10:00 a.m.
1.0 Welcome & Expectations— Karen Munro (5 min.)

10:05 a.m.
2.0 Framework for Governance and Leadership— Lauren Pressley (5 min.) #1.0, #2.0
   2.1 Review the new work of nonprofit Boards

10:15 a.m.
3.0 Strategic Planning— (15 min.) KM, LP, Mary Ellen Davis #6.0, #10.0, #11.0, #12.0
   3.1 History and role of Strategic Planning; when to consider new strategic plan--LP
   3.2 Four Strategic Goals and Enabling Programs and Services—LP
   1. Core Commitment to EDI
   3.3 Environmental Scanning (Research & Planning Comm. role, too)--LP
   3.4 Advancing the Plan for Excellence: Annual Work Plan for Committees & Board role—Beth McNeil
      Q: To what extent can new Board members propose projects?
      Q: Are there unfinished initiatives or projects that need support of new Board members?
   3.5 Assessment: PEAR Report, KPIs, and Dashboard Metrics: MED
   3.6 Purpose of the Fall Strategic Planning & Orientation Session—LP

10:30 a.m.
4.0 Roles & Expectations of ACRL Board members— (35 min.) #3.0, #4.0, #5.0, #8.0, #9.0, #16.0
   4.1 Expectations for Board members and differing role of Directors-at-Large and Executive Committee members—Lori J. Ostapowicz-Critz
   4.2 Setting Board agendas—LOC
   4.3 Preparing for Board meetings, Board Ground Rules, Social Media Guidelines, Knowledge-based decision-making—LOC BMcN
   4.4 Board effectiveness assessment—LOC
   4.5 Attendance at face-to-face meetings, Virtual meetings, year-round work of Board, virtual voting (always evolving)—LOC BMcN
4.6 Board working groups—LOC
4.7 Financial (Friends, ACRL Conference attendance, Scholarship Fundraising Campaign)—LOC
4.8 ALA Connect for Board docs and voting—MED
4.9 Who speaks for ALA/ACRL—MED
4.10 Board’s role in Evaluation of Executive Director—LP
4.11 What do current Board members feel took the longest to learn and understand about their role? What do they know now that they wish they had understood at the beginning of their term? —All Current Board members

11:05 a.m.
5.0 Board Liaison Role— (15 min.) Caroline Fuchs LOC #6.0, #7.0, #7.1, #7.2, #13.0
5.1 Review of Board liaison role (Liaisons to sections, committees, communities of practice, virtual and F2F expectations/roles)
5.2 Communication and participation
5.3 Guidance to Committees and Sections with conference proposals
5.4 Working with staff liaisons and guidance to committees on Annual Work Plans

11:20 a.m.
6.0 Working with Staff— (5 min.) MED
6.1 Role of staff— look at committee work plan document for roles
6.1.1 Communication preferences, cc: MED
6.1.2 Teaming with staff to work with Committees (Board, staff, committee partnership)

11:25 a.m.
7.0 Issues before the ACRL Board— All (15 min.)
7.1 ALA’s streams of change (Governance (Steering Committee On Organizational Effectiveness), ED search, Investment Budget, Building, Membership Communications Study, Internal changes and IT, Advocacy and Chapters) (MED)
7.2 Strategic use of ACRL financial resources—MED
7.3 Role of EDI Committee and how does ACRL manifest the core commitment? KM

11:40 a.m.
8.0 Administrative information—Cheryl Middleton (10 min.) #8.0, #14.0, #15.0
8.1 “Typical” schedule at Annual Conference/MW under discussion
8.1.1 Formal and informal
8.1.2 Agendas and docs set in advance of conference
8.2 Travel (ALA MW, AC, and ACRL Conference—on your own)
8.3 Expenses
8.4 Resources—Board orientation manual, Guide to Policies & Procedures, ALA Connect, Briefing Books
8.5 Board traditions (Thursday dinner, Monday lunch, SPOS, Fall & Spring Virtual)
8.6 Acronyms- (SPOS, SCOE, other?)
8.7 Other
11:50 a.m.
9.0 Questions for us? (15 min.)

Topics for Fall 2019 Orientation
- Refresher and new questions
- ACRL Budget – Carolyn Allen/MED
  - Association budgets (revenue generating; no allocations from ALA)
  - Overview of annual cycle
  - Major revenues/expenses (briefing book)
  - Reading the ACRL spreadsheets (Board manual)
  - Board’s Role (Annual)
- Current Role of ACRL and ALA—MED
  - Legal entity
  - Tax status
  - Political speech and IRS regulation (election info)
  - History
  - ALA Structure
  - ALA Budget
  - Operating agreement
  - Indirect Costs/overhead
  - ACRL structure
  - ACRL Staff responsibilities (Board manual list)
  - ACRL Bylaws
  - Other?

10.0 Nominations & Elections— (5 min.) LP
10.1 Overview
10.2 Role of Leadership Recruitment and Nomination Committee

Documents
- Doc 1.0 The New Work of Nonprofit Board
- Doc 2.0 Centre Point Board Governance as Leadership Summary
- Doc 3.0 Guide for Board Members
- Doc 4.0 Eli Mina Board Effectiveness
- Doc 5.0 Brief Summary Robert’s Rules of Order
- Doc 6.0 Work Plans from Goal-area Committees
- Doc 7.0 Board Liaison Check List
- Doc 7.1 Committee Letter Template for Board Liaisons
- Doc 7.2 Section Letter Template for Board Liaisons
- Doc 8.0 Board Meeting Practices
- Doc 9.0 ACRL Board Effectiveness Survey
- Doc 10.0 Plan for Excellence
- Doc 11.0 Environmental Scan 2019
• Doc 12.0 Top Trends 2018
• Doc 13.0 Board Liaisons 2019–20
• Doc 14.0 Reimbursement request form
• Doc 15.0 ACRL/ALA Acronyms
• Doc 16.0 ACRL Meeting Evaluation Survey
The New Work of the Nonprofit Board

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

Harvard Business Review

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

What happens instead? Nonprofit boards are often little more than a collection of high-powered people engaged in low-level activities. Why? The reasons are myriad. Sometimes the board is stymied by a chief executive who fears a strong board and hoards information, seeking the board’s approval at the last moment. Sometimes board members lack sufficient understanding of the work of the institution and avoid dealing with issues requiring specialized knowledge. Individual board members may not bring themselves fully to the task of governance, because board membership generally carries little personal accountability. And often the powerful individuals who make up the board are unpracticed in working as members of a team. No matter which cause predominates, nonprofit board members are often left feeling discouraged and underused, and the organization gains no benefit from their talents. The stakes remain low, the meetings process-driven, the outcomes ambiguous, and the deliberations insular. Many members doubt whether a board can have any real power or influence.

The key to improved performance is discovering and doing what we call the new work of the board. Trustees are interested in results. High-powered people lose energy when fed a steady diet of trivia. They may oblige management by discussing climate control for art exhibitions, the condition of old steam lines, or the design of a new logo, but they get charged up when searching for a new CEO, successfully completing a capital campaign, or developing and implementing a strategic plan. New work is another term for work that matters.

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

The New Work Requires New Practices

The new work defies the conventions that have regulated board behavior in the past. Whereas the customary work of a nonprofit board is limited to scrutinizing management, the new work requires new rules of engagement and unorthodox ways of fulfilling a board’s responsi-
The pressures on most nonprofits today are too great for the old model to suffice. Nonprofit leaders can take the following steps to improve board practices:

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

To do the new work, trustees and management together must determine the important issues and the agenda of the organization. Trustees need to understand what the CEO sees as the critical issues. They also need to know what other stakeholders and industry experts think, because no chief executive knows enough to be a board’s sole supplier of information and counsel. Knowledgeable trustees can help inform the CEO’s judgment. They can also perform a useful function for the CEO by focusing the organization’s attention on issues that are unpopular within it or that fall outside the staff’s capabilities. In addition, the board can find out what matters by engaging in the following four sets of activities:

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

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

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

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

fully. At a retreat each January, the CEO and the trustees rank the most important challenges facing the institution. Then the board structures its committees to reflect those priorities. Last year, for example, the board concluded that marketing and technological infrastructure were its top concerns. The board formed task forces of trustees and constituents to study those issues, to specify the decisions the board would have to make during the coming year, and to clarify the board’s needs for information and education. At the May board meeting, the task forces provided initial reports, and the board decided how to organize in order to pursue the issues. Trustees also developed measurable expectations for the president that were linked to the board’s top concerns.

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

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

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

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

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

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

Decide what needs to be measured. Corporate boards typically monitor a limited number of performance indicators. Those vital signs
convey the company’s overall condition and signal potential problems. Nonprofit boards often lack comparable data, largely because the trustees and the staff have never determined what matters most.

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

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

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

Today few nonprofits can risk barring the CEO from policy development or divorcing the board from policy implementation. In a capital campaign, establishing priorities and goals is setting policy; identifying prospects and making calls is implementation. In the search for a new CEO, determining selection criteria is making policy, designing the procedure and conducting the interviews is implementation. In brief, most important matters cannot be subdivided neatly into policy or administration.

In many instances, implementation is far more consequential than formulation. For example, in face-to-face meetings, trustees of a Catholic women’s college persuaded
affluent older alumnae to support a new institutional focus on serving poor minority women from the inner city. The board of another college, troubled by the decline in students able to pay full tuition, selected three trustees to assist the administration with the design of a marketing strategy aimed at attracting more students able to pay.

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

Involving trustees in policy implementation can be critically important during a crisis. In the aftermath of the scandal at the United Way of America (the CEO used more than a million dollars of United Way money for personal expenses), the board and CEO of one local chapter agreed that each of the trustees would interview five business leaders to learn what the chapter might do to improve community support for an upcoming campaign. The advice was consistent: admit that the national organization had blundered badly, stop all payments to the national headquarters until the charges were resolved, promise that all funds would remain in the community, allow donor-designated contributions, and promise that the board would issue a public report on allocations. The CEO and the trustees accepted those recommendations and initiated an intense public-relations effort that engaged every board member. In the end, the campaign was almost as successful as the previous year’s and was substantially more successful than those of other chapters in the region. That would not have been the case had the board only set policy.

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

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

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**For the new work to happen, substance must dictate a board’s structure.**

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**Teaching an Old Board New Work**

**Old Work**

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

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


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

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

**New Work**

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

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


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

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

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

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

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

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

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

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

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

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

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

We face a crisis. In times of crisis, business-as-usual must be pushed aside to allow the board to concentrate on the matter at hand. Crises
Focus on the Constellation, Not the Stars

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

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

To function as a team, board members need equal and timely access to information. Agendas, minutes, and background information from task force and committee meetings should be distributed to all trustees, and the board should use technology – conference calls and E-mail – to increase timely communication. Executive-committee meetings should be open to all members of the board, and board and committee chairs should be coached to invite reticent trustees to speak, as well as to avoid premature closure of debates.

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

A better approach is to engage potential trustees as members of a task force or a committee so that everyone can become better acquainted – a mutual tryout. Rather than extend an invitation to join the board based chiefly on a prospect’s track record, arrange a conversation to explore the fit between the individual and the institution and its board. Some entrepreneurs, industrial captains, and self-employed professionals, for instance, are intolerant of the convoluted decision-making processes and dispersed powers characteristic of most nonprofits. Those individuals, however successful, are unlikely to be effective trustees. Board members should love the organization for what it is as well as for what they hope to make it.

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

A mentoring program that matches a seasoned trustee with a new trustee provides another way to foster fellowship and to engage newcomers faster. On one board, the pair are seated together for the first year so that the mentor can quietly explain the history of issues before the board, answer questions, decipher the board’s unwritten rules, and debrief the new trustee after meetings. A more careful approach to the selection of trustees, combined with a mentoring program, can help a board form the constellation it needs to work at peak effectiveness.
might include the loss of a major source of funding, the sudden departure or death of the CEO, the rise of a competitor, or even a split within the board itself.

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

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

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

Leading the Way

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

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

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

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

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

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Board Governance as Leadership Summary
Based on work by Chait, Ryan & Taylor

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

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

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

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

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

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

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

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

Generative thinking is characterized by:

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

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

ACRL AC19 Board Orientation Doc 2.0
Example:

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

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

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

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

Summary of Board Behaviour in these forms of Leadership

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

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


Generally Accepted Practices for Sustainability in Non-Profit Management, CentrePoint Non-Profit Management:2009 www.thecentrepoint.ca


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CentrePoint Mission:
Creating the future for a stronger non-profit sector through consulting, mentoring, training and knowledge sharing

Author: Judy Hansen at 403-538-8610 or at judy.hansen@thecentrepoint.ca
Serving on the Board of Directors of an association or other non-profit organization is a significant commitment. It entails important responsibilities. Some of these responsibilities are imposed by state law; others are the result of years of court decisions which have imposed various "fiduciary duties" on Directors.

A. FIDUCIARY DUTIES

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

1. in good faith;
2. with the care an ordinary prudent person in a like position would exercise under similar circumstances; and
3. in a manner the Director reasonably believes to be in the best interests of the organization.

B. DUTY OF CARE

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

1. Attendance
   a) Directors must attend Board meetings. Courts will have no sympathy for Directors who claim as a defense to any legal action that they did not know of a particular issue or did not participate in a particular action because of failure to attend Board meetings.
   b) Directors who do not attend meetings are nevertheless bound by actions taken at those meetings and will be held responsible if any such actions are deemed negligent.
   c) The act of failing to attend Board meetings may itself be deemed to be negligent behavior. Board meetings should be missed only for unavoidable emergencies. A Board member who repeatedly misses meetings should consider resignation.

2. Delegation vs. Abdication
   a) While the Board of Directors makes the important policy decisions that guide and determine the activities of the organization, it must rely on others to carry out the decisions. Such delegation is necessary and legal.
   b) Boards also delegate their duties to committees and other outside parties, such as accountants and attorneys.
c) A Board must monitor those to whom it has delegated authority to make sure such persons are acting responsibly.

d) Delegation does not relieve a Board of liability.

C. DUTY OF LOYALTY

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

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

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

D. INFORMATION FLOW

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

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

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

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

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

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

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

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

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

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

F. FINANCIAL CONTROLS

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

1. The Board should be responsible for approving the organization’s annual budget.
2. Board members should expect the staff to produce timely and adequate income and expense statements, balance sheets, and budget status reports.
3. The Board should employ independent accounting professionals and review the annual report of such professionals.

G. SAFEGUARDING ASSETS

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

1. The Board is not an insurer of the adequate performance of the organization’s funds. There is no implied guarantee by a Board that its investment decisions will be profitable. The decisions must, however, be reasonable and defensible.
2. Directors are not expected or legally required to be experts in investment matters. Retention and reliance on advisors with good reputations is considered the exercise of prudence.
3. Intangible assets, such as the organization’s goodwill, must also be safeguarded by the Board. The Board should evaluate the organization’s activities and proposed activities with the overriding goal of protecting the organization’s brand.

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“Meetings, Rules & Effective Decision-Making”

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2015
1. Goals of Shared Decision-Making

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

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

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

Board/Council Dysfunctions

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

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

Fundamental Discussion Guidelines

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

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

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

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

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


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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**GRAND TOTAL**

Add up the numbers on the right hand column. Minimum = 0. Maximum = 100.

0 to 50: Dysfunctional
51 to 70: Functional
71 to 90: Effective
91 to 100: Excellent
6. Self-Assessment for Members
Council/Board members should regularly assess themselves. The following ten affirmations can be used after every meeting for this purpose:

1. I attend meetings regularly, arrive on time and stay for the full duration, in body and spirit.
2. I prepare fully for meetings and perform my pre-meeting duties.
3. I keep my comments clear, concise, and on topic. I avoid an emotional/personal tone.
4. I do not hesitate to constructively raise unpopular but needed questions, ideas or points.
5. When I observe a damaging problem, I do not hesitate to propose a needed change.
6. I make room for others to contribute and treat them as valued partners in decision-making, regardless of any annoying habits that they may be displaying, or whether I agree with them or not, or whether I like them or not.
7. I listen to others with an open mind. I learn from them and make informed decisions.
8. I am guided by our mandate and mission, strategic plan, and core values.
9. I always place organizational interests ahead of personal or constituency interests. I disclose conflicts of interest in a timely manner.
10. Post-meeting ethics: I am prepared to accept majority decisions as collective decisions, and intend to keep the proceedings of closed meetings confidential.

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

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

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

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

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

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

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

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

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

**Council/Board-Management Potential Problems**

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

9.1. A Vision of a Successful Meeting

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9.3. Minutes

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

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

An effective chair assumes the following roles:

- **Setting the tone, guidelines and direction for the meeting**, with the group’s support.
- **Deciding who speaks next**, usually on a "first-come-first-served" basis; going by the person who raises the hand first, and not by the person who raises the voice first.
- **Keeping the meeting on track**: reminding "digressing" members what item is being considered; repeating the proposal under discussion from time to time.
- **Keeping the meeting on time**: establishing time limits and a time frame, in consultation with the participants; watching progress versus time frame and reminding participants of time constraints; asking "long winded" members to be brief and to the point.
- **Creating balance**: asking outspoken members to give way to quieter individuals; inviting less assertive members or experts to comment; if needed, initiating a "round table" poll.
- **Listening, watching members**: responding to what people say, but also to the manner in which they say it (vocal and facial expression).
- **Ensuring clarity and encouraging listening**: listening for ambiguities, missed points, generalizations and misunderstandings, and ensuring that people are heard and understood.
- **Re-directing**: shifting the discussions from problems and complaints to solutions.
- **Summarizing and initiating closure**: briefly repeating key points (e.g.: main areas of agreement and main areas of differences); repeating task assignments and ensuring that any missing details are filled in, e.g.: "When would you be able to report back?" Leading to a vote or informal decision on an issue; e.g.: "Am I correct in hearing that the members want to _____?".
- **Varying the pace and the facilitation method**: suggesting a break, small group discussions, etc.
- **Recognizing ideas & progress**: recognizing member contributions as well as progress made by the meeting.
9.5. Challenging Meeting Scenarios

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

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

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

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

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

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

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

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

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

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

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

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

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

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

10.1. Hierarchy of Governing Documents

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

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

10.2. Voting Outcomes

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

10.3. Quorum

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

10.4. Points of Order (RONR section 23)

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

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

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

10.5 Unanimous Consent (RONR page 54)

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

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

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

**Problematic Motions**

A motion to receive a report  
A motion to “approve in principle”  
A motion to approve an initiative “subject to”
### 10.7. Frequently Used Secondary Motions


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

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

<table>
<thead>
<tr>
<th>If this occurs</th>
<th>You can say:</th>
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</thead>
<tbody>
<tr>
<td>Digression</td>
<td>“Point of order.”</td>
</tr>
<tr>
<td></td>
<td>When recognized: “Can we please get back on topic?”</td>
</tr>
<tr>
<td>Interruptions</td>
<td>“Point of order.”</td>
</tr>
<tr>
<td></td>
<td>When recognized: “Can we have one person speaking at a time?” Or</td>
</tr>
<tr>
<td></td>
<td>“Can we speak by raising hands?” Or</td>
</tr>
<tr>
<td></td>
<td>“Can we please hear people out without interruptions?”</td>
</tr>
<tr>
<td>Personal attacks</td>
<td>“Point of order.”</td>
</tr>
<tr>
<td></td>
<td>When recognized: “We should be focusing on issues, not people.”</td>
</tr>
<tr>
<td>Rambling</td>
<td>“Can we please keep our comments brief? I’m concerned that we may run out</td>
</tr>
<tr>
<td></td>
<td>of time for significant issues later on.”</td>
</tr>
<tr>
<td>Repetitive debate</td>
<td>“Are we ready to close debate and vote on this motion?” Or:</td>
</tr>
<tr>
<td></td>
<td>“I move to close debate.” Or “I move the previous question.”</td>
</tr>
<tr>
<td>Side conversations</td>
<td>“Point of order.”</td>
</tr>
<tr>
<td></td>
<td>When recognized: “Can we please have one conversation at time?”</td>
</tr>
<tr>
<td>Unbalanced participation</td>
<td>“I am wondering if we could hear from members who have not spoken.”</td>
</tr>
<tr>
<td>Unclear motion</td>
<td>“Can we please have the motion repeated?” Or</td>
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<td></td>
<td>“I move to amend the motion by ____” (You may propose to replace, add,</td>
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<tr>
<td></td>
<td>insert or delete text.)</td>
</tr>
<tr>
<td>You disagree with a ruling of the Chair.</td>
<td>“I appeal the decision of the Chair.”</td>
</tr>
<tr>
<td></td>
<td>The appeal is put to a vote: “Shall the Chair’s ruling be sustained?”</td>
</tr>
<tr>
<td></td>
<td>A majority against the Chair’s ruling overrides it.</td>
</tr>
<tr>
<td>Last minute motion</td>
<td>“I move that this motion be referred to Management for input and assessment.”</td>
</tr>
<tr>
<td></td>
<td>Or:</td>
</tr>
<tr>
<td></td>
<td>“Given that it’s late, I suggest we discuss this motion informally now, and</td>
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<tr>
<td></td>
<td>then postpone it until the next meeting.”</td>
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</tbody>
</table>
This page intentionally left blank to accommodate double sided printing.
An Introduction to Rules of Order
For Council Members of the
American Library Association

Based on:

PARLIAMENTARY PROCEDURE (RULES OF ORDER)

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

Hierarchy of governing documents (RONR Section 2):

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

Purposes of the rules:

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

Voting outcomes:

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

UNANIMOUS (GENERAL) CONSENT (RONR page 54)

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

- "The minutes have been circulated. Are there any corrections to the minutes? (PAUSE)? If not, the minutes are approved as circulated".
- “Is there any objection to changing the agenda to consider item 7 now? (Pause)? There being no objection, we will proceed now with item 7, and then return to item 3". OR: “There is an objection and we will take a show of hands. Those in favor of changing the agenda raise your hands. Thank you. Those opposed raise your hands, etc.”
- “Is there any objection to amending the motion by adding the words ‘including all taxes’? (Pause). There is no objection and the motion has been amended to read: ______”.

NOTE: Unanimous Consent is not appropriate when voting on main motions, since they do not qualify as “routine and non-controversial decisions”. Members must be given the full opportunity to express their sentiment by a formal show of hands.
# HANDLING MAIN MOTIONS (RONR sections 4 and 10)

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

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

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

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

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

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

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

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

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

Committee
Visit the ACRL Directory of Leadership to find your charge.

Committee Name: Research and Scholarly Environment Committee

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

Committee leadership
Visit the ACRL Directory of Leadership to find your committee roster. Click the “Next Year” link to view 2017–18 roster information.

- Current Chair (2017–18): Patricia Hswe
- Incoming Chair (2018–19): Yasmeen Shorish
- Staff Liaison: Kara Malenfant

Submission information

Year-end report written by: Patricia Hswe

Work plan submitted by: Yasmeen Shorish
2017–18 Year-end Committee Report

This report will be included in the Committee’s official record of activities maintained by the ACRL staff.

What were the major projects/activities accomplished by your committee in the 2017–18 membership year?

A brief bulleted list is suggested here; reference 2017–18 work plan projects

- Progress in updating the ReSEC research agenda for scholarly communication systems
- Open Research Policy Statement
- “Scholarly Communication” column in C&RL News
- Scholarly communication discussion group
- ACRL/SPARC Forums
- Response Subcommittee
- Relations Subcommittee - charge and problem statement
- Data Privacy Cookbook
- OpenCon Scholarship Subcommittee

How did you go about getting them done?

A brief bulleted list is suggested (correspond bullets to those above)

- ReSEC research agenda: staff liaison and subcommittee drafted RFP to engage consultants to lead agenda work, with chair and vice-chair reviewing draft before public release; subcommittee, chair, vice-chair, staff liaison, and ACRL E.D. interviewed the candidates.
- Open Research Policy Statement: the responsible subcommittee drafted the statement, and it was made available for public comment in summer 2018. Next step is to submit to the Standards Committee.
- “Scholarly Communication” column – two co-editors worked together to review column drafts for publication.
- Scholarly Communication Discussion Group – the two members responsible for the listserv also planned the Midwinter DG session in collaboration with the STS Scholarly Communication Committee.
- ACRL/SPARC Forums were – and always have been – a collaboration between ReSEC and SPARC on determining a topic for the Forum and a line-up of guest speakers. Typically, the coordinators for the Scholarly Communication DG have central roles in planning the Forum with SPARC.
- Response Subcommittee – drafted two responses to RFIs from the NIH.
- Relations Subcommittee met and communicated virtually on a regular basis to address and compose the charge and to start conceptualizing the framework.
- Data Privacy Subcommittee met virtually during the year to develop and finalize the cookbook and consulted with the interim staff liaison on the development of the resulting infographic.
- OpenCon Scholarship Subcommittee convened to review the applications supplied by SPARC, with which ReSEC collaborates on the selection of the scholarship recipients.
What were the relevant results for your projects?
A brief bulleted list is suggested that includes assessment as appropriate (correspond bullets to those above). Be as specific as possible. For example: 300 proposals/applications reviewed, 32 selected; Developed and conducted three podcasts (list podcast titles, speakers, etc.) Reviewed ten standards and guidelines (list titles)

- ReSEC research agenda: 2 sets of application materials reviewed to select research agenda consultants; 2 consultants selected, who have completed a literature review, 10-15 interviews with experts, 7 focus groups, 3 roundtables, and distributed an online survey.
- 11 “Scholarly Communication” columns
- One joint session at ALA Midwinter 2018 between the STS ScholComm Cmte and the ReSEC ScholComm DG and one session of the SCDG at Annual, which was about the research agenda.
- 2 responses to NIH RFIs about data science (the latest one being here)
- One infographic about data privacy
- Two OpenCon scholarship recipients
- ACRL/SPARC Forums at Midwinter and Annual

Are any 2017–18 projects ongoing?
A brief bulleted list is suggested here

- ReSEC research agenda
- Open Research Policy Statement
- “Scholarly Communication” column in C&RLN
- Scholarly Communication Discussion Group
- Relations Subcommittee
- OpenCon Scholarships
- ACRL/SPARC Forums

What worked well?
A brief bulleted list is suggested here

- The work thus far on the research agenda has gone especially well, since we had top-notch support from Kara and then Erin in their staff liaison roles to ReSEC. They both kept us organized and helped with scheduling calls and discussions about the ongoing work. Erin in particular helped with scheduling and providing the Zoom platform for the webinar and with planning of the roundtable and working sessions at Annual. She did a superb job serving as interim for Kara.
- The chosen consultants for the research agenda are also working out well, as they have kept the committee chair and vice-chair informed of their progress and been able to maintain the schedule of activities.
- The “Scholarly Communication” column is a well-oiled machine. The co-editor roles tend to attract members who flourish in their responsibilities and are good about soliciting new authors for content.
What could have worked better?

* A brief bulleted list is suggested here

- Committee communications. We had two calls and two meetings (one at Midwinter and one at Annual). For a busy goal-area committee like ReSEC, it may be worthwhile to have more than two calls during the year so that members can be better in touch regarding progress and updates on projects.
- Responsiveness to marketing concerns expressed by the Research Data Management Roadshow coordinator/team. The ReSEC chair and vice-chair brought this matter up with interim staff liaison, Erin Nevius, prior to ALA Annual 2018. Kara Malenfant is also aware of it, since it was discussed at ALA Midwinter 2018. Marketing this particular brand of roadshow can’t be taken lightly and probably needs more specific attention and support than some of ACRL’s other roadshows.

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

* A brief bulleted list is suggested here

- We are increasingly a diverse committee in terms of the composition of members and their institutions.
- The update of the ReSEC research agenda in particular is demonstrating DEI commitment, since the consultants are being intentional about engaging a wide variety of stakeholders – and potentially beyond ACRL, since the online survey was open to anyone (i.e., not restricted to ALA/ACRL members).
- The co-editors of the “Scholarly Communication” column have done an excellent job of reaching out to librarians of color and from a range of institutions. Starting this year, the column will make a tradition of inviting the recipients of OpenCon scholarships to collaborate on a column about their experiences at OpenCon.

What do you wish someone had told you before starting work on this committee?

* Optional

It would have been helpful to talk occasionally with other goal-area leaders to get a sense of their processes with their committees. I almost feel like there should be some “tribal,” shared information about committee work and leadership that goes beyond the webinar that ACRL leadership gives once a year to new leaders. Both the vice-chair and I felt this gap. One remedy that the vice-chair came up with was to gather documentation about subcommittee work within ReSEC so that future members would know what subcommittees there are to volunteer for and what their work involves.

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

* Optional
Oh, by far it’s the people in the committee. Also, I could not have asked for a more collaborative partner in Yasmeen, who carried out her role as vice-chair thoughtfully, efficiently, and sincerely. I know that, led by Yasmeen and Nathan, ReSEC is bound to have an amazing 2018-2019.

Any other comments, recommendations, or suggestions?

*Optional*

Yasmeen and I made this request when we met with the Board at Annual in New Orleans: we feel it would help to know the motivations for new members volunteering for ReSEC – i.e., apart from the members that the chair recommends to the Appointments Committee. If we knew the reasons why new members join, then we may be able to engage them in an informed way about volunteer opportunities. It could help make committee work more efficient, too.
Note: Each activity/project should be reported using the below form. Copy and paste the form as many times as needed to detail each activity/project. Plans should be **Specific, Measureable, Attainable, Realistic, and Timely or SMART**.

**Activity/Project Name #1**
National Research Agenda

**Brief Description**
Develop and implement a process for a new national research agenda for ACRL’s Research and Scholarly Environments Initiative.

**Goal Area**
Select the *single* best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

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

☐ **Student Learning**
  - 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
  - 2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
  - 3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
  - 4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

☐ **Research and Scholarly Environment**
  - 1. Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
  - 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.
  - 3. Increase ACRL’s efforts to influence scholarly publishing policies and practices toward a more open and equitable system.

☐ **New Roles and Changing Landscapes**
  - 1. Deepen ACRL’s advocacy and support for a full range of information professionals.
  - 2. Equip library workforce at all levels to effectively lead, manage, and embrace change.
  - 3. Expand ACRL’s role as a catalyst for transformational change in higher education.

☐ **Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.**

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

**Brief sentence connecting your project to the Plan**
As it has been ten years since the research agenda was last updated, our priorities for research need to be revisited and new ones investigated, with particular attention to the inclusion of voices previously not considered or consulted for such an agenda - which is part of coalition building, a key ReSEC task; this project would complement what we already do through the C&RLN column, the Scholarly Communication and Research Data Management roadshows, the OpenCon scholarships, and the Toolkit.
ACRL AC19 Orientation Doc 6.0

**Timeline**

- ☐ continuous project assigned in charge
- X short-term project that will be completed this membership year
- ☐ multi-year project continuing past this membership year (expected completion date: ___)

*Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL’s multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.*

**Outline the steps and intermediate deadlines planned to complete the project.**
*(add rows as needed)*

**PROJECT NAME: National Research Agenda**

2017-18 WG members: Nathan Hall (chair), Paul Bracke, Lori J. Critz, Mary Galvin, Amy Nurnberger.

2018-19 WG members: Charlotte Roh, Paul Bracke,

<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Complete/In Progress and Notes (e.g., who’s responsible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RFP proposals due</td>
<td>01/29/18</td>
<td>Complete</td>
</tr>
<tr>
<td>Select consultants</td>
<td>03/12/18</td>
<td>Complete</td>
</tr>
<tr>
<td>Draft list of expert interviews</td>
<td>04/20/18</td>
<td>Complete</td>
</tr>
<tr>
<td>ACRL Online Open Forum</td>
<td>06/05/18</td>
<td>Complete</td>
</tr>
<tr>
<td>Hold virtual focus groups</td>
<td>June, 2018</td>
<td>In Progress, Consultants</td>
</tr>
<tr>
<td>Presentation and discussion at ALA Annual Conference (New Orleans, LA: June 21-26)</td>
<td>6/24/18</td>
<td>Consultant, ReSEC, and ACRL staff</td>
</tr>
<tr>
<td>Send first draft of report to ReSEC and ACRL staff</td>
<td>August, 2018</td>
<td>Consultant, ReSEC, and ACRL staff</td>
</tr>
<tr>
<td>Feedback due to consultant</td>
<td>9/1/18</td>
<td>ReSEC and ACRL staff</td>
</tr>
<tr>
<td>Revised draft and advice memo due to working group/ACRL Board</td>
<td>October, 2018</td>
<td>Consultants</td>
</tr>
<tr>
<td>Feedback due to consultants</td>
<td>11/1/18</td>
<td>ReSEC and ACRL staff</td>
</tr>
<tr>
<td>Final report of publishable quality due to ReSEC and ACRL staff</td>
<td>12/4/18</td>
<td>Consultant</td>
</tr>
<tr>
<td>Public release of final report</td>
<td>1/15/19</td>
<td>ReSEC and ACRL staff</td>
</tr>
</tbody>
</table>
Assessment: How will success be measured?
A research agenda will be drafted and marketed to the ACRL community. Outreach asking for case studies or examples of implementation will demonstrate adoption by community. Assessment of an agenda of this type will need to occur over years. Precise measures or indicators of success are still TBD, dependent on the final report.

Activity/Project Name #2
Open Research Policy Statement

Brief Description
A revision of the Open Access Statement to include more types of scholarship and offer more relevance to non-tenure-track faculty.

Goal Area
Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

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

☐ Student Learning
  □ 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
  □ 2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
  □ 3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
  □ 4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

☐ Research and Scholarly Environment
  ☒ 1. Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
  □ 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.
  □ 3. Increase ACRL’s efforts to influence scholarly publishing policies and practices toward a more open and equitable system.

☐ New Roles and Changing Landscapes
  □ 1. Deepen ACRL’s advocacy and support for a full range of information professionals.
  □ 2. Equip library workforce at all levels to effectively lead, manage, and embrace change.
  □ 3. Expand ACRL’s role as a catalyst for transformational change in higher education.

☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)
Brief sentence connecting your project to the Plan
This effort seeks to expand the OA Policy Statement, which is an advocacy statement, in order to incorporate feedback gathered since the statement was released in 2016, including explicit mention of different types of digital scholarship that should be OA and a consideration of how to make the policy statement more relevant to non-tenure-track librarians.

Timeline
☐ continuous project assigned in charge
☐ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date: Fall 2018)

Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL’s multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.

Outline the steps and intermediate deadlines planned to complete the project.
(add rows as needed)

PROJECT NAME: Open Research Policy Statement
Team Members: Steven Harris (chair), Abigail Goben, Pamella Lach, Amy Nurnberger, Penny Beile

<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Complete/In Progress and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In revised draft of the policy statement, provide additional details that address the importance and value of open scholarly products and open research.</td>
<td>1/15/18</td>
<td>Have draft completed before Midwinter, so that it may be discussed, as necessary, at Midwinter before being sent to Standards.</td>
</tr>
<tr>
<td>Send revised draft to Standards Committee for its review.</td>
<td>3/1/2018</td>
<td>Submit to Standards in the spring so that their evaluation is given to ReSEC before Annual 2018.</td>
</tr>
<tr>
<td>Final draft</td>
<td>6/21/18</td>
<td>Intention is to release the revised statement after it clears the ACRL adoption process.</td>
</tr>
</tbody>
</table>

Assessment: How will success be measured?
The revised statement will be approved, as per ACRL regulations.

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Activity/Project Name #3
Relations Subcommittee

Brief Description
In light of recent events, such as the purchase of BePress by Elsevier, and of the increasing practice of vendors to contact, and consult with, university administration, thus potentially usurping the role of academic libraries altogether, ReSEC is forming this subcommittee to help determine what librarians and libraries should be doing to counteract such go-arounds. The subcommittee would work toward defining a framework or set of
recommended practices for the purpose of relationship understanding and building, both internally (on campuses) and externally (with various stakeholders).

Goal Area

Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

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

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  ☑ 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
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  ☑ 1. Deepen ACRL’s advocacy and support for a full range of information professionals.
  ☑ 2. Equip library workforce at all levels to effectively lead, manage, and embrace change.
  ☑ 3. Expand ACRL’s role as a catalyst for transformational change in higher education.

☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.

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

Brief sentence connecting your project to the Plan

The framework, or set of effective practices, should help guide the ACRL community in developing and maintaining more productive relationships with their internal and external constituents, done most productively with an increased capacity to address issues related to scholarly communication.

Timeline

☐ continuous project assigned in charge
☒ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date:)

Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL’s multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.

Outline the steps and intermediate deadlines planned to complete the project.

(add rows as needed)
**PROJECT NAME:** Relations Subcommittee  
Team members: Mel DeSart, Pamella Lach, Amy Nurnberger, Charlotte Roh, Philip Herold, Mary Galvin, Jessica Clemons

<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Complete/In Progress and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft problem statement and charge.</td>
<td>1/15/18</td>
<td>Complete</td>
</tr>
<tr>
<td>ReSEC discusses at Midwinter 2018, as necessary</td>
<td>2/11/18</td>
<td>Complete</td>
</tr>
<tr>
<td>Subcmte drafts a framework / set of effective practices (this work may involve interviews, survey, literature review - depends on the judgment of subcomte)</td>
<td>2/15 to 6/1</td>
<td>In progress</td>
</tr>
<tr>
<td>Subcmte updates ReSEC on progress via a short report</td>
<td>6/1 to 6/15</td>
<td>Complete</td>
</tr>
<tr>
<td>ReSEC discusses at Annual 2018, as necessary</td>
<td>6/24/18</td>
<td>Complete</td>
</tr>
<tr>
<td>Subcmte lead or subcomte member blogs about progress for ACRL community</td>
<td>Summer 2018</td>
<td></td>
</tr>
<tr>
<td>Subcmte continues carrying out its charge</td>
<td>Summer and fall 2018</td>
<td>Call for relation “stories” to go out during the first half of August.</td>
</tr>
<tr>
<td>Subcmte reports on progress to date and how it will wrap up the effort by Midwinter 2019</td>
<td>Fall 2018</td>
<td></td>
</tr>
<tr>
<td>Subcmte submits draft report for ReSEC to review prior to Midwinter 2019</td>
<td>1/10/19</td>
<td></td>
</tr>
<tr>
<td>ReSEC discusses final report as necessary</td>
<td>1/27/19</td>
<td></td>
</tr>
<tr>
<td>Subcmte lead or subcmte member blogs about this work a final time for ACRL community</td>
<td>Spring 2019</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment: How will success be measured?**  
Since feedback from the ALA/ACRL community on this effort is key, it will be important to be public at certain junctures of the subcommittee’s work, such as after they have gathered enough data and information to begin fleshing out a framework or set of practices / guidelines and once they have a draft of this deliverable to share. Since ReSEC is a co-sponsor of the ACRL/SPARC Forum at the Midwinter and Annual meetings, one of these Forum occasions could be used to present the work of the subcommittee and offer a chance for the community to respond.

--

**Activity/Project Name #4**  
Data Privacy Guide
Brief Description
As much as those of us working in scholarly communication advocate for open access in research and scholarly publishing, we are also increasingly aware of the need for better guidance and support regarding data privacy. With such a concentration of expertise among its members, ReSEC is in a position to develop a set of recommendations for how academic libraries might work toward devising a strategy for data privacy.

Goal Area

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

☐ Student Learning
  ☐ 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
  ☐ 2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
  ☐ 3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
  ☐ 4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

☐ Research and Scholarly Environment
  ☐ 1. Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
  ☒ 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.
  ☐ 3. Increase ACRL’s efforts to influence scholarly publishing policies and practices toward a more open and equitable system.

☐ New Roles and Changing Landscapes
  ☐ 1. Deepen ACRL’s advocacy and support for a full range of information professionals.
  ☐ 2. Equip library workforce at all levels to effectively lead, manage, and embrace change.
  ☐ 3. Expand ACRL’s role as a catalyst for transformational change in higher education.

☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)

Brief sentence connecting your project to the Plan
Balancing openness with privacy protections is an area of need across academia, but one for which few support resources exist. This guide is an effort to help build capacity in this area.

Timeline
☐ continuous project assigned in charge
☒ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date: __________)

Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL’s multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.
Outline the steps and intermediate deadlines planned to complete the project.

PROJECT NAME: Data Privacy Cookbook
Team Members: Amy Nurnberger, Abigail Gobel, Pamella Lach, Sandy DeGroote

<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Complete/In Progress and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain access to original EU design files</td>
<td></td>
<td>Complete</td>
</tr>
<tr>
<td>Gather relevant information for introductory document, in US context</td>
<td>June 2017</td>
<td>Complete</td>
</tr>
<tr>
<td>Synthesize disparate information into one introductory document</td>
<td>MW18</td>
<td>Complete</td>
</tr>
<tr>
<td>Finalize maturity model</td>
<td>MW18</td>
<td>Complete</td>
</tr>
<tr>
<td>Create linked reference cards</td>
<td>MW18</td>
<td>Complete</td>
</tr>
<tr>
<td>Create the draft document</td>
<td>Annual 2018</td>
<td>Complete</td>
</tr>
<tr>
<td>Create final document in ALA Connect</td>
<td>October 2018</td>
<td>In progress</td>
</tr>
<tr>
<td>Distribute final document via ACRL Insider</td>
<td>MW19</td>
<td></td>
</tr>
</tbody>
</table>

Assessment: How will success be measured?
Essentially, assessment of this project would be measured by the number of downloads and how much people reference the guide when consulting or doing instruction. Assessment would rely on informal methods.

--

Activity/Project Name #5
OpenCon Scholarships

Brief Description
Select and support the travel of two scholarship recipients to attend OpenCon, an annual conference focused on advancing Open Access, Open Education, and Open Data.

Goal Area
Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

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

☐ Student Learning
1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

☐ Research and Scholarly Environment
☐ 1. Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
☒ 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.
☐ 3. Increase ACRL’s efforts to influence scholarly publishing policies and practices toward a more open and equitable system.

☐ New Roles and Changing Landscapes
☐ 1. Deepen ACRL’s advocacy and support for a full range of information professionals.
☐ 2. Equip library workforce at all levels to effectively lead, manage, and embrace change.
☐ 3. Expand ACRL’s role as a catalyst for transformational change in higher education.

☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.

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

Brief sentence connecting your project to the Plan
Attendance at OpenCon allows students and early career professionals to develop the critical skills necessary to catalyze action toward a more open system for sharing the world’s information, and scholarship recipients’ service on ReSEC provides an immediate opportunity for the attendees to build on what they learned to benefit libraries and the broader scholarly communication landscape.

Timeline
x continuous project assigned in charge
☐ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year

Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL’s multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.

Outline the steps and intermediate deadlines planned to complete the project.
(add rows as needed)

PROJECT NAME: OpenCon Scholarships
Team members: Michelle Reed, Cynthia Mari Orozco, Tatiana Bryant

<p>| Specific Action |
|-----------------|-----------------|-----------------|
| Announce availability of ACRL-sponsored scholarships for OpenCon | June/July | On going |
| Assign subcommittee to review applications and select scholarship recipients | June/July | On going |
| Subcommittee reviews applications and makes recommendations to ReSEC Chair for two recipients and two alternates | July/August | On going |</p>
<table>
<thead>
<tr>
<th>Activity/Project Name #6</th>
<th>Open Access Week Advisory Committee Member</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brief Description</strong></td>
<td>A member of ReSEC serves as an OA Week Advisory Committee member, helping to craft the theme and events related to this internationally celebrated week.</td>
</tr>
<tr>
<td><strong>Goal Area</strong></td>
<td>Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.</td>
</tr>
</tbody>
</table>

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

**□ Student Learning**
- 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
- 2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
- 3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
- 4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

**□ Research and Scholarly Environment**
- 1. Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
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.
3. Increase ACRL’s efforts to influence scholarly publishing policies and practices toward a more open and equitable system.

☐ New Roles and Changing Landscapes
☐ 1. Deepen ACRL’s advocacy and support for a full range of information professionals.
☐ 2. Equip library workforce at all levels to effectively lead, manage, and embrace change.
☐ 3. Expand ACRL’s role as a catalyst for transformational change in higher education.

☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)

Brief sentence connecting your project to the Plan
The invitation from SPARC to serve on the OA Week Advisory Committee is a great opportunity to have ACRL’s perspective reflected in the event and to learn from great initiatives globally.

Timeline
☐ continuous project assigned in charge
☐ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date: _________)

Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL’s multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.

Outline the steps and intermediate deadlines planned to complete the project.
(add rows as needed)

PROJECT NAME: OA Week Advisory Committee
Team Members: Yuan Li

<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Complete/In Progress and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide ReSEC perspective to the planning activities. Report back on any interesting initiatives, globally.</td>
<td>10/22/18</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

Assessment: How will success be measured?
Based on feedback from ReSEC representative, we will determine if this was a successful collaboration and if we should advocate for it becoming business as usual.

Activity/Project Name #7
Emerging Leader Project
Brief Description
ReSEC will submit an Emerging Leaders (http://www.ala.org/educationcareers/leadership/emergingleaders) Project Proposal (October?) tied to the Research Agenda (above). Should the project be selected, ReSEC will host the project and assign a member guide.

Goal Area
Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

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

☐ Student Learning
  ☐ 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
  ☐ 2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
  ☐ 3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
  ☐ 4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

☐ Research and Scholarly Environment
  ☐ 1. Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
  ☐ 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.
  ☒ 3. Increase ACRL’s efforts to influence scholarly publishing policies and practices toward a more open and equitable system.

☐ New Roles and Changing Landscapes
  ☐ 1. Deepen ACRL’s advocacy and support for a full range of information professionals.
  ☐ 2. Equip library workforce at all levels to effectively lead, manage, and embrace change.
  ☐ 3. Expand ACRL’s role as a catalyst for transformational change in higher education.

☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)

Brief sentence connecting your project to the Plan
Engage new professionals and future ACRL leaders in actions that move the scholarly communication to a more open and equitable system

Timeline
☐ continuous project assigned in charge
☒ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date: __________)

Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL’s multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.
Outline the steps and intermediate deadlines planned to complete the project.

**PROJECT NAME:** Emerging Leaders Project  
**Team Members:** Jessica Clemmons (member guide), Nathan Hall

<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Complete/In Progress and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit Project Proposal</td>
<td>10/1/18</td>
<td>In Progress</td>
</tr>
<tr>
<td>Select Emerging Leader to sponsor</td>
<td>TBD</td>
<td>(contingent on project proposal being selected by EL group)</td>
</tr>
<tr>
<td>Meet Emerging Leader team at Midwinter</td>
<td>1/2019</td>
<td>(contingent on project proposal being selected by EL group)</td>
</tr>
<tr>
<td>Attend Emerging Leader poster session at Annual</td>
<td>6/2019</td>
<td>(contingent on project proposal being selected by EL group)</td>
</tr>
<tr>
<td>Meet Emerging Leader team at ReSEC meeting to present their work to committee</td>
<td>6/2019</td>
<td>(contingent on project proposal being selected by EL group)</td>
</tr>
</tbody>
</table>

**Assessment: How will success be measured?**  
Assuming project is selected, ReSEC will devise a rubric against which success will be measured.

**Activity/Project Name #8**  
Scholarly Communication/ReSEC Website Refresh

**Brief Description**  
The ACRL website for Scholarly Communication ([http://www.al.org/acrl/issues/scholcomm](http://www.al.org/acrl/issues/scholcomm)) is out of date and does not reflect the activities of ReSEC. A small working group will assess the current page and make recommendations for revisions.

**Goal Area**  
Select the single best connection to the [ACRL Plan for Excellence](http://www.al.org/acrl/issues/scholcomm) and provide a brief sentence connecting your project to the Plan.

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

- **Student Learning**
  - ☐ 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.  
  - ☐ 2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.

4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

**Research and Scholarly Environment**

1. Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.

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.

3. Increase ACRL’s efforts to influence scholarly publishing policies and practices toward a more open and equitable system.

**New Roles and Changing Landscapes**

1. Deepen ACRL’s advocacy and support for a full range of information professionals.

2. Equip library workforce at all levels to effectively lead, manage, and embrace change.

3. Expand ACRL’s role as a catalyst for transformational change in higher education.

**Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.**

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

**Brief sentence connecting your project to the Plan**

Having an up to date web presence that highlights the work of this committee, and ACRL, in the area of scholarly communication would help visitors to the website understand the resources and opportunities available to them.

**Timeline**

- continuous project assigned in charge
- short-term project that will be completed this membership year
- multi-year project continuing past this membership year (expected completion date: __________)

*Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL’s multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.*

**Outline the steps and intermediate deadlines planned to complete the project.**

*add rows as needed*

**PROJECT NAME:** ReSEC website refresh

**Team Members:** Mary Galvin, Michelle Reed, Allison Langham-Putrow.

<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Complete/In Progress and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess what information should and should not be on the website</td>
<td>MW 2019</td>
<td>In Progress</td>
</tr>
<tr>
<td>Recommendations for revisions</td>
<td>Spring 2019</td>
<td></td>
</tr>
<tr>
<td>Launch revised website and post on ACRL Insider about it.</td>
<td>Annual 2019</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment: How will success be measured?**

Increase in traffic will be one measure of success.
ACRL Multi-Year Planning Grid
Research and Scholarly Environment

This grid will compile the activities of ACRL’s strategic goal-area committees, as well as all division-level committees, task forces, and staff activities that contribute to ACRL’s strategic goal objectives. Timeline: Draft for Annual Conference; Finalized at SPOS.

Only a brief project description and estimated resources required will be listed. The strategic goal area committees’ annual work plan forms will detail the specifics for the activities planned in the current year.

This document will aid the Board in conducting an annual gap analysis of division-level committee work plans and in drafting and reviewing budget assumptions. It will also serve as a reference document available to all division-level committees to aid in aligning efforts.

*Note: goal-area committees will each receive the grid for their goal area. Staff will add to the grid any additional multi-year projects suggested by other committees via their annual work plans.*

**Research and Scholarly Environment Goal:** Librarians accelerate the transition to more open and equitable systems of scholarship.

<table>
<thead>
<tr>
<th>Objective</th>
<th>FY18 (for context)</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.</td>
<td>a) Continue to distribute C&amp;RL and C&amp;RL News open access</td>
<td>b) Continue to provide SC resources in multiple formats freely through updated Toolkit</td>
<td>c) Revise OA Statement to be an Open Research policy statement</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>FY18 (for context)</td>
<td>FY19</td>
<td>FY20</td>
<td>FY21</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>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.</td>
<td>a) Monitor copyright and SC developments and identify ways to communicate with members</td>
<td>a) Monitor copyright and SC developments and identify ways to communicate with members</td>
<td>b) Continue Roadshows, updating content as SC evolves [ongoing funding from ACRL needed]</td>
<td>b) Continue Roadshows, updating content as SC evolves [ongoing funding from ACRL needed]</td>
</tr>
<tr>
<td></td>
<td>b) Continue Roadshows, updating content as SC evolves [ongoing funding from ACRL needed]</td>
<td>c) Begin updating the ReSEC research agenda.</td>
<td>c) Continue update of the ReSEC research agenda.</td>
<td>c) Continue update of the ReSEC research agenda.</td>
</tr>
<tr>
<td></td>
<td>c) Begin updating the ReSEC research agenda.</td>
<td>d) Begin discussing and investigating possible recommended practices for libraries to develop and maintain productive ongoing relationships with a range of stakeholders, including vendors and publishers.</td>
<td>d) Continue work on framework / set of recommended practices for libraries’ productive management of relationships with various stakeholders.</td>
<td>d) Continue work on framework / set of recommended practices for libraries’ productive management of relationships with various stakeholders.</td>
</tr>
<tr>
<td></td>
<td>d) Continue discussing and investigating possible recommended practices for libraries to develop and maintain productive ongoing relationships with a range of stakeholders, including vendors and publishers.</td>
<td>e) Begin discussing the issues surrounding data privacy and the support that librarians could provide through a resource like a “data privacy cookbook”</td>
<td>e) Begin exploring the intersections between scholarly communication and collection development.</td>
<td>e) Begin exploring the intersections between scholarly communication and collection development.</td>
</tr>
<tr>
<td></td>
<td>e) Begin discussing the issues surrounding data privacy and the support that librarians could provide through a resource like a “data privacy cookbook”</td>
<td>f) Evaluate the need for a library publishing roadshow.</td>
<td>f) Evaluate the need for a library publishing roadshow.</td>
<td>f) Evaluate the need for a library publishing roadshow.</td>
</tr>
<tr>
<td>Objective</td>
<td>FY18 (for context)</td>
<td>FY19</td>
<td>FY20</td>
<td>FY21</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>3) Increase ACRL’s efforts to influence scholarly publishing policies and practices toward a more open and equitable system.</td>
<td>a) Continue SPARC/ACRL Forum and SC discussion group [continued support of Forum] b) Continue providing support, via a standing ReSEc subcommittee, to the Board in their needs for drafting responses to initiatives and legislative actions relevant to ReSEC’s purpose. c) Offer our expertise on open access and library-based publishing to other publishing units within ALA to see if any other publications are consider flipping open and if we can support them.</td>
<td>a) Continue SPARC/ACRL Forum and SC discussion group [continued support of Forum]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Committee
Visit the ACRL Directory of Leadership to find your charge.

Committee Name: Value of Academic Libraries

Charge/Tasks: To oversee and coordinate ACRL’s Value of Academic Libraries Initiative as described in the strategic plan; work with the ACRL Board and other ACRL units in creating a comprehensive effort including coalition building, professional development, publications, research, advocacy, and consultation services and in developing the ACRL Value website; and monitor and assess the effectiveness of the Value Initiative.

Committee leadership
Visit the ACRL Directory of Leadership to find your committee roster. Click the “Next Year” link to view 2017–18 roster information.

- Current Chair (2017–18): Alan Carbery
- Incoming Chair (2018–19): Holly Mercer
- Incoming Board Liaison (2018–19): Emily Daly
- Staff Liaison: Sara Goek, Kara Malenfant

Submission information

Year-end report written by: Alan Carbery

Work plan submitted by: Holly Mercer
2017–18 Year-end Committee Report

This report will be included in the Committee’s official record of activities maintained by the ACRL staff.

What were the major projects/activities accomplished by your committee in the 2017–18 membership year?

- Publication of the ACRL/OCLC action-oriented research agenda, and the accompanying data visualization component in September 2017
- Promotion of Academic Library Impact: improving practice and essential areas to research (Research Agenda)
- Awarding of mini-research grants ($3000 each, to value of $20,000 total) to carry out research based on the outcomes of the research agenda
- Update of the Visualizing Academic Library Impact: The ACRL/OCLC Literature Analysis to include 2017 publications.
- Travel Scholarships ($10,000 total) for library workers to share research findings on academic library impact projects at higher education conferences
- In-depth conversation around the potential re-branding of the VAL committee (which was subsequently deferred).

How did you go about getting them done?

- Carried out a specific conference call with new committee members in July 2017, outlining the on-going work of the VAL committee, and encouraging them to engage in existing and upcoming projects
- Operated a “sub-group” approach to the entire committee’s work-plan – assigning committee members to specific projects
- Routine check-in during our committee calls every six weeks

What were the relevant results for your projects?

- Webinar on the publication of the Academic Library Impact research agenda delivered in Fall 2017
- Research Agenda prompted through the Update on VAL initiative at Midwinter 2017
- Abstract submitted and round-table discussion delivered at the AAC&U conference in January 2018
- Abstract submitted for EDUCAUSE conference in November 2018
- Workshop proposal submitted and invitation received for Library Assessment Conference in Fall 2018
- Webinar delivered on the research grants application process
- Application process for awarding of research grants devised, call placed, and eight grants awarded.
- 51 publication citations from 2017 added to the Visualizing Academic Library Impact Literature Dashboard.
- Application process for awarding of travel scholarships, call placed, and six travel scholarships awarded
- Application for scholarships for 2018 opened

Are any 2017–18 projects ongoing?

- Advocacy Toolkit through LibGuides in development
- Marketing/Promotion around the usage of the research agenda
- Programming showcasing libraries contributions towards equity, access, diversity & inclusion.
What worked well?
● The “sub-group” approach seemed to work well (as long as there was an assigned or natural leader for each sub-group assuming responsibility for progressing the work)
● The committee members appear engaged and enthused in the current work-plan and projects, as well as the overall VAL initiative
● Many of our achievements are as a direct result of the support and leadership of the Mellon/ACLS Public Fellow.

What could have worked better?
The resignation of the vice-chair early in the year, and the subsequent challenge in finding a replacement was difficult. This meant that we haven’t achieved all of the intended outcomes from the 2017-2018 work-plan. The Board may wish to consider succession planning as it relates to the goal area committees.

The absence of a vice-chair for most of year meant that I was the touchpoint for all VAL committee subgroups. Naturally, as a result of this, some subgroups lacked the high-touch leadership they needed to move their projects along.

How has the work/activities of your committee demonstrated commitment to equity, diversity, and inclusion, within or beyond ACRL?
● Committee membership expanded to include a more diverse population (including community colleges)
● Awarding of research grants included a diverse pool of recipients (geographic, classification, etc)
● Awarding of travel scholarships allowed members to travel to higher education conferences – the application process told us the importance of this funding in an otherwise cost-prohibitive environment.
● The committee is currently developing programming to demonstrate how academic libraries contribute towards the success of their institutions advance issues of equity, access, diversity and inclusion.

What do you wish someone had told you before starting work on this committee?
N/A

What made this work most rewarding (observations/comments/accolades)?
I found the publication of the research agenda particularly rewarding this year – this is a project that has been years in preparation – since around the time I joined the VAL Committee. I am also extremely grateful to the Board for their approval of the funds to support the research grants and the travel scholarships initiatives. It’s incredibly rewarding to lead the VAL committee as they granted numerous scholarships and research grants related to the impact of academic libraries.

Any other comments, recommendations, or suggestions?
I’m extremely grateful to Kara Malenfant, Staff Liaison, and Emily Daly, Board Liaison for their support right throughout the year. Their encouragement and guidance, particularly after the resignation of the vice-chair, helped ensure that the committee continued to function in a productive manner. I am particularly grateful for the stellar efforts of Sara Goek, ACRL Program Manager and Mellon/ACLS Public Fellow. Sara’s work this year has been invaluable to the VAL initiative, and she was instrumental in much of the success of our committee this year.
2018–19 Committee Work Plan

Note: Each activity/project should be reported using the below form. Copy and paste the form as many times as needed to detail each activity/project. Plans should be Specific, Measurable, Attainable, Realistic, and Timely or SMART).

1. Activity/Project Name
Promote the Research Agenda.

Brief Description
The ACRL/OCLC action-oriented agenda, along with the accompanying data visualization component, was published in 2017. The VAL committee should plan and carry out a targeted promotional campaign to engage librarians with the research agenda.

Goal Area
Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

☒ Value of Academic Libraries
☐ 1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
☐ 2. Promote the impact and value of academic and research libraries to the higher education community.
☐ 3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
☐ 4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)

Brief sentence connecting your project to the Plan
The research agenda addresses VAL’s first objective to articulate a research agenda that communicates the value of academic and research libraries and is integral to VAL’s overall goal of libraries demonstrating their alignment with, and impact on institutional outcomes.

Timeline
☒ continuous project assigned in charge
☐ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date: __________)

Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL’s multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.

Outline the steps and intermediate deadlines planned to complete the project.
(add rows as needed)

<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Party Responsible</th>
<th>Resources Needed (e.g., financial*, technology, staff support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliver practicum at Library Assessment Conference in Houston, Dec. 2018</td>
<td>December 2018</td>
<td>Holly Mercer, Lynn Connaway, Jill Becker</td>
<td>Travel, conference attendance and accommodation reimbursement</td>
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</tbody>
</table>
| Promote the research agenda by developing and delivering a “getting started with” or “engaging with” the research agenda through a webinar, ACRL insider, or other ACRL venues as appropriate | Fall 2018 | new VAL working group | Access to ACRL’s webinar hosting software  
Logistical support from ACRL Insider |
| Highlight innovative projects based on the research agenda | June 2019 | VAL members | |

**Assessment: How will success be measured?**

Acceptance and delivery of presentations/workshops at conferences. Identification of new research projects based on the agenda. Metrics regarding number of viewers of webinars, assessment of those programs.
2. Activity/Project Name
Library impact grants for practitioner-scholars

Brief Description
Library impact grants for practitioner-scholars to conduct research based on questions identified by the action-oriented research agenda.

Goal Area
Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

☒ Value of Academic Libraries
☒ 1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
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☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)

Brief sentence connecting your project to the Plan
Providing supports to practitioners to carry out research on the main themes identified in the research agenda allows practitioners to explore how they impact institutional outcomes.

Timeline
☐ continuous project assigned in charge
☒ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date: __________)

Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL’s multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.

Outline the steps and intermediate deadlines planned to complete the project.
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</thead>
<tbody>
<tr>
<td>Plan ACRL 2019 session for grant recipients to share their work</td>
<td>Fall 2018</td>
<td>VAL working group &amp; grant recipients</td>
<td>Logistical support</td>
</tr>
<tr>
<td>Review and revise if necessary criteria and procedures developed in</td>
<td>Fall 2018</td>
<td>VAL working group</td>
<td>Logistical support</td>
</tr>
<tr>
<td>2017-2018; invite research on specific topics such as learning analytics, the role of libraries in advancing campus EDI goals, critical perspectives, etc.</td>
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<tr>
<td>Identify and review applicants for FY2020 grants.</td>
<td>Spring 2019</td>
<td>VAL working group</td>
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<td>Logistical support from Mellon/ACLS Fellow, Sara Goek</td>
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<td>Funding for mini-grants</td>
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<tr>
<td>Target outreach to community college librarians to encourage their applications</td>
<td>Spring 2019</td>
<td>VAL working group</td>
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<td>Develop a special issue of C&amp;RL with contributions from FY2019 grant recipients</td>
<td>Summer 2019</td>
<td>VAL Chair and VAL Vice-chair, with members of a VAL Research Grants working group</td>
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<td>Support from C&amp;RL editor, Wendi Kaspar</td>
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</table>

**Assessment: How will success be measured?**

Number of applicants seeking funding; increased participation from community college librarians; publication of research outcomes in C&RL
3. Activity/Project Name
Updating the Research Agenda Dashboard/Data Visualization Component

Brief Description
The ACRL/OCLC research agenda includes a data visualization component that practitioners may use to identify and visualize key trends in literature regarding the value of academic libraries.

Goal Area
Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

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☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)

Brief sentence connecting your project to the Plan
Keeping the literature up-to-date in the visualization component will allow practitioners to make use of the research agenda as an important tool for exploring how their libraries affect institutional outcomes.

Timeline
☒ continuous project assigned in charge
☐ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date: __________)

Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL's multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.

Outline the steps and intermediate deadlines planned to complete the project.

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<tbody>
<tr>
<td>Sunset the Valuography given the data visualization component of the Research Agenda</td>
<td>December 2018</td>
<td>Chair and ACRL staff</td>
<td></td>
</tr>
<tr>
<td>Update content within the data visualization component through 2018; evaluate addition of new tags on EDI</td>
<td>June 2019</td>
<td>VAL working group</td>
<td>Administrator privileges to the data visualization component</td>
</tr>
<tr>
<td>Promote, monitor use and impact of the data visualization component</td>
<td>Spring 2019</td>
<td>VAL working group</td>
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</table>

**Assessment: How will success be measured?**
Addition of citations through 2018; Cost/benefit or development of assessment measures for adding citations to the visualization tool;
4. Activity/Project Name
Empower local academic library advocacy, with emphasis on role in advancing issues of equity, access, diversity, and inclusion in higher education.

Brief Description
Develop a spectrum of resources that supports academic librarians in conducting advocacy efforts which articulate institutional EDI goals and are built on Value concepts and research findings.

Goal Area
Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

☒ Value of Academic Libraries
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☒ 2. Promote the impact and value of academic and research libraries to the higher education community.
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☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)

Brief sentence connecting your project to the Plan
This project develops resources to empower librarians to conduct Value-based advocacy efforts, particularly those that showcase libraries' efforts to promote equity, diversity, and inclusion at their institutions.

Timeline
☒ continuous project assigned in charge
☐ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date: __________)

Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL's multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.

Outline the steps and intermediate deadlines planned to complete the project.
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</thead>
<tbody>
<tr>
<td>Solicit and hire a consultant to: create an environmental scan of library work to promote campus EDI goals; lead a focus group to help understand and articulate the ways academic libraries advance EDI initiatives at their institutions</td>
<td>February 2018</td>
<td>Holly Mercer</td>
<td>Financial support to hire consultant;</td>
</tr>
<tr>
<td>Brainstorm and ideate a multi-year programming development program for Value and EDI</td>
<td>June 2019</td>
<td>VAL working group</td>
<td>May need to request funds for future years</td>
</tr>
</tbody>
</table>

**Assessment: How will success be measured?**
Consultant hired, environmental scan underway, a draft plan created.
5. Activity/Project Name
Travel grants

Brief Description
Directly engage in advocacy efforts built on Value concepts and research findings at the national level by providing financial support for librarians to present on their work at higher education conferences.

Goal Area
Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

☒ Value of Academic Libraries
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☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)

Brief sentence connecting your project to the Plan
This project enables the VAL committee to empower practitioner-librarians to engage in national advocacy and to share their successes with the higher education community.

Timeline
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☐ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date: __________)

Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL’s multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.

Outline the steps and intermediate deadlines planned to complete the project.
(add rows as needed)

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</thead>
<tbody>
<tr>
<td>Solicit applications for travel grants to practitioners to share research findings based on key outcomes of the research agenda with</td>
<td>Fall 2018 and Spring 2019</td>
<td>VAL working group</td>
<td>Logistical support</td>
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<tr>
<td>Task</td>
<td>Timeframe</td>
<td>Responsible Parties</td>
<td>Support</td>
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<tr>
<td>Identify and review applicants for travel grants</td>
<td>Fall and Spring 2019</td>
<td>VAL working group</td>
<td>Logistical support</td>
</tr>
<tr>
<td>Request travel grant recipients share their experiences via VAL blog or other medium</td>
<td>Spring 2019</td>
<td>VAL chair and vice-chair</td>
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</tbody>
</table>
| Explore the feasibility of continuing to offer the ACRL/VAL travel scholarships in 2019-2020 | Spring 2019        | VAL Chair and Vice-Chair, with members of working group      | Logistical support from staff  
May need additional funds from the Board to continue |

**Assessment: How will success be measured?**
Number of applicants, number of grants awarded, diversity of presentation venues, quality of research
ACRL Multi-Year Planning Grid

Value of Academic Libraries

This grid will compile the activities of ACRL’s strategic goal area committees, as well as all division-level committees, task forces, and staff activities that contribute to ACRL’s strategic goal objectives. Timeline: Draft for Annual Conference; Finalized at SPOS.

Only a brief project description and estimated resources required will be listed. The strategic goal area committees’ annual work plan forms will detail the specifics for the activities planned in the current year.

This document will aid the Board in conducting an annual gap analysis of division-level committee work plans and in drafting and reviewing budget assumptions. It will also serve as a reference document available to all division-level committees to aid in aligning efforts.

Note: goal area committees will each receive the grid for their goal area. Staff will add to the grid any additional multi-year projects suggested by other committees via their annual work plans.

Value of Academic Libraries

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

<table>
<thead>
<tr>
<th>Objective</th>
<th>Project</th>
<th>FY18 (for context)</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
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</thead>
<tbody>
<tr>
<td>Goal: Academic libraries demonstrate alignment with and impact on institutional outcomes.</td>
<td>Communication Plan for Value of Academic Libraries Initiative Resources Needed: ACRL Marketing and Communications Specialist (David Free)</td>
<td>Implement and revise communication plan as needed. Revisit viability of initiative to provide regular VAL updates in C&amp;RL news If viable, plan out structure, timeline of updates</td>
<td>If viable, continue VAL updates in C&amp;RL news.</td>
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</tr>
<tr>
<td>Goal: Academic libraries demonstrate alignment with and impact on institutional outcomes.</td>
<td>Value blog</td>
<td>Maintain and develop blog. Consider folding the blog up and have it drive content into the wider ACRL insider blog.</td>
<td></td>
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</tr>
<tr>
<td>Goal: Academic libraries demonstrate alignment with and impact on institutional outcomes.</td>
<td>Assessment task force formed to identify competencies for assessment librarians.</td>
<td>Monitor work of task force and assist where possible.</td>
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<tr>
<td>Objective</td>
<td>Project</td>
<td>FY18 (for context)</td>
<td>FY19</td>
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<td>institutional outcomes.</td>
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<tr>
<td>Objective 1: Articulate a research agenda that communicates the value of academic and research libraries.</td>
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<tr>
<td>Previous Objective: Increase research that demonstrates the value of academic and research libraries.</td>
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<tr>
<td></td>
<td>Develop and Engage a Formal Research Agenda</td>
<td>Publish and promote the research agenda at targeted Higher Education conferences. Promotion of the research agenda through the regular ACRL and ALA promotion channels</td>
<td>Continue to market and promote the research agenda. Assess the impact of the Research Agenda and highlight innovative projects based on this review.</td>
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</tr>
<tr>
<td>Objective 1: Articulate a research agenda that communicates the value of academic and research libraries.</td>
<td>Visualizing Academic Libraries’ Impact: an ACRL/OCLC dashboard (Data viz tool)</td>
<td>Release and promotion of the dashboard tool. Marketing, promotion, training as well as maintenance and monitoring.</td>
<td>Continued monitoring of the Dashboard tool, making adjustments as necessary.</td>
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<tr>
<td>Objective 1: Articulate a research agenda</td>
<td>Mini-research grants for</td>
<td>Develop timeline, procedures and mechanism for</td>
<td>Assess the research grants</td>
<td>Revise and assess the research</td>
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<tr>
<td>Objective</td>
<td>Project</td>
<td>FY18 (for context)</td>
<td>FY19</td>
<td>FY20</td>
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<td>Objective 2: Promote the impact and value of academic and research libraries to the higher education community.</td>
<td>SFY18: Build the C&amp;RL Special Issue into the mini-research grants initiative.</td>
<td>initiative, including the mechanism for application and awarding, as well as the quality of research produced. Adjust as necessary.</td>
<td>Continue to offer research grants based on continued research aimed at the recommendations of the research agenda.</td>
<td>Based on assessment from previous year, continued assessment and refinement of the travel grant initiative.</td>
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<tr>
<td>Objective</td>
<td>Project</td>
<td>FY18 (for context)</td>
<td>FY19</td>
<td>FY20</td>
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<td><strong>Previous objective: To improve outreach to higher education organizations in order to articulate the value of libraries in higher education</strong></td>
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<td></td>
<td>awarding of grants.</td>
<td>viability of continued offering of travel grants.</td>
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<tr>
<td><strong>Objective 2: Promote the impact and value of academic and research libraries to the higher education community.</strong></td>
<td>ACRL Liaisons</td>
<td>Assess impact of liaisons to regional accreditation groups and offer support.</td>
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<td></td>
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<td>Designation of new VAL liaison.</td>
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<tr>
<td><strong>Previous objective: To improve outreach to higher education organizations in order to articulate the value of libraries in higher education</strong></td>
<td>Standards for Libraries in Higher Education Resources Needed: ACRL Content Strategist And ACRL Manager of Professional Development (Margot Conahan)</td>
<td>Revise the need to issue a CFP to create a Standards workbook.</td>
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<td></td>
<td>Support the release and promotion of the revised Standards for Libraries in Higher Education</td>
<td>Continue to support the newly revised Standards, and providing support to the Roadshow presenters as appropriate.</td>
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</tr>
<tr>
<td>Objective 4: Support libraries in advancing issues of equity, access, diversity, and inclusion.</td>
<td>Programming</td>
<td>FY18 (for context)</td>
<td>FY19</td>
<td>FY20</td>
<td>FY21</td>
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<td></td>
<td></td>
<td>Create a plan for programming and offerings related to supporting libraries advancing issues of equity, access and D&amp;I.</td>
<td>Monitor and refine VAL activities in support of this objective.</td>
<td>Monitor, refine and grow VAL activities in support of this objective.</td>
<td></td>
</tr>
</tbody>
</table>
Division-level Committee Year-end Report and Work Plan Template

Committee
Visit the ACRL Directory of Leadership to find your charge.

Committee Name: Student Learning and Information Literacy

Charge/Tasks:

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

Committee leadership
Visit the ACRL Directory of Leadership to find your committee roster. Click the “Next Year” link to view 2017–18 roster information.

- Current Chair (2017–18): Elizabeth Berman
- Incoming Chair (2018–19): Elizabeth Galoozis
- Incoming Board Liaison (2018–19): Caroline Fuchs
- Staff Liaison: Mary Jane Petrowski

Submission information

Year-end report written by: Elizabeth Berman & Elizabeth Galoozis

Work plan submitted by: Elizabeth Galoozis & Nicole Brown
What were the major projects/activities accomplished by your committee in the 2017–18 membership year?

A brief bulleted list is suggested here; reference 2017–18 work plan projects

- Three in-person discussions at ALA conferences:
  - ALA Midwinter Discussion Forum, *Not Just Another Frame: Diversity, Equity, and Inclusion in Information Literacy & Instructional Design*
  - ALA Annual Discussion Forum, *Where Do We Stand? The Accreditation Process and the Library*
  - ALA Annual Framework Update, *ACRL Striking the Match for Inspired Teaching*


- ACRL Webcast: *Intersections of Information Literacy and Scholarly Communications* for Open Access Week 2017

- ACRL Webinar: *A Discussion of Trilateral Collaborations between the Library, Writing Center, and Composition Instructors* presented on May 7, 2018.

- Support of two ACRL roadshows: *Engaging with the ACRL Framework* and *Intersections of Information Literacy and Scholarly Communications*.

- Six C&RL News *Framework* columns published:
  - Fisher, Zoe. "Facing the frames: Using the Framework as a guide for a credit-bearing information literacy course" *College & Research Libraries News* [Online], Volume 78 Number 7 (July/August 2017). [https://doi.org/10.5860/crln.78.7.354](https://doi.org/10.5860/crln.78.7.354)
  - Russell, John, and Hensley, Merinda. "Beyond buttonology: Digital humanities, digital pedagogy, and the ACRL Framework" *College & Research Libraries News* [Online], Volume 78 Number 11 (December 2017). [https://doi.org/10.5860/crln.78.11.588](https://doi.org/10.5860/crln.78.11.588)
  - Baer, Andrea. "It’s all relative? Post-truth rhetoric, relativism, and teaching on “Authority as Constructed and Contextual”" *College & Research Libraries News* [Online], Volume 79 Number 2 (February 2018). [https://doi.org/10.5860/crln.79.2.72](https://doi.org/10.5860/crln.79.2.72)
  - Van Hoye, Allan. "Who’s left out of the conversation: The problem of marginalizing students in the scholarly conversation" *College & Research Libraries News* [Online], Volume 79 Number 6 (June 2018). [https://doi.org/10.5860/crln.79.6.318](https://doi.org/10.5860/crln.79.6.318)
• Published interview with Carolyn Radcliff, Director of the Advisory Board for the Threshold Achievement Test for Information Literacy, published on the Framework WordPress website on May 30, 2018: https://acrl.ala.org/framework/?p=412
• Ongoing support for the ACRL Sandbox, the ACRL Framework Toolkit, and the acrlframe listserv.
• “Keeping Up With... Universal Design for Learning” and “Keeping Up With... Accreditation” both to be published in C&RL News in Fall 2018.
• The Grounded Instruction Librarian: Participating in the Scholarship of Teaching and Learning submitted for publication by ACRL.
• Improved collaborative relationships with several ACRL committees, including ACRL Standards Committee, ACRL Information Literacy Frameworks and Standards Committee, Instruction Section Publications Committee, and ACRL Immersion Program Committee.

How did you go about getting them done?
A brief bulleted list is suggested (correspond bullets to those above)

The committee was organized into 8 project teams, who were each responsible for achieving committee objectives related to their project areas. These project teams include:

• Diversity and Inclusion in Instructional Design
• Framework Community
• Framework Professional Development
• Information Literacy Self-Studies for Institutional Accreditation
• Intersections of Information Literacy and Scholarly Communication
• Scholarship of Teaching and Learning
• Student Learning and Engagement
• Website Development

What were the relevant results for your projects?
A brief bulleted list is suggested that includes assessment as appropriate (correspond bullets to those above). Be as specific as possible. For example: 300 proposals/applications reviewed, 32 selected; Developed and conducted three podcasts (list podcast titles, speakers, etc.) Reviewed ten standards and guidelines (list titles)

• Over 100 attendees for the three in-person forums at ALA Midwinter and ALA Annual.
• 34 attendees for ACRL eLearning course, Engaging with the ACRL Framework: A Catalyst for Exploring and Expanding Our Teaching Practices.
• 206 registered attendees for webinar A Discussion of Trilateral Collaborations between the Library, Writing Center, and Composition Instructors.
• 13 in-person and 1 online Engaging with the ACRL Framework roadshows complete, 4 more currently scheduled; overwhelmingly positive feedback from attendees.
• 7 in-person Intersections of Information Literacy and Scholarly Communications roadshows complete.
• 8,550 article views of the six published Perspectives on the Framework columns.
• 73 additional resources have been added to the ACRL Sandbox, and 92 new contributor accounts have been created. A new resource type, White Paper, has been added.
• ACRL Framework Toolkit is receiving an average of 1,100 visits per month.
• 2,079 subscribers to the acrlframe listserv.
• 51 authors submitted 24 chapters for The Grounded Instruction Librarian: Participating in the Scholarship of Teaching and Learning.
• 22,829 views of Student Learning and Information Literacy LibGuides.

Are any 2017–18 projects ongoing?
A brief bulleted list is suggested here

• SLILC website redesign.
• ACRL book proposal on Diversity, Equity & Inclusion in Instructional Design.
• Developing a communication and outreach plan for the ACRL Sandbox.
• C&RL News bi-monthly Framework column.
• Support for two ACRL Roadshows, especially around publicity and marketing: Engaging with the ACRL Framework and Intersections of Information Literacy and Scholarly Communications.
• Creation of an Intersections LibGuide that includes sections for roadshow’s major areas of focus as well as sample learning experiences.
• Ongoing conversation about relationship between missions and work of SLILC and the Instruction Section.

What worked well?
A brief bulleted list is suggested here

• Project Team structure with assigned team leads is ideal to disperse the work across the committee and ensure management and accountability for the projects.
• Assigning either the Chair or Vice Chair as the official liaison to each of the project teams allowed for clear lines of communication.
• Having a cross-cutting topic, the website design, unified the committee in terms of working towards a committee goal.
• Successful integration of the Framework Advisory Board into SLILC.

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

• More consistent communication and support from ACRL Board Liaison and ACRL Staff Liaison.
• Two of the project teams were understaffed based on the number of projects articulated in the workloads.
• Two of the project teams were unable move the work of their projects forward largely due to competing commitments elsewhere.
How has the work/activities of your committee demonstrated commitment to equity, diversity, and inclusion, within or beyond ACRL?

A brief bulleted list is suggested here

- Diversity and Inclusion in Instructional Design project team held a discussion forum at ALA Midwinter, *Not Just Another Frame: Diversity, Equity, and Inclusion in Information Literacy & Instructional Design*, and are planning on a book proposal on this topic.
2018–19 Committee Work Plan
Student Learning & Information Literacy

Note: Each activity/project should be reported using the below form. Copy and paste the form as many times as needed to detail each activity/project. Plans should be Specific, Measurable, Attainable, Realistic, and Timely or SMART).

Activity/Project Name
Framework Resources

Brief Description
Support and sustain established resources (sandbox, discussion list, column, toolkit, news) for engaging with the ACRL Framework for Information Literacy. [Components of this project map to previous groups: Framework Community and Framework Professional Development]

Goal Area
Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

☐ Student Learning
   ☐ 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
   ☐ 2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
   ☐ 3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
   ☐ 4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)

Brief sentence connecting your project to the Plan
The resources in the Sandbox, discussion list, and toolkit support engagement and integration of the Framework on all levels — from specific learning activities to information literacy programs; the news and column showcase inspiring examples of real world solutions.

Timeline
☐ continuous project assigned in charge
☐ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date: __________)

Outline the steps and intermediate deadlines planned to complete the project.
<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Party Responsible</th>
<th>Resources Needed (e.g., financial*, technology, staff support)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sandbox</strong>&lt;br&gt;Invite specific Sandbox submissions in identified gap areas from sections, communities of interest, etc., including 2019 ACRL conference presentations&lt;br&gt;Analyze use of Sandbox (e.g. number of users, downloads, coverage and gaps, etc) and provide short reports.</td>
<td>Midwinter 2019 &amp; Annual 2019</td>
<td>Framework Resources Project Team; Instruction Section; Frameworks and Standards Committee; ACRL sections</td>
<td>Ellysa Cahoy and Donna Witek developed a communication and outreach plan to each out to leaders in ACRL sections.</td>
</tr>
<tr>
<td><strong>Discussion List</strong>&lt;br&gt;Moderate ACRLFRAME discussion list: <a href="http://lists.ala.org/sympa/info/acrlframe">http://lists.ala.org/sympa/info/acrlframe</a>&lt;br&gt;Analyze use of ACRLFRAME (e.g. number of subscribers; trends and issues in threads) and provide short reports</td>
<td>Ongoing Midwinter &amp; Annual 2019</td>
<td>Framework Resources Project Team</td>
<td>Information from Ray Pun who did this for 2017-2018.</td>
</tr>
<tr>
<td><strong>Toolkit</strong>&lt;br&gt;Assess the usage and content of the <a href="https://www.ala.org/acrl/framing/il-framework">ACRL Framework for IL Toolkit</a>&lt;br&gt;Make recommendations for improvement based on findings.</td>
<td>Midwinter 2019 &amp; Annual 2019</td>
<td>Framework Resources Project Team</td>
<td>Sara Miller developed a Toolkit Sustainability Plan during the 2017-2018 year; Mary Jane Petrowski (for stats, logins, etc.)</td>
</tr>
<tr>
<td><strong>Framework Column</strong>&lt;br&gt;Solicit calls for submission and select proposals; work with authors as copy editor on bi-monthly <em>C&amp;RL News</em> Framework column.</td>
<td>Ongoing - Bimonthly schedule</td>
<td>Framework Resources Project Team</td>
<td>Consult with David Free (ACRL Editor); Consult with previous editor, Sara Holder, about process</td>
</tr>
<tr>
<td>Framework News Website</td>
<td>Ongoing</td>
<td>Framework Resources Project Team; Consult with Discoverability of Resources Committee</td>
<td>David Free (as highest level admin on the Framework website)</td>
</tr>
<tr>
<td>------------------------</td>
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<td>-------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>Conduct interviews and publish to Framework News website</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment: How will success be measured?**

Assess the impact of the entire project rather than the specific actions listed above. A sentence or brief paragraph is adequate. (e.g., what indicators will be used, what tools will be used to collect data, and what targets will indicate success)

Usage statistics of Sandbox, Toolkit, Framework News website; ACRLFRAME subscribers and topics; published bi-monthly columns in C&RL News.
Activity/Project Name
Conference Program Planning

Brief Description
Work in tandem with other groups to develop SLILC-sponsored programming and events for Annual and Midwinter Conferences and potentially for the biannual ACRL Conference.

Goal Area
Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

☐ Student Learning
☐ 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
☐ 2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
☐ 3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
☐ 4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)

Brief sentence connecting your project to the Plan
Having a dedicated group to plan conference programming will ensure relevant and timely programming that will promote meaningful engagement with ACRL members.

Timeline
☐ continuous project assigned in charge
☐ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date: __________)

Outline the steps and intermediate deadlines planned to complete the project.

<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
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<th>Resources Needed (e.g., financial*, technology, staff support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop SLILC Forum and “Framework Professional Development” sessions for ALA Midwinter 2019</td>
<td>Fall 2018</td>
<td>Conference Program Planning Project Team, Chairs</td>
<td>Deadlines from Elois Sharpe</td>
</tr>
<tr>
<td>Activity/Project Name</td>
<td>Date</td>
<td>Responsible</td>
<td>Details</td>
</tr>
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</tr>
<tr>
<td>Develop SLILC Forum and “Framework Professional Development” sessions for ALA Annual 2019</td>
<td>Late 2018</td>
<td>Conference Program Planning Project Team, Chairs</td>
<td>Deadlines from Elois Sharpe</td>
</tr>
<tr>
<td>Brainstorm SLILC Forum and “Framework Professional Development” sessions for ALA Midwinter 2020</td>
<td>Gather feedback at Annual meeting in 2019</td>
<td>Conference Program Planning Project Team, Chairs</td>
<td>Deadlines from Elois Sharpe</td>
</tr>
<tr>
<td>Explore feasibility for SLILC session at ACRL 2019.</td>
<td>Midwinter 2019</td>
<td>Conference Program Planning Project Team, Chairs</td>
<td></td>
</tr>
<tr>
<td>Create “Conference Checklists” to document the process of putting on conference programs for SLILC.</td>
<td>Midwinter 2019, share draft</td>
<td>Conference Program Planning Project Team, Chairs; Coordinate with Discoverability of Committee Resources Team</td>
<td>ACRL staff</td>
</tr>
</tbody>
</table>

**Assessment: How will success be measured?**

Program attendance and participant feedback.
Discoverability of Committee Resources

**Brief Description**
Restructure the committee’s web presence, create a plan for maintaining its resources, and evaluate existing resources for inclusiveness.

**Goal Area**
Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

☐ Student Learning
☐ 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
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☐ 4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)

**Brief sentence connecting your project to the Plan**
Simplifying the structure of SLILC’s web presence and ensuring it is up to date will enable librarians to more easily find and utilize SLILC’s resources, in particular its website, bibliographies, and events calendar.

**Timeline**
☐ continuous project assigned in charge
☐ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date: __________)

**Outline the steps and intermediate deadlines planned to complete the project.**

<table>
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</thead>
<tbody>
<tr>
<td>Create new website for SLILC according to plan developed by previous project team and Chairs; determine what belongs on public-facing SLILC website, what belongs on ALA Connect, what belongs in Google Drive</td>
<td>Midwinter 2019</td>
<td>Discoverability of Committee Resources Project Team</td>
<td>Support from ACRL/ALA technology staff</td>
</tr>
<tr>
<td><strong>Determine communication plan with stakeholders about new website</strong></td>
<td><strong>Midwinter 2019</strong></td>
<td><strong>Discoverability of Committee Resources Project Team, Chairs, full committee (at Midwinter)</strong></td>
<td><strong>ACRL staff and board liaisons</strong></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Create and maintain calendar of events if deemed necessary apart from other calendars (e.g., ACRL, Instruction Section)</strong></td>
<td><strong>Midwinter 2019</strong></td>
<td><strong>Discoverability of Committee Resources Project Team</strong></td>
<td><strong>Support from ACRL/ALA technology staff</strong></td>
</tr>
<tr>
<td><strong>Create Zotero group for SLILC; save login and password for future committee members; migrate group Zotero bibliographies to SLILC group</strong></td>
<td><strong>Midwinter 2019</strong></td>
<td><strong>Discoverability of Committee Resources Project Team</strong></td>
<td><strong>Consider purchasing storage upgrade ($120 for unlimited storage)</strong></td>
</tr>
<tr>
<td><strong>Migrate content from Spotlight on Scholarship (<a href="http://acrl.ala.org/framework/?cat=17">http://acrl.ala.org/framework/?cat=17</a>); archive any important additional content</strong></td>
<td><strong>Annual 2019</strong></td>
<td><strong>Discoverability of Committee Resources Project Team</strong></td>
<td><strong>Support from ACRL/ALA technology staff</strong></td>
</tr>
<tr>
<td><strong>Unpublish <a href="http://acrl.ala.org/framework/">http://acrl.ala.org/framework/</a>; redirect to new homepage</strong></td>
<td><strong>Annual 2019</strong></td>
<td></td>
<td><strong>Support from ACRL/ALA technology staff</strong></td>
</tr>
</tbody>
</table>

**Assessment: How will success be measured?**

Successful publication of a new SLILC website that ensures easy discoverability of committee resources.
Activity/Project Name
Professional Development for Student Learning & Information Literacy

Brief Description
Support and sustain professional development for librarians around student learning and information literacy through: ACRL Roadshows (e.g. Intersections of Scholarly Communication & Information Literacy, Engaging with the Framework); connection with existing professional development programs (e.g., Immersion); and creation of web-based learning opportunities (e.g. webinars and e-courses). This team also supports the development of new resources to support and promote professional learning about issues and trends related to the student learning and information literacy. [Components of this project map to previous groups: Intersections, Framework Professional Development]

Goal Area
Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

☐ Student Learning
☐ 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
☐ 2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
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☐ 4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)

Brief sentence connecting your project to the Plan
This project will sustain connections among disparate professional development opportunities related to student learning and information literacy.

Timeline
☐ continuous project assigned in charge
☐ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date: __________)

Outline the steps and intermediate deadlines planned to complete the project.
<table>
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<tr>
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<th>Resources Needed (e.g., financial*, technology, staff support)</th>
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</thead>
<tbody>
<tr>
<td>Coordinate curriculum and expectations for the <em>Intersections</em> curriculum team with regular communication on road show events; review feedback and assessment post-events and develop strategies for best practices.</td>
<td>Ongoing</td>
<td>Professional Development for Student Learning &amp; IL Project Team</td>
<td>Information from 2017-2018 Intersections project team &amp; Maryam Fakouri</td>
</tr>
<tr>
<td>Coordinate curriculum and expectations for the <em>Engaging with the ACRL Framework</em> curriculum team with regular communication on road show events; review feedback and assessment post-events and develop strategies for best practices.</td>
<td>Ongoing</td>
<td>Professional Development for Student Learning &amp; IL Project Team</td>
<td>Current faculty on <em>Engaging with the ACRL Framework</em> team</td>
</tr>
<tr>
<td>Develop plan for vertically integrated curriculum around the SLILC topics (the <em>Framework</em>, instructional and curricular design, etc.) that includes free webinars, DIY workshops, AND for-fee eLearning courses.</td>
<td>Annual 2019</td>
<td>Professional Development for Student Learning &amp; IL Project Team</td>
<td>Support from Elois Sharpe and Margot Conahan</td>
</tr>
<tr>
<td>Initiate a conversation with the Immersion faculty about the <em>Framework</em> and ways SLILC can support Immersion.</td>
<td>Midwinter 2019</td>
<td>Strategic Partnerships in Higher Education Project Team</td>
<td>Immersion structure/leadership info from ACRL; Previous work from Elyssa Cahoy and Sheila Stoeckel</td>
</tr>
<tr>
<td>Publicize and market professional development programs, roadshows, etc..</td>
<td>Ongoing</td>
<td>Professional Development for Student Learning &amp; IL Project Team</td>
<td>Support from ACRL Program Officer Chase Ollis</td>
</tr>
</tbody>
</table>

**Assessment: How will success be measured?**

*Assess the impact of the entire project rather than the specific actions listed above. A sentence or brief paragraph is adequate. (e.g., what indicators will be used, what tools will be used to collect data, and what targets will indicate success)*

Clear curricula for roadshows; high demand for Roadshows and webinars; positive participant feedback.
Activity/Project Name
Strategic Partnerships in Higher Education

Brief Description
Create and/or strengthen relationships with other higher education associations and standards, including institutional accreditation bodies, and provide resources for librarians to benefit from these relationships.

Goal Area
Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

☐ Student Learning
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☐ 2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
☐ 3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
☐ 4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)

Brief sentence connecting your project to the Plan
Ensuring SLILC does not work in a vacuum, this project will align our work on student learning with associations and standards that carry weight with individual institutions of higher education.

Timeline
☐ continuous project assigned in charge
☐ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date: 2022)
Outline the steps and intermediate deadlines planned to complete the project.

<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Party Responsible</th>
<th>Resources Needed (e.g., financial*, technology, staff support)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accreditation</strong>  &lt;br&gt;Provide models or guidelines for IL self-studies for accreditation</td>
<td>Midwinter 2019</td>
<td>Strategic Partnerships in Higher Education Project Team</td>
<td>Work from last year’s group, led by Cara Berg.</td>
</tr>
<tr>
<td><strong>Internal Connections</strong>  &lt;br&gt;Engage in dialogue with other ACRL units (e.g. sections, communities of interest) that intersect with student learning and information literacy to understand specific needs of these populations and gaps in support student learning.</td>
<td>Midwinter 2019</td>
<td>Strategic Partnerships in Higher Education Project Team</td>
<td>Last year’s Framework Community Work Plan Final Report; Merinda Hensley, IS Chair</td>
</tr>
<tr>
<td><strong>External Connections</strong>  &lt;br&gt;Identify relevant higher education organizations for SLILC to forge relationships with (e.g. EDUCAUSE, NSSE...) perhaps via the ACRL Liaison Assembly</td>
<td>Midwinter 2019</td>
<td>Strategic Partnerships in Higher Education Project Team</td>
<td></td>
</tr>
</tbody>
</table>
Assessment: How will success be measured?

Assess the impact of the entire project rather than the specific actions listed above. A sentence or brief paragraph is adequate. (e.g., what indicators will be used, what tools will be used to collect data, and what targets will indicate success)

Accreditation connections to information literacy will be clearly articulated; internal and external relationships will be forged; plans for partnerships will be made.

Activity/Project Name
Curricular Design and Sustainability

Brief Description
Create resources and programming to support connections to and sustainable information literacy integration with curricula and curricular initiatives at individual institutions. (e.g., through curriculum mapping, resources for communication, etc.)

Goal Area
Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

☐ Student Learning
□ 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
□ 2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
□ 3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
□ 4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)
Brief sentence connecting your project to the Plan
This project explicitly supports the third objective of SLILC.

Timeline
☐ continuous project assigned in charge
☐ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date: __________)

Outline the steps and intermediate deadlines planned to complete the project.

<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Party Responsible</th>
<th>Resources Needed (e.g., financial*, technology, staff support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather resources on curriculum mapping and other work on strategic curricular integration of information literacy</td>
<td>Midwinter 2019</td>
<td>Curricular Design and Sustainability Project Team</td>
<td>Draw from and link to Framework Toolkit</td>
</tr>
<tr>
<td>Publish bibliography of resources</td>
<td>Spring 2019</td>
<td>Curricular Design and Sustainability Project Team</td>
<td></td>
</tr>
<tr>
<td>Develop guidelines and best practices for strategic curricular integration of information literacy (draft for review)</td>
<td>ALA Midwinter 2020</td>
<td>Curricular Design and Sustainability Project Team; all committee members</td>
<td>Coordination with IL Frameworks &amp; Standards Committee processes and workflows.</td>
</tr>
<tr>
<td>Publish guidelines and best practices for strategic curricular integration of information literacy</td>
<td>ALA Annual 2020</td>
<td>Curricular Design and Sustainability Project Team; all committee members</td>
<td></td>
</tr>
</tbody>
</table>

Assessment: How will success be measured?
Progress toward guidelines and best practices for strategic curricular integration of IL will be made. Positive feedback from librarians using these guidelines and best practices (to be sought in subsequent years).
Activity/Project Name
Assessment of Student Learning

Brief Description
Support libraries in effectively assessing student learning, and in engaging in conversations about the implications of assessment initiatives. [Components of this project map to previous group: Student Learning and Engagement]

Goal Area
Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

☐ Student Learning
☐ 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
☐ 2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
☐ 3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
☐ 4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)

Brief sentence connecting your project to the Plan
While the Value of Academic Libraries accomplishes this goal in part, this project will focus specifically on supporting assessment initiatives of student learning, and of structuring initiatives in a way that takes issues of critical pedagogy, privacy, and asset-based teaching and learning into account.

Timeline
☐ continuous project assigned in charge
☐ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date including assessment: 2024)

Outline the steps and intermediate deadlines planned to complete the project.
<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Party Responsible</th>
<th>Resources Needed (e.g., financial*, technology, staff support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather resources on program-level models of meaningful assessment of student learning*</td>
<td>Midwinter 2019</td>
<td>Assessment of Student Learning project team</td>
<td></td>
</tr>
<tr>
<td>Publish bibliography to SLILC Zotero account.</td>
<td>Annual 2019</td>
<td>Assessment of Student Learning project team</td>
<td>Coordinate with Discoverability of Committee Resources Team</td>
</tr>
<tr>
<td>Develop guidelines and best practices for libraries to adopt program-level models of meaningful assessment of student learning (draft for review)</td>
<td>Annual 2020</td>
<td>Assessment of Student Learning project team, Chair</td>
<td>Editing guidance from ACRL</td>
</tr>
<tr>
<td>Publish guidelines and best practices for libraries to adopt program-level models of meaningful assessment of student learning</td>
<td>December 2020</td>
<td>Assessment of Student Learning project team, Chair</td>
<td>Editing guidance from ACRL</td>
</tr>
</tbody>
</table>

*For example, ethnographic approaches like that of Donna Lanclos and Andrew Asher, and other models and approaches that go beyond what is “easy to measure,” as outlined in Karen Nicholson’s address “The Value Agenda: Negotiating a Path Between Compliance and Critical Practice.”

**Assessment: How will success be measured?**

Positive feedback from librarians using these guidelines and best practices (to be sought in subsequent years).
**ACRL Multi-Year Planning Grid: Student Learning**

**Student Learning Goal:** Advance innovative practices and environments that transform student learning.

<table>
<thead>
<tr>
<th>Objective</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
</table>
| 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable. | **Framework Resources**
Review, revise and publicize Framework Toolkit; support and promote Framework Sandbox; develop sustainable vision for continuous administration. | **Framework Resources**
Support and promote Framework Sandbox; execute plan for continuous administration. | **Framework Resources**
Assess Sandbox administration plan. |
| | **Professional Development**
Through conferences, roadshows, and bi-monthly Framework column in *C&RL News*; Collaborate with *Immersion* on teaching with the Framework. | **Professional Development**
Develop professional development opportunities around student learning and information literacy through multiple channels, including conferences. | **Professional Development**
Conduct and support regular professional development opportunities. |
| | **Discoverability of Committee Resources**
Restructure the committee’s web presence, create a plan for maintenance; evaluate for inclusiveness. | | |
| 2. Increase the impact of information literacy by forming strategic partnerships with relevant organizations. | **Strategic Partnerships in Higher Education**  
Provide models or guidelines for IL self-studies for accreditation.  
Engage in dialogue with other ACRL units (e.g. sections, communities of interest) that intersect with SLILC goal areas and identify adjacencies; Make recommendations for forging relationships with relevant higher education organizations by mapping missions to SLILC Goals. | **Strategic Partnerships in Higher Education**  
Publicize and provide education on guidelines for IL self-studies for accreditation.  
Continue building and take action on relationships both internally to ACRL and externally to higher education organizations. | **Strategic Partnerships in Higher Education**  
Work with internal and external organizations to articulate impact of information literacy instruction on student learning. |
| --- | --- | --- | --- |
| 3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning. | **Curricular Design & Sustainability**  
Create resources and programming to support connections to and sustainable IL integration with curricula and initiatives at individual institutions. | **Curricular Design & Sustainability**  
Develop and publicize guidelines and best practices for strategic curricular integration of information literacy. | **Curricular Design & Sustainability**  
Share successes and lessons learned re: guidelines for curricular integration of IL; refine best practices. |
| 4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes. | **Assessment of Student Learning**  
Support libraries in effectively assessing student learning, and in engaging in conversations about the implications of assessment initiatives. | **Assessment of Student Learning**  
Develop and publish guidelines and best practices for libraries to adopt program-level models of meaningful assessment of student learning. | **Assessment of Student Learning**  
Showcase program-level models of meaningful assessment of student learning. |
This page included to accommodate double sided printing.
Division-level Committee Year-end Report and Work Plan Template

Committee
Visit the ACRL Directory of Leadership to find your charge.

Committee Name: **New Roles & Changing Landscapes**

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

Committee leadership
Visit the ACRL Directory of Leadership to find your committee roster. Click the “Next Year” link to view 2017–18 roster information.

- Current Chair (2017-18): Mark Emmons
- Incoming Chair (2018-19): Anne Grant
- Incoming Vice-Chair (2019-20): Jolie Graybill
- Incoming Board Liaison (2017-18): Jeanne Davidson
- Staff Liaison: Erin Nevius

Submission information

Year-end report written by: Mark Emmons

Work plan submitted by: Anne Grant
What were the major projects/activities accomplished by your committee in the 2016–17 membership year?
A brief bulleted list is suggested here; reference 2017–18 work plan projects

- OER Constellation
- Change Course
- Collaboration and Partnerships

How did you go about getting them done?
A brief bulleted list is suggested (correspond bullets to those above)

- We held productive whole committee virtual meetings monthly.
- We assigned each member of the committee to one of three teams, representing our three projects.

What were the relevant results for your projects?
A brief bulleted list is suggested that includes assessment as appropriate (correspond bullets to those above). Be as specific as possible. For example: 300 proposals/applications reviewed, 32 selected; Developed and conducted three podcasts (list podcast titles, speakers, etc.) Reviewed ten standards and guidelines (list titles)

- The OER Constellation team collaborated with SPARC to develop an ACRL Roadshow adapted from the SPARC OER curriculum and began conversations with the Open Textbook Network to modify the curriculum. The team submitted a proposal for an ACRL preconference.
- The Change Course team developed a curriculum for the course teams at academic libraries can use to foster change at their own institutions. The team will complete the curriculum by the end of July 2018, at which point it will be made available to ACRL so that we can hire an instructional designer.
- The Collaboration and Partnership team is working with ACRL staff to draft a LibGuide and prepare an ACRL Presents webinar that will serve as a marketing tool to launch the collaborative branded document that will be crowdsourced by ACRL members and that will be “published” periodically.

Are any 2017–18 projects ongoing?
A brief bulleted list is suggested here

- The OER Constellation team will complete the curriculum and submit it to ACRL.
- The Change Course team members have all renewed their membership in the committee so that they might serve as subject matter experts for the instructional designer.
- The Collaboration and Partnership team will finalize the plan and lead the crowdsourcing effort.

What worked well?
A brief bulleted list is suggested here

- The committee works well as a whole.
- Every member was an active contributor.
What could have worked better?
A brief bulleted list is suggested here

- I could have held the teams more accountable for timeliness.

What do you wish someone had told you before starting work on this committee?
Optional

- I had prior experience on goal level committees before.
- Our structure of serving as a vice chair before serving as a chair served me well.

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

The committee is doing work that will make a difference in the lives of librarians, even though the gratification is delayed since we are still a very new committee just completing our second year in existence.

Any other comments, recommendations, or suggestions?
Optional

The committee is in good hands with Anne Grant and Jolie Graybill lined up as our next two leaders.
2018–19 Committee Work Plan

Note: Each activity/project should be reported using the below form. Copy and paste the form as many times as needed to detail each activity/project. Plans should be Specific, Measurable, Attainable, Realistic, and Timely or SMART).

Please note that the work plan was developed individually by 2017/2018 chair Mark Emmons based on conversations and documents. The two work teams will be formed in July and will likely make changes and tune ups to the specifics of each work plan.

Activity/Project Name #1

OER Constellation

Brief Description

NRCL will finalize the development of a constellation of support mechanisms for librarians responsible for Open Education Resources, consisting of: (1) communities of practice, (2) list of proficiencies, (3) professional development opportunities and (4) toolkit of skills and approaches for successful programs and partnerships. NRCL has (1) worked with other organizations that are involved with OER such as SPARC and OTN and (2) has developed a list of basic proficiencies. This year NRCL will (1) identify potential communities of practice, (2) develop a webinar and identify librarians who can provide the webinar training and (3) identify elements of the toolkit and work with the community of practice to assure its use and usefulness. NRCL will work with ACRL staff to market and publicize the OER constellation. In addition, NRCL will prioritize the next role for which to create constellations and identify communities of practice so that new committee members with appropriate experience may be named. Work will be completed on the OER constellation by June 30, 2019.

Goal Area

Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

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

☐ Student Learning
  ☐ 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
  ☐ 2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
  ☐ 3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
  ☐ 4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

☐ Research and Scholarly Environment
  ☐ 1. Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
  ☐ 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.
☐ 3. Increase ACRL’s efforts to influence scholarly publishing policies and practices toward a more open and equitable system.

☐ New Roles and Changing Landscapes
   ☒ 1. Deepen ACRL’s advocacy and support for a full range of information professionals.
   ☐ 2. Equip library workforce at all levels to effectively lead, manage, and embrace change.
   ☐ 3. Expand ACRL’s role as a catalyst for transformational change in higher education.

☐ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.

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

**Brief sentence connecting your project to the Plan**
The OER Constellation will deepen ACRL’s advocacy and support for librarians with OER librarians and will identify one new area to develop a constellation of support. These will be the first steps in a larger constellation project that will deepen ACRL’s advocacy and support for a full range of information professionals in a variety of new roles.

**Timeline**
☒ continuous project assigned in charge
☒ short-term project that will be completed this membership year
☐ multi-year project continuing past this membership year (expected completion date: __________)

*Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL’s multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.*

**Outline the steps and intermediate deadlines planned to complete the project.**

<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Party Responsible</th>
<th>Resources Needed (e.g., financial*, technology, staff support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify communities of practice</td>
<td>September 1, 2018</td>
<td>NRCL OER team</td>
<td></td>
</tr>
<tr>
<td>Develop webinar content based on syllabus drafted for Roadshow and identify librarians to provide webinar training</td>
<td>November 1, 2018</td>
<td>NRCL OER team</td>
<td>Staff support to set up webinar.</td>
</tr>
<tr>
<td>Schedule, publicize and deliver webinar</td>
<td>Spring 2019</td>
<td>NCRL OER Team</td>
<td></td>
</tr>
<tr>
<td>Develop toolkit with community of practice</td>
<td>June 30, 2019</td>
<td>NRCL OER team</td>
<td>Staff support to publicize proficiencies.</td>
</tr>
<tr>
<td>Specific Action</td>
<td>Due Date</td>
<td>Party Responsible</td>
<td>Resources Needed (e.g., financial*, technology, staff support)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>-------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>NRCL will prioritize the next role for which to create constellations and identify communities of practice so that new committee members with appropriate experience may be named</td>
<td>June 30, 2019</td>
<td>NRCL Committee</td>
<td></td>
</tr>
<tr>
<td>Survey for measuring regard for components of OER.</td>
<td>January, 31 2019</td>
<td>NRCL OER Team</td>
<td>Electronic means to distribute surveys and collect results</td>
</tr>
</tbody>
</table>

**Assessment: How will success be measured?**
The OER Constellations will be successful if (1) they are completed, (2) they are used, and (3) they are well regarded. Completion will be assessed by making sure all four parts are finished by June 30, 2019. Use will be measured by web metrics – the first year will set a baseline with a goal of increasing use each year. How well they are regarded will be measured by a survey of each component administered during the first year of availability.

**Activity/Project Name #2**
*Change & Innovation Course*

**Brief Description**
NRCL has developed the curriculum for a self-directed, self-paced, online course on facilitating and leading library innovation that would be taken by teams of library employees. NRCL has identified an instructional designer to design and implement the course. NRCL will work with ACRL staff to ensure that the course offered a facilitated version of the course, using either ACRL Consulting Services or a library leader from another institution. Work will be completed by Spring 2019.

**Goal Area**
Select the *single* best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

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

**Student Learning**
1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

**Research and Scholarly Environment**
1. Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
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.
3. Increase ACRL’s efforts to influence scholarly publishing policies and practices toward a more open and equitable system.

**New Roles and Changing Landscapes**
1. Deepen ACRL’s advocacy and support for a full range of information professionals.
2. Equip library workforce at all levels to effectively lead, manage, and embrace change.
3. Expand ACRL’s role as a catalyst for transformational change in higher education.

**Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.**
**Enabling Programs and Services (education, advocacy, publications, or member engagement)**

**Brief sentence connecting your project to the Plan**
The Change & Innovation Course will equip library workforce at all levels to effectively lead, manage, and embrace change on their campuses by providing the education and tools they need.

**Timeline**
- ☐ continuous project assigned in charge
- ☐ short-term project that will be completed this membership year
- ☒ multi-year project continuing past this membership year (expected completion date: Fall 2018)

*Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL’s multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.*

**Outline the steps and intermediate deadlines planned to complete the project.**

<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Party Responsible</th>
<th>Resources Needed (e.g., financial*, technology, staff support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify an instructional designer to implement the course.</td>
<td>August 31, 2018</td>
<td>NRCL Change Course team as SME to instructional designer</td>
<td>Financial support to hire course designer. Staff support to publicize course.</td>
</tr>
<tr>
<td>Specific Action</td>
<td>Due Date</td>
<td>Party Responsible</td>
<td>Resources Needed (e.g., financial*, technology, staff support)</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Assessment will be designed to determine if the course prompted change and/or innovation.</td>
<td>September 29, 2018</td>
<td>NRCL Change Course Team</td>
<td>Means to electronically administer and collect results.</td>
</tr>
<tr>
<td>Testing and assessment of the designed course.</td>
<td>December 2018</td>
<td>NRCL Change Course Team</td>
<td></td>
</tr>
<tr>
<td>Course to be offered.</td>
<td>Spring 2019</td>
<td>NRCL Change Course Team</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment: How will success be measured?**
The Change & Innovation Course will be successful if (1) the course is completed by the instructional designer, (2) institutional change teams take the course, and (3) the course promotes change and innovation at individual institutions. Completion and design will be successful if finished by October 31, 2018. Use will be measured by numbers of institutions that take the course – the first year will set a baseline with a goal of increasing use each year. The instructional designer will embed assessment measures on both the course itself with a built in follow up evaluating if the course promoted change and innovation.

**Activity/Project Name #3**
*Collaborations & Partnerships Publication*

**Brief Description**
The Collaborations & Partnerships Publication team will work to develop an ACRL LibGuide that addresses and summarized New Roles and Changing Landscapes for the library community. This guide would be a place to link the Change Course and the Constellation projects so that they might be easily accessed by the ACRL community. This team also anticipates working on an ACRL webinar that will discuss how campus partnerships can enhance library services. This webinar will be an opportunity for a facilitated conversation about how academic libraries across the country are successfully (or not so successfully) partnering with other campus constituents. Both of these projects will hopefully lead to the opportunity to create an article that will share these ideas with the larger ACRL community.

**Goal Area**
Select the single best connection to the [ACRL Plan for Excellence](#) and provide a brief sentence connecting your project to the Plan.

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

☐ Student Learning
☐ 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
☐ 2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
☐ 3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
☐ 4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

☐ Research and Scholarly Environment
☐ 1. Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
☐ 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.
☐ 3. Increase ACRL’s efforts to influence scholarly publishing policies and practices toward a more open and equitable system.

☒ New Roles and Changing Landscapes
☒ 1. Deepen ACRL’s advocacy and support for a full range of information professionals.
☒ 2. Equip library workforce at all levels to effectively lead, manage, and embrace change.
☐ 3. Expand ACRL’s role as a catalyst for transformational change in higher education.

☒ Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.
☐ Enabling Programs and Services (education, advocacy, publications, or member engagement)

Brief sentence connecting your project to the Plan
The Collaborations & Partnerships Publication team is creating a LibGuide to be an entry point for ACRL members and academic librarians to access all the work of the New Roles and Changing Landscapes Committee, where they can find tools they need to establish partnerships across campus and lead and manage change.

Timeline
☒ continuous project assigned in charge
☐ short-term project that will be completed this membership year
☒ multi-year project continuing past this membership year (expected completion date: Fall 2018)

Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL’s multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.

Outline the steps and intermediate deadlines planned to complete the project.

<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Party Responsible</th>
<th>Resources Needed (e.g., financial*, technology, staff support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop ACRL LibGuide</td>
<td>January 31, 2019</td>
<td>Collaboration Team</td>
<td>LibGuide support from ACRL staff</td>
</tr>
<tr>
<td>Plan and launch webinar about partnerships</td>
<td>Spring 2019</td>
<td>Collaboration Team</td>
<td>Support for webinar launch from ACRL staff</td>
</tr>
</tbody>
</table>
### Assessment: How will success be measured?
Impact of the ACRL LibGuide created by the team will be evaluated by web traffic statistics from SpringShare. The webinar will be evaluated for impact on participant familiarity with partnership practices by a survey that will be distributed after the event. The plan for the collaborative article will be evaluated by the NRCL committee as a whole to determine next steps.

### Activity/Project Name #4
Diversity Pipe Line

### Brief Description
We have begun exploring changing demographics and social justice as part of the changing landscape with attention to how these relate to equity, diversity, and inclusion. Our next steps are to look at practical concrete approaches to the ideas that have emerged. One idea for such an approach might be a pipe line that encourages undergraduates and even graduate students and library staff to explore opportunities in librarianship. We recommend that we, along with the other goal committees, have a representative on the EDI team to enable communication.

### Goal Area
Select the single best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.

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

- **Student Learning**
  - 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

Research and Scholarly Environment
1. Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
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.
3. Increase ACRL’s efforts to influence scholarly publishing policies and practices toward a more open and equitable system.

New Roles and Changing Landscapes
1. Deepen ACRL’s advocacy and support for a full range of information professionals.
2. Equip library workforce at all levels to effectively lead, manage, and embrace change.
3. Expand ACRL’s role as a catalyst for transformational change in higher education.

Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.

Brief sentence connecting your project to the Plan
In the committee’s exploration of ways to use new roles and changing landscapes in libraries to encourage participation from a broader range of individuals, we will relate not only to our own committee goal areas, but also the VAL diversity goal.

Timeline
- continuous project assigned in charge
- short-term project that will be completed this membership year
- multi-year project continuing past this membership year (expected completion date: __________)

Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL’s multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.

Outline the steps and intermediate deadlines planned to complete the project.

<table>
<thead>
<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Party Responsible</th>
<th>Resources Needed (e.g., financial*, technology, staff support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore the idea of the pipeline and develop concrete ways to implement such a project</td>
<td>September 28, 2018</td>
<td>Diversity team (newly formed)</td>
<td></td>
</tr>
</tbody>
</table>

Assessment: How will success be measured?

Committee chair and vice chair will bring ideas about the diversity pipeline to the SPOS meeting in October for discussion by the board.
ACRL Multi-Year Planning Grid
New Roles and Changing Landscapes

This grid will compile the activities of ACRL’s strategic goal area committees, as well as all division-level committees, task forces, and staff activities that contribute to ACRL’s strategic goal objectives. Timeline: Draft for Annual Conference; Finalized at SPOS.

Only a brief project description and estimated resources required will be listed. The strategic goal area committees’ annual work plan forms will detail the specifics for the activities planned in the current year. This document will aid the Board in conducting an annual gap analysis of division-level committee work plans and in drafting and reviewing budget assumptions. It will also serve as a reference document available to all division-level committees to aid in aligning efforts.

Note: goal-area committees each receive this grid for their goal area. Staff will add to the grid any additional multi-year projects suggested by other committees via their annual work plans.

Goal: Academic and research library workforce effectively navigates change in higher education environments.

<table>
<thead>
<tr>
<th>Objective</th>
<th>FY18 (for context)</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1.) Deepen ACRL’s advocacy and support for a full range of information professionals.</td>
<td>Develop a constellation of support mechanisms for librarians responsible for Open Educational Resources (OER).</td>
<td>Develop and deliver a webinar on OER; a toolkit on OER; and distribute survey for measuring regard for different OER components.</td>
<td>Identify a new constellation topic</td>
<td>Potential launch and promotion of OER RoadShow; Begin work on new constellation topic</td>
</tr>
<tr>
<td>Objective 2.) Equip library workforce at all levels to effectively lead,</td>
<td>Develop Change &amp; Innovation course.</td>
<td>Draft and distribute a call for curriculum designers for</td>
<td>Launch and promote Collaborations and Partnerships</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>FY18 (for context)</td>
<td>FY19</td>
<td>FY20</td>
<td>FY21</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td>manage, and embrace change.</td>
<td></td>
<td>Change &amp; Innovation Course; oversee the design and assess the course; deploy and promote the course</td>
<td></td>
<td>LibGuide</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaborations and Partnerships: Develop an ACRL LibGuide; plan and launch webinar on partnerships; develop a survey to assess the impact of the webinar; plan for collaborative publication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 3.) Expand ACRL’s role as a catalyst for transformational change in higher education.</td>
<td>Implement the project that will expand ACRL’s role as a catalyst for transformational change in higher education.</td>
<td>Diversity Pipeline: explore the idea of a pipeline that encourages undergraduates, graduate students, and library staff to explore opportunities in librarianship; develop concrete ways to implement this project</td>
<td>Create resources for institutions to help expand their pipeline into librarianship</td>
<td></td>
</tr>
</tbody>
</table>
This page included to accommodate double sided printing.
✓ Board Liaison Checklist
Completed Between Annual Conference and SPOS

☐ Send message to chair/vice chairs of their liaison assignments
☐ Have a phone call with the ACRL staff liaison to understand the past action plan for their assignments and thoughts about future needs/directions to coach the group toward (could be after receipt of the draft plan, but maybe helpful to confer, and if they are not familiar with their staff liaison to talk to them, prior to receipt)
☐ Direct the chair of the section/committee to set up a conference call at a mutually convenient time
☐ Walk through the plan and coach the section/committee chair on desired revisions or items for consideration, such as is it measurable, potential for success, is the time allowed reasonable, and end with a date by which the revised plan should be received
☐ Review and approve the plan (communicate back to committee/section chair and ACRL staff liaison)
☐ Prepare to speak on behalf of the action plan at SPOS
This page included to accommodate double sided printing.
July 1, 2019

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

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

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

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

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

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

Moving on to another important topic, as a new chair you will need to almost immediately prepare and submit your draft work plan for the coming year, which also includes the Strategic Plan Implementation Report on the past year’s activities. Please be aware of the deadlines. You need to send your draft to me and your ACRL Staff liaison as soon as possible (not at the deadline date), because we will review it and
then ask you to schedule a conference call so that we can confer with you and your vice chair your draft. Please know that whatever changes or questions we may have about your draft are based in our desire for your committee to be successful and supported by ACRL. We may have ideas that you could not know about based in a deeper knowledge of the workings of ACRL, or suggestions to make your work more manageable. Your plan and report is approved by me, your ACRL Board liaison. I will also bring it forward to the fall ACRL Strategic Planning and Orientation Session and represent your work to the full Board – so the better I understand it and can speak to it, the better off we all are!

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

Sincerely,

[name]
ACRL Board Director-at-Large
[contact e-mail]
[contact phone number]
July 1, 2019

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

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

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

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

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

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

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Sincerely,

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

A brief review of ACRL’s Board Meeting practices
“Suffering is optional”

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

Passive Spectators Vs. Active, Engaged Contributors

“Riding the Train”
- Silent
- Complain
- “Blame Game”

“Paddling the Canoe”
- All members engaged
- Mutual responsibility for quality of the meeting
Judge Meeting on Output & Decisions

Having everyone happy at the end is not criteria for judging the quality of meeting.
Knowledge Based Decisions

- All members contribute knowledge
- All members gain knowledge
- Safe learning environment
- Dysfunction = anything that interferes with exchange of knowledge (Ex: silence)
- Need to go after knowledge if silent members have it
- Members have a duty to distribute knowledge
2 Hats: Framework for ACRL representatives to ALA units

- Gain input
- Share input
- Listen, learn
- Vote
- Report/Inform

ACRL Hat

ALA Hat
Informal Consideration

- Use to define/clarify motion or informally discuss motion in Board document before formally considering motion
“Call the Question”

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

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

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

1. Vote on amendment
2. Then vote on motion
After Board Takes an Action

- After a formal vote, even if all Board members are in favor
- Best practice to repeat the motion/decision or to recap closure of the discussion if delegating next steps
- If delegating next steps:
  - Communicate what’s happened and what added value is needed.
Best practices for Virtual Meetings/Conference Calls

- Ask for names/ establish order/ state name before speaking.
- Define how are email/chat discussions “chaired”
- Need to establish ground rules - affirm still engaged in knowledge based decision making.
- Need repetition – not as concerned avoiding repetition for time management in this environment.
ACRL Board of Directors Evaluation

An anonymous survey to be distributed electronically to all Board members on an annual basis

Please reflect on the Board’s performance during this past year. As a group, we will use this assessment to improve our Board performance in the coming year.

Please respond to each statement using the following scale:

1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, 5 = I do not know

<table>
<thead>
<tr>
<th>Board Self-Assessment Questionnaire</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Board members understand and execute their responsibilities effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. The Board makes strategic decisions that are responsive to trends and other changes in the environment.</td>
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<tr>
<td>3. The Board effectively allocates resources to enable ACRL to advance its mission and achieve its strategic goals.</td>
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<tr>
<td>4. The Board’s decision-making processes are effective.</td>
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<tr>
<td>5. Board members effectively use information about members’ needs, expectations, and satisfaction to make decisions about programs and services.</td>
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<tr>
<td>6. Board members communicate effectively</td>
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<td></td>
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<tr>
<td>…… with each other.</td>
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<tr>
<td>…… with ACRL Staff.</td>
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<tr>
<td>…… with ACRL sections, committees, and other groups.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. If you “strongly disagree” or “disagree” with any of the statements above, please elaborate.

8. What ideas or suggestions do you have for how the Board can be more effective during the next year?
This page included to accommodate double sided printing.
Preamble
The strengths and capacities of ACRL have enabled the association to sustain exemplary programs and results for its members and to shape policies and practices of vital interest to higher education.

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

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

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

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

Timeless Core Ideology
Core Purpose
To lead academic and research librarians and libraries in advancing learning and scholarship.

Core Organizational Values
ACRL is committed to:

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

ACRL Plan for Excellence

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

Long-term Envisioned Future
Vision
Academic and research librarians and libraries are essential to a thriving global community of learners and scholars.

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

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800-545-2433, ext. 2523
carl@ala.org | www.acrl.org

ACRL AC19 Board Orientation Doc 10.0

Approved April 20, 2011 — Effective July 1, 2011
Reaffirmed September 2013. Revised November 2018.
Five-Year Goals and Objectives

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

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

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

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

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

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

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

Objectives:
1. Deepen ACRL’s advocacy and support for the full range of the academic library workforce.
2. Equip the academic library workforce to effectively lead, manage, and embrace change, advocate for their communities, and serve as a catalyst for transformational change in higher education.
3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
ENVIRONMENTAL SCAN 2019

By the ACRL Research Planning and Review Committee March 2019
Introduction

Every two years, the ACRL Research Planning and Review Committee writes an Environmental Scan, a summary of the key themes in libraries and higher education. Many topics in this arena are in a state of perpetual change. This year’s scan focuses largely on developments from the last two years (2017 and 2018) in long standing themes primarily centered in the U.S. In some cases these build on last year’s Top Trends¹ and there are a few instances of notable events that may indicate larger changes to come. The 2019 Environmental Scan will provide an overview for all librarians working in or with an interest in higher education. Since changes can unfold over years, those deeply interested in this landscape should also consult the RPRC documents for the last four years.² The footnotes provide a solid starting point for taking a deeper dive into these topics.

Student Characteristics

Student Demographics

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


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

Choice of Major

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

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

Generation Z

The generation cohort of in-coming students has shifted from the Millennial Generation to Generation Z, which is people born from the mid-1990s to 2010.8 Among the characteristics of this group most relevant to higher education are: concern about college costs, viewing college as

4 The Condition of Education: Undergraduate Enrollment.


6 The Condition of Education: Undergraduate Degree Fields.


a gateway to a higher paying job, concern about global issues and societal problems, and intent to be an entrepreneur.\(^9\)

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

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

**Implications**

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

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11 "Instant Generation."


• Declines and increases in student enrollment can have a fiscal impact on libraries through changes in FTE pricing and available funds from tuition and other enrollment-based sources.

• Technology-focused students could increase the remote use of library databases and services. Or it might make students less likely to contact librarians for assistance. There will surely be challenges for library awareness, marketing, and outreach.

• Cross-campus concerns about Generation Z isolation and technology dependence could create partnership opportunities for libraries that offer co-curricular programming.

Faculty Demographics

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

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

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

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15 Digest of Educational Statistics. Table 315.20 Full-Time Faculty in Degree-Granting Postsecondary Institutions, by Race/Ethnicity, Sex, and Academic Rank: Fall 2011, Fall 2013, and Fall 2015 (2016), https://nces.ed.gov/programs/digest/d16/tables/dt16_315.20.asp.
There were predictions of mass retirements as members of the baby boomer generation were eligible for retirement. However, from 1987-2013 the percentage of full-time faculty over sixty-five doubled while the percentage of faculty under thirty-five decreased.

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

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

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Implications

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

Student Learning Environment

Collections and Spaces

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

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

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

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

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


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

**Information Literacy Instruction**

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

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

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

\textsuperscript{32} Erin Conor, "Reframing the Framework: Situated Information Literacy in the Music Classroom," \textit{Fontes Artis Musicae} 64, no. 4 (2017), \url{https://muse.jhu.edu/article/680344/summary}.


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

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

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


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


Time to Degree and College Affordability

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

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


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

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

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


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

**Student Success Data**

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

**Implications**

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

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

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

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

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

**Equity, Diversity, and Inclusion**

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

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

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


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

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

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

**Implications**

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

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

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

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

**Library Neutrality and Free Speech on Campus**

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

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that one can “choose” when every decision is political in some way, were considered at the 2018 ALA Midwinter President’s Program.74

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

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


75 "Petition to Revise Ala’s Statement on Hate Speech & Hate Crime,” 2018/07/13/ 2018, https://docs.google.com/document/d/1WxaRj0i63OHKeOG4F55PpKQ4kz7a-1v4CELfzlqyFKU.


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

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

**Implications**

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

**Scholarly Communication Landscape**

**Open Access**

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

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

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

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

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


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

Implications

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

Big Deal Cancellations

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

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


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

Implications

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

Community-Owned Infrastructure and Institutional Repositories

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


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

- Invest in high-level market expertise to produce a strategic analysis/action plan;
- Redefining parameters for commercial arrangements;
- Revisiting our repositories (can we agree on a vision of next generation repositories that includes mechanisms to ensure they remain community controlled?)

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


96 Joseph, "Securing Community-Controlled Infrastructure."


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

Implications

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

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

Research Evaluation and Metrics

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


Metrics aim to show the value of a researcher’s output and the impact of their work. Some factors are direct measures (e.g. citation count) and others are indirect measures where the researcher inherits some prestige from the journals that they have published in (e.g. impact factors). Impact factors and acceptance rates of journals, $h$-indices of authors, and citation counts and altmetric scores of articles are just some of the many different metrics that have been created to quantify this value. However, these metrics all have their limitations.\footnote{James Wilsdon et al., \textit{The Metric Tide: Report of the Independent Review of the Role of Metrics in Research Assessment and Management} (2015), https://doi.org/10.13140/RG.2.1.4929.1363.} New metrics have been developed to try and work around flaws in previous systems. Most of these new metrics remain solely in the realm of academic discussion, however, with the entrenched measures (e.g., Journal Impact Factor, $h$-index) remaining the most popular due to a variety of factors.\footnote{Kushwanth Koya and Gobinda Chowdhury, "Metric-Based Vs Peer-Reviewed Evaluation of a Research Output: Lesson Learnt from Uk’s National Research Assessment Exercise," \textit{PLOS ONE} 12, no. 7 (2017), https://doi.org/10.1371/journal.pone.0179722.; Ludo Waltman, "A Review of the Literature on Citation Impact Indicators," \textit{arXiv e-prints} (2015), https://ui.adsabs.harvard.edu/#abs/2015arXiv150702099W.; Björn Hammarfelt and Alexander D. Rushforth, "Indicators as Judgment Devices: An Empirical Study of Citizen Bibliometrics in Research Evaluation," \textit{Research Evaluation} 26, no. 3 (2017), https://doi.org/10.1093/reseval/rvx018.}

Altmetrics emerged in 2010 as a hot topic in research impact and remains an area of interest for librarians and scholars as it expands the types of impact considered beyond traditional bibliometrics to include factors such as mentions in social media and number of downloads. It is even becoming common to see researchers including their $h$-index and an altmetrics badge on their online profiles and publishers often include impact measure on their journals’ websites and at the article level. A market for commercial tools to support research metrics, including altmetrics has emerged with companies such as Plum Analytics and Altmetrics marketing products not only to libraries but also to campus administrators and research units on campuses.

This emphasis on objective rankings is not without controversy. Most bibliometricians agree that, while quantitative metrics can be a useful indicator of prestige, they should not be the sole consideration when making decisions. In fact, the drive by institutions to improve their rankings has led to an increase in what Edwards and Roy call “perverse” academic incentives, with actual effects far removed from what is intended.\footnote{Edwards and Roy, "Academic Research in the 21st Century."} There is a growing movement among bibliometricians, researchers, and other members of the academic community advocating for the
responsible use of metrics for research evaluation such as the San Francisco Declaration on Research Assessment\textsuperscript{107} and the Leiden Manifesto.\textsuperscript{108}

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

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

\begin{itemize}
\item \textsuperscript{107} “San Francisco Declaration on Research Assessment,” \url{https://sfdora.org/read/}.
\item \textsuperscript{108} Diana Hicks and Pete Wouters, "Leiden Manifesto for Research Metrics," 2015, \url{http://rutgersaaup.org/sites/default/files/images/Leiden-manifesto-research-methods-520429a.pdf} and \url{www.leidenmanifesto.org/}.
\item \textsuperscript{109} Mindy Thuna and Pam King, "Research Impact Metrics: A Faculty Perspective," \textit{Partnership: The Canadian Journal of Library & Information Practice & Research} 12, no. 1 (2017), \url{https://doi.org/10.21083/partnership.v12i1.3906}.
\item \textsuperscript{110} “Research Impact Metrics.”; Dan DeSanto and Aaron Nichols, "Scholarly Metrics Baseline: A Survey of Faculty Knowledge, Use, and Opinion About Scholarly Metrics," \textit{College & Research Libraries} 78, no. 2 (2017), \url{https://doi.org/10.5860/crl.78.2.150}.
\item \textsuperscript{111} “Metrics Toolkit,” \url{http://www.metrics-toolkit.org/}.
\item \textsuperscript{112} “MyRI: Measureing Your Research Impact,” \url{http://myri.conul.ie/}.
\item \textsuperscript{113} Digital Science, "Dimensions," \url{https://www.dimensions.ai/}.
\item \textsuperscript{114} 1science, "1findr Free Edition," \url{https://1findr.1science.com/home}.
\end{itemize}
In their literature review Vinyard and Colvin found that libraries at smaller institutions tended to focus on meeting their users at the point of need, while the bibliometric departments at larger institutional libraries were able to devote more time to creating reports for their academic divisions, contributing to the field of bibliometric research, and in some cases developing tools to help their users with collecting and analyzing metrics.

Implications

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

Conclusion

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

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


predicted wave of faculty retirements has not yet occurred. Changes in the student learning environment generate from many parts of the Academy. Information literacy and Open Pedagogy seek to improve student learning outcomes. Campuses and libraries use student data to track metrics such as retention and grades to assess impact and improve student academic success, and must consider the ethical use of available data. Affordability of higher education spurs campuses and libraries to consider, and partner on, affordable alternatives to textbooks including Open Educational Resources. Libraries continue to work to balance the spaces, services and collections that students and faculty need in light of changes in preferences, vendor landscapes, and budgets. Long standing social issues have taken on new urgency in a polarized political climate and as awareness of inequality and privilege increase. In turn campuses and libraries grapple with upholding and protecting free speech while providing environments that are safe and welcoming to diverse communities. Open Access reaches the twenty-year mark as a movement, but continues to gain momentum and attempt to counterbalance publisher expansions into IR infrastructure and price increases. Faculty and institutional research metrics proliferate and grow in importance, but are not well understood by faculty and administrators which provides an area of service for librarians to increase and use their expertise. This Scan provides a short analysis with implications to draw attention to key areas of attention and action for libraries. The footnotes provide a starting point for deeper understanding for those librarians wishing to delve more deeply into any of the many external factors that shape the Higher Education environment in which academic librarians work.
Appendix A: ACRL Research Planning and Review Committee 2018-2019

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"Petition to Revise Ala’s Statement on Hate Speech & Hate Crime." 2018/07/13/ 2018. https://docs.google.com/document/d/1WxaRj0i63OHKcOG4F55PpKQ4kz7a-Lv4CELfz1qyFKU.


"San Francisco Declaration on Research Assessment." https://sfdora.org/read/.


———. *Digest of Educational Statistics. Table 315.10. Number of Faculty in Degree-Granting Postsecondary Institutions, by Employment Status, Sex, Control, and Level of Institution: Selected Years, Fall 1970 through Fall 2015*, 2016, https://nces.ed.gov/programs/digest/d16 tables/dt16_315.10.asp.

———. *Digest of Educational Statistics. Table 315.20 Full-Time Faculty in Degree-Granting Postsecondary Institutions, by Race/Ethnicity, Sex, and Academic Rank: Fall 2011, Fall 2013, and Fall 2015*, 2016, https://nces.ed.gov/programs/digest/d16 tables/dt16_315.20.asp.
University of California, Office of Scholarly Communication, "Alternative Access to Elsevier Articles." [https://osc.universityofcalifornia.edu/open-access-at-uc/publisher-negotiations/alternative-access-to-articles/](https://osc.universityofcalifornia.edu/open-access-at-uc/publisher-negotiations/alternative-access-to-articles/).


[https://doi.org/10.19173/irrodl.v19i4.3601](https://doi.org/10.19173/irrodl.v19i4.3601).


This page included to accommodate double-sided printing.
Every other year, the ACRL Research Planning and Review Committee produces a document on top trends in higher education as they relate to academic librarianship. Topics in this edition of ACRL Top Trends will be familiar to some readers who will hopefully learn of new materials to expand their knowledge. Other readers will be made aware of trends that are outside of their experience. This is the nature of trends in our current technological and educational environments: change is continual, but it affects different libraries at different rates. The 2018 top trends share several overarching themes, including the impact of market forces, technology, and the political environment on libraries.

Publisher and vendor landscape
Publishers and database providers continue to move beyond their traditional functions of research dissemination and distribution into areas of enriched discovery, analytics, productivity, and research workflow.

In August 2017, Elsevier purchased institutional repository and publishing platform bepress. This purchase followed Elsevier’s purchases of SSRN and Plum and exemplifies a trend of major publishers purchasing and developing services that radically extend their capabilities beyond publishing. More recently, Digital Science has announced a new tool, Dimensions, which is intended to “reimagine” article discovery and access through, among other things, a citation databases and research analytics suite. Clarivate Analytics, perhaps best known for providing access to indexing and citation resources, such as Web of Science, Journal Citation Reports, and Endnote, has continued to expand its commercial reach into the scholarly infrastructure realm and ecosystem with the acquisition of Publons (a peer-review platform) and Kopernio (which

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aims to provide more seamless access to licensed and open access content.\textsuperscript{3}

As these large publishers and vendors turn more attention to the publishing infrastructure and elements of scholarly communication, they are becoming full-service providers supporting every aspect of scholars’ publication workflow from discovery to dissemination.\textsuperscript{4} These changes could have major impacts on smaller publishers, independent service providers, and academic libraries in the coming years.\textsuperscript{5}

The attraction of this model lies in streamlining disparate elements of academic research and publishing with a single provider that can coordinate funding, data collection and analysis, collaboration across institutional and international boundaries, writing, publication, and promotion of published materials. How researchers find information impacts the marketplace.

Kyle Siler argues that academics are more likely to acquire information through online search than through reading,\textsuperscript{6} and if this is the case, large publishers have the infrastructural advantage in making scholarship more visible. This might seem like a familiar conundrum for libraries to contemplate: Is this the new version of the “Big Deal,” where we are caught between demonstrating our value to researchers and determining sustainable commitments to licensed content and platforms?

An article in the \textit{Chronicle of Higher Education} is one of the recent calls to members of the academic community to be more informed about the choices they make and be more active to change the climate.\textsuperscript{7} The efforts of European institutions, particularly in Germany and the Netherlands, to forward alternative approaches to open access and negotiations with major publishers, are other notable examples of actions toward sustainability of the scholarly information ecosystem.\textsuperscript{8}

Attempts to change the payment model for scholarly publishing have also gained traction in the OA2020 movement. This is a trend for librarians to monitor, as it could have significant implications for collections budgets, subscriptions, and campus priorities.

In an effort to streamline access to licensed content and reduce or eliminate the need for users to resort to tools like SciHub and ResearchGate (threatened with a lawsuit), publishers, librarians, and other stakeholders have been collaborating on RA21.\textsuperscript{9} Highwire Press, meanwhile, has partnered with Google Scholar to develop CASA (Campus-Activated Subscriber Access).\textsuperscript{10} These tools propose a federated identity system that would eliminate the need for IP authentication and proxy servers, allowing users to login once and be recognized across all participating platforms.

There are numbers of issues at play in the establishment and diffusion of federated identity systems,\textsuperscript{11} including 1) privacy concerns associated with the aggregation of this much user data, 2) potential challenges for smaller publishers unable to participate in the federated process, and 3) an increase in barriers faced by on-campus users. Access and discovery will continue to be both a priority and a challenge for libraries, as outside companies and individuals develop alternative mechanisms that are perceived as easier to use.\textsuperscript{12}

Fake news and information literacy

Though far from being a new phenomenon, \textit{fake news} has proved to be highly influential as a descriptive term and rhetorical device. Fake news played a significant role in the 2016 presidential election,\textsuperscript{13} and is a phrase frequently used by the current President of the United States to undermine mainstream news media. Libraries have responded to the issue of fake news, defined as deliberate misinformation that relies on attention-grabbing or inflammatory content to spread widely and influence others, by promoting information literacy as a means of verifying the accuracy and credibility of information. Initiatives, such as IFLA’s “How To Spot Fake News” infographic, have gone viral and appeared in international news.\textsuperscript{14}

Fake news and other forms of specious information presented as fact have drawn
new attention to the old problems of resource evaluation and information credibility. Librarians have been quick to respond, and information trust and fake news are topics of forthcoming research studies from Project Information Literacy, a book from ALA Editions, and the spring 2018 issue of Reference and User Services Quarterly. Academic librarians have developed numerous workshops and research guides devoted to fighting fake news and to promoting information literacy.

Going forward, it will be important to consider the complexity of fake news and the limits of information literacy in fighting it. A recent study found that fake news may not be as profoundly influential as previously reported, primarily affects hyperpartisan readers, and generally is used by individuals to reinforce what they want to believe. The problem of fake news is not restricted to facts as information alone is unlikely to change one’s beliefs. The impact of the fractured and contested media landscape is well worth further consideration and action from the profession, and opens possibilities for partnerships with other people on our campuses who face the same concerns.

**Project management approaches in libraries**

Project management principles focus on an incremental, team-based approach when tackling large, digital projects, enabling libraries to effectively and efficiently prioritize staffing models, collections, and budgets. Project management has become part of the everyday work of many academic librarians, and most of them have participated in three-to-eight projects in the last five years. This is especially true as academic libraries collaborate on scholarly digital projects or involve institutional partners beyond the library or campus.

Michael J. Dulock and Holley Long report on how their library incorporated project management methodology adapted from techniques used in agile software development to deliver digital objects and collections with recommendation for other libraries.

Documentation and visualization of the iterative process has evolved from group editing bulleted, narrative texts and Gantt charts to more robust, collaborative software and applications that can be shared across many users and several institutional partners.

With an increased need for the knowledge and skills associated with formal project management principles, many professionals traditionally trained in library and information science find themselves lacking or needing additional coursework to become familiar with, or certified, in project management.

James H. Walther, a library and information management professor, examined the specific skill of project management by tailoring graduate coursework to incorporate personal course plans. From this approach he recommends using this teaching method more broadly in library and information science education.

Brett D. Currier, Rafia Mirza, and Jeff Downing propose that project management planning skills have always existed within libraries and librarians, but an increased involvement in digital humanities initiatives requires an adjustment to a more “holistic mindset,” where librarians “position themselves as collaborative partners on projects instead of service providers to projects.”

**Textbook affordability and OER**

Open Educational Resources (OER) continue to demonstrate importance in a number of ways: sustainable collections in libraries, affordable textbooks for students, new options for curriculum development, and avenues for digital scholarship. Challenges to faculty adoption include difficulty finding resources, lack of resources in a subject area, quality, and the content updates. These perceived barriers can turn into opportunities for librarians to cultivate partnerships with faculty in the discovery, advocacy, and preservation of OER.

To build a sustainable OER collection in any medium, librarians must first identify user needs in supporting curriculum and research through a variety of collection management practices. By incorporating
OER into the curriculum, librarians have the unique opportunity to develop collaborations with faculty, subject librarians, and academic technologists to assist in determining what OER are available, assessing their quality, and adding these materials into the course management system (CMS).24

Librarians have also advocated for the adoption of OER through grant award programs and assistance in developing and publishing OER.25 OER production can be a goal for library-based publishing efforts by leveraging advocacy efforts through the library and publishing experience through university presses to reduce costs for students, while showcasing research and teaching strengths at a university.26

Libraries are not the only group advocating for OERs and textbook affordability. There are numerous campus partners, including students. To help students with controlling the cost of their education and to encourage faculty to choose affordable options, some schools include designators in their course registration systems to indicate courses with low-cost and zero-cost required texts.27

A number of libraries are also leveraging their e-book content to support textbook affordability initiatives. These initiatives focus on providing e-access to course texts, as well as offering faculty the ability to consider and select available e-book titles for course use.28 Limitations in the marketplace, such as DRM restrictions and required logins and software that users may not have already installed, are impediments to implementation.

Products from publishers and CMS platforms may create opportunities for libraries to work with faculty. The CMS Canvas allows for a feed from the bookstore into individual courses highlighting required texts.29 EBSCO Course Builder integrates with the Blackboard CMS to enable faculty to search EBSCO30 and quickly create their own links to readings from within the CMS.

These approaches are an evolution of the traditional print and e-reserves roles of the library, and leverage content that the library has licensed, creating an opportunity for awareness of the library’s value for the library to support faculty course development in new ways.

Learning analytics, data collection, and ethical concerns

The use of learning analytics, which involves the mining and analysis of student data to make improvements or predictions based on past student behavior, has intensified across higher education. Academic libraries are part of this trend, tying the use of library materials and services to student performance measures, such as GPA and retention rates. The use of learning analytics is viewed by some librarians and administrators as a promising tool for achieving positive outcomes for students and institutions, as well as for illustrating ways that academic libraries contribute to institutional productivity and academic achievement. The ACRL Academic Library Impact report advocates working with stakeholders to “statistically analyze and predict student learning and success based on shared analytics.”31

Learning analytics, however, may pose significant conflicts with ALA’s Code of Ethics and “professional commitments to promote intellectual freedom; protect patron privacy and confidentiality; and balance intellectual property interests between library users, their institution, and content creators and vendors.”32

Across higher education, concerns are being raised about reducing student learning and experiences to a set of variables and using data to identify “at-risk” students. The ethical dimensions of involvement in this area will be of increasing importance as college and research library participation in analytics programs progresses.

Librarians and other information professionals have raised concerns regarding how patron data is captured by library discovery tools and, in particular, how and with whom it is shared. Libraries seek to provide more refined and efficient services (marketing, discovery interfaces, collection use), but these
improvements may be generated or informed through the analysis of user activity, creating a conundrum between user service and user privacy. For example, proxy servers might involve collecting user IDs (and associated demographic information) and relating them to use of resources originating from that user. Issues of privacy and data aggregation and retention must be considered and balanced against library service enhancement, and often necessitate sustained communications between campus IT and the library.

Research datasets acquisition, text mining, and data science

With the growth of data science and quantitative research needs, collection managers have engaged in the establishment of more defined guidelines and best practices for the acquisition of standalone spatial and quantitative datasets. Data sources now go beyond text and numeric data, extending to multimedia data, social media data, and hypertext and hypermedia data.

Relevant mining techniques and methods range from information extraction, information retrieval, natural language processing, classification, and clustering to different ways of text summarization.

Datasets possess their own sets of acquisition and management challenges, including licensing restrictions, access and ownership, support, maintenance, discovery, and cost. Some libraries are beginning to offer more secure and dedicated funding lines for research datasets. Most libraries are determining the best means of managing, funding, and developing these small data set collections.

There are challenges to the librarian and researcher since data sources are usually in silos and use different standards, rendering data integration difficult. When dealing with datasets containing sensitive information, such as social media data, enterprise data, and health data, privacy-preserving techniques need to be applied carefully throughout the data integration, sharing, and processing stages.

Opening access to data remains a significant challenge. Many datasets are copyright-protected, and fair use rights could be limited by licenses. There are still a variety of approaches among vendors for access to their respective corpus of data/text, which may or may not be in line with library best practices or library technical capabilities (e.g., dedicated servers for storage or development of content requirement of local developer resources to support).

Librarians can assist researchers by clarifying legal aspects and negotiating licensing permissions with publishers. By creating guides on text and data mining tools and methods and providing information on library databases and data sources, librarians support training and awareness of the data resources and tools that they purchase. Librarians and library technicians also provide support in areas such as digitization, data extraction, data preparation, and even devising models for data analysis. At the end of text and data-mining projects, libraries may help preserve the datasets for reuse, assist researchers to contribute to open access datasets, and record metadata for discovery.

The establishment of data science programs at numerous institutions has led to the need for librarians to adapt and integrate growing management, accessibility, and technical subject expertise to support data scientists. Professional associations and information science programs should continue to expand and enhance training in data management and data analytics to prepare librarians in using and addressing big data questions with colleagues and patrons.

Collection management

Acquisition model developments

Demand-driven acquisition (DDA) patterns continue to evolve as the majority of publishers have altered, restricted or eliminated their short-term loan (STL) options (particularly for front-list titles). These market changes and publisher responses to revenue losses have challenged the sustainability and attractiveness of broad-based e-book DDA.
A more viable option for numerous libraries has been to engage with established library vendors for new DDA plans that do away with the STL model and provide non-DRM (digital rights management) access to university press titles. Although the corpus of titles, particularly frontlist titles, remains limited, aggregators are working to provide more DRM-free options, as well, for purchase through book jobbers. Outside of “traditional” e-book DDA plans, newer streaming video plans have become increasingly popular to meet demand for streaming content.

The evidence-based acquisitions model (EBM) is a newer development, in which libraries make an upfront financial commitment to a publisher list of titles, and subsequently choose an agreed amount of titles for perpetual ownership. While this model is attractive to libraries and publishers alike, principal concerns of the EBA model are 1) the potential need for long-term annual commitment, due to potential variations in e-book use by discipline, and 2) the need for robust usage statistics for decision-making.

Open access collection development policies and funding schemes
A continuing challenge for collection budgets and policies surrounds the funding of open access initiatives, including the support of article-processing charges. David W. Lewis has called on libraries to consider devoting 2.5% of their budgets to supporting the open access infrastructure. Depending on how the open access investment is defined and an individual library’s budget, 2.5% could have a substantial impact on the collections budget.

Cumulatively, if many libraries devote 2.5%, this could also have a substantial impact on open access initiatives. Therefore, it is incumbent upon libraries, particularly collection managers, to establish clear policies that outline parameters for the support and funding of specific open access initiatives and programs. In addition, there is increasing discussion about how to incorporate open access developments into collection decision-making, in particular, in relation to ever-increasing serial budgets (an open access-adjusted cost per download measure as proposed by Kristin Antelman). There has been some movement both in the United States and Europe for vendor licenses that allow for suspension of author-processing charges in the publisher’s journal.

Legacy print collections
Several new large-scale print retention initiatives are in various stages of development, including the HathiTrust Print Retention Program, which has amassed retention commitments of more than 4.8 million volumes from member institutions. At the same time as libraries are digitizing collections and purchasing more in electronic format, there is discussion in the profession about how to manage, promote, and engage users with the library print collection. The Arizona State University report on open stacks, funded by the Andrew W. Mellon Foundation, begins to explore potential approaches to better tailor, diversify, and market the local print collection, and includes materials and tools to help guide individual libraries. Interestingly, some traditional measures, such as in-house usage, are being used to better understand patron engagement with onsite collections.

Notes


44. Philip Young, Inga Haugen, Edward F. Lener, Virginia Pannabecker, and Collin Brittle, “Library Support for Text and Data Mining: A Report for the University Libraries (continues on page 300)


(“2018 top trends . . . ” continues from page 293)


54. See https://www.hathitrust.org/shared_print_program.


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<td>Liaisons Assembly</td>
<td>Dr. Farzaneh Razzaghi</td>
<td><a href="mailto:Frazzaghi@wcu.edu">Frazzaghi@wcu.edu</a></td>
<td>Emily</td>
<td>Daly</td>
</tr>
<tr>
<td>Literatures in English Section (LES)</td>
<td>Nancy Marie Foasberg Dr. Brian Flota</td>
<td><a href="mailto:nancy.foasberg@qc.cuny.edu">nancy.foasberg@qc.cuny.edu</a> <a href="mailto:flotabc@jmu.edu">flotabc@jmu.edu</a></td>
<td>Kim</td>
<td>Copenhagen</td>
</tr>
<tr>
<td>Membership</td>
<td>Dawn Behrend Dominique Turnbow</td>
<td><a href="mailto:dawn.behrend@ir.edu">dawn.behrend@ir.edu</a> <a href="mailto:dtturnbow@ucsd.edu">dtturnbow@ucsd.edu</a></td>
<td>Jeanne</td>
<td>Davidson</td>
</tr>
<tr>
<td>National Survey of Student Engagement (NSSE) Information Literacy Module Review Task Force</td>
<td>Rhonda Kay Husisman</td>
<td><a href="mailto:rhondahusiman@gmail.com">rhondahusiman@gmail.com</a></td>
<td>Cinthya</td>
<td>Ippoliti</td>
</tr>
<tr>
<td>New Publications Advisory-Past President</td>
<td>Courtney Greene McDonald</td>
<td><a href="mailto:crmcdonald@colorado.edu">crmcdonald@colorado.edu</a></td>
<td>Lauren</td>
<td>Pressley</td>
</tr>
<tr>
<td>New Roles and Changing Landscapes Committee</td>
<td>Jolie Ogg Graybill Erin T. Smith</td>
<td><a href="mailto:jog@umn.edu">jog@umn.edu</a> <a href="mailto:smithet@westminster.edu">smithet@westminster.edu</a></td>
<td>Jeanne</td>
<td>Davidson</td>
</tr>
<tr>
<td>Politics, Policy and International Relations Section (PPIRS)</td>
<td>Elizabeth Lynn White Dr. Erin Ackerman</td>
<td><a href="mailto:elwhite1@uga.edu">elwhite1@uga.edu</a></td>
<td>Kim</td>
<td>Copenhagen</td>
</tr>
<tr>
<td>President's Program 2020</td>
<td>Anne-Marie Deitering</td>
<td><a href="mailto:anne-marie.deitering@oregonstate.edu">anne-marie.deitering@oregonstate.edu</a></td>
<td>Karen</td>
<td>Munro</td>
</tr>
<tr>
<td>President's Program 2021</td>
<td>TBD</td>
<td>TBD</td>
<td>Jon</td>
<td>Cawthorne</td>
</tr>
<tr>
<td>Professional Development - President Elect</td>
<td>Ms. Carrie E. Dunham-LaGree Rachel Besara</td>
<td><a href="mailto:carrie.dunham-lagree@drake.edu">carrie.dunham-lagree@drake.edu</a> <a href="mailto:rachelbesara@missouristate.edu">rachelbesara@missouristate.edu</a></td>
<td>Jon</td>
<td>Cawthorne</td>
</tr>
<tr>
<td>Professional Values</td>
<td>Peter Bremer Dr. Tracy Elliott</td>
<td><a href="mailto:pbremer@morris.umn.edu">pbremer@morris.umn.edu</a> <a href="mailto:tracy.elliott@jsu.edu">tracy.elliott@jsu.edu</a></td>
<td>Jacquelyn</td>
<td>Bryant</td>
</tr>
<tr>
<td>Publications Coordinating-Past President</td>
<td>Ms. Kristen Grace Totleben Julia M. Gelfand</td>
<td><a href="mailto:ktotleben@gmail.com">ktotleben@gmail.com</a> <a href="mailto:jgelfand@uci.edu">jgelfand@uci.edu</a></td>
<td>Lauren</td>
<td>Pressley</td>
</tr>
<tr>
<td>Publications in Librarianship-Past President</td>
<td>Daniel Mack</td>
<td><a href="mailto:dmack@umd.edu">dmack@umd.edu</a></td>
<td>Lauren</td>
<td>Pressley</td>
</tr>
<tr>
<td>Rare Books and Manuscripts Section (RBMS)</td>
<td>Veronica Reyes - Escudero Ms. Petrina D. Jackson</td>
<td><a href="mailto:reyesv@email.arizona.edu">reyesv@email.arizona.edu</a> <a href="mailto:pjackson@lastate.edu">pjackson@lastate.edu</a></td>
<td>Kelly</td>
<td>Jacobsma</td>
</tr>
<tr>
<td>RBM -Past President</td>
<td>Richard Saunders</td>
<td></td>
<td>Lauren</td>
<td>Pressley</td>
</tr>
<tr>
<td>Research and Scholarly Environment</td>
<td>Nathan Frank Hall Ms. Charlotte Roh</td>
<td><a href="mailto:nfhall@vt.edu">nfhall@vt.edu</a> <a href="mailto:croh2@usfca.edu">croh2@usfca.edu</a></td>
<td>Cinthya</td>
<td>Ippoliti</td>
</tr>
<tr>
<td>Research Planning and Review</td>
<td>Allison Benedetti Ginny Boehme</td>
<td><a href="mailto:abenedetti@library.ucla.edu">abenedetti@library.ucla.edu</a> <a href="mailto:Boehmenvy@miamioh.edu">Boehmenvy@miamioh.edu</a></td>
<td>Caroline</td>
<td>Fuchs</td>
</tr>
<tr>
<td>Resources for College Libraries -Past President</td>
<td>Ms. Tammera Marie Race</td>
<td><a href="mailto:trace@ncf.edu">trace@ncf.edu</a></td>
<td>Lauren</td>
<td>Pressley</td>
</tr>
<tr>
<td>Science and Technology Section (STS)</td>
<td>Timothy W. Klassen Rachel Borchardt</td>
<td><a href="mailto:twklasse@uaberta.ca">twklasse@uaberta.ca</a> <a href="mailto:borchard@american.edu">borchard@american.edu</a></td>
<td>Kim</td>
<td>Copenhagen</td>
</tr>
<tr>
<td>Section Membership Subcommittee</td>
<td>Shauna Borger Edson</td>
<td><a href="mailto:shauna.borger@gmail.com">shauna.borger@gmail.com</a></td>
<td>Jeanne</td>
<td>Davidson</td>
</tr>
<tr>
<td>Standards</td>
<td>Willie Miller Jennifer E. Steele</td>
<td><a href="mailto:wmmiller@iupui.edu">wmmiller@iupui.edu</a> <a href="mailto:jennifer_steele@bbs.w-delandrew.k12.ia.us">jennifer_steele@bbs.w-delandrew.k12.ia.us</a></td>
<td>April</td>
<td>Cunningham</td>
</tr>
<tr>
<td>Student Learning and Information Literacy</td>
<td>Nicole E. Brown Alex R. Hodges</td>
<td><a href="mailto:nebrown@berkeley.edu">nebrown@berkeley.edu</a> <a href="mailto:alex_hodges@gse.harvard.edu">alex_hodges@gse.harvard.edu</a></td>
<td>Caroline</td>
<td>Fuchs</td>
</tr>
<tr>
<td>University Libraries Section (ULS)</td>
<td>Amanda R. Peters Michelle Demeter</td>
<td><a href="mailto:aforres@umich.edu">aforres@umich.edu</a> <a href="mailto:michelle.demeter@nyu.edu">michelle.demeter@nyu.edu</a></td>
<td>April</td>
<td>Cunningham</td>
</tr>
<tr>
<td>Value of Academic Libraries</td>
<td>Jill Becker Dr. Amanda L. Folk</td>
<td><a href="mailto:jbecker@ku.edu">jbecker@ku.edu</a> <a href="mailto:folk.68@osu.edu">folk.68@osu.edu</a></td>
<td>Emily</td>
<td>Daly</td>
</tr>
<tr>
<td>Women and Gender Studies Section (WGSS)</td>
<td>Dr. Tara Baillargeon Sharon Ladenson</td>
<td><a href="mailto:tara.baillargeon@marquette.edu">tara.baillargeon@marquette.edu</a> <a href="mailto:ladenson@msu.edu">ladenson@msu.edu</a></td>
<td>Jeanne</td>
<td>Davidson</td>
</tr>
</tbody>
</table>
Reimbursement Request Instructions

Instructions:

1. Complete the Reimbursement Request Form (see page 2).
2. Tape (do not staple) original receipts, such as airline confirmations, hotel bills, and cab receipts single-sided to a blank sheet(s) of paper and attach to this form.
3. Make a copy of page 2 of this form and all of your receipts. Keep the copy for your files.
4. Mail the original form (page 2 only) and the original receipts to the address below:

   ACRL Reimbursement Request
   50 E. Huron St.
   Chicago, IL 60611

Expenses Generally Covered with Proper Documentation:

<table>
<thead>
<tr>
<th>Item</th>
<th>Required Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round trip air fare (coach class)</td>
<td>Receipt showing total paid (e-mail confirmation/receipt is sufficient)</td>
</tr>
<tr>
<td>Ground transportation between home/airport/meeting site (includes taxi, shuttle or public transportation)</td>
<td>Original receipt from taxi, shuttle or public transportation</td>
</tr>
<tr>
<td>Mileage between home/airport/meeting site. Current reimbursement rate is $0.58/mile.</td>
<td>Map showing total distance (MapQuest, Google maps or similar print out is sufficient)</td>
</tr>
<tr>
<td>Hotel room rate and tax per letter of agreement (if applicable). Incidentals are not included (movies, room service, laundry, etc.)</td>
<td>Original hotel bill (ask for this at check out)</td>
</tr>
<tr>
<td>Meals NOT provided as part of the official function and per your letter of agreement (if applicable)</td>
<td>No receipts necessary. Per diem rate is $50/day, or for individual meals; $10 for breakfast, $15 for lunch and $25 for dinner</td>
</tr>
<tr>
<td>Luggage handling fees (1 average weight bag each way per person)</td>
<td>Original receipt</td>
</tr>
<tr>
<td>Reasonable tips (cab driver, housekeeping, bellman, etc.)</td>
<td>No receipts necessary</td>
</tr>
</tbody>
</table>

Please note, expenses without required documentation may not be reimbursed.
Reimbursement Request Form

Name: ________________________________ Purpose of Expenses: ________________________________

Make check payable to (if different than name above): ________________________________

Mail check to

Name: ________________________________
Street: ________________________________
City/State/Zip: ________________________________
E-mail Address: ________________________________ Phone: ________________________________

Itemized Expenses

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Amount</th>
<th>Budget Line Charge (ACRL office use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

TOTAL: ______________

☐ Please check if original receipts could not be included and state reason below.

__________________________________________________________________________________

Please note expenses without required documentation may not be reimbursed.

Submit this form and original receipts to ACRL at the address listed above.
Acronyms & Shorthand phrases

A full list of library-related acronyms is posted on the [ALA website](http://www.ala.org).

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACRL Sections</strong></td>
<td></td>
</tr>
<tr>
<td>ANSS</td>
<td>Anthropology and Sociology Section</td>
</tr>
<tr>
<td>ARTS</td>
<td>Arts Section</td>
</tr>
<tr>
<td>CLS</td>
<td>College Libraries Section</td>
</tr>
<tr>
<td>CJCLS</td>
<td>Community and Junior College Libraries Section</td>
</tr>
<tr>
<td>DSS</td>
<td>Digital Scholarship Section</td>
</tr>
<tr>
<td>DLS</td>
<td>Distance Learning Section</td>
</tr>
<tr>
<td>EBSS</td>
<td>Education and Behavioral Sciences Section</td>
</tr>
<tr>
<td>ESS</td>
<td>European Studies Section</td>
</tr>
<tr>
<td>IS</td>
<td>Instruction Section</td>
</tr>
<tr>
<td>LES</td>
<td>Literatures in English Section</td>
</tr>
<tr>
<td>PPIRS</td>
<td>Politics, Policy and International Relations Section</td>
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<tr>
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<td>ULS</td>
<td>University Libraries Section</td>
</tr>
<tr>
<td>WGSS</td>
<td>Women and Gender Studies Section</td>
</tr>
<tr>
<td><strong>Interest Groups</strong></td>
<td></td>
</tr>
<tr>
<td>AAMESIG</td>
<td>Asian, African, and Middle Eastern Interest Group</td>
</tr>
<tr>
<td>AASLIG</td>
<td>African-American Studies Librarians Interest Group</td>
</tr>
<tr>
<td>ALSGSIG</td>
<td>Academic Library Services to Graduate Students Interest Group</td>
</tr>
<tr>
<td>ALSISIG</td>
<td>Academic Library Services to International Students Interest Group</td>
</tr>
<tr>
<td>ASIG</td>
<td>Access Services Interest Group</td>
</tr>
<tr>
<td>CPIG</td>
<td>Contemplative Pedagogy Interest Group</td>
</tr>
<tr>
<td>DBIG</td>
<td>Digital Badges Interest Group</td>
</tr>
<tr>
<td>HSIG</td>
<td>Health Sciences Interest Group</td>
</tr>
<tr>
<td>HLIG</td>
<td>History Librarians Interest Group</td>
</tr>
<tr>
<td>IRIG</td>
<td>Image Resources Interest Group</td>
</tr>
<tr>
<td>LFPEIIG</td>
<td>Librarianship in For-Profit Educational Institutions Interest Group</td>
</tr>
<tr>
<td>LISEIIG</td>
<td>Library and Information Science Education Interest Group</td>
</tr>
<tr>
<td>LMOIG</td>
<td>Library Marketing and Outreach Interest Group</td>
</tr>
<tr>
<td>RAMIG</td>
<td>Research Assessment and Metrics Interest Group</td>
</tr>
<tr>
<td>RIG</td>
<td>Residency Interest Group</td>
</tr>
<tr>
<td>SRRMIG</td>
<td>Systematic Reviews and Related Methods Interest Group</td>
</tr>
<tr>
<td>TSIG</td>
<td>Technical Services Interest Group</td>
</tr>
<tr>
<td>UAIG</td>
<td>Universal Accessibility Interest Group</td>
</tr>
<tr>
<td>VWIG</td>
<td>Virtual Worlds Interest Group</td>
</tr>
<tr>
<td>Acronym</td>
<td>Meaning</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>ACRL Goal-area Committees</strong></td>
<td></td>
</tr>
<tr>
<td>ReSEC</td>
<td>Research &amp; Scholarly Environment Committee</td>
</tr>
<tr>
<td>SLILC (sometimes pronounced Silk or Slick)</td>
<td>Student Learning and Information Literacy Committee</td>
</tr>
<tr>
<td>VAL</td>
<td>Value of Academic Libraries Committee</td>
</tr>
<tr>
<td>NRCL</td>
<td>New Roles and Changing Landscapes Committee</td>
</tr>
<tr>
<td><strong>Other ACRL acronyms and terms</strong></td>
<td></td>
</tr>
<tr>
<td>B&amp;F</td>
<td>Budget &amp; Finance Committee</td>
</tr>
<tr>
<td>CoP and CoPA</td>
<td>Communities of Practice (the sections, interest groups and discussion groups) and Communities of Practice Assembly (this group can meet—although they have not in years-- and does have an electronic discussion list)</td>
</tr>
<tr>
<td>IG</td>
<td>Interest Group</td>
</tr>
<tr>
<td>DG</td>
<td>Discussion Group</td>
</tr>
<tr>
<td>KPI</td>
<td>Key Performance Indicators</td>
</tr>
<tr>
<td>Dashboard metrics</td>
<td>A set of performance indicators recommended by the Budget &amp; Finance Committee, selected by the Board and reported on regularly (typically quarterly) by the staff. Mean to give leaders a quick glance at how the association is doing in key areas, e.g., membership, revenues, expenses, fundraising, etc.</td>
</tr>
<tr>
<td>PEAR</td>
<td>Plan for Excellence Activities Report (a quarterly report staff provides the Board to keep them updated on ACRL’s work)</td>
</tr>
<tr>
<td>SPOS</td>
<td>Strategic Planning &amp; Orientation Session</td>
</tr>
<tr>
<td>Green Banana</td>
<td>An item is not yet ripe, or ready for Board action</td>
</tr>
<tr>
<td>Padding the canoe vs. riding the train</td>
<td>Board members are all responsible for successful meetings and should think of their participation as one of paddling together rather than riding the train while the President drives it</td>
</tr>
<tr>
<td>Just the headline</td>
<td>A reminder to stay on topic, share the abbreviated version of your comment, and save the entire story for another non-meeting time</td>
</tr>
<tr>
<td>Suffering is optional</td>
<td>From Eli Mina, a reminder that every Board member has the obligation to speak up, e.g., if the meeting is off topic or things are not going well.</td>
</tr>
<tr>
<td><strong>ALA Acronyms</strong></td>
<td></td>
</tr>
<tr>
<td>BARC</td>
<td>Budget Analysis Review Committee (ALA).</td>
</tr>
<tr>
<td>PBA</td>
<td>Planning &amp; Budget Assembly</td>
</tr>
<tr>
<td>F&amp;A</td>
<td>Finance &amp; Audit</td>
</tr>
</tbody>
</table>
ACRL Board Evaluation Midwinter 2019

1. There is a climate of respect and trust among Directors, Executive members, and staff.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>I don’t know/Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments and suggestions:

2. There is a clear commitment to building consensus on issues discussed in Board meetings.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>I don’t know/Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments and suggestions:

3. The meeting time allotted for reaching decisions on issues is appropriate.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>I don’t know/Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Comments and suggestions:

4. There is effective and appropriate communication between the Board and the Executive Committee and the Board and the Executive Director.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>I don’t know/Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Comments and suggestions:
5. What worked well at this meeting?


6. What should we do differently at our next meeting?


7. Other comments or suggestions?

