuous project. The web administrators continued to maintain the IS Wordpress site to the best of their ability. For the greater part of the year, this went well and the website was fully functional and reliable. However, given the close relationship with the ALA web presence, there are sometimes issues that are out of their control. Communication Committee. IS social media. The social media team worked to generate content that drives enthusiasm and interest in IS-related themes and events. Additionally, the Social Media Best Practices document was reviewed and updates recommended to reflect changes in the social media platforms and usage norms. Content to be posted to IS social media accounts can be submitted via a web-based form and must comply with IS social media policies. Communication Committee. IS listserv update. This project is still in progress and is looking into the process of sunsetting inactive lists (some of which have been inactive for a number of years). Project is not yet complete. The continuing Listserv admin will continue to work with Megan Griffin at ACRL and the IS Chair to identify and determine how best to archive or sunset defunct lists.

Literatures in English Section (LES): The LES Membership Committee hosted its first ever virtual social on June 15, in lieu of our usual face-to-face social at ALA Annual. The event was a success and we gave away two gift certificates to online independent bookstores.

Politics, Policy and International Relations Section (PPIRS): Due to the COVID-19 pandemic, PPIRS had to adjust the last 1/3 of the year to working in unusual circumstances, often exclusively from home. The PPIRS newsletter focused on providing tips to members during this time, and the Professional Development committee continued to schedule Zoom sessions on important topics. The Membership committee sent communications to all new members. The section hosted a virtual awards ceremony in June for the Marta Lange Award winner. PPIRS committees will continue to use Zoom to conduct outreach to members, and the PPIRS-L listserv still continues to help members navigate this difficult time while still providing service to our users.

Rare Books and Manuscripts (RBMS): Website, Twitter and Facebook, social events, webinars, recruitment and promotion work across sectors.

Science and Technology Section (STS): STS Members-at-Large organized two social events during the 2020 ALA Midwinter Meeting – a reception on Friday evening sponsored by SPIE and a dinner on Saturday evening sponsored by IOP Publishing – that offered attendees the opportunity to network or re-connect with each other.

Women and Gender Studies Section (WGSS): The WGSS Membership Committee has been working this year to address the statistics/data reporting requested by the ACRL Section Membership Committee and members of ACRL Staff. The committee has focused on sending monthly emails to welcome new WGSS members, thank renewing members, and say good-bye to departing members. The membership committee is responsible for planning the WGSS social at the ALA Annual Conference, but due to this year’s cancelation, a social event for was not held. WGSS has a social media presence through Twitter and Facebooks, and continues to maintain the WGSS-L mailing list.

Academic Library Services to Graduate Students Interest Group: Our Listen and Discuss webcasts for fall (affect and graduate researchers) and spring (online services for graduate students) each attracted approximately 150 registrants. Our new task force on notable works related to library services for graduate students creates more opportunities for interest group members to get involved.
**Academic Library Services to International Students:** ACRL Academic Library Services to International Students Interest Group has 743 members. In addition to the listserv, the group utilized ALA Connect, mostly for announcements. The group held two virtual meetings. The Midwinter virtual meeting on 2/4/2020 had 24 participants. The lively discussion focused on best practices in providing library services to international students. The meeting was recorded (https://youtu.be/lxwnLM66nGw) and has 83 views on YouTube as of 7/15/2020. The Summer meeting on 6/17/2020 had 56 participants. It focused on serving international students in view of recent political decisions and COVID-19. The lively discussion of challenges and solutions covered the topics of book and materials access, research services, and instruction. This session was not recorded. In order to keep the group’s agenda relevant and engaging and consider members’ communication preferences, the leaders created an online survey to identify areas of interest as well as different methods to reach members. The group leaders explored the idea of having a joint meeting or co-sponsoring a session with the Global Library Services Discussion Group and hope to pursue this opportunity in the future.

**Access Services Interest Group:** The Access Services Interest Group has continued to grow since its inception. As of August 2019 the interest group had 736 members.

**Contemplative Pedagogy Interest Group:** Survey of members to determine interests; hosting virtual meeting sessions.

**Digital Badges Interest Group:** This year we continued sending personalized welcome messages to new listserv subscribers, inviting them to share with us what they are interested in gaining from the group. Several new members responded with suggestions and ideas that we took into account when planning our fall and spring virtual meetings. We promoted our virtual meetings via the ACRL Online Discussion Forum, relevant listservs such as the EDUCAUSE Microcredentials and Badges Community Group listserv, and shared the recordings on our LibGuide and the ACRL YouTube page. We have continued to update our DBIG LibGuide as well as an annotated bibliography of relevant literature on digital badges. We welcomed a new incoming convener, Wendy Pothier, in July.

**Health Sciences Interest Group:** - Membership, Recruitment, & Retention subcommittee conducted survey of membership to inform outlets for promotion/information dissemination and programming interests. - Nursing Information Literacy Framework Working Group page added to HSIG LibGuide. - Continued to promote HSIG LibGuide. From July 1, 2019 to June 30, 2020: 2,797 views.

**History Librarians Interest Group:** We established a monthly newsletter for members. In addition to welcoming new members, it offers resource suggestions and invites feedback and discussion questions from history librarians. In spring 2020 we also surveyed members to develop a fuller portrait of what they do and what they would like to experience in HLIG. Finally, we offered a social event (open to members and interested non-members) on Saturday, January 25, 2020, during ALA’s Midwinter meeting in Philadelphia.

**Library Marketing and Outreach Interest Group:** Social media engagement posts, recruitment at ALA Annual

**Residency Interest Group:** RIG conducts meetings at every ALA Midwinter and Annual Conference, as well as formal and informal virtual gatherings. The ALA conferences serve as an opportunity for interested parties to meet and share information, both at the meetings themselves and through the informal conversations and social events that may follow. Informal RIG virtual meeting(s) serves as a mechanism for former and current residents to share their experiences and to discuss opportunities, and even obstacles encountered during the residency program. Meetups are social gatherings planned during other conferences such as ACRL or JCLC. During the LDRS Conference in August 2019 a meet-up was hosted. Due to financial issues and COVID-19, RIG hosted virtual
meetings and a virtual social. This is the fifth year that RIG has implemented and administered one formal RIG team (Social Media and Communications Team), and two informal working teams (Program & Proposals and New Members & Mentorship). This structure continues to provide opportunities for more RIG members to actively contribute to the group’s continued growth and outreach. Through these efforts, RIG members have gained experience doing committee-level work and have built relationships with other early-career and diverse library professionals from a variety of institutions across the nation.

Technical Services Interest Group: This section maintains a listserv for its membership and uses it to promote scholarly communication and professional development opportunities. It also uses its TSIG ALA Connect page and other appropriate listservs, e.g. alctscentral, for communication, calls for proposals, promotion of selected proposals for its programs, and recruiting an incoming convener.

Virtual Worlds Interest Group: ACRL VWIG primarily uses Discord, Facebook, Slack, and Twitter to promote events and engage members. In addition to social media, ACRL VWIG primarily engages members through its monthly meetings and by participating in annual conferences (such as VWBPE, VWMOOC, and RUCC). However, there are many ongoing library and educational events in virtual worlds. While ACRL VWIG members participate and help organize many events for many virtual world communities (such as Seanchai Library, Rockliffe University Consortium, VCARA, Nonprofit Commons, Whole Brain Health, Virtual Ability, etc.), we have the biggest hand and attendance in CVL’s events. In addition to ACRL VWIG’s monthly meetups, CVL hosts many recurring events, including:
- Write-in on Book Island (weekly)
- Coexist Discussion Group (weekly)
- Art Study Group (weekly)
- Short Poetry Workshop (weekly)
- Writers’ Circle (weekly)
- Trivia Night at the Pier (weekly)
- Wolfie’s Poetry Surf (weekly)
- Short Story Discussion (weekly)
- Raglan Short Story Club (monthly)
- Virtual Literary Study Group (monthly)
- Book Discussion Group (monthly)
- Reference Volunteer Meetup (monthly)
- Educators in VR Meetup (monthly)
- Kvetch bunch (monthly)

For additional information about these events, please visit CVL’s Events Calendar: https://communityvirtuallibrary.org/events/

CVL engages ACRL VWIG members through its exhibits as well:
- Ongoing – Venice in 1600
- Ongoing – Creative a Virtual Community Drum
- Ongoing – Black Lives Matter
- Ongoing – COVID-19
- Ongoing – Gateway to Thinking: Teleportal for Education
- June 2020 -- Pride Art Exhibits
- Building in Progress – Native American Tribes of Peru: Anthropology Exhibit

For more information about CVL’s exhibits, please visit CVL’s Exhibits Calendar: https://communityvirtuallibrary.org/exhibits/

Alabama: Facebook page and regular emails to members via listserv

California: Ilene F. Rockman CARL/ACRL Conference Scholarship awarded to library school student or an early-career librarian with less than 2 years working in the profession and a CARL member, to attend either CARL state conference or ACRL conference. This year two for the state conference.

Delaware Valley: We hosted a virtual Happy hour in May. We have been attempting to increase our social media presence and have posted regularly on our Twitter account. We also email members regularly with information on events, conferences, jobs, and other opportunities. We post all our happenings to our blog and have also contributed more substantial reflective content to our blog.

Eastern New York: ENY/ACRL publishes a newsletter two times per year and uses Facebook and twitter to share information about the chapter, the region, and the profession. During Spring 2020, the membership was invited to use the organization’s email list to share innovative remote service ideas and supportive messages to each other during library closures.
Georgia: GLA New Members Roundtable holds socials throughout the year and during the annual conference. It also offers programming specifically designed for new members and new librarians during Georgia Libraries annual conference, offers a complimentary conference registration for best proposals on topics relevant to new members. Two NMRT local subgroups: Atlanta Emerging Librarians and Coastal Georgia Library Collaborative (CGLC) hold multiple social/professional development events throughout the year. Events are promoted widely on social media and often include membership drives to attract new members for GLA. Academic Library Division actively participate in GLA-sponsored social media: Facebook, Twitter, and Instagram. ACRL promotional materials were distributed during in person Academic Library Division events.

Illinois: We hosted our annual meeting and luncheon in October at the ILA conference. We also had a networking dinner during the conference and hosted a stop on the pub stroll. IACRL launched a new initiative to help academic librarians in Illinois find mentors and/or people willing to help. Library staff can fill out an online form to be included in the “Directory of Expertise.” An adhoc committee was created to review and update the IACRL bylaws. Our membership committee suggested the update. Our awards committee solicited nominations for our annual award, Illinois Academic Librarian of the Year. The committee is also developing two new awards, one for scholarly publishing and one “people’s choice.” We updated the IACRL brochure to include benefits of membership. IACRL operates a Facebook page, Twitter account and listserv

Iowa: Featured member profiles on blog (to encourage volunteerism) Social media: Facebook group for announcements, relevant state and (inter)national library-related news; Twitter – general targeted use for communication during conferences; LinkedIn Zoom the Gap: Virtual Business Meeting in place of our 2020 Spring Conference Held focus groups and sent out surveys to receive information on how to make our Spring Conference stronger and more accessible to members Digitization of historical chapter newsletters in searchable member repository archive.

Kentucky: Participated in social event at Fall Conference

Louisiana: The chapter has increased membership through the Louisiana Virtual Academic Library Conference; those outside the membership of either our chapter or the Louisiana Library Association were charged $25 or, if in Louisiana, could become a member of either organization for free attendance. Because our chapter dues were lower than the out-of-state fee, there was an uptick in new members registering at the time of the conference. The two organizations also jointly planned a breakfast and guest speaker session at the Louisiana Library Association Annual Conference, which was canceled due to COVID-19. As part of the breakfast, our chapter included a perk to join the membership in the form of a scholarship drawing to cover the costs of joining ALA and ACRL for a year. The drawing was conducted online after the breakfast was canceled. The chapter also started a Twitter campaign, #NewInCodex, to promote new publications in the chapter’s journal.

Maryland: Created a welcome flyer to promote the chapter with new or potential members Held our annual bowling social and networking event Continued free monthly virtual meetings, including discussions about teleworking and reopening of libraries during COVID-19 response

Minnesota: ARLD regularly updates members with information through email blasts, updates in the MLA RoundUp, information on the MLA site, and posts to our Facebook and Twitter accounts.

Missouri: MACRL maintains a listserv for MACRL members that provides local and national information and other resources of interest to its members.

Nebraska: survey on future of the chapter, open Spring meeting to encourage and recruit new members
New England: In 2020, the New England Chapter’s Nominating Committee recruited the largest and most competitive candidate pool in recent history for the Chapter’s elected offices, with three candidates for Vice President/President-Elect and four candidates for Treasurer. In earlier recent elections, many elected offices were filled by candidates who ran unopposed. By systematically emailing ACRL National members who lived or worked in New England and making them aware of Chapter membership benefits and activities, we increased the rate at which ACRL National members registered with the Chapter to receive benefits and emails. Lastly, on October 21-22, 2019, the Chapter’s President and the Chapter’s Connecticut State Representative tabled at the New England Library Association’s (NELA) Annual Conference in Mystic, CT. Tabling gave us the opportunity to communicate with dozens of prospective members, as well as potential vendor sponsors, and to raise awareness about the Chapter. Our reciprocal agreement with the New England Library Association allows each of us to table for free at the other’s conferences. We plan to expand this kind of collaborative spirit to other regional organizations in the future.

New Jersey: The Open Membership Meeting, held every late summer/early fall focused on wellness and self-care this year and was advertised to the entire New Jersey library community. In addition to discussing topics in librarianship, members led the group in guided meditation, goal-setting, and gentle yoga. The “transition meeting” held each year for outgoing and incoming members, traditionally an in-person event followed by a group lunch, was moved to a fully virtual meeting. This year instead of an in-person lunch, we held a virtual trivia. At the VALE Conferences, several committees had representatives to let interested members know about how to join. We also hosted our first networking breakout session at the VALE Conference this year.

New Mexico: One of the things we heard the most at our annual meeting in November 2019 was a need for increased communication, so our first priorities were to get an email list going and also creating a Twitter account. (This chapter was very quiet the last few years, so our work this year was mostly to get it up and running).

North Carolina: Our chapter utilizes social media to highlight members who have received a promotion, scholarly recognition, or other accomplishment.

Ohio: ALAO communicated with its members via Facebook, Twitter, a blog, the ALAO website, a newsletter and through an email listserv. Graduate students who are currently enrolled in Library and Information Science graduate programs are eligible for free ALAO membership.

Oklahoma: OK-ACRL officers and board members maintain a website, a Facebook page, and an email list. Officers of OK-ACRL’ subgroup COIL operate their own independent website, Facebook page, and email list.

Oregon: A membership meeting was held during the ACRL-Washington/Oregon Joint Conference. ACRL-Oregon maintained an active presence on the chapter’s Twitter account and blog.

Washington: Recruit librarians new to the state, new to the profession, or members of national organization not yet members of the chapter. Social media presence on Facebook, Twitter and membership announcement mailing list. Adopted a new logo and modified color scheme and website design to reflect changes.

Wisconsin: We focused on member recruitment and retention through individual contact. First, we made and maintain a list of non-members in the state, we send messages to them about membership benefits and conferences. Then we contact people who attend an event or conference who aren't members to gauge why they aren't a member and what they would look for in a membership opportunity. We contact each new member individually to offer a name of a person who they can contact with questions and information about membership.
CORE COMMITMENT TO EQUITY, DIVERSITY AND INCLUSION

Anthropology and Sociology Section (ANSS): As previously mentioned, the ANSS Executive Committee has been discussing ways to reform our nominations and appointments processes to promote diversity, equity, and inclusion in section membership and leadership; we don't currently have an EDI committee or subcommittee, but that may be a good start. We have also been discussing ways to put our leftover section funds toward EDI initiatives, scholarships, organizations, etc.

Community and Junior College Libraries Section (CJCLS): State in section Student Learning CJCLS accepted program at ALA Annual 2020 Chicago program "National SEED Project: Elevating the Library's Role in Building a Culture of Equity, Diversity and Inclusion on Campus." With ALA Annual Conference canceled, the program was not offered.

Digital Scholarship Section (DSS): This year, DSS has made considerable progress advancing diversity, equity, and inclusion within the section and broader profession. We feel that it is critical in our formative years to actively cultivate an anti-racist ethos across the section; without this foundation, we will not be effective in transforming existing systems within librarianship and academia to ensure that they are more representative and inclusive. DSS piloted Anti-oppressive leadership training (planning and discussion) as part of the onboarding process for new leadership. Coordinating with LES, DSS provided facilitated “ACRL DSS_LES Anti-Oppressive Meeting Facilitation and Allyship Training” with Detta Jones and Associates. DSS prompted and will continue discussions with ACRL Board members in an attempt to operationalize DSS yearly onboarding to the Division. (link: https://youtu.be/82Wx3eh-sjE)

Distance Learning Section (DLS): The Distance Learning Section is lacking in this area. The Section Leadership will meet to address it in July 2020.

Education and Behavioral Sciences Section (EBSS): EBSS is in the process of approving the creation of an Equity, Diversity, and Inclusion Task Force to help EBSS address EDI issues within our work and our organization.

European Studies Section (ESS): ESS members are constantly trying to identify and acquire materials from those voices and languages that are not in the mainstream.

Instruction Section (IS): The Diversity & Inclusion Task Force created and implemented a survey to IS members and non-members on DEI. The survey was sent out in fall 2019; results analyzed and report written spring/summer 2020. There were 183 responses to the survey. The Complete Task Force report is available here: https://docs.google.com/document/d/1qt92AhYDy7ISwPD1SH3qPuP-9IGib4huM9InwsmFM28/edit?usp=sharing.

Literatures in English Section (LES): LES partnered with the Digital Scholarship Section (DSS) to sponsor a workshop on anti-oppressive meeting facilitation for the leadership of both sections, led by the consultants from DeEtta James and Associates. ACRL leadership has expressed interest in holding similar workshops.

Rare Books and Manuscripts (RBMS): RBMS is committed to EDI efforts throughout the work of the Section. Please see previous entries. RBMS's Diversity Committee has taken the lead on this but we see it as an initiative embedded in all that RBMS does. We continue to have RBMS Diversity Stories on StoryCorps, the RBMS Diversity toolkit, a quarterly RBMS diversity reading group, and we conduct outreach and cultivate relationships with underrepresented groups. We continue our partnership with Rare Book School on a multi-year program to support underrepresented professionals in building networks and knowledge in special collections.
Science and Technology Section (STS): The STS Equity, Diversity, and Inclusion Task Force fulfilled its initial charge to explore ways in which the Section can promote EDI. It suggested concrete steps STS can take to improve EDI and was re-authorized for another year, transitioning into an implementation team to carry out the initiatives recommended in their report.

Women and Gender Studies Section (WGSS): WGSS and the Arts Section co-sponsored a discussion forum for ALA Annual. Due to the cancellation of an in-person ALA Conference, the session will take place virtually in August 2020. The forum is titled, “Building Bridges Between Libraries and Marginalized Arts Groups: A Closer Look at Engaging with Women Artists of Mexican Ancestry to Preserve their Work” and will feature Diana Solis, Hinda Seif, and Nicole Marroquin. The forum will address the underrepresentation of women artists of color in archives and museums. The presenters will share examples of collaborations between librarians and community members which address this shortcoming, focusing on Chicago’s women artists of Mexican ancestry.

Asian, African, and Middle Eastern Studies Interest Group: AAMESIG needs to concentrate more on incorporating EDI through special meetings and discussions and research forums with EDI as a main theme for discussions and presentations.

Library Marketing and Outreach Interest Group: Co-host, with Instruction for Diverse Populations Committee, webinar series Instruction and Outreach for Diverse Populations: Native/Indigenous Librarians and Students, Parts 1 & 2 in February and May of 2020. One of our Midwinter virtual meeting discussion questions was: “When serving diverse communities, what do you take into consideration with your marketing efforts in order to be as inclusive as possible?”

Residency Interest Group: The ACRL RIG Subgroup on Diversity Residencies will identify, critically examine, and assess current ACRL Diversity Alliance Member Residency Programs to establish the efficacy of current programs and develop Diversity Residence best practices. It was formed in the summer of 2019.

Technical Services Interest Group: Called for presentations and promoted selected presentations on a variety of listservs that reached a broader community.

Virtual Worlds Interest Group: CVL volunteer Leta Hendricks, an African Studies Librarian at Ohio State University created a Black Lives Matter exhibit in June 2020 which raises awareness of black lives lost due to white vigilantism and police violence. CVL also hosted a pride art exhibit throughout Pride Month in June 2020 which featured eight LGBT+ artists in the Second Life community. Another exhibit to be launched in 2020) highlights anthropology principles and examines the cultures of two Native American tribes in Peru: the Guna and the Emberá. As an online group, ACRL VWIG also reaches users all over the world. We operate predominantly in English, but we make an effort to use translation services when necessary and are looking into more robust translation tools. CVL supports the Hispanic Breast Cancer Awareness Center with a kiosk linking to the center in Second Life. And CVL also hosts a COVID-19 exhibit in Spanish.

Delaware Valley: Equity diversity and Inclusion were central goals this year. Most of our initiatives were planned through this lens. During the 2019 Fall we hosted a free showing of The Librarian at SteelStacks in Bethlehem. We collaborated with the Allentown Library and invited the community. The film tackles homelessness as it relates to public libraries and was well attended by the community. Our fall program then focused on cultural humility, the process of continuous self-reflection on how we and our institutions reinforce marginalization. We published a post on the topic to our Blog in September to introduce the topic to our community and in January we published an in-depth follow-up dialogue, by the chapter leadership, reflecting on the Fall program and how to apply cultural humility to our everyday library work. Our program included an afternoon workshop that was co-led by a college
age student of color, challenging the librarians’ notions of authority and making them reflect on their own biases. We also provided a stipend to a student that wrote an essay that best spoke truth to power. In addition, we provide free chapter memberships to students and first-year librarians and free registration to our programs for those with financial need.

**Eastern New York:** ENY/ACRL sponsored a webinar in November of 2019 entitled, “Disability Access and Libraries: Current Issues and Future Directions.” This professional development opportunity was attended by many of our members, along with members of the Central NY Library Resources Council, the event co-sponsor. This talk highlighted aspects of library diversity and inclusion work and discussed how various accessibility needs will be address through collaborative efforts.

**Illinois:** We communicated a statement to take a stand in support of our colleagues at the BCALA—the Black Caucus of the American Library Association—and their statement regarding the death of George Floyd.

**Iowa:** Weekly Town Hall Meetings after the death of George Floyd focused on BLM movement and how to incorporate social justice into academic librarianship.

**Kentucky:** Our intended Spring Conference theme was "Libraries in Action: Promoting Equity, Diversity, and Inclusion in our Communities". Unfortunately, we had to cancel the conference due to COVID-19 concerns.

**Missouri:** MACRL co-sponsored a conference presentation with the Missouri Intellectual Freedom Community of Interest at the annual Missouri Library Association conference held October 2-4, 2019 in Kansas City, MO titled, “Access through Inclusion: Supporting LGBT Populations in Rural Academic Libraries.” In this presentation, the presenters from a rural academic library discussed how they stepped outside the conventional realm of librarianship to provide individual support to students as they created the college’s first GSA, promoted an improved college non-discrimination policy, and held the college’s first Trans Day of Remembrance and the county’s first-ever Pride event.

**Nebraska:** variety of EDI presentations including this presentation at Annual Conference titled DIVERSITY WORK: EXPLORING WORLDVIEWS & PRACTICING DIALOGUE provided exercises and discussion to help participants build an understanding of their own worldview and how that influences their librarianship. Exercises and discussion will focus on topics in diversity including race, gender, sexuality, physical abilities, religion/spirituality, inclusion, and privilege.

**New England:** On June 24, 2020, the New England Chapter issued a strong "Statement on Racism and Violence Against Black People and People of Color." As part of our strategic planning process, we intend to prioritize identifying, developing, and pursuing concrete measures aimed at fostering equity, diversity, inclusion, and antiracism in the Chapter and the New England library community. Our statement is available at the following web link: [https://acrlnec.org/home/antiracism/](https://acrlnec.org/home/antiracism/).

**New Jersey:** After putting out an anti-racism statement following the police brutality protests, ACRL-NJ began the process of instituting a task force to discuss these topics further. The newsletter has published several articles on EDI and starting Fall 2021, will have a permanent column relating to EDI initiatives within the chapter.

**North Carolina:** Our chapter maintains a Facebook page in which we engage in outreach to all NCLA members to join our section. Our chapter has only recently formed a full executive board, but efforts will be forthcoming to develop EDI initiatives in the coming year.
Ohio: The October 2019 ALAO Annual Conference (Columbus, OH) included the pre-conference workshop Active Allyship: An Exploration of Systemic Racism and Allyship in U.S. Libraries. The abstract read: This workshop will explore the history of racism in libraries in the United States by providing opportunities to understand white supremacy and privilege, systemic racism, individual acts of racial bias such as microaggressions while also providing skills needed to proactively create diverse and inclusive spaces through active allyship.

Oklahoma: OK-ACRL has been planning our annual conference to be held November 13, 2020. The theme of this year’s conference is Equity, Diversity, and Inclusion. Our two keynote speakers are Stephen G. Krueger of Dartmouth College, who will present on active allyship and supporting trans people in libraries, and Dr. David Macey of University of Central Oklahoma, who will present a workshop on EDI in academic libraries. The Board voted that our annual 2020 conference will open with a land acknowledgement, which is an official statement recognizing our land’s indigenous inhabitants.

Oregon: The ACRL-Oregon Past President was part of a small committee of library staff representing different roundtables and units of the Oregon Library Association that worked to create an EDI initiative for the Oregon Library Association as a whole. The final report and list of recommendations was unveiled to the ACRL-Oregon Board in May 2020, and the group will be using this resource as a leading document in creating our goals for 2020-21. The ACRL-Oregon Board’s scholarship committee also revised the rubric for selecting scholarship recipients, putting more emphasis on providing funds to diverse candidates.

Washington: Bi-annual 2019 Conference: “Whiteness & Racism in Academic Libraries” Conference donation to the Nisqually Parks & Recreation, to honor the original caretakers of the land the conference took place.