ACRL

Association of College and Research Libraries
2019 Fall Board Strategic Planning Session (SPOS)
Wednesday, October 23 – Friday, October 25, 2019
Warwick Allerton, 701 Michigan Avenue, Chicago, IL 60611

AGENDA
Strategic Board Thinking Practices
(Chait, Ryan, & Taylor)

Generative – Generative thinking on the part of each board member leads to a more robust organization. Generative thinking helps the board look at patterns and environmental signals.

Strategic – Focus on performance and direction setting. Policy setting and strategic decision making are part of the strategic thinking practice.

Fiduciary – Focus on stewardship and governance, including legal and financial accountabilities. Important aspects of fiduciary thinking are stewardship and representation on behalf of members who elected the board members.

SPOS Meeting Outcomes

Generative
- Develop understanding of concept of interaction safety, consciously inclusive mindsets, and creating and supporting culture changes.
- Develop understanding of hybrid MW 2020 schedule in preparation for new event in January 2021.
- Understand SCOE proposal, its implications for ACRL members, and the Board's role in communicating potential changes.
- Deepen awareness and application of best practices for creating and supporting culture change initiatives.
- Introduce and develop understanding of Interaction Safety which allows people to feel safe enough to speak up, share their thinking, identify problems, and innovate together.
- Explore the mindsets that drive greater collaboration, innovation, the shift to a more joining culture and the behaviors that counter unconscious bias.
- Plan content for ACRL Leadership Council.

Strategic
- Set directions for FY20 and beyond regarding ACRL's core commitment to equity, diversity, and inclusion.
- Deciding how to communicate to ACRL members about the numerous change initiatives underway, i.e., SCOE, Midwinter Meeting changes.
- Deciding how to communicate to ACRL members about how ACRL is implementing initiatives that demonstrate its core commitment to EDI.
- Enhance ACRL action plans and goals applying session learning.

Fiduciary
- Develop ground rules for the Board's work in 2019–2020.
- Strengthen relationships among board members, goal-area committee leaders, and senior staff to foster open communication and effective board stewardship.
- Exercise of effective stewardship of ACRL's Plan for Excellence.
- Develop high level understanding of ACRL's financial resources and its ability to invest in new initiatives.

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Warwick Allerton, Buckingham Meeting Room (3rd Floor)
701 Michigan Avenue, Chicago, IL 60611

12:15 p.m. – Lunch at LYFE Kitchen, 270 E Ontario Street, for available attendees.

Expected Outcomes for Day One:

- ACRL leaders understand SCOE proposal and its implications for ACRL members.
- Board, committee leaders, and staff develop working relationship.
- ACRL leaders understand hybrid MW 2020 schedule in preparation for new event in January 2021.
- Committee chairs exchange ideas, build relationships with each other.

Wednesday Agenda

Time	Agenda Description
2:00 p.m.	**1.0 Opening Remarks, Introductions, and Agenda Overview (Munro)** • Welcome, review of agenda, logistics
2:15 p.m.	**2.0 Getting to Know You** (Malenfant)
2:45 p.m.	**3.0 ALA Steering Committee on Organizational Effectiveness - SCOE (Daly) #15.0** SCOE member Emily Daly will share an update on the proposed model and lead a discussion on its implications for ACRL members.
3:45 p.m.	**4.0 ACRL Financial Resources and funding initiatives** Background information will be provided on ACRL and ALA finances, so participants have an understanding about resources available to fund strategic and ongoing initiatives. A high level overview of ACRL revenue streams, plan to spending down net asset balance, ACRL's position within the context of ALA, and a quick look at the Operating Agreement will be provided.
4:15 p.m.	**5.0 Committee and Board Break Outs** **5.1 Committee Chairs Break Out #2.0, #3.0, 12.0 (self-led by members)** Committee chairs and vice-chairs will meet in break outs to discuss topics of their choosing such as leadership transitions, work plans, roadshow oversight, and timelines for the upcoming committee cycle. **5.2 Board Ground Rules (Malenfant) #8.0, #9.0** The Board will meet to review its ground rules and to discuss if ACRL should develop a response to the SCOE proposal.

Time	Agenda Description
4:45 p.m.	**6.0 ACRL Participation at ALA Midwinter Meetings (Malenfant) #10.0, #17,0, #18.0, #29.0** The group will reconvene to discuss member engagement at future ALA Midwinter Meetings in advance of the proposed remodel for the 2021 ALA Midwinter Meeting.
5:00 p.m.	**7.0 Adjourn** (Munro)
5:45 p.m.	Meet in lobby for to walk to The Albert, 228 East Ontario street
6:00–8:30 p.m.	Cocktail Reception and Dinner at The Albert

ACRL

Objectives for Day Two:
1. Deepen awareness and application of best practices for creating and supporting culture change initiatives.
2. Introduce and develop understanding of Interaction Safety which allows people to feel safe enough to speak up, share their thinking, identify problems, and innovate together.
3. Explore the mindsets that drive greater collaboration, innovation, the shift to a more joining culture and the behaviors that counter unconscious bias.
4. Enhance ACRL action plans and goals applying session learning.

Thursday Agenda

Facilitated by Keith Earley and Martha Kesler, The Kaleel Jamison Consulting Group.

Time	Focus	Outcome
8:00–8:30 a.m.	*Optional Breakfast - Buckingham Meeting Room (3rd Floor)*	
8:30-8:40	Building a Learning Community	- Establish connection
8:40 – 9:10 (10 for hello; 20 for connecting - questions)	Introductions and Hellos	- Ground participants in the day - Model inclusion behavior through Hellos - Introductions and ensure all voices have space in the room
9:10 – 9:20	Agenda	- Roadmap of the day is understood
9:20 -10:30	The Foundation for Inclusion in Organizations	- Baseline definition of interaction safety - Set stage for safety in the room - Judging and Joining - Baseline understanding of differentiating these concepts and associated behaviors - Introduce concept of conscious action
10:30-10:45	BREAK	
10:45 – 12:00	Path to an Inclusive Organization: The Path Continuum	- Visually and physically spark dialogue about EDI perception and actions - Facilitated discussion and applied learning leveraging experience and interview data
12:00 – 12:15	Reflection	- Capture the impact at the individual and group level - Sub-conscious gathering of thoughts to perhaps spark lunch discussion
12:15 – 1pm	LUNCH	
1:00 – 1:45	Integrate Approach to EDI	- Reframe thinking of EDI as incorporated rather than separate

Time	Focus	Outcome
1:45 – 2:00	Applying Inclusive Frameworks and Behaviors to the Action Plans	⁻ Provoke thoughtful Action Planning ⁻ Bridge the integrated thinking about actions to action planning ⁻ Create connections between exercises and concrete actions
2:00 – 2:15		BREAK
2:15-4:15	Learning to Action	⁻ Initiate incorporating days learning into the Division Level Committee Action Plans ⁻ Practical application of incorporating EDI into each of the elements of the Plan for Excellence
4:15-4:30	Closing Circle	⁻ Model Behavior of inclusion – every voice heard as we leave the session ⁻ Surface anything that needs attending to before parting ⁻ Bring closure

Expected Outcomes for Day Three:
1. Finalize EDI strategic planning/goals if needed.
2. Plan content for ACRL Leadership Council.
3. ACRL leaders understand the SCOE proposal's implications for ACRL members and develop response for SCOE
4. Enhance communications to ACRL members around SCOE proposal, MW changes, and ACRL's core commitment to EDI

Friday Agenda

Time	Agenda Item
8:00 a.m.	*Optional Breakfast - Buckingham Meeting Room (3rd Floor)*
8:30 a.m.	**1.0 Welcome/Review previous days' work. (Munro)** Review work for the day and adjust agenda accordingly.
9:00 a.m.	**2.0 EDI Strategic Planning (Brown) #1.0, #13.0** Finalize as needed from previous day.
9:30 a.m.	**3.0 Plan content for virtual ACRL Leadership Council (Brown) #14.0, #17.0, #18.0** • Consider content to cover, how to engage members virtually. How can we make the virtual Leadership council meaningful? Should it be open to any ACRL Member?
10:00 a.m.	**4.0 SCOE/streams of change (Daly) #15.0, #16.0** • Discussion: timelines, priorities, knowns/unknowns, • Implications for ACRL structure, member engagement, financial, resources, Plan for Excellence
10:30 a.m.	*Break*
10:45 a.m.	**5.0 SCOE/streams of change continued (Daly) #15.0, #16.0** • Draft response to SCOE/ALA Board • Draft communication for ACRL leaders about SCOE implications
Noon	*Lunch - Frank Lloyd Wright Room*

Time	Agenda Item

1:00 p.m.   **6.0 Strategic communications to ACRL members (Brown)**
- Draft communication for ACRL leaders about MW2020 and MW2021 #10.0, #17.0, #18.0, #29.0
- Draft communication for ACRL leaders about ACRL's EDI initiatives

2:30 p.m.   *Break*

2:45 p.m.   **7.0 Strategic communications to ACRL members continued (Brown)**

3:15 p.m.   **8.0 Review next steps, parking lot issues (Munro)**

3:45 p.m.   **9.0 Closing remarks & Meeting Evaluation (Munro)**

Evaluation: https://www.surveymonkey.com/r/SPOS19

4:00 p.m.   **10.0 Adjourn (Munro)**

This page included to accommodate double-sided printing.

Association of College and Research Libraries
2019 New Board Member Orientation
Wednesday, October 23, 2019, 8:30 a.m.–noon
Warwick Allerton, Buckingham Room

Tuesday, October 22
- *7:15 p.m. – Meet in Warwick Allerton lobby to walk /share cabs to dinner (0.5 miles/10 min. walk)*
- *7:30 p.m. – Optional group dinner at The Little Beet Table, 845 N State St., #101*

Agenda

Time	*Item*
8:00–8:30	*Optional breakfast available.*

8:30–8:40 a.m.　**1.0 Welcome / Outcomes / Introductions** (Munro)

Overall 2019 orientation outcomes:

    1.1 Board members will have a shared understanding of expectations of Board members and administrative information.

    1.2 Board members will have a shared understanding of Board's role in leading the association's advancement of the ACRL strategic plan, priorities and greater awareness of current issues.

    1.3 Board members will have a greater understanding of ACRL's relationship to ALA.

    1.4 Board members will have shared understanding of the role of the ACRL Budget & Finance Committee.

8:40–9:10 a.m.　**2.0 Role of Board** (Munro) [Board Manual 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6] [Doc 1.0, 2.0]

    2.1 Role of Board and Executive Committee and Presidents

    2.2 Types of Board work

        a. *Generative* – Generative thinking on the part of each board member leads to a more robust organization. Generative thinking helps the board look at patterns and environmental signals.

            i. Board working groups [Board Manual Appendix B]

            ii. Giving suggestions for possible candidates to LRNC

        b. *Strategic* – Focus on performance and direction setting. Policy setting and strategic decision making are part of the strategic thinking practice.

            i. Board liaison work with committees [Board Manual 1.1, 5.0]

          ii. Strategic Planning and Orientation Session (SPOS)

    c. *Fiduciary* – Focus on stewardship and governance, including legal and financial accountabilities. Important aspects of fiduciary thinking are stewardship and representation on behalf of members who elected the board members.

          i. Financial Stewardship: Reviewing budget documents and personal contributions (Friends, ACRL Conference) [Board Manual 6.0]

          ii. Liaison roles with sections and committees (Members of goal-area committees and liaisons to other committees) [Board Manual 1.1, 5.0]

          iii. Evaluation of Executive Director [Board Manual 5.6]

2.3 Overall expectations for Board members (Payne/ Pressley) [Board Manual 1.3,1.4]

Administrative overview (Payne)

    a. Virtual votes – 100% participation (ALA Connect) [Board Manual 4.2]

    b. Attendance at ALA Conferences, ACRL Board meetings, and typical schedule, ACRL 2021 [Board Manual 4.0, 4.3]

    c. Administrative information: travel, resources, Board housing block, resources for Board members, working with staff, communications (Payne) [Board Manual 2.0, 3.1, 4.0]

Community practices (Pressley)

    d. Preparing for meetings (virtual and face-to-face) [Board Manual 4.0, 4.1, 4.3]

    e. Financial support [Board Manual 4.0]

    f. Social media guidelines [Board Manual 4.4]

    g. Thanking members for Friends donations via phone calls and thank you notes.

Time	Item
9:10-9:30 a.m.	**3.0 Strategic Planning and Assessment** (Pressley/Payne)

    3.1 Strategic Goals and Enabling Programs and Services [Board Manual 1.0, 1.1]

    3.2 Environmental Scanning (Research & Planning Comm. role, too) [Board Manual 2.0]

    3.3 PEAR Report, KPIs, Dashboard Metrics [Board Manual 1.1, 6.0]

    3.4 Refresher: Annual Work Plan for Committees: Board liaisons & staff liaisons' role [Board Manual 1.1] (Doc 12.0) (Payne)

Time	Item
9:30-10:00 a.m.	**4.0 Key Topics and Issues Facing the Board:**

    4.1 Transitions ALA is undergoing (Governance & structure (SCOE), financial)—Pressley (Doc 16.0)

    4.2 ACRL EDI core commitment—KM [Board Manual 1.0] (Doc 13.0)

    4.3 Project Outcome—Kara

Time	Item
10:00-10:15 a.m.	**BREAK**

Time	Item
10:15-10:45	**5.0 ALA and ACRL** (Malenfant/Payne)

        5.1 Legal entity [Board Manual 2.4, 2.5]

        5.2 Tax status: Political speech and IRS regulation (election info) [Board Manual 2.4, 2.5]

        5.3 History [Board Manual 2.2]

        5.4 SCOE proposed changes (Doc 16.0)

        5.5 ALA Structure

        5.6 ALA Budget [Board Manual 6.2]

        5.7 Operating agreement & Management Practices [Board Manual 2.4]

        5.8 Indirect Costs/overhead

        5.9 ACRL structure [Board Manual 2.0]

        5.10 ACRL Staff responsibilities [Board Manual 2.0]

        5.11 ACRL Bylaws [Board Manual 2.3]

        5.12 Who speaks for ACRL [Board Manual 2.4, 3.1]

Time	Item
10:45–11:30 a.m.	**6.0 ACRL Budget Process** (Allen & Davis)

        6.1 B&F Committee's role [Board Manual 6.0]

        6.2 Board's Role [Board Manual 6.0]

        6.3 Association budgets (revenue generating; no allocations from ALA) [Board Manual 6.0, 6.2]

        6.4 Major revenues/expenses (briefing book)

        6.5 Reading the ACRL spreadsheets [Board Manual 6.0]

        6.6 Dashboard Metrics [Board Manual 6.0]

        6.7 ACRL Infographic [Doc 6.0]

        6.8 Overview of annual cycle [Board Manual 6.0]

Time	Item
11:30–11:50 a.m.	**7.0 Reflection/discussion/administrative review** (Munro)

        7.1 What was exciting? Confusing? Questions?

        7.2 Review of administrative issues as needed

Time	Item
11:50–12:00 p.m.	**8.0 Concluding remarks** (Munro)

        8.1 Orientation Evaluation
           https://www.surveymonkey.com/r/SPOSorientation

Time	Item
12:15–1:15 p.m.	*Optional group lunch at LYFE Kitchen, 270 E Ontario St, Chicago, IL 60611*

Strategic Planning and Orientation Session begins at 2:00 p.m.
Warwick Allerton, Buckingham Meeting Room (3rd Floor), 701 Michigan Avenue, Chicago, IL 60611

Upcoming Meetings

- Fall Board Meeting 2019, virtual Nov. 18, 1-4 p.m. CST
- ALA Midwinter Meeting 2020, Philadelphia, PA: January 24-28, 2020
- ACRL Spring Board Meeting 2020, virtual, date TBD
- ALA Annual Conference, Chicago, IL: June 25-30, 2020

ACRL Board Ground Rules
Board Ground Rules
Approved Fall Board Meeting, November 16, 2018

1. Accept mutual responsibility for quality of meeting and assess effectiveness.
2. Be present, attentive, engaged and prepared. Avoid side conversations.
3. Lean into discomfort; discuss the undiscussable issues
4. Speak up if you have a question or to test assumptions.
5. Listen with care for the individual and differ respectfully.
6. Signal conclusion, identify next steps, and make clear assignments.
7. Assume positive intent/give benefit of doubt.
8. Have fun!

Make knowledge-based decisions using these four questions:

1. What do you know about our members/prospective members/customers—needs, wants, and preferences, that is relevant to this decision?*
2. What do we know about the current realities and evolving dynamics of our members' marketplace/industry/profession that is relevant to this decision?*
3. What do we know about the capacity and strategic position of our organization that is relevant to this decision?*
4. What are the ethical implications of this decision?

*What do you wish that you knew, but don't?

Board Social Media Guidelines
Approved Fall Board Meeting, November 16, 2018

This document addresses ACRL Board members' use of their personal social media accounts in sharing information from Board work.

1. Purpose

Social media offers an opportunity for the ACRL Board to increase two-way communication with members. As such, we recognize the importance of social media not only for sharing information and updates, but in contributing towards greater transparency and member engagement.

2. Guidelines

Board members who engage with social media agree to do so in a professional manner and to act in accordance with the Board's Ground Rules, which are reviewed and updated each year at the Strategic Planning and Orientation Retreat. The following guidelines are intended to assist Board members in determining what type of social media posts are appropriate. Board members may:

a. use their personal social media accounts to share Board information;
b. share information/discussions and distinguish/label personal opinions clearly as their own;
c. include general summaries of Board discussions without including specific comments or attributing those comments to individual Board members

d. Once vote is taken, support decision in line with Board responsibilities;
e. report on action items;
f. leverage social media to gather feedback from members.

3. Responsibilities

Board members who choose to share Board information on social media are responsible for following member responses and closing the feedback loop, as follows:

a. Twitter posts should use the #acrlboard hashtag, along with any individual hashtag(s) for specific discussions.
b. Board members initiating discussion on social media should summarize and report member responses back to the Board promptly.

Board members initiating discussion on social media should report back to responding members with the results of the discussion.

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ACRL SPOS 2019 Document Inventory

Doc #	Document
Doc 1.0	ACRL Plan for Excellence
Doc 2.0	ACRL Planning Cycle at a Glance
Doc 3.0	ACRL Annual Planning Cycle Process and Deadlines
Doc 4.0	Plan for Excellence Implementation Reports (by goal area)
Doc 5.0	Plan for Excellence Implementation Reports (by unit)
Doc 6.0	FY19 3rd Quarter ACRL Plan for Excellence Activity Report (PEAR)
Doc 7.0	FY19 3rd Quarter Enabling Programs and Services Key Performance Indicators (KPIs)
Doc 8.0	ACRL Board Ground Rules FY19
Doc 9.0	ACRL Board Social Media Guidelines FY19
Doc 10.0	ACRL Governance Schedule MW2020
Doc 11.0	An Introduction to Robert's Rules of Order by Eli Mina
Doc 12.0	2018-19 Reports and 2019-20 Work Plan Compilation
Doc 13.0	ACRL EDI Activities
Doc 14.0	Leadership Council Agendas: MW19 & AC19
Doc 15.0	ACRL Insider: Revisiting SCOE
Doc 16.0	SCOE Preliminary Recommendations (confidential; sent via email)
Doc 17.0	ACRL Groups Meeting Virtually or Face-to-Face at ALA Conferences
Doc 18.0	ACRL Virtual Meetings Report 2013-2019
Doc 19.0	2018 ACRL Top Trends in Academic Libraries
Doc 20.0	ACRL Environmental Scan 2019
Doc 21.0	The New Work of Nonprofit Board (orientation only)
Doc 22.0	Board Governance as Leadership Summary (orientation only)
Doc 23.0	Open Letter to SCOE Opposing the Elimination of ALA Council
Doc 24.0	ALA Operating Agreement
Doc 25.0	ACRL Conference Evaluation Overview
Doc 26.0	ALA Diversity Implementation Task Force Final Report
Doc 27.0	Is your organization safe enough to soar
Doc 28.0	Path to Inclusion
Doc 29.0	ALA Conference Services Future of MW Email
Doc 30.0	ALA Executive Director Position Profile

FYI Documents

FYI #	Document
FYI-1	SPOS Attendee Roster
FYI-2	Bios: Keith Early & Martha Kessler
FYI-3	Bio: Karen Brown

Plan for Excellence
Association of College & Research Libraries
Approved April 20, 2011 — Effective July 1, 2011
Reaffirmed September 2013. Revised November 2018.

Preamble

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

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

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

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

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

Timeless Core Ideology
Core Purpose

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

Core Organizational Values

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

Core Commitment

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

Long-term Envisioned Future
Vision

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

Vivid Description of a Desired Future

ACRL elevates the position, recognition, and impact of all academic and research libraries and librarians as catalysts in exceptional research and learning. Academic libraries play a critical role in building diverse, welcoming, and equitable communities; developing inclusive 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
acrl@ala.org | www.acrl.org

Five-Year Goals and Objectives

Value of Academic Libraries

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

Proposed Objectives:

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

Student Learning

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

Proposed Objectives:

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

Research and Scholarly Environment

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

Proposed Objectives:

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

New Roles and Changing Landscapes

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

Objectives:

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

ACRL Planning Cycle at a Glance – *(revised 6/11/13)*

See ACRL Planning Cycle and Deadlines document for detailed task information and dates
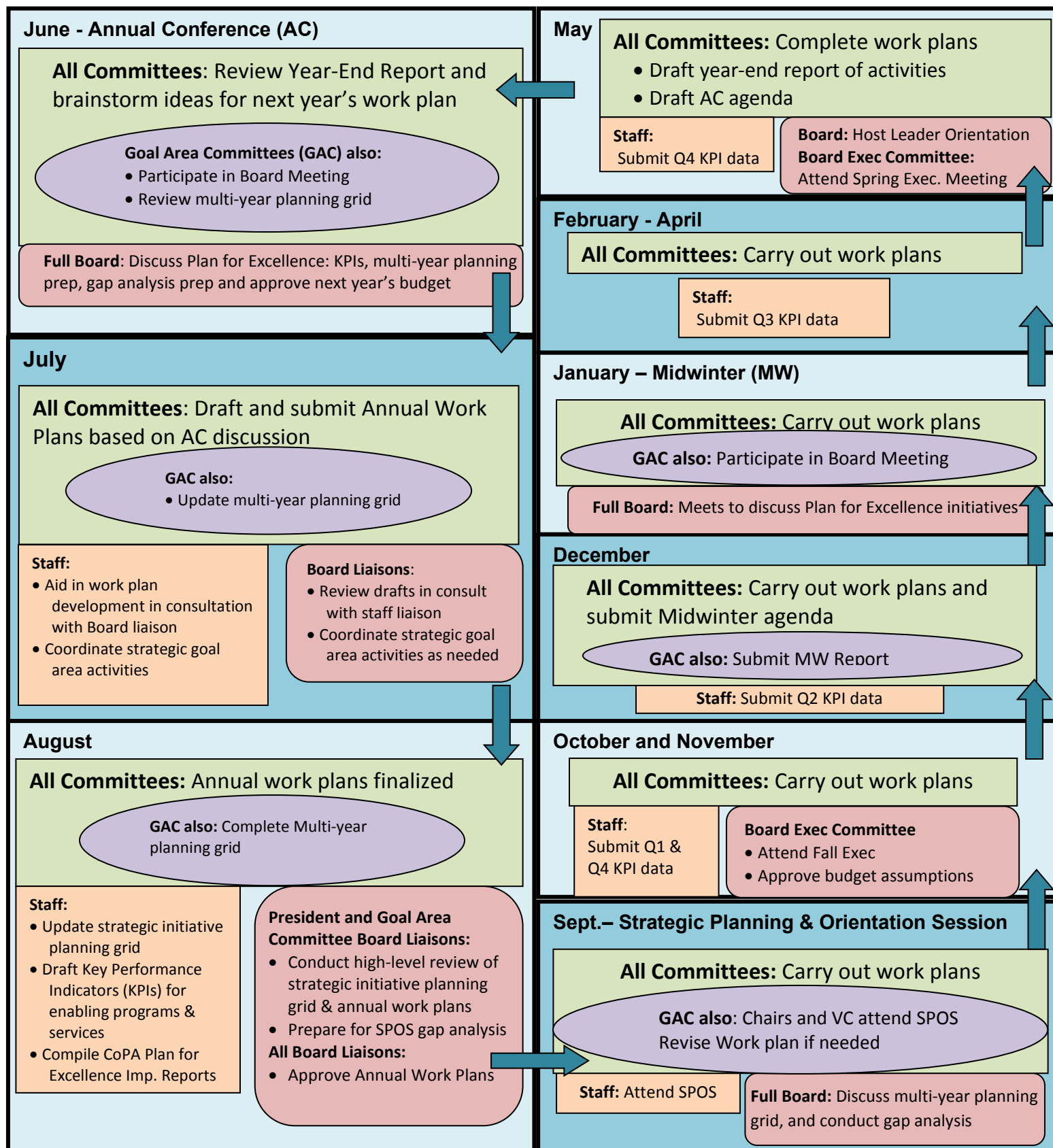
| All Committees | Goal Area | Board | Staff Liaisons |

also responsible for All Committees tasks

June - Annual Conference (AC)

All Committees: Review Year-End Report and brainstorm ideas for next year's work plan

Goal Area Committees (GAC) also:
- Participate in Board Meeting
- Review multi-year planning grid

Full Board: Discuss Plan for Excellence: KPIs, multi-year planning prep, gap analysis prep and approve next year's budget

July

All Committees: Draft and submit Annual Work Plans based on AC discussion

GAC also:
- Update multi-year planning grid

Staff:
- Aid in work plan development in consultation with Board liaison
- Coordinate strategic goal area activities

Board Liaisons:
- Review drafts in consult with staff liaison
- Coordinate strategic goal area activities as needed

August

All Committees: Annual work plans finalized

GAC also: Complete Multi-year planning grid

Staff:
- Update strategic initiative planning grid
- Draft Key Performance Indicators (KPIs) for enabling programs & services
- Compile CoPA Plan for Excellence Imp. Reports

President and Goal Area Committee Board Liaisons:
- Conduct high-level review of strategic initiative planning grid & annual work plans
- Prepare for SPOS gap analysis

All Board Liaisons:
- Approve Annual Work Plans

May

All Committees: Complete work plans
- Draft year-end report of activities
- Draft AC agenda

Staff: Submit Q4 KPI data

Board: Host Leader Orientation
Board Exec Committee: Attend Spring Exec. Meeting

February - April

All Committees: Carry out work plans

Staff: Submit Q3 KPI data

January – Midwinter (MW)

All Committees: Carry out work plans

GAC also: Participate in Board Meeting

Full Board: Meets to discuss Plan for Excellence initiatives

December

All Committees: Carry out work plans and submit Midwinter agenda

GAC also: Submit MW Report

Staff: Submit Q2 KPI data

October and November

All Committees: Carry out work plans

Staff: Submit Q1 & Q4 KPI data

Board Exec Committee
- Attend Fall Exec
- Approve budget assumptions

Sept.– Strategic Planning & Orientation Session

All Committees: Carry out work plans

GAC also: Chairs and VC attend SPOS Revise Work plan if needed

Staff: Attend SPOS

Full Board: Discuss multi-year planning grid, and conduct gap analysis

This page included to accommodate double sided printing.

DIVISION-LEVEL COMMITTEE ANNUAL WORK PLAN TIMELINE

Overview

The purpose of the division-level committee annual work plan process is to align division-level committee work with the committee's charge and the ACRL strategic plan. This process also facilitates improved communication between the Board and its committees. Standardized planning practices also improve efficiency, provide greater continuity, and assist Board and staff liaisons in providing support to committees.

In order to ensure that ACRL has concrete plans in place to realize the current strategic plan and provide Committee leaders with clear leadership, the ACRL Board of Directors expects all ACRL division-level Committee chairs and vice-chairs to complete an annual work plan on behalf of their committee. The work plans detail the committees planned tasks for the membership year beginning immediately after the summer ALA Annual Conference Meeting and report on the accomplishments of the current year. Committee chairs and vice-chairs draft annual work plans in collaboration with their Board and staff liaisons before the ALA Annual Conference.

Committee leaders are encouraged to engage all committee members in discussion of the draft annual work plans at their Annual Conference meeting or similarly timed virtual meeting. Board liaisons are responsible for providing committees with feedback and may consult with staff liaisons and the Executive Committee. The Executive Committee is responsible for reviewing annual committee work plans as a collective to review the association's overall planned advancement of the strategic plan.

In addition, ACRL's four goal-area committees: Value of Academic Libraries, Student Learning and Information Literacy, Research and Scholarly Environment Committee, and New Roles and Changing Landscapes can develop an optional multi-year plans and customized report to ensure ACRL has a plan to address all of its objective overtime.

The Board shares annual committee work plans as informational documents publicly online and with the Budget and Finance Committee to ensure the committee is appropriately informed to fulfill its charge. Division-level committees have $150 of basic services funding available annually. If additional funds are required, committees may request funding from the Board using the Board Action process. The Board will review funding requests received and may allocate funds included in the current budget or authorize an expenditure of the ACRL net asset balance.

Throughout the year, Board liaisons remain informed of the committee progress and assist in supporting the committee as needed/appropriate.

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ACRL Plan for Excellence Implementation Reports – By Goal Area

VALUE OF ACADEMIC LIBRARIES

GOAL: ACADEMIC LIBRARIES DEMONSTRATE ALIGNMENT WITH AND IMPACT ON INSTITUTIONAL OUTCOMES.

VALUE OF ACADEMIC LIBRARIES OBJECTIVE 1. CULTIVATE RESEARCH OPPORTUNITIES THAT COMMUNICATE THE IMPACT OF ACADEMIC AND RESEARCH LIBRARIANS IN THE HIGHER EDUCATION ENVIRONMENT.

Anthropology and Sociology Section (ANSS): Discussion groups look for opportunities for librarians to engage with practioners & academics in the discipline.The liaison committee looks for opportunties for members to engage with the professional associations.

Arts Section (ARTS): The Arts section contributed to the 2021 ACRL Conference Scholarship campaign.

Education and Behavioral Sciences Section (EBSS): The EBSS Research Committee hosted our annual Research Forum. This year, the event transitioned to a virtual event, which allowed increased attendance and provided a recording of the event that is available for viewing afterward. Academic librarians gave lightning talks about their research and participated in a discussion with participants about conducting empirical research. Topics covered included (1) college student perceptions of the relevance of information literacy to their academic work, (2) librarians' perception and use of the ACRL Visual Literacy Competency Standards, (3) the epistemic curiosity of non-traditional undergraduates, and (4) the adoption of systematic and related review methods in social work and the impact of librarian involvement on the quality of searches.

European Studies Section (ESS): Members of ESS work closely with faculty and graduate students to assist in the research process, highlighting the libraries riches as they do so. Digital Humanities collaborations have brought libraries and scholars together in innovative partnerships, as has the creation of Open Educational Resources.

Politics, Policy and International Relations Section (PPIRS): PPIRS offers the Sage/CQ-Press Marta Lange Award which recognized a variety of professional contributions including research in the field

Science and Technology Section (STS): The STS Publications Committee has continued to work with the editorial board of Issues in Science & Technology Librarianship (ISTL), the STS journal, to move its publishing operations to a more sustainable platform. They are currently in the process of moving the journal to the open access platform via a partnership with an established university press. This will improve both access for readers and the publishing process for editors and authors. Ideally, once moved, the journal will act as a model quality open access publication.   The STS Research Committee focuses their work on providing opportunities for Science and Technology Librarians to present their research to the larger community. In 2019, they hosted a poster session at

ALA Annual in conjunction with the STS Member breakfast. Twenty-four presenters shared their research with attendees. Their twelve posters ranged on topics from systematic reviews and teaching to a comparison of research output from the US and China. Posters will continue to be accessible through an STS libguide.   They also hold the STS Research Forum at ALA Annual, which was attended by approximately 40 people and showcased the work of two groups of researchers. The research presented this year focused on women in STEM fields and the preservation and discovery of analog research data. Both topics generated extensive questions and discussion from the audience.

Women and Gender Studies Section (WGSS): The section's Research Committee maintains the Bibliography of Scholarship on Women & Gender Studies Librarianship and the Research Agenda for Women & Gender Studies Librarianship.

Rare Books and Manuscripts Section (RBMS): Much of the work of RBMS intersects across these goals and objective domains. We worked this year to improve communications within RBMS (across committees and groups) and outside of the RBMS more broadly. We also workde to improve our documentation to better show our impact.

Academic Library Services to Graduate Students Interest Group: Hosted in-person meetings at ALA Midwinter and ALA Annual at which four presentations on issues related to serving graduate students were given (at each meeting). In addition, hosted a virtual panel in the Fall for a discussion on graduate student spaces, and a virtual panel in the Spring at which four (non-LIS) graduate students shared their experiences with libraries and research.

Academic Library Services to International Students: The convener put out a call for proposals for ALA Annual for librarians/researchers interested in the field to present and share their research, outreach efforts, ideas, and knowledge to others interested in serving internationals students and English as a Second Language learners.

Access Services Interest Group: Over the last couple of years, 2018-2019 included, a members of the Access Services Interest Group formed team and smaller task groups to research and analyze the impact and importance of access service professionals and their collective ever changing services provided to the academic library community.

African-American Studies Librarians Interest Group: Created a Professional Webinar Series to complement the diversity and talent among African American Librarians and Archivists.

Health Sciences Interest Group: 11/12/2018 – Citizen Science webinar presented jointly with the National Network of Libraries of Medicine (NNLM)

Library Marketing and Outreach Interest Group: The Library Marketing and Outreach Interest Group focus on communicating what our libraries and librarians can do for their campuses. We have built a community through our Facebook group that shares best practices for marketing our services to students, faculty, and administration. Librarians are able to have the space to share communication strategies, we all benefit and find new ways to tell the story of the work we do in academic and research libraries around the world.

Virtual Worlds Interest Group: The ACRL Virtual Worlds Interest Group is connected with the Community Virtual Library, a library dedicated to offering real librarianship in virtual worlds. Through CVL, ACRL VWIG participated in the annual Dickens Project in the virtual world Second Life throughout December 2018. In particular, we hosted the Dickens Research Center, which invited participants to research a subject related to Charles Dickens, A Christmas Carol, or the Victorian Era. The Center's 2018 research projects included a guide to historical accuracy in virtual worlds (Victorian Edition) and an analysis of the portrayal of disabilities in Dickens' literature.   ACRL VWIG is

also involved in CVL's Digital Citizenship Museum in the virtual world Kitely, which defines and encourages participants to conduct research on aspects of digital citizenship and digital literacy. New room topics added this year include copyright and digital culture, social media blunders, gamification in education, and the future of the metaverse. We have also added an underwater space dedicated to research related to archiving digital content. Through its partnership with the Virtual Center for Archives and Records Administration (San Jose State University, School of Information), ACRL VWIG also encouraged participants to analyze their past virtual world activities and research in order to predict prospects for future virtual world best practices and endeavors. Presentations included keynote speakers Dr. Valerie Hill (Ten Years as a Virtual World Librarian Educator) and Daniel Dyboski-Bryant (May you learn in interesting times...Education with and in VR). ACRL VWIG also invites speakers to share their research at our monthly meetings. This year's topics included National Novel Writing Month, cybersecurity, and combating fake news.

Arkansas: Presentations at the Arkansas Library Association (ArLA) conference, Sept. 2018

California: CARL offers a competitive research grant every other year and the recipient(s) are invited to present their results at the Biennial CARL Conference and include their paper in the CARL open access Conference Proceedings.

Georgia: Georgia ACRL chapter conducts annual research paper competition to cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment. The competition's goal is to encourage scholarly research and writing by academic librarians and library school students and to introduce participants to the process of scholarly review. Georgia Library Association awards a cash prize for the paper selected as the top entry and complimentary Georgia Library conference registration. The top paper is presented at the annual Georgia Library Conference. The winners also offered an opportunity to submit their papers for publication to the Georgia Libraries Quarterly. 2018 winner was the following paper: "A Tale of Two Libraries: Lessons Learned from Army Library Consolidation"

Greater Metro New York: To cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment, ACRL/NY held our annual symposium on December 7th 2018 with the theme of "Libraries in Direct Action." We had a total of 19 speakers and 7 poster presentations that highlighted the different projects and services of academic and research librarians and libraries from the greater New York area and from across the country.   Additionally, our research and writing support group held multiple "Shut Up and Write" events which are organized to help librarians in the area discuss their writing process as well as serve as writing sessions to help share and facilitate research ideas and work. This year our First Year Experience, New Librarians, and OER and Distance Learning discussion groups also held various events that contributed to this mission as well.

Illinois: Illinois Association of College and Research Libraries (from this point forward, "IACRL") Conference and Continuing Education Committee contacted Illinois librarians who presented at the ACRL 2019 Conference and encouraged them to submit program proposals for the 2019 Illinois Library Association Annual Conference, all of which ILA accepted, including one on ACRL's Project Outcome

Iowa: Continue to offer a biannual Research Award. Ongoing study of information literacy skills of students as they transition into college. ILA/ACRL & IPAL Joint Conference presentation: "Proving value: The good, the bad & the ugly."

Kansas: Publication of conference proceedings

Louisiana: Our chapter co-hosted the Louisiana Virtual Academic Library Conference with the Louisiana Library Association's Academic Section. This conference was separate from the annual state conference and focused on topics relevant to Louisiana's academic libraries. We had 137 attendees from 20 states. The conference comprised 16 concurrent sessions and also included built-in networking opportunities. The proceeds have not yet been divided, but discussion is underway about creating a joint scholarship from these funds for members to travel to conferences.

Nebraska: Presentations offered: * Unwritten But Relevant: Using Oral History to Engage Your Community and Document its History (Part 1 & 2) Presenters: Barbara W. Sommer, Independent Oral Historian based out of St. Paul, MN & Mary Kay Quinlan, Associate Dean, College of Journalism and Mass Communications, UNL * Exploring the Nebraska Digital Newspaper Project Presenters: Katherine L. Walter -- Professor and Co-Director, UNL Center for Digital Research in the Humanities & Laura K. Weakly -- Metadata Encoding Specialist, UNL Center for Digital Research in the Humanities & Janel Simons -- Newspaper Associate, UNL Center for Digital Research in the Humanities

New England: Our listservs continue to complement our improved website (launched last year), where members post about upcoming opportunities for presentations and publications. We have started hosting conference materials from our annual conference on our open access repository (hosted by the University of Massachusetts Amherst's open access institutional repository), allowing our conference presentations to be accessible to a wider audience.

New Jersey: 2019 VALE Users'/ACRL-NJ/NJLA CUS Conference 20 Years Later: Redefining Libraries' Core Values in Disruptive Times was held at Rutgers University on January 4, 2019.   As we approached the 20-year anniversary of our conference, this theme provided opportunity for librarians to reflect on how they have redefined and reaffirmed libraries' core values while continuing to serve their communities during disruptive times.   The theme reflected on our scholarship, services, and activities in response to advances in technology, trends and fads in higher education, shrinking budgets and the continued pressures to prove our value.   Our Research Committee raises awareness about NJ academic librarians' research, awarding the top paper(s), and providing a forum to present both published research and research-in-process at our annual NJLA conference which was held in Atlantic City, NJ May 29-31, 2019.

New Mexico: Develop a communication plan that highlight activities and research projects that may benefit members of the NM academic library community.

Ohio: The 2018 ALAO Conference, Take Action! Conveying Value, Cultivating Success was held in Columbus, Ohio on November 2, 2018. Featuring 28 breakout sessions, 12 roundtables, and 15 posters, the conference brought together librarians, faculty, administrators, and vendors for a full day of presentations and discussions. Megan Oakleaf, assistant professor in the iSchool at Syracuse University, delivered a keynote address focusing creating, capturing, and communicating library value.

Tennessee: a. TLA Conference Presentations. Several roundtable members participated in presentations at the 2019 Tennessee Library Association conference. The roundtable co-sponsored a pre-conference event with the Library Leadership Roundtable entitled, "Walking Together Through Open Doors: Successful Mentoring." The chair and vice chair also held a conference event entitled, "Opening Our Minds: Two Early Career Librarians. Two Roundtables. Where to From Here?"

Virginia: VLACRL has a conference-within-a-conference track of the Virginia Library Association Conference. This program track allows us to hold a call for peer-reviewed presentations of research and poster sessions. We offer opportunities for member engagement by various volunteer roles for the conference: peer-reviewers, conference organizers, poster session managers, and session managers. This year we had 52 proposals and 14 peer reviewers.

Western Pennsylvania/West Virginia: Annual Spring Conference. 2019 theme: Technology - Make It Work for Your Library

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

Anthropology and Sociology Section (ANSS): The information literacy committee is working on documentation to assist with the ACRL Framework in the different disciplines. Librarians are working with the ANSS Liaisons as well as with departmental and discipline liaisons to promote these. The ANSS liaison to the American Sociological Association (ASA) along with another ANSS member presented a poster on information literacy at the ASA conference. Additionally, the ASA liaison was invited by the ASA president to submit an invited session proposal on librarian contributions to sociology for the 2020 Annual meeting. The ANSS liaison to AAA (American Anthropological Association) presented the librarian perspective on a roundable on The State of Digital Scholarship in Cultural Anthropolgy at the annual AAA meeting.

College Libraries Section (CJCLS): CJCLS put in place an implementation task force regarding the presence and impact of community college libraries in the profession and in higher education. The work of the task force is yet to be completed, but its work should have some impact in this area.

Distance Learning Section (DLS): The Distance Learning Section published the "Top 5 Articles on Embedded Librarianship" Bibliography and the "Top 5 Articles on Reference Services & Information Literacy"

Education and Behavioral Sciences Section (EBSS): The E-Resources in Communication Studies Committee has an electronic publication titled, "Library Resources for Communication Studies." (LCRS) LRCS connects Communication Studies librarians and academic researchers to core sources in their particular fields.

European Studies Section (ESS): ESS offers a travel grant each year, funded by DeGruyter Foundation, that allows one scholar to pursue research in Europe for a two week period with the expectation that the work will be published and widely shared with the scholarly community. Publicizing this award allows the library community to show that it does engage in traditional forms of scholarship and that libraries are needed to do the research.

Instruction Section (IS): The Research and Scholarship Committee continued the Research Agenda Conversations series, providing an opportunity for leading scholars in the field of information literacy to talk about their own research and how they approach the issues and topics in the ACRL Research Agenda for Library Instruction and Information Literacy. These conversations help to promote the impact and value of academic and research libraries, and help to inspire and equip readers to pursue their own research related to these topics.   The Awards Committee continues its work selecting recipients for the Innovation Award, Ilene F. Rockman Instruction Publication Award and Miriam Dudley Instruction Librarian Award. Two Special Certificates of Recognition and Appreciation were also awarded this year to projects and individuals who deserved to be highlighted alongside our usual awards. The Award Committee also worked with Section leadership to introduce an IS Awards Ceremony at the ACRL 2019 Conference as a way of honoring award winners in person while we continue our commitment to operating virtually. In recognizing these accomplishments, and publicizing the awards, we draw attention to excellent work that demonstrates the value of academic libraries.

Literatures in English Section (LES): LES has partnered with the European Studies Section to co-sponsor an ACRL Liaison to the Modern Language Association, the primary scholarly association for literary studies. The Liaison attends the MLA Convention and serves on the Advisory Committee for the MLA International Bibliography, encouraging dialogue and promoting the value of librarianship among language and literature scholars.

Science and Technology Section (STS): The 2018-2019 STS Awards Committee solicited nominations for the Oberly Award for Bibliography in the Agricultural or Natural Sciences. The committee selected Douglas Karlen and Lorrie Pellack for their paper "Iowa Crop Variety Yield Testing: A History and Annotated Bibliography."   STS Government Information Committee continues to organize a panel presentation, "Federal Science Agencies Update" at the Midwinter Meeting and Annual Conference. The panel is typically comprised of 2-3 agency employees; they provide insight on agency databases and collections so that science, engineering, and government information librarians can provide excellent reference assistance and instruction to researchers.   The STS Liaisons Committee has promoted and coordinated liaison work with 15 science and technology organizations this year. Many of the members of these organizations are from higher education institutions. By attending the professional conferences and meetings organized by these organizations, STS liaisons have networked and built collaborative relationships with faculty and researchers. They also frequently present at or are involved in committees or other   activities with each organization. The varied participation by STS liaisons from academic and research libraries in science and technology organizations further promotes the value of academic and research libraries in these communities.

University Libraries Section (ULS): The Evidence-Based Discussion Group organized a discussion on institution-level assessments, their usefulness to library practice, and campus collaborations for assessment, after a presentation by Laurel Littrell on combining various data outputs to better understand undergraduate student non-library users.

Women and Gender Studies Section (WGSS): For the second year in a row, Duke University Press provided monetary sponsorship of our two awards: Significant Achievement Award & Career Achievement Award.

Rare Books and Manuscripts Section (RBMS): The RBMS Exhibition Awards Program is a strong way to promote the interpretive work we do by highlighting exhibitions in a multitude of libraries. We are also looking into expanding this award to enable student curator participation. In addition, we are working on an RBMS member bibliography to showcase and share the scholarship that our members create to better promote our value. In addition, we record our RBMS conference sessions and post slides and audio to our website to better share the rich content we create.

Academic Library Services to International Students: ACRL Academic Library Services to International Students Interest Group's listserv served as a tool to communicate ideas, news, brainstorm thoughts, concepts, and solicit proposals. Also, the group hosted presentations during ALA Annual.

Access Services Interest Group: The work done on the above mentioned Framework for Access Services was presented tat the Annual Access Services Conference in 2018.

African-American Studies Librarians Interest Group: Updated social media networks on a monthly basis as well as our collaborative partners including the Black Caucus of the American Librarian Association, SAA Archivists of Color, and SLA librarians.

Health Sciences Interest Group: 1/28/2019 – Clinicaltrials.gov webinar presented jointly with the National Network of Libraries of Medicine (NNLM)

Library Marketing and Outreach Interest Group: Marketing, outreach, and programming is at the heart of our Interest Group. We emphasize clear methods of communicating our impact and value. Through our group, we have shared resources that help individual librarians to create marketing materials, marketing & outreach plans, promotional items, social media marketing, infographics, and talking points in order to promote what their libraries are doing to the larger higher education community.

Virtual Worlds Interest Group: ACRL VWIG promotes the value of academic and research libraries through projects, social media, conferences, and its monthly meetings. We hosted an exhibit for CVL's Virtual Worlds Database during Virtual Worlds Best Practices in Education 2019; the exhibit showcased the database, its purpose of connecting educational communities, and plans for the future. We also maintain CVL's blog and social media accounts, which showcase the importance of academic and research libraries, particularly in the context of higher education in virtual worlds. For example, CVL's website includes a blog post listing CVL's presentations, exhibits, and immersive experiences for VWBPE 2019. ACRL VWIG also participated in the annual VCARA conference through Dr. Hill's keynote as well as mini presentations such as Kevin Feenan's Pathways to Digital Leadership and Technology, Bethany Winslow's Burning Man in Cyberspace: Makerspaces and Communities of Practice in Virtual Worlds and Andrew Wheelock's The Islands of Enlightenment Projects. ACRL VWIG monthly meetings also promote the impact of academic and research libraries. For example, January's meeting offered an overview of CVL's programs and resources. ACRL VWIG has also begun updating the Wikipedia entry for Libraries in Second Life to reflect accurate information about libraries in Second Life and other virtual worlds in order to better promote our impact and value.

Arkansas: Presentations at the ArLA conference, Sept. 2018

California: For the past several years (and for the foreseeable future), WASC (Western Association of Schools and Colleges - our accrediting body), invites CARL to convene a panel of librarians at their annual conference to discuss the role of libraries and librarians in supporting a college's accreditation. http://live-wasc-arc-2019.chapterthree.com/session/special-interest-group-gathering/special-interest-group-california-academic-and-research.

Eastern New York: ENY/ACRL co-sponsored "The Library is Open: Academic Libraries Conference" in October 2018 with Empire State Library Network and New York Library Association's Academic & Special Libraries Section. Several members served on the planning committee for the conference.

Greater Metro New York: The 2018 Annual Symposium is where ACRL/NY promotes the impact and value of academic research libraries to the higher education community. This event also demonstrates how ACRL/NY is able to cultivate research opportunities, but it is also how we promote the impact of those opportunities to the larger community in the area.   For the 2018 symposium our theme was "Libraries in Direct Action," where presentations, panels, and poster sessions were selected by our planning committee to discuss the core values of librarianship (specifically social responsibility, education, democracy and intellectual freedom) and the ways in which academic and research libraries have taken action to confront the challenges facing this core values and how to uphold them.   One presentation very much exemplified this mission. "Engaging, Educating, and Empowering: Developing Community-Driven Archival Collections" from Nancy Godoy and Lorrie McAllister at Arizona State University discussed how "Latinos, African Americans, Asian Americans, and the Lesbian, Gay, Bisexual, and Transgender (LGBT) community currently make up over 42% of Arizona's population, but each of these communities are only represented in 0-2% of known archival collections. Arizona's current archives have romanticized the state's "wild west" history and dehumanized communities who have played an instrumental role in history, from long before Arizona was a territory or state. In order to address this inequity and erasure, Arizona

State University Library was awarded a $450,000 grant from the Andrew W. Mellon Foundation for a three-year project (2017-2020) designed to co-develop authentic and inclusive community-driven collections. Under the leadership of Nancy Godoy, Lorrie McAllister, and Alana Varner, the project implements Archives and Preservation Workshops and Scanning and Oral History Days that enable the growth of "community archivists" and promote equal ownership of archives and shared stewardship responsibilities. In addition, ASU Library is engaging historically marginalized communities, including people from all ages and educational levels, by digitizing and making publicly accessible existing archival collections from the Chicano/a Research Collection and Greater Arizona Collection. The Library strives to embed itself within local communities to build the relationships and trust needed to add diverse voices to the archival record."   Additionally we heard presentations about challenging terminology in Library of Congress classification headings for historically marginalized and underrepresented groups,insights about the Indigenous Studies Project from Ithaka S + R, and using library research in Africana and Latino studies to challenge whiteness in a credit bearing library research course.   These were just a few of the projects and topics presented at the symposium that promoted the impact and value of academic and research libraries to the higher education community.

Illinois: IACRL Journal Discussion Club made conveying the value of academic libraries to administrators the topic of its November, 2018, meeting

Iowa: Spring Conference Keynote Emily Drabinski's presentation "Organizing Difference" covered personal experience with various areas of librarianship, styles of organizing, and types of difference. Conference sessions on a wide range of topics such as: zines for first-year student library orientation, copyright, librarian-faculty collaboration, data visualization, managing library work-study students.   Continue to offer biannual Public Relations/Marketing Award.

Michigan, MI-ALA: Sponsored a one day pop-up conference focused on using the ACRL Standards for Libraries in Higher Education for assessment. https://www.miala.org/2019_cc_ig_event.php

Michigan, MLA: MLA is developing a more coordinated effort to offer the ACRL webinars on various campuses around the State of Michigan.

Missouri: MACRL sponsored a conference presentation at the annual Missouri Library Association conference held October 10-12, 2018 in Columbia, MO titled "Comic Con Relief," The presentation covered how an academic library hosted a Comic Con event in the library, and how the event promoted student engagement, as well as strengthened relationships with the community.

Nebraska: DIY Evaluation & Assessment: Measuring Quality & Impact of Library Services to Communicate Relevance. Presenters: Carol Leibiger, PhD, Information Literacy Coordinator, University of South Dakota & Alan Aldrich, Instructional Services Librarian, University of South Dakota

New England: Through our chapter's Special Interest Groups, our Leadership Development Committee, and our Annual Conference, we offered 11 events and conferences that provided opportunities to hundreds of our region's members. These events bring members together virtually and in-person to discuss, present, and bring back to their campuses current ideas about the value and impact of academic and research libraries.

New Jersey: NJLA CUS/ACRL NJ Newsletter is published twice per academic year; Fall and Spring and is distributed via a statewide listserv, shared on social media and posted on our chapter's website. The newsletter serves as a forum for academic librarians in New Jersey to share their research with their colleagues through articles, video, and brief reports. Through this forum, librarians may find opportunities to partner with colleagues on future

research projects. The Fall issue (https://cus.njla.org/content/newsletter/fall2018) prominently features the NJLA Conference and the Spring issue (https://cus.njla.org/content/newsletter/spring2019) features the joint conference of VALE NJ and the ACRL NJ Chapter's 2019 User's Conference and both issues always highlights librarian/library accomplishments across the state.   Poster session, panel sessions and lighting talks at our two annual conferences: VALE Users Conference and NJLA Annual Conference provide opportunities to present and learn about all aspects of the impact and value of academic and research libraries.

New Mexico: Improve library visibility on all campuses.

North Dakota/Manitoba: Publication of news and magazine articles about the chapters annual conference and presentations.

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

Oregon: The ACRL-Oregon Board advocated for the importance and value of academic libraries and library personnel to student learning as part of our advocacy for an improved library presence in the new NWCCU accreditation standards (currently in draft form). We worked with various state and regional membership organizations, colleges, and universities to coordinate advocacy efforts.

Tennessee: a. TLA Conference Presentations. Several roundtable members participated in presentations at the 2019 Tennessee Library Association conference. The roundtable co-sponsored a pre-conference event with the Library Leadership Roundtable entitled, "Walking Together Through Open Doors: Successful Mentoring." The chair and vice chair also held a conference event entitled, "Opening Our Minds: Two Early Career Librarians. Two Roundtables. Where to From Here?"   b. LIT Conference. Ashley Roach-Freiman shared information on the 2019 LIT: Library Instruction Tennessee conference scheduled to take place on Monday, June 3rd at Austin Peay State University.

Western Pennsylvania/West Virginia: Annual Spring Conference. 2019 theme: Technology - Make It Work for Your Library

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

Anthropology and Sociology Section (ANSS): Creating libguides for committees and conference content to expand information and opportunties. The publications committee has been working to enhance and improve the web presence to reach out to those beyond ANSS membership.

College Libraries Section (CJCLS): CJCLS put in place an implementation task force regarding the presence and impact of community college libraries in the profession and in higher education. The work of the task force is yet to be completed, but its work should have some impact in this area.

Education and Behavioral Sciences Section (EBSS): LRCS supports new librarians serving as liaisons to departments of Communication Studies in their professional development. Librarians can utilize LRCS for: a) creating their own local guides and   b) understanding the core sources in specific fields of study within Communication Studies.

European Studies Section (ESS): ESS has always had strong ties to libraries and librarians in Europe. The New Shape of Sharing: Networks, Expertise, Information continues conversations begun at the New Directions

Symposium held in Frankfurt in 2017 between US and European librarians. At meetings like these it's common for casual conversations to turn to justification for budget lines and   assessment of impact.

Instruction Section (IS): Our Communications Committee implemented an information-literacy events calendar on the Instruction Section website, replacing the calendar previously maintained by the Student Learning and Information Literacy Committee (SLILC) of ACRL. SLILC removed the calendar due to non-use and poor visibility on its website. With the removal of the calendar, there was no centralized location announcing webinars, conferences, and career-enhancing opportunities. The Communication Committee explored alternative locations and formats related to announcing information literacy-related events. A Google calendar was created and linked to the IS website (https://acrl.ala.org/IS/il-crowdsource-calendar/). One member of the Communications Committees was tasked with managing the calendar and it has been successfully implemented as a continuing program.

Literatures in English Section (LES): LES was successful in fully funding a named scholarship for the 2019 ACRL National Conference in Cleveland, dedicated in memory our late colleague David Oberhelman, who passed away in 2018. The scholarship was awarded to Natalie Ornat, an active LES member who attended the ACRL conference in April.

Science and Technology Section (STS): The STS Hot Topics Discussion group delivered a presentation at the ALA Midwinter Meeting 2019 focused on predatory publishing. A panel of speakers engaged participants in issues predatory journals including: educating students and faculty, the role of open access publishing and practical tips to recognize deceptive practices.   The Professional Development Committee provided an analysis of an assessment on professional development led to a re-envisioned charge with more clarity in action to better assess and support professional development across the section.   The STS Assessment committee re-created the 2010 survey on the evolving nature of science librarianship and received roughly 300 responses. An analysis of the responses is ongoing. The results of the survey will help the Section craft relevant programming and continuing education opportunities.

University Libraries Section (ULS): The Evidence-Based Discussion Group intertwined a discussion on writing and validating survey questions with a consideration of the generational stereotypes in academic libraries. Guest speakers Jessica Hayes and Cecelia Parks discussed their recent survey and resulting publication.   The Academic Outreach Committee led an online discussion that considered how to effectively assess and communicate the impact of library outreach services.

Women and Gender Studies Section (WGSS): Through our committees we provide enrichment opportunities for young libraries entering the field to engage with more seasoned librarians.

Rare Books and Manuscripts Section (RBMS): We assess our programming and resources, from conference sessions to descriptive standards and teaching resource exchanges. We provide resources for members and other interested parties to learn and assess their professional work and impact.

Academic Library Services to Graduate Students Interest Group: Maintain a listserv, an ALA Connect space, and an ACRL LibGuide that shares content from our meetings. Solicits feedback after each session and makes changes accordingly.

Academic Library Services to International Students: This year, the format of the group was changed in order to involve more members and to allow more members to participate in professional development. The convener solicited proposals for the ALA Annual meeting in order to have more in-depth and focused discussions. The

presentations were selected in a peer-reviewed format. Two presentations titled "Small Stage but Global Impact: Celebrating International Students in the Miller Nichols Library" and "Tips, Strategies, and Workarounds for Library Outreach to International Students" were selected. ACRL Academic Library Services to International Students Interest Group co-sponsored "Will They Stay or Will They Go? 'Sense of Belonging' as a Foundation for Creating Inclusive Library Services for International Students" by Aubrey Iglesias. The PowerPoints slides for these presentations were shared with our groups listserv and with ALA Connect after ALA Annual.

Access Services Interest Group:

African-American Studies Librarians Interest Group: Created a Professional Webinar Series to complement the diversity and talent among African American Librarians and Archivists. In addition, we re-created the ACRL-AA Librarians Interest Group Newsletter and published the latest issue for Summer 2019 and it was available during ALA Annual.

Library Marketing and Outreach Interest Group: The 2018-2020 co-covener Sabine Dantus and incoming co-convenor Kimberly Schotick helped to promote the ALA Libraries Transform Toolkit for academic and research librarians during ACRL at a Gale sponsored lunch and learn as invited panelists. The toolkit is designed to provide academic and research libraries with tangible marketing materials to develop and improve engagement, increase advocacy efforts, and communicate academic library impact.

Residency Interest Group: The Residency Interest Group (RIG) promotes the overall advancement of library residents' professional success through inter-collegiate assessment and advocacy of residency work. Throughout the year, the interest group regularly communicates opportunities for professional development, including scholarships, calls for participation, research surveys, and new literature related to equity, diversity, access, and inclusion, and early-career development, especially with regard to assessment and advocacy. In addition, this year, RIG has established an Assessment Working Group to investigate and publish benchmarks of measuring residency success. The Working Group provides opportunities for early-career librarians to expand professional understandings of assessment in academic libraries.

Universal Accessibility Interest Group: Through the ACRL uniaccess list UAIG members share resources for professional development including conference presentation opportunities.

Virtual Worlds Interest Group: ACRL VWIG partners with the Virtual Worlds Education Roundtable, a weekly meetup where librarians, educators, and other participants discuss relevant topics and best practices for education and librarianship. ACRL VWIG meetings offer similar opportunities for discussion and professional development such as our May 2018 workshop addressing resources for brain health in Second Life. ACRL VWIG also supports CVL in building new branches such as the Marly Milena Music Library and the Nonprofit Commons Resource Library. These projects place librarians and educators as builders who must assess and advocate their communities' needs in order to build impactful virtual collections.

Arkansas: Presentations at the ArLA conference, Sept. 2018

California: Professional development opportunities are provided throughout the year by various CARL Interest Groups on a variety of topics.

Eastern New York: The spring conference included the ACRL Roadshow Assessment in Action as a second-day option for any ENY/ACRL members. This was held May 23, 2019 at Mount Saint Mary College.

Greater Metro New York: While we did hold multiple activities and events to help develop a community practice of professional development for academic librarians, including a very successful New Librarians discussion group and Mentoring program held an event on Bullet Journaling, where folks focused on how using analog techniques to help stay organized, prioritize and reflect on how librarians spend our time when we're asked "to do more with less," none were directly related to assessment in action.

Illinois: Co-hosted a networking event with the Reaching Across Illinois Library System, at Methodist College in Peoria, IL, on April 29, 2019, with a theme of "telling your story in academic libraries"

Iowa: Hold annual spring conference with programming designed to meet professional development needs. Joint Iowa AASL & Iowa ACRL advocacy/video presentation at state conference.

Kansas: Annual conference in May

Kentucky: --Sessions at fall conference related to tying assessment to ACRL Standards and assessment of user experience with library systems. --Sessions at fall conference about creating your elevator speech to advocate for your library and advocating smarter to prevent burnout.

Louisiana: The chapter hosted the webinar, Copyright and OER: Creation, Licensing, and Use, on December 6th. This webcast is provided through ACRL's eLearning program. The webinar was simulcast at three locations: Louisiana State University's Middleton Library, University of Louisiana-Monroe's Library, and Tulane University's Howard-Tilton Memorial Library.

Michigan, MLA: MLA offers a yearly Academic Libraries day workshop which usually takes a "deep dive" into a professional/relevant topic. In addition, academic librarians are contributors to our 3 day annual conference presenting various topics.

New Jersey: Our Assessment Committee User Education Committee held its 4th annual annual summer workshop in July 2018:   "Keeping Your Head Above Water with Library Services." This workshop included round tables and lightning talks on issues of interest to academic librarians involved in information literacy, student learning, reference services and assessment of library services.   ACRL Environment Scan: At The User Education Committee's 6/14/19 meeting, the committee reviewed the most recent ACRL scan and discussed its application to each of our institutions   Our Bibliographic Control and Metadata Committee has shared and explored common technical issues faced by the technical services librarians in the academic and research libraries in New Jersey. The committee has focused on quality control issues in the field of bibliographic control in order to provide quality education resources to support teaching and research in the higher education environment. To expand professional development opportunities, the committee conducted workshops including RDA Toolkit Training, Authority Toolkit training and also provide NACO and cataloging issues updates at every committee meeting.

New Mexico: Maintain a high profile at the stale ALA conferences. For example schedule our chapter/SIG meeting in 'prime' time

North Dakota/Manitoba: Chapter members participated in the Assessment in Action Roadshow in March of 2019.

Ohio: The October 2018 ALAO Annual Conference (Columbus, OH) included an afternoon plenary from Dr. Debra Gilchrist, Vice President for Learning and Student Success at Pierce College. Her talk focused on how library assessment and planning can use their institutional missions to build evidence of library impact.

Oklahoma: The Oklahoma Chapter of ACRL held its annual conference on November 9, 2018, at the University of Central Oklahoma. "Elementary, My Dear Data: Evidence-based Library Practice" featured two keynote speakers: Dr. Stephanie Mikitish of Rutgers University, who discussed the ACRL/OCLC collaboration on Academic Library Impact, specifically the Essential Areas to research and the use of the Literature Analysis Dashboard, in her presentation "Inching Along: Making Measured Progress Over Common Assessment Obstacles"; and Dr. Lili Luo of San Jose State University, who spoke on her recently published paper, "Experiencing Evidence-Based Library and Information Practice (EBLIP): Academic Librarians' Perspective" in her presentation "Evidence Based Practice – Ideas for Academic Librarians." Additional presentations by academic librarians covered a wide range of topics that all included some aspect of impact of assessment and/or advocacy, including catalog maintenance, utilization of librarian skill sets for institutional benefit, OER adoption on university campuses, and using service data to assess library impact on student success.

Oregon: The theme of our regional ACRL Fall conference (October 2018) was "Reimagining Advocacy: Personal, Professional, Political." We sponsored a session by the Oregon Library Association's lobbyist on how to craft an elevator pitch. We then asked attendees to develop an elevator pitch for something they wish to advocate for.

South Carolina: Worked with the SCLA conference planning committee to offer ACRL's Project Outcome for Academic Libraries as a preconference session for our upcoming conference which will be held in October 2019.

South Dakota: We are hosting a workshop focusing on Project Outcome for Academic Libraries at our state conference this fall.

Tennessee: Presented at the Tennessee Library Association pre-conference: Walking Together Through Open Doors: Successful Mentoring   Featured Speaker: Diane Kelly, Professor and Director, University of Tennessee School of Information Sciences   Panel Discussion: Joseph Winberry, University of Tennessee School of Information Sciences Martha Earl, University of Tennessee Preston Medical Library, Meredith P. Goins, Oak Ridge Associated Universities, Ruth Kinnersley, Trevecca Nazarene University Waggoner Library, Susan Earl, John P. Holt Brentwood Library   Sponsored by the College and University Libraries and Library Leadership Roundtables Imagine that you have just graduated with your Masters of Library and Information Science degree and got your first librarian job. Or consider that you have worked for a while and would like guidance on moving up the ladder. Or contemplate being the big fish in a small pond hoping to make a splash in new waters. No matter where you are in your library career, no matter what kind of library you work at, or the size of institution or the community it resides in, every librarian can benefit from successful mentoring. Join in on this important discussion by hearing from a host of successful library mentors sharing their own experiences and by building a proactive plan for your own successful mentoring.

Virginia: VLACRL leadership, Dorinne Banks, Lisa Nickel, Paige Flanagan and Lucy Rush designed and administered a survey exploring the engagement of academic librarians in their statewide or regional library organization. The survey sought perspectives on a range of topics, including respondents' current level and method of engagement in professional service at the state level and perceptions of state academic library association. Responses will help to shape the future directions and decision-making of state-level library associations. They presented a poster session at Virginia Library Association conference in Fall 18, and presented a summary to ACRL Chapters Council in June 19.

Western Pennsylvania/West Virginia: Mentor Program Discussion List Twitter Feed Networking map

Anthropology and Sociology Section (ANSS): The program for annual conference was developed with PPIRS and titled "Grassroots Advocacy and Librarins: Using Research Power to Make Change". This program provided information and insight on how to support and engage in advocacy for equity, access, diversity and inclusion in higher education and society. A research guide was created : https://acrl.libguides.com/ppirs/grassroots

College Libraries Section (CJCLS): CJCLS put in place an implementation task force regarding the presence and impact of community college libraries in the profession and in higher education. The work of the task force is yet to be completed, but its work should have some impact in this area.

Education and Behavioral Sciences Section (EBSS): LRCS supports Equity, Access, Diversity and Inclusion through its "Diversity, Race and the Media" as well as "Women and Media" pages.

European Studies Section (ESS): The work ESS members do in collection development and in supporting discovery of and access to resources about marginalized or minority populations in Europe and lesser studied languages is vital. This specialized work cannot be done without close collaboration with the vendors, authors, and publishers covering these communities that exist outside the mainstream. .

Instruction Section (IS): In its last year of being appointed, the Annual Conference Program Planning Committee designed a virtual program on Integrating Social Justice and the Framework in Information Literacy Instruction. The program involved the solicitation of proposals for an online panel presentation regarding the ACRL Framework and Social Justice in Information Literacy. This program supported librarians in helping their libraries articulate their roles in these areas, such as using assessment to understand the results of library instruction or teaching social justice topics. 832 people registered in order to receive a recording of the presentation and 358 registrants attended on the day of the event. With virtual program being conducted throughout the year by many of our committees, we decided to sunset this group and retire the idea of creating an online program around Annual in lieu of onsite participation. This program yielded almost double the attendees than our last in-person program at an Annual conference.   A subgroup of the Communications Committee devoted time to developing accessibility guidelines for the IS website and publications. The committee worked with Publications Editor Nancy E. Fawley and external experts to begin this work. Publications include the Section's websites, newsletters, and any other documentation. An item of focus has been how to mesh accessibility with the citation style of the Section's newsletter - Chicago Author-Date - and URLs included as part of the citations. The subcommittee decided to begin with exploring the accessibility of the Section's newsletter citations, as this was the item that spurred its formation. The committee discovered, though, that there is no set means or best practices for formatting citations for the web. We came up with two possible solutions and, with the assistance of Stephanie Rosen (Accessibility Specialist at the University of Michigan), tested each on the Mac accessibility reader and JAWS. While a step in the right direction, neither proposal was acceptable for the long-term. The committee will continue to pursue options to this problem. This commitment to this work also aligns with ACRL's Committment to Equity, Diversity, and Inclusion.   The Instruction for Diverse Populations Committee focused on updating the Instruction for Diverse Populations Bibliography, which is meant "to meet the need of librarian-instructors for information about teaching diverse populations within college and university settings." This resource helps librarians cultivate an understanding of the different student populations they teach and serve, helping to "[advance] issues of equity, access, diversity, and inclusion in..." their teaching and educational programming efforts. More broadly, the Bibliography serves as an example of the academic library's continued relevance and value in higher education; we can advance these issues in the traditional sense by curating resources related to issues of concern and interest to

teaching faculty, such as creating diverse curricula, culturally responsive teaching practices, intersectionality, etc. The continuing work on this valuable resource also aligns with ACRL's Commitment to Equity, Diversity, and Inclusion.

Literatures in English Section (LES): LES teamed up with the Digital Scholarship Section to co-sponsor a program at the 2019 ALA Annual Conference, entitled "Difficult Discussions: Diversity and Equity in Archives and Digital Collections." The well-attended program featured a panel of experts on issues of inclusion, representation, and social justice in digital libraries, and was followed by an informal networking session to continue the discussion. The Midwinter meeting of the LES Collections Discussion Group focused on resources and strategies for developing more diverse collections.

Politics, Policy and International Relations Section (PPIRS): Co-sponsored "Grassroots Advocacy and Librarians: Using Research Power to Make Change" program at the ALA Annual Conference in Washington DC. Demonstrated "how libraries can provide the resources and services necessary in effectively supporting initial or ongoing advocacy efforts. "

Science and Technology Section (STS): The STS Nominating Committee is revising its work procedures in creating the slate of candidates. They are concerned that historic practices are not inclusive and have developed a pilot nominations process to test in creating our 2020 election slate. They will assess its effectiveness and report back to STS for sharing with other ACRL sections.

University Libraries Section (ULS): Guest speakers Orolando Duffus and Andrea Malone presented on the use of assessment to inform the development of a library EDI plan at an Evidence-Based Discussion Group meeting.

Women and Gender Studies Section (WGSS): Our ALA program was "Pitfalls of Neutrality: What Does Inclusivity Mean in Libraries?" which provided focused examples on equity, access and inclusion. In addition, the participation of the Office of Intellectual Freedom provided information for librarians on how their office can assist them when they face resistance in such efforts.

Rare Books and Manuscripts Section (RBMS): RBMS has a robust conference scholarship program and we are exploring expanding it to allow for returning (not just first-time attendees) who need financial support to attend and participate as well as offering more support for those who attend. We have also created a deeply meaningful StoryCorps program called "RBMS Diversity Stories," where underrepresented librarians and archivists are interviewed by colleagues and share their stories to promote a more representative and inclusive workforce.

Academic Library Services to International Students: Since ACRL Academic Library Services to International Students Interest Group focuses on serving international students, our audience is very diverse and this group provides and shares their knowledge, best practices, strategies, etc. to better serve this diverse group of library users. We need to ensure that international students feel comfortable during their collegiate studies in the U.S. as they bring diversity to our campuses/libraries, and helps our economy. As well, American students have the opportunity to interact with international students and learn about other cultures.

African-American Studies Librarians Interest Group: Continuing to concentrate on membership, strategic yearly goals, and ways of marketing the interest group to our professions.

Library Marketing and Outreach Interest Group: During ALA Annual we co-hosted a panel of librarians with the University Libraries Section (ULS) Academic Outreach Committee (AOC). This panel spoke on a number of topics. Topics included the tools needed to create both a strategic marketing plan and individual personas to better serve

and connect with diverse library users, share ways to identify and collaborate with campus partners and discuss student-focused marketing and outreach through peer leaders. Attendees were able to ask questions and continue the discussion in small groups to reflect on how their institutions can implement similar outreach strategies.

Residency Interest Group: RIG supports resident and early-career librarians through a number of ways, however, foremost is through facilitating research and conversation surrounding library residency programs and the impact they have on equity, diversity, and inclusion in academic libraries and higher education. For example, this year, RIG has coordinated a panel discussion at IDEAL'19: Advancing Inclusion, Diversity, Equity, and Accessibility in Libraries & Archives called "Intent and Impact: Discussing Best Practices in Building Evidence-Based Diversity Residency Programs." In the panel, resident librarians will discuss key issues and best practices in building evidence-based diversity residency programs. By expanding knowledge and understanding of workforce interventions for underrepresented employees that tend to produce positive results (retention, career success), RIG is working to advance equity, diversity, and inclusion (EDI) practices in academia through the model of academic libraries.

Universal Accessibility Interest Group: The Universal Accessibility Interest Group most closely aligns with this objective.   During the 2018/2019 we discussed, in conjunction with the accessibility interest group members of LITA and ASGCLA, face to face at midwinter and annual projects, programs, and issues that libraries are facing in regards to providing accessible library materials and services.   The ACRL UAIG held a virtual midwinter program with a speaker who discussed strategies for assessing materials for accessibility and best practices that academic libraries could follow and implement at their institutions.

Virtual Worlds Interest Group: ACRL VWIG partners with Nonprofit Commons, Virtual Ability, and Inspiration Island; these communities specialize in advancing equity, diversity and inclusion both in higher education and other aspects of virtual worlds. Whole Brain Health, located on Inspiration Island in Second Life gave ACRL VWIG's brain health workshop in May.   ACRL VWIG also supports efforts of virtual world libraries and communities to expand into new virtual spaces, such as virtual reality. These partnerships include CVL, VCARA, and AvaCon (a nonprofit dedicated to the expansion of virtual worlds). Researching and expanding into new types of virtual worlds offers new ways for different people to access our resources. CVL's VR and Virtual Worlds: One and the Same? presentation demonstrates this effort.

Arkansas: Presentations at the ArLA conference, Sept. 2018

California: CARL care deeply about issues of equity, access, diversity, and inclusion. Here are some of the things that CARL is doing in this area: 1) CARL Diversity in Academic Libraries Interest Group focuses on this issue via a listserv and hosting events. They recently held a professional development event on May 31, 2019 entitled: Becoming a Leader for Change: Leadership in Diversity, Equity, and Inclusion 2) CARL convened a task force on racial justice in academic librarianship. They are charged with writing a policy statement for CARL and revising the CARL code of conduct governing meetings, conference, and other activities within CARL. 3) The CARL 2020 conference, with the theme: Embracing courage, candor, and authenticity in academic libraries, intends to encourage and challenge attendees to think about how we, as library workers, can support our patrons to feel safe and embraced as their authentic selves in the library, as well as ensuring that all who work in the library feel this way, too.

Delaware Valley: The Delaware Valley chapter hosted two professional development events this year - a fall program and a spring program. Both were focused on advancing equity, access, diversity, and inclusion in higher education. The fall program, Librarians as Advocates: Leading Activism on Your Campus and Beyond, had a series

of lightning round presentations and a panel comprised of Yvette Davis of POWER Interfaith, Alex Gil of Columbia University Libraries, Titus Moolathara of the Free Library of Philadelphia, and Emily Wagner of the American Library Association. The panel shared the details of their advocacy projects and answered questions from the audience. Lightning round presentation topics were varied and included open educational resource initiatives, critical information literacy instruction, partnerships with local elementary schools, privacy instruction, and programming with the national AIDS quilt. One participate responded in their feedback, "I loved learning about the great work that the panelists are doing on a daily basis. I also thought the lightning round presentations were really well selected and learned so much that I can bring back to my institution and work." The spring program focused on accessibility, open educational resources, and other issues related to copyright. Both events were attended to capacity.

Eastern New York: Our annual spring conference theme was "Developing the Professional, Evolving our Profession." The theme and keynotes touched on the ways librarians can evolve the profession by rethinking issues of power, how we describe our jobs or our materials, and how we can expand our professional practice. We also included lightning talks, breakout sessions, and posters around topics of race, accessing information, whiteness in librarianship, residencies and internships, and many other topics, as well as vendors. This conference was held May 22, 2019 at Mount Saint Mary College.

Greater Metro New York: Over the past few years (since 2016), ACRL/NY and specifically our Symposium Planning Committee and Executive Board, have been working to make ACRL/NY an ACRL chapter which strives to advance issues of equity, access, diversity and inclusion in higher education. This is most prominently demonstrated in our symposium programming and planning. In 2016, we moved away from an invited speaker/keynote model for our symposium and employed a call for papers/presentation model. Not only has this made our symposiums more accessible to different types of academic and research librarianship, but it also gives a chance to create a better platform for our librarian community to hear from non-faculty librarians, new librarians, and students - not to mention that without a keynote in place, we have been able to highlight a more diverse range of voices overall. Specific presentations during the 2018 Symposium that highlighted these efforts included: Danielle Cooper from Ithaka S+R presented on Libraries and the Possibilities for Decolonizing Universities: Perspectives from the Indigenous Studies Project — Danielle Cooper, Ithaka S+R, and discussed how "Library practices that are inclusive to Indigenous communities and scholarship are grounded in the recognition that Indigenous cultures feature unique experiences and knowledges. Indigenous studies scholars utilize methodologies that challenge Western conceptualizations of "knowledge" and "research," which necessitate library services and tools that diverge from Western models of research support. In recognition of this, 35 librarians at 12 academic libraries are conducting a collaborative qualitative study on supporting Indigenous Studies scholars utilizing Indigenous methodologies. This presentation describes the project and discusses how it relates to the vital work of fostering Indigenous research within university contexts and moving universities to be in right relationship with Indigenous communities more widely."   In "Challenging Whiteness through the Use of Library Research in Africana and Latino Studies" Eric Acree, Tony Cosgrave,Cornell University; and Tom Ottaviano, from Cornell University discussed how "At Cornell University. a credit-bearing library research course offered in the spring and summer semesters which uses Africana and Latinx studies as entry points to library research. The course is titled "Research Strategies in Africana and Latino Studies." This one-credit research strategies course introduces students to resources, research strategies, and the critical thinking skills needed for finding and evaluating materials at Cornell University Library and beyond. Attention is given to various formats using information resources such as the library catalog, print and electronic indexes, etc. Class time is devoted to both lecture and hands-on learning. The focus is primarily on the ACRL Frames regarding authority, value, inquiry, and strategic exploration of information. Among the topics that may be discussed are racial identify, racial bias, and racial privilege. In both sections students are given the

opportunity to investigate or challenge the concept of whiteness. The panelists will discuss various aspects of the course, facilitate a discussion around the issue of the library's challenging whiteness in higher education, and answer questions. Attendees will receive sample materials from the class, including an annotated bibliography rubric used in the class." We also got to hear from a group of students from Bard High School Early College in Queens and their librarian, on "Wrestling with Dewey: Reclassifying Books on People of Color, Women, Immigrants, and LGBTQ for Greater Visibility", where "At Bard HS Early College Queens, students have been working on a project to tweak the Dewey Decimal system to avoid racism, sexism, and homophobia in the organization of the collection. The librarian asked a select group of students to comment on the placement of books about African-American, Chicano, immigrant, queer, and women's history. Students noticed that books in these categories often lived in the 300s, the Social Science section, rather than 900, the History section (while some African-American history books could be found in both sections). The librarian asked students to consider how to reclassify books to create a more diverse and inclusive history selection. At times, challenging questions arose about where to place biographies of people of color or interdisciplinary books (such as a book about African-American women in science). The students and librarian will present their semester-long project to overhaul the Dewey Decimal system for a more socially responsible (and ever-evolving) library." Poster presentations, including "Blind Academic Library User Experiences" from Adina Mulliken, Hunter College, where "This poster will highlight results of a study that conducted eighteen open-ended, qualitative telephone interviews with blind academic library users throughout the United States. Interviews were recorded, transcribed, coded, and analyzed by the researcher. Participants stated they were legally blind, had experience relying on a screen reader, and used an academic library online or in person several times per semester, in the United States, within the two years preceding the interview. Main results included reports of how time-consuming it was to learn to navigate each new web page, and of confusion with library homepages, issues with results pages, considerations about conducting reference transactions with a screen reader versus verbally, challenges learning citation style, and positive experiences using chat. Journal articles resulting from the study have been accepted. The poster session discussion will generate ideas to carry the research farther."

Illinois: February meeting of the IACRL Journal Discussion Club covered implicit bias and microaggressions in the library workplace; Co-hosted networking event with RAILS (Reaching Across Illinois Library System) on April 25, 2019, at Waubonsee Community College, with a focus on equity, diversity, and inclusion (EDI)

Iowa: ILA/ACRL member is Chair of ILA ad hoc Committee for Diversity & Inclusion, organized a diversity & inclusion unconference at ILA Fall Conference. ILA/ACRL Executive Board member presentation: Student Citizens: Empowering our scholars to holler. (ILA Fall Conference).

Maryland: Our annual program through the Maryland Library Association, in which we are the academic library division, focused on combating ableism though development of service models and inclusion for staff and patrons. This program was presented in collaboration with the state library for the blind.

Michigan, MI-ALA: Started a new task force focused on "Diversity, Inclusion, and Accessibility" with a charge to advance the discussion opportunities both institutionally as well as for the chapter.

Michigan, MLA: The MLA board is a good resource for consultation on challenging topics and creating change in the workplace.

Minnesota: ARLD presented our 2019 Academic Innovators Award to Kirsten Delegard, Ryan Mattke, Kevin Ehrman-Solberg and Penny Peterson of the Mapping Racial Prejudice project at the University of Minnesota. Since 2016 the Mapping Prejudice project, based in the Borchert Map Library at the University of Minnesota, has worked

to create the first-ever comprehensive visualization of racial covenants for an American city. That city, Minneapolis, is acknowledged as having some of the largest racial disparities in the nation, a fact reinforced by residential segregation and racial gaps in homeownership. Starting with digitized Hennepin County property deeds, the project employs optical character recognition to identify specific phrases and terms used to racially restrict specific groups from owning, leasing, or renting the referenced property. The project then turns to individual groups of people to examine the tagged documents and answer a series of questions aimed at identifying the geographic location and specific language use in the covenant.

Missouri: MACRL sponsored a conference presentation at the annual Missouri Library Association conference held October 10-12, 2018 in Columbia, MO titled "Fostering Inclusion and Cultural Competence through Campus-Wide Reading Programs." In this presentation, Librarians at Park University and the University of Missouri discussed their development of campus-wide reading programs with the goal of strengthening their communities and measuring the impact on participants' cultural competence.

Nebraska: Storytelling in a Digital Age: Connecting Our Communities and Collections Using Exhibits. Presenters: Amy C. Schindler -- Director of Archives & Special Collections, UNO Criss Library & Lori Schwartz -- U.S. Senator Chuck Habel Archivist, UNO Criss Library

New England: At both our annual conference, as well as the New England Library Instruction Group's (NELIG) annual meeting, several presenters spoke about diversity and inclusion in information literacy, metadata, and database instruction and use. Our keynote speaker at NELIG this year was Carrie Salazar, a librarian known in the region for her knowledge of diversity, equity, and inclusion in the field of librarianship. Our chapter's use of an open access repository for conference materials provides access to these essential conversations.

New Jersey: The ACRL NJ Chapter Newsletter provides an opportunity for librarians to communicate their role in equity, access, diversity, and inclusion issues. For example, in the Spring 2019 issue, an article about the efforts in NJ to promote Open Educational Resources relates strongly to equity as our students often struggle with textbook affordability. The Fall 2018 issue discussed the role of Project ReShare which also embraces open technology. Another article in the Fall 2018 issue summarized a civic engagement workshop for libraries held earlier in the year which addressed these topics.

Ohio: ALAO sponsors the Diversity Scholarship for current library science students; this award includes $1,500.00 for tuition, free registration to the ALAO Annual Conference, and a year of mentoring by an ALAO member.   The October 2018 ALAO Annual Conference (Columbus, OH) included the session "Rethinking Fines: Considering Equity, Inclusion, and Retention. The abstract read: Although our institution has a long history of not fining for extended loan materials, we have continued to use periodic (hourly or daily) fines to incentivize the return of short term loan materials. As we address the disparities in personal (and especially financial) resources among our users, we began to realize how fines serve as a double-whammy for low-income students. They are more dependent on our shared resources than more affluent users and they are the most likely to be harmed by fines that accrue quickly and eventually suspend borrowing privileges. Students with print disabilities have a legitimate need for longer access to materials, and how do we balance their needs with the needs of competing users? We asked ourselves whether if our loan periods, which the fines are meant to enforce, still made sense for certain materials. We looked at what we could manage within the library circulation system and what we would have to handle by policy. In this presentation, we'll review our principles and workflows that we think have leveled the playing field for our users. The ALAO Support Staff Interest Group hosted a webinar on April 30, 2019 title: "Putting Inclusivity into Practice: Addressing the needs of Marginalized Communities in an Academic Library". The description read: This webinar centers on the question "How can library staff best serve patrons from marginalized communities?" The

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presentations and the discussion following are intended to promote awareness of hurdles that exist for many patrons in order to foster equity for communities that include racial and ethnic minorities, members of the LGBTQ community, and those with disabilities. Guest speakers will encourage engagement with diversity topics, initiatives, and resources. This information is intended to aid academic library staff in their quest to provide a welcoming environment for all.

Oregon: The current ACRL-Oregon President is working with the incoming President of the Oregon Library Association and a few other OLA members to develop an EDI initiative for the Oregon Library Association as a whole for next year.

South Carolina: Assisted the SCLA Continuing Education Committee with hosting the following webinar in May 2019, "Diversifying Your Collection, Engaging All Users: A Small Academic Library Moving Forward," which discussed diversity, the need for diverse collections, and applications and outcomes at a small rural academic library. There was also the 2018 SCLA Conference session – "Clemson University Libraries Diversity Plan."

Tennessee: The need for academic library specific information for Legislative Day was examined at length. Academic libraries are not specifically covered in this work although other libraries such as school and public libraries are. Two roundtable members discussed creating a special committee to discuss the creation of an academic library focused advocacy tool. Discussions will continue into the next term.

Western Pennsylvania/West Virginia: Resume Review

Wisconsin: The president of our chapter and the ACRL Chapter Representative spearheaded an initiative to create a code of conduct for our chapter. This effort was noticed by our ALA Chapter and now that work is happening for the whole state association. Our 2 day association conference has organically developed a strong social justice theme. The librarians and library employees in Wisconsin are working at the institutional level on social justice initiatives and they are bringing that experience and research to the conference to share with colleagues across the state. Our conference provided a platform for library employees to share research on: Structures of Whiteness: Colonialism and Diversity in Academic Libraries, Equity, Diversity, and Inclusion: Charting the Course for Justice and Excellence in Academic Libraries, Beyond Disability: Dreaming of Universal Design in an ADA Compliant Institution, LGBTQ+ Archives in Wisconsin, ntegrating social justice in policy, practice, and culture, and other sessions on different topics with social justice elements.

STUDENT LEARNING

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

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

Anthropology and Sociology Section (ANSS): The information literacy committee has been working extensively to provide detailed and discipline specific guidelines for both librarians and instructors to embrace the ACRL Framework for Instruction.

Distance Learning Section (DLS): Hosted the ALA Annual Program: "Accessibility and Creation of Online Library Materials: Applying Universal Design for Learning (UDL)"

Education and Behavioral Sciences Section (EBSS): The Communication Studies Committee ppent the last 6 months coding and analyzing transcripts from 50 interviews with journalists about their info-seeking behaviors. This was part of a larger research project that grew out of the committee's charge to redraft the information literacy standards for journalism to align with the new ACRL framework. They also presented a well-received paper on the preliminary results of the study titled "Reporting in the "Post-Truth" Era: Uncovering the Research Behaviors of Journalism Students, Practitioners, and Faculty" at the ACRL conference in Cleveland which was featured in American Libraries Magazine. https://americanlibrariesmagazine.org/blogs/the-scoop/reporting-post-truth-era/. The Social Work and Psychology Committees are working on their disciplinary frameworks for Information Literacy. The Social Work Committee has made significant progress this year and their work should be completed in the next year or two.

European Studies Section (ESS): When a subject-specialist librarian teaches students how to find information about a foreign country, in a foreign language, in their own institution's library this communicates an enormous amount about how to think beyond real or perceived borders. Showing that all languages are valued, that all people are worth studying, this is important stuff.

Instruction Section (IS): The Instruction for Diverse Populations committee is charged with updating and maintaining the Multilingual Glossary for Today's Library Users, a document meant to help English language learners with library-specific terminology. While the document was converted from static PDFs into Google Docs for more dynamic use last year, the Language Table section needs to be checked for accuracy. For example, an Arabic speaker has reached out to the committee regarding changes. The document needs to be accessible for English language learners as it was designed to assist these learners and the librarians who work with them. Last year, the committee helped make the Glossary more scalable and sustainable by making it easier for librarians to repurpose it for their unique communities; editing the document for accuracy only serves to improve this tool, ensuring that librarians continue to use it to help students when at the reference desk, in the classroom, or in digital environments.   The Teaching Methods Committee engaged in several activities in support of this objective. The committee hosted a virtual panel with Jen Brown and Jorge Lopez-McKnight, titled, "Describing Realities, Imagining Directions: Critical Race Pedagogies in Teaching & Learning." The speakers discussed critical race pedagogies and their application to teaching and learning within librarianship. This event yielded 200 attendees as well as another 200 interested parties who registered to receive the recording.ed critical race pedagogies and their application to teaching and learning within librarianship.   Teaching Methods also profiled 5 outstanding teaching librarians. A subcommittee solicits nominations, chooses librarians to showcase, works with the full committee in the final selection decision, interviews the chosen librarians, and posts the interview to the IS website. We aimed to feature 4 librarians, and we featured 5, so we met and exceeded our expectations for this project   Additionally, the committee selected 21 new articles for "Selected Resources: Teaching Methods and Instructional Design in Library Instruction; Assessment of Library Instruction: This project provides a digestible summary of the literature in these areas, highlighting the work of our colleagues and sharing their publications on public platforms. This year, we selected 12 articles from the area of teaching and instructional design, and 9 in the area of assessment.We were able to publish the featured resource lists in a timely fashion and exceeded the number of annotations from the previous year, providing readers with more options to choose from.   The Research and Scholarship Committee continued the Five Things You Should Read series, which challenges instructional librarians to remain current in their professional skill set and knowledge practices. As has been the case for the last 11 years the spring 2019 "5 Things You Should Read About . . ." offering provided instructional librarians with insight into the subject of Universal Design for Learning, which is also aligned with Strategic Area 5.

The PRIMO Committee's work produced both two rounds of reviews of submissions to the database, working to which identify excellent online instructional material in terms of design

and delivery. Selected materials are added to the PRIMO database and provide instruction librarians with models of excellent online instructional material from which they can draw. The database is complemented by PRIMO Site of the Month Interviews, which help to increase awareness of PRIMO and highlight instructional design and execution. The four highest rated projects from each round of reviews were profiled in the Site of the Month interview series.   The Information Literacy in the Disciplines Committee also did significant work around this objective. A subteam of the committee considered options to incorporate subject-specific expertise into the group when there wasn't a committee member with experience to cover particular disciplines in the Guide, with the goal of providing the most appropriate sources for our readers. It was recommended that the committee's appointments be made with an eye to breadth in expertise, as much as possible. Another team also evaluated the Related Research section of the Guide and determined that the guide should not be exhaustive and that related research could be found more easily now than when the guide was first created. Another team considered options for altering the schedule for reviewing pages and the possibility of moving away from an annual review of each page, so that the work of the committee could be more sustainable in the future. The recommendation was made that a major review happen every 3 years, with smaller updates as needed on the off years. Sample schedules have been created and are available for next year's committee to review and select which one they feel is best. Continuing a reflective year, another team considered options to get better and more timely feedback from our readers. The subteam generated two new questions for this year's IS Membership survey. The subteam also recommended enabling comments or an up/down vote button plugin on the wordpress pages and/or including a feedback form on the website.   The Information Literacy Best Practices committee developed a project to identify and highlight programmatic information literacy (IL) efforts, from a wide variety of institutions, in first year experience programs/seminars that focus on IL credit bearing courses and required non-credit bearing efforts. This was achieved by interviewing various programs and creating a report. This project connects to the ILBP committee's charge by its focus to "promote best practices in information literacy and library instruction" (even in the absence of our guiding characteristic document), and to ACRL's student learning objectives, specifically to "Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable" and "Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes." The committee was very successful in accomplishing our goal to interview first year information literacy programs. The committee was very detailed in developing a set of interview questions that sought information about how programs were started and their success. The project continues into the next committee year.   Finally, the objective of empowering libraries to build sustainable, equitable, inclusive, and responsive information literacy programs was met by the continuing work of the Discussion Group Steering Committee, which has been presenting online programming at two points each year. The first discussion highlighted Universal Design for Learning in information literacy programs. UDL is a teaching method to help ensure inclusive learning environments. The Annual forum was a success due to the high number of attendees at 186. Anecdotally, the chat was active and attendees were engaged. 67 individuals responded to the survey and rated the session highly. The second discussion forum was on challenging deficit models. Using asset-based models instead of deficit- based models creates a more equitable and inclusive learning environment. The session had 492 registrants (who would receive the recording if they were unable to attend) and 289 attendees. In the program assessment, attendees indicated this was new information to them and they indicated it was valuable.

Literatures in English Section (LES): The Working Group to Update the LES Research Competencies in Literature completed the final draft of its work. This revision restates the research competencies within the ACRL Framework for Information Literacy, providing updated guidance for librarians who teach research skills and methods in the context of literary study.

Politics, Policy and International Relations Section (PPIRS): The Information Literacy ad-Hoc committee continued to meet with the goal to develop learning materials for librarians in the field. Committee members have met with faculty on their campuses, interviewed librarians via 2 Zoom sessions, and conducted a librarian survey. Committee co-chairs Brett Cloyd and Mary Oberlies led a meeting conversation at ALA Annual to gather feedback about what kind of resources would help librarians in the profession in the classroom and in conversations with faculty.

Science and Technology Section (STS): The STS Information Literacy - Chat sub-committee is responsible for holding regular online chats. The chats are typically last for an hour and feature topics related to science information literacy that may be of interest to STS members, but are open to all for attendance. The chats are moderated by the members of the sub-committee. The theme this year was Information literacy instruction and outreach in STEM, and a survey was sent out seeking proposals from potential speakers. The committee moderated a total of 4 chats, and a full report can be found: https://tinyurl.com/STSILChat201819. Links to the chat recordings and the discussion leaders slides can be found on the chat sub-committee libguide (https://acrl.libguides.com/sts/ilchat).   The STS Information Literacy Resources sub-committee manages a guide of resources on science information literacy, which is available at https://acrl.libguides.com/sts/scienceinfolit. This year, the sub-committee has been focused on reviewing the content and organization of   the libguide and planning for updates. To facilitate this work, sub-committee members reviewed the results of the May 2018 STS Quarterly Survey, which indicate people belong to ACRL/STS primarily for professional development & educational resources, and they want a place to find the latest research and to locate resources to help them do their work. Additionally, the survey results suggest STS members face challenges in keeping up with trends and developments in their field and expanding their knowledge. With these results in mind, the sub-committee developed a plan to update the libguide to provide general and disciplinary resources related to IL, assessment, the ACRL framework, data IL, teaching topics, and professional development opportunities. The major change involves chunking content into disciplinary tabs, where relevant. The sub-committee started reviewing existing resources and gathering new additions. It is expected the restructured guide will be ready for release in 2019-2020. The sub-committee also made plans to annually review the guide content and send out the guide link on the STS Listserv to request suggestions for additional content from members.

University Libraries Section (ULS): The Current Topics Discussion Group talked about the impact of OER on student learning.

Women and Gender Studies Section (WGSS): We are finalizing our Framework document and hope to be able to move forward on this by next year.

Rare Books and Manuscripts Section (RBMS): RBMS is advancing work on our Teaching with Primary Sources Collective (in cooperation with SAA), developing resources to serve teaching with primary sources community, opening new communications lines for sharing instruction- & outreach-related content with the community, and creating and promoting professional development opportunities in these domains.

Access Services Interest Group: The Framework, which much of this groups focus during the first three years of our existence would empower libraries to consider the impact of traditional library services and access services professionals in providing sustainable, equitable, inclusive and responsive services in support of information literacy programs.

African-American Studies Librarians Interest Group: During my tenure as the convener I made sure to reach out to predecessors to discuss ways in which we could share these same ideals in our webinar series and in the newsletter.

Universal Accessibility Interest Group: Accessible course materials ands and library systems support this objective.

Virtual Worlds Interest Group: ACRL VWIG hosted a Digital Citizenship Museum tour in 2018-2019, showcasing the museum's new additions and encouraging participants to submit their own ideas and projects related to digital citizenship. The museum also hosted lectures related to information literacy, such as Erik Moore's cybersecurity lectures. CVL has also launched a permanent and ever-expanding exhibit entitled Creating a Virtual Community Drum, which explores what it means to be a digital citizen. Participants create and add on to their own stories each time they visit the drum, which displays the stories to offer individual and communal understandings of digital citizenship and information literacy. ACRL VWIG's meeting addressing fake news is another example of an information literacy program. In Fall 2018, VCARA also created a Banned Books Exhibit to demonstrate banned books, reasons for their banning (and where and when they were banned), and resources for learning more about banned books and the importance of anti-censorship.

Arkansas: Presentations at the ArLA conference, Sept. 2018

California: CARL's Interest Group, Southern California Instruction Librarians, provides a forum to discussion issues related to information literacy, as well as holds professional development programming to support instruction librarians.

Delaware Valley: Programming focuses resulted in attendees reflection on their own practices and professional development that sought to empower attendees with the ability to build sustainable, equitable, and inclusive information literacy programs.

Greater Metro New York: Our annual symposium completed this goal with the selected panel presentations and speakers that participated in our program for 2018. We also had success with our discussion group events, specifically our First Year Experience Discussion Group meeting where attendees shared their ideas and best practices for using the "Credo FYE Guide: Practices for Enhancing Instruction" at their respective campuses.

Illinois: Held viewing of ACRL webinar "Teaching Online in Plain Language: Creating Clear Research Guides, Library Websites, and Online Instruction", on October 24, 2018, at the University of Illinois at Chicago Library of the Health Sciences in Peoria, IL

Kentucky: --The chapter facilitated two ACRL live webcasts: "Teaching Online in Plain English" and "Controversial Topics and Difficult Dialogues". -- There were sessions at fall conference related to universal design, partnering with students to improve teaching efficacy, and using escape room games to revamp instruction. --There was a poster presentation at spring conference about using Universal Design for Learning in information literacy instruction.

Maryland: Session on Information Literacy Program redesign at the Maryland Library Association annual conference.

Michigan, MI-ALA: Sponsored the 4th bi-annual Michigan Instructional Exchange Program. Topical focus was on emerging relationships between College Librarians, Faculty, Staff, and Administration.
https://www.miala.org/mix_conference_2018.php

Michigan, MLA: MLA has a monthly newsletter where the topic of information literacy is most welcome.

Missouri: MACRL sponsored a conference presentation at the annual Missouri Library Association conference held October 10-12, 2018 in Columbia, MO titled "Beyond the CRAAP Test: Tools for Verifying and and Evaluating News and Information." Presenter Sandy Schiefer, Journalism Research and Digital Access Librarian, University of Missouri–Columbia discussed tools and techniques beyond the traditional CRAAP Test that can be used to teach students how to evaluate photographs, data, viral videos, and politician's claims.

Nebraska: Information Literacy and the ESL/ELL Student: Alleviating Library Anxiety Presenters: Claire Chamley -- Reference Associate, UNO Criss Library & Erin Painter -- Reference Associate, UNO Criss Library

New England: The New England Library Instruction Group (NELIG) is our chapter's most active Special Interest Group (SIG). This year, they held two in-person meetings and one virtual workshop. NELIG held an instruction swap meeting in the fall at three different sites, where attendees can swap tried and true lesson plans, present new ideas for lesson plans, discuss issues from the Framework, and discuss programmatic topics such as scaffolding and assessment. These events provide opportunities for teaching librarians to collaborate with each other and expand their communities of practice.   A new SIG that was introduced last year, the New England Education and Curriculum Librarians (NEECLIG), holds meetings and workshops to bring together librarians who specialize in education and/or curriculum libraries. This is the first Northeast network of this kind for librarians who are serving academic teaching education programs.

New Jersey: The Newsletter provides the opportunity for librarians to share how they promote information literacy at their institutions. Both the Fall 2018 and Spring 2019 issues have articles discussing innovative instruction techniques and successful collaborations that supported student learning. In the Fall issue, librarians from two different institutions discussed how they collaborated with faculty in other disciplines regarding the "fake news" controversy. The Spring issue had an article about co-teaching and another article about using primary sources with students. Readers have the opportunity to learn about other institutions' information literacy programs and efforts, and the authors' contact information is provided if anyone wants to initiate a conversation. Discussions on information literacy: In each of our User Education Committee meetings, the committee discussed current topics on information literacy including the ACRL Framework, nation-wide information literacy initiatives, peer evaluation, one-on-one sessions, faculty outreach and online learning.   In our Reference Services Committee meetings, our members support student learning by discussing new ways of engaging learners with information literacy skills, including through instruction of reference interactions both online and onsite to support student learning.

New Mexico: Continue to offer instruction sessions and look for opportunities to present to a variety of disciplines.

Ohio: The October 2018 ALAO Annual Conference (Columbus, OH) included the session "Traitors to One World, Imposters in Another: Research Assignments as Academic Engagement Opportunities for First-Generation Students". The abstract read: First-generation college students are often labeled as an "at-risk" population, because existing research indicates they are less likely to persist through degree completion (DeAngelo et al., 2011; Engle & Tinto, 2008; Ishitani, 2006). The "at-risk" label places the burdens of success and failure on the students, rather than calling for the interrogation of the ways in which the culture of higher education may create feelings of isolation (Jehangir, 2010) or alienation (Mann, 2001) among this and other "at-risk" student populations. This presentation will introduce Bensimon's (2005) equity cognitive frame as tool for thinking about how libraries, as partners in student success and advocates of information literacy, can help our instructional colleagues leverage research assignments, a ubiquitous practice in higher education, as opportunities for academic

engagement. In addition to the equity cognitive frame, this presentation will address existing research related to first-generation students and academic engagement, as well as introducing findings from a recent research study that explores first-generation students' experiences with research assignments as they transition into and within higher education. These findings suggest that research assignments may serve as opportunities for academic engagement when students are encouraged to leverage and incorporate their identities and interests into their research assignments.

Oklahoma: The Oklahoma Chapter of ACRL interest group Community of Oklahoma Instruction Librarians (COIL) held its annual workshop on August 3, 2018, at Oklahoma State University. "Empowering Students through Web Literacy and Sustainable Info-Environmentalism" was inspired by the work of Mike Caulfield, director of blended and networked learning at Washington State University Vancouver, and head of the Digital Polarization Initiative of the American Democracy Project, a multi-school pilot to change the way that online media literacy is taught. The workshop program focused on resources and methods to improve information environments through library instruction. Group work and discussions culminated in attendees planning activities for future instruction sessions. Select attendees presented on web/media literacy lessons they have created and implemented at their institutions.

Oregon: ACRL-Oregon continued our practice of providing a set of archived ACRL webinars at no charge to ACRL-Oregon membership. One of the webinars provided this program year was entitled: Framing Information Literacy Webcast Three: Information has Value.   This year, ACRL-Oregon piloted offering free webinars that are open to any library workers in the Pacific Northwest, regardless of membership status. One of the sessions we sponsored was focused on lessons learned in working to build a culture of instructional assessment.   ACRL-Oregon offers a K-12/academic librarian collaboration grant each year that funds collaborative projects (either a shared learning experience or a concrete project), usually focused on information literacy. This year's awardees are working together to develop online research guides to support students in a rural charter school and information literacy instruction training for teachers in the school, as well as purchasing technology to improve access to information resources by the students.

Tennessee: Ashley Roach-Freiman shared information on the 2019 LIT: Library Instruction Tennessee conference scheduled to take place on Monday, June 3rd at Austin Peay State University.

Western Pennsylvania/West Virginia: Annual Spring Meeting: 2019 Theme - Technology - making It Work for Your Library, especially the keynote speech by Lauren Herckis, PhD. Dr. Herckis is an anthropologist at Carnegie Mellon University who specializes in faculty culture and the use of technology in higher education. Her field research applies anthropological and archaeological methods and theory to analyze human engagement with the material world.

Wisconsin: Every year, our chapter gives away an award for innovation in information literacy instruction. This year our award went to Hans Kishel and Eric Jennings of UW-Eau Claire for their proposal "Question Everything: Living in the Information Age." There is always strong representation from information literacy librarians at the WAAL Conference. Our conference provided a platform for librarians and library employees to present on information literacy, here are a few examples. Charting the Voyage: Information Literacy in Curricular Design, Fake news and government information: Using the ACRL Framework to grapple with credibility, Info Lit Instruction for the Remedial English Course: A Golden Opportunity, Reading, Writing, Research: Laying Information Literacy Foundations across 100-Level Courses, Re-Imagining instructional content: Embedding information literacy in open education course design,

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

Anthropology and Sociology Section (ANSS): This is being done by both the information literacy committee and the liaison committee via guidelines and posters,presentations and panels at AAA, ASA and other conferences.

Education and Behavioral Sciences Section (EBSS): The Communication Studies Committee participated in a media tour of the NPR Headquarters during ALA Annual in Washington D.C.

European Studies Section (ESS): Because ESS members work in an interdisciplinary environment to begin with (language + region at a minimum) they are very good at finding collaborators from outside their own units. They work closely with faculty in the teaching classroom, with Special Collections materials when they are available, and with special libraries and archives if that's where the materials are housed. This shows students that you can't just rely on a simple internet search to do a complex research project.

Instruction Section (IS): Work in support of collaborating with partners to understand the impact of information literacy on student learning was shared across several committees this year, with relationships being built through mentoring, social media engagement, and other initiatives. To start, the Mentoring Committee both continued its successful program of pairing mentors and mentees while also updating the program resources. The Mentoring Program website includes tips/best practices for mentors and mentees, as well as an annotated resource list as supplemental support. The committee reviewed the materials at the beginning of the year and made updates to create a more effective mentoring program for all participants. The annotated resource list has been updated with more current research on the topic of mentoring to better support the mentors and mentees in this program. This supports this objective by making sure that the mentoring program is successful for all participants so that mentors and mentees can learn more about their jobs and goals.   The Instructional Technologies Committee shaped its work in this area through three projects. First, the committee has made intentional use of Twitter to keep Instruction Section members and others in the profession informed about instructional technologies and the impact of technology on instruction. The posted articles, tools, and reports are designed to generate conversations among library professionals on enhancing their teaching (in physical and virtual environments) with digital technologies. These strategies can also be used to enhance conversations with faculty members and other campus partners such as instructional designers, student life coordinators, and more. The committee's twitter account reached over 1000 followers this summer and gets regular engagement.   The Committee also continued regularly publishing articles related to new tips and trends in instructional technology. The papers provide information to help alert librarians of new tools, or new ways of using technology in the classroom. General information, combined with concrete, usable ideas allow librarians to immediately put into action the new information. The Tips and Trends articles are published, and then expanded upon through various methods to help librarians more fully explore the topic or tool. After some setbacks last year, the Tips & Trends schedule is back on track. Because the Summer 2018 issue wasn't published until October and we wanted to avoid a glut of articles, the fall issue became the Winter 2019 issue. The Winter 2019 issue on Altmetrics got 800 views, the Spring issue on OER was extremely successful with 2,579 views, and the recently published summer issue on Makerspaces has already gotten nearly 800 views. The spring authors also recorded several interviews with OER experts that were also promoted along with the article, and this critical mass accounts for the increased impact this issue had.   The Building Virtual Community Task Force continued into a second year of exploring methods of online engagement across our all-virtual Section, spending this year on pilot efforts, including a Virtual Brown Bag pilot to help librarians have casual learning opportunities in small online groups. The Task Force planned two casual sessions where IS members and potential members were able to discuss an academic article on instruction. This allowed

librarians from different types of universities and colleges to share ideas and better understand information literacy impacts. The first discussion had 78 registrants and 44 attendees, while the second session had 25 registrants and 13 attendees.   The Instruction for Diverse Populations Committee worked to continue co-sponsoring programming with the Library Marketing and Outreach Interest Group. This webinar series started in Spring 2018 titled "Instruction and Outreach for Diverse Populations" in order to help the committee further promote the resources it updates and maintains and provide a space to share outreach ideas related to serving particular student groups, especially since many of these outreach activities are done in collaboration with other campus partners and are meant to help students feel more comfortable in utilizing library services, including reference, spaces, and collections. Each webinar is focused on a particular group covered by the Instruction Section's Instruction for Diverse Population's Bibliography. The first webinar was held in March 2018, and featured instruction and outreach ideas focused on international students. We see this work as connecting both to objectives around student learning as well as the Value of Academic Libraries and an Ongoing Commitment to Diversity, Equity, and Inclusion.   Additionally, the IS Executive Committee and LES Executive Committee collaborated on a joint proposal to create an ACRL liaison role to the Conference on College Composition and Communication (CCCC).   CCCC, a conference of the National Council of Teachers of English, supports postsecondary teachers of rhetoric, composition and communication. The ACRL Strategic Plan and the mission of CCCC are significantly aligned. The mission statement of CCCC emphasizes collaboration, advocacy for programs supporting ethical and effective teaching and learning, and sharing research, knowledge, and pedagogical practices. The collaborative work that this mission suggests could certainly forward ACRL's goals regarding demonstrating alignment with institutional outcomes, transforming student learning, and navigating higher education environments. We are awaiting the outcome of that proposal.

Literatures in English Section (LES): Our joint proposal with the Instruction Section to co-sponsor a new ACRL Liaison to the Conference on College Composition and Communication (CCCC) was approved by the External Liaisons Committee. The Liaison will foster communication between the CCCC and ACRL, and will identify opportunities to collaborate on projects that support our shared interest in pedagogies of research and writing.

Politics, Policy and International Relations Section (PPIRS): PPIRS worked with the World Bank and the ALA Government Documents Round Table to host a presentation and tour of the World Bank Library and Archives in Washington, DC, during the ALA Annual Conference. More than 40 attendees participated

Science and Technology Section (STS): STS Liaisons play an active role with science and technology organizations to promote information literacy. Of particular importance is the liaisons' involvement in the education divisions of these organizations, which enables STS to keep up with new trends in science and technology education and identify new opportunities to incorporate information literacy in student learning.   The STS Professional Development Committee conducted the biennial professional development survey to gather needs and interests of STS members, including topics related to information literacy.

Rare Books and Manuscripts Section (RBMS): See Objective 1 -- these are deeply connected.

African-American Studies Librarians Interest Group: I had the opportunity to work with our past conveners, scholars in the field, and African American librarian-archivists organizations.

Universal Accessibility Interest Group: Our virtual program and face to face meetings provided updates of collaboration and partnership that libraries are engaged in on their campus in regards to accessibility.

Virtual Worlds Interest Group: CVL's digital citizenship drum circle exhibit resulted from a partnership with Elder Voices, Inc., virtual world education community that addresses human rights and problem solving abilities. ACRL VWIG member and CVL director Dr. Valerie Hill received the International Society for Technology in Education's Virtual Environments Network Pioneer of the Year Award at ISTE 2019. ACRL VWIG networked with both ISTE and the Virginia Society for Technology in Education for multiple events in 2018, including a monthly literary study group and tours for the Dickens Project. ACRL VWIG members also participated in the annual Rockliffe University Consortium Conference in November 2018. The hybrid conference took place both in-person and online and focused on experiential learning with many presenters incorporating participatory experiences into their talks. Dr. Valerie Hill conducted a workshop centering on Digital Citizenship through Immersive Learning. Additional presentation topics included reconsidering the schema of school, virtual accessibility, mobile technology, utilizing chatbots, and digital storytelling. In 2018, CVL also built and launched the Nonprofit Commons Library, which specializes in resources for nonprofits, librarians, educators, and students, including grant resources. ACRL VWIG is planning a tour of the Nonprofit Commons Library in Summer/Fall 2019.

Arkansas: Presentations at the ArLA conference, Sept. 2018

Georgia: Georgia ACRL chapter held the viewing of the ACRL webinar: "Special Collections & Archives: Partners in Critical Information Literacy " The webinar was held simultaneously in multiple locations including Central Georgia Technical College, Milledgeville Campus, Georgia Southern University Statesboro campus, Thomas University in Thomasville, GA.Georgia State University Alpharetta campus.

Greater Metro New York: N/A however ACRL/NY does regularly help to promote events and meetings from other local library organizations in the area including LACUNY (the Library Association of the City University of New York), METRO Library Council, ACRL Eastern New York Chapter, and other local groups.

Illinois: January, 2019, meeting of the Journal Discussion Club covered fostering collaboration between libraries and other departments on campus

Iowa: Joint conference with Iowa Private and Academic Libraries featured an Information Literacy Interest group session/workshop. Joint ILA/ACRL/IASL (Iowa Association of School Librarians) College Readiness Committee. Iowa Library Association Fall Conference session: Fake News, Filters, and Falsehoods (presented by ILA/ACRL member & past-president).

Kentucky: There were sessions at fall and spring conference related to external partnerships including: library participation in a University's quality enhancement plan (QEP), librarians collaborating with statistics faculty on teaching narrative evaluation and statistical literacy, and a partnership between archives and the campus writing center to facilitate the telling of stories inspired by archival items.

Michigan, MI-ALA: Partnered with the Academic Library Association of Ohio to provide a daylong workshop focused on communicating value and fostering success using ACRL Standards assessment. https://www.miala.org/2019_cc_ig_event.php

Michigan, MLA: The yearly Academic Libraries day is a good source to expand learning in this area.

Minnesota: ARLD was a sponsor of the 2019 LOEX conference held in Minneapolis. LOEX is focused solely on library instruction and information literacy.

Missouri: MACRL sponsored two conference presentations at the annual Missouri Library Association conference held October 10-12, 2018 in Columbia, MO related to Objective 2 in the Strategic Area of Student Learning.   The first, "ShamHacks 2018: Hackathon as a Library Outreach Event," was presented by librarians at Missouri University of Science & Technology. Presenters discussed a campus-wide effort to highlight the innovations and creativity happening on the Missouri S&T campus (a STEM university). The library partnered with many campus units and the Association for Computing Machinery student group to create ShamHacks. This presentation highlighted how Hackathons are a current, relevant trend all over the world, and the role libraries can play in planning and hosting. Another MACRL sponsored presentation was "Local & Contemporary: Connecting Undergraduates to Today's Artists & Resources." Librarians from the Nelson-Atkins Museum of Art and Missouri Western State University discussed a multi-year collaborative project that relies on local artist files to connect undergraduates to the broader contextual framework of contemporary art history. As part of an Art since 1945 course, university students are assigned a research paper in which they explore the work of a local artist in the Nelson-Atkins Museum of Art, Spencer Art Reference Library's Artists' Files and analyze this artist's practice in relation to artistic movements studied in the course curriculum. This collaborative presentation explores the possibilities of information literacy instruction and research in undergraduate education.

Nebraska: **Crafting Relevant Community Partnerships Using Archives (Presenters: Laurinda Weisse -- University Archivist, UNK Calvert T. Ryan Library Amy Schindler-- Director of Archives & Special Collections, UNO Criss Library **SCUL(ling) Toward the Future: Small College and University Librarians Pulling Together (NLA Panel Sponsored by the College & University Section) Moderator: Julie Pinnell -- University Librarian, Nebraska Wesleyan University Panelists: Ann Erdmann -- Head of Electronic Resources, Nebraska Wesleyan University Melissa Gomis--Library Director, Doane University Phil Hendrickson -- Director of Library Services, Concordia University Jayne Germer -- Learning & E-Resources Librarian, Doane University

New England: NELIG and NEECLIG SIGs provide the most obvious and prominent connections to information literacy programming and how IL relates to higher education.

New Mexico: Build relationships with the school and public library communities. Reach out to stakeholders such as the medical community.

Ohio: The October 2018 ALAO Annual Conference (Columbus, OH) included the session "Building Bridges: College and High School Partnerships for College Credit Plus." The abstract read: As the number of students enrolled in College Credit Plus courses continue to rise across the state, many colleges and universities find themselves challenged to adequately serve and provide support to this unique group of students. A public two-year community college addressed this rising need by creating and sustaining partnerships with local area high school librarians and media specialists. Employing a 'train the trainer' model, a community college equipped high school librarians and media specialists with the resources necessary to address the college level research needs of their College Credit Plus students as well as meet the requests of College Credit Plus instructors in their high school. The collaborative efforts resulted in mutual support, engagement, and a true partnership between secondary and post-secondary institutions. Attendees will explore the steps taken to build a collaborative community of both academic and high school librarians with a focus on student success, academic achievement, and college readiness. Presenters will share their perspectives on the collaborative effort, and engage in discussion with the audience on how to best institute similar concepts at their own academic institution.

Oregon: As mentioned above, our letter to the NWCCU Bylaws, Standards, and Policies Committee about the NWCCU Standards revision involved advocating for the important instructional role librarians play in ensuring student success. As a result of this advocacy work, the second draft of the NWCCU Standards revision includes

specific mentions of information literacy and of maintaining appropriate personnel to achieve the library and information resources needs of students.

Western Pennsylvania/West Virginia: Annual Spring Meeting: 2019 Theme - Technology - making It Work for Your Library, especially the keynote speech by Lauren Herckis, PhD. Dr. Herckis is an anthropologist at Carnegie Mellon University who specializes in faculty culture and the use of technology in higher education. Her field research applies anthropological and archaeological methods and theory to analyze human engagement with the material world.

RESEARCH AND SCHOLARLY ENVIRONMENT

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

RESEARCH AND SCHOLARLY ENVIRONMENT OBJECTIVE 1. INCREASE THE WAYS ACRL IS AN ADVOCATE AND MODEL FOR MORE REPRESENTATIVE AND INCLUSIVE WAYS OF KNOWING.

Anthropology and Sociology Section (ANSS): A monthly cataloging Q & A provides a means for discussion and understanding about access. The discussion groups support engagement with scholarly experts and researchers. ANSS Resource Review and Bibliography has created a LibGuide that provides information for librarians and educators (https://acrl.libguides.com/c.php?g=824630&p=5886689).

Digital Scholarship Section (DSS): This year, DSS has made considerable progress advancing diversity, equity, and inclusion within the section and broader profession. We feel that it is critical in our formative years to actively cultivate an anti-racist ethos across the section; without this foundation, we will not be effective in transforming existing systems within librarianship and academia to ensure that they are more representative and inclusive. The Executive Committee published an open letter in February 2019 addressing an incident of racialized aggression at Midwinter and communicating the steps we would take as leaders within the section to enact our shared professional values. In May 2019 we shared a DSS Community Agreement, primarily drafted by the DSS Equity, Diversity, and Inclusion (EDI) Committee. We envision this as a living document that EDI will update regularly. In June 2019, DSS EDI and DSS Exec scoped, planned, and ran a DSS Virtual Town Hall featuring invited speaker Dr. Roopika Risam to address anti-oppressive practices and allyship. Additionally, DSS EDI teamed up with the RBMS EDI Committee to hold a well-attended virtual reading group to discuss selections of Safiya Noble's Algorithms of Oppression.

Distance Learning Section (DLS): The DLS Instruction Committee hosted the first Virtual Poster Session, a collection of 38 posters on the subject of online teaching and learning. As part of its investigation into hosting the event, the committee chose the DLS website to bring more visibility to the Section and to allow participants to view and comment on posters openly. From April 1st-5th there were 19,609 page views, 1,853 visitors (including repeat visitors), and 298 comments (including a few trackbacks). The posters are openly available at https://acrl.ala.org/DLS/2019-virtual-poster-session/. The methods the Instruction Committee used were noted by the IFLA Continuing Professional Development and Workplace Learning Committee in their blog.

Education and Behavioral Sciences Section (EBSS): The E-Resources for Communication Studies Committee publishes, "Library Resources for Communication Studies" (LCRS) LRCS refers to open access resources in special "Open Educational Resources (OERs)" boxes on several of the Library Resources for Communication Studies pages. Open access journals appear on lists of journals and other periodicals.

European Studies Section (ESS): ESS members have always had the challenge of acquiring and teaching about materials written in foreign languages, by people who have cultural practices and knowledge transfer practices that are different from those in N. America.

Science and Technology Section (STS): The STS Liaisons Committee posts output from committee initiatives in openly accessible ways and promotes these outputs via the STS and related listservs. STS Liaisons Committee also continually looks to find additional ways to further disseminate and promote committee and liaison created content.

University Libraries Section (ULS): Not all of our members can attend conferences. To provide high-quality professional development programming available to all members, several ULS committees offered online programming, including presentations and discussions. Recordings are available on the ULS YouTube channel.

Women and Gender Studies Section (WGSS): Many of our poster session authors demonstrated creative ways to incorporate more inclusive ways of knowing.

Rare Books and Manuscripts Section (RBMS): RBMS is building an experts directory for bibliographic descriptive knowledge domains, developing policy statements to RDA for cataloging rare materials (a.k.a. RBMS Policy Statements), developing Standard Citation Forms for Rare Materials Cataloging (SCF), and revising content and design of the heavily used Web Resources for the Rare Materials Cataloger.

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

African-American Studies Librarians Interest Group: We had at least 20 + people to attend the webinar series and always advocated for the inclusion of variety of voices from the field to share their work with their colleagues.

Library Marketing and Outreach Interest Group: In the Library Marketing and Outreach Interest Group, we often fulfill this Objective by discussing new and helpful ways to build relationships with library users through outreach and marketing. Learning how to build strong liaison relationships, librarians can more actively engage with faculty on the topics of scholarly communication.

Residency Interest Group: RIG is as an information clearinghouse and resource for library residency programs, and provides information in an open model. RIG's website [https://acrl.ala.org/residency/] is consistently updated with information unique to library residencies, including an index of programs across the United States, a bibliography on residency programs and experiences, as well as contact information of current and past library residents. Additionally, RIG strives to provide transparent information on residency and professional development experiences by inviting guest bloggers in 'Conference Reflection' features. These features provide a personal perspective to aspects of the library profession that can seem overwhelming, intimidating, and hard to prepare for.

Universal Accessibility Interest Group: The interests and discussions of the UAIG directly support this goal. Increasing awareness and skills around accessibility are vitally important to creating a more inclusive and representative culture in the library.

Virtual Worlds Interest Group: ACRL VWIG continues to hold monthly meetups in Second Life discussing relevant topics. All are welcome to attend these meetings, and we are exploring ways to allow potential attendees to participate outside of Second Life as well. In November 2018, ACRL VWIG led a tour of the Abyss Observatory, an international museum that allows visitors to travel to the ocean floor and different ocean environments, interact

with sea creatures, and explore environmental factors that affect the health of our oceans. This is one of many immersive environments for education that ACRL VWIG has showcased over the years. CVL's Virtual Worlds Database also encourages new ways of knowing by collecting information about education-oriented virtual world communities (previously available predominantly in virtual worlds, spread out among individual communities' spreadsheets, or once collected in databases that no longer exist) and adding them to a free, sustainable, and searchable database online. CVL has also created a wiki for virtual communities that complements the database and includes additional resources such as virtual world blogs and definitions. The wiki's creator, Bethan Winslow (eCampus Instructional Designer, San Jose State University), is a CVL Board Member and ACRL VWIG participant. She has also pioneered a Hypergrid Resource Library in the 3D virtual world platform OpenSim. CVL launched and showcased the new library during VWBPE 2019; the HRL provides instructions and resources for accessing the hypergrid system that allows users to travel between multiple virtual worlds based in OpenSim (such as using the same avatar to travel between the Kitely grid and AvaCon's grid instead of creating a new account to enter each world).

Arkansas: Presentations at the ArLA conference, Sept. 2018

Delaware Valley: The fall program panel consisted of a number of activists (listed above) from a variety of environments. Panel participants included perspectives from a faith-based community, a public library, a university library system, and a national legislative activist. These diverse perspectives allowed for a more representative understanding of the work of activism.

Eastern New York: ENY/ACRL co-sponsored the Syracuse Symposium Series at Syracuse University in April 2019. The theme was around community archives, and capturing the work of diverse communities in your area.

Iowa: ILA/ACRL member & public library co-presentation: Creating, Cultivating, and Celebrating Culturally Respectful Programming and Collections (ILA Fall Conference).

New England: This year we continued to use our open access repository for annual conference and NELIG's annual meetings, making conference materials available widely.

New Jersey: ACRL NJ members support MentorNJ: Linking Library Staff Statewide (an initiative funded by Library LinkNJ and the NJ State Library and host Job Shadowing activities at our respective institutions.

Ohio: The October 2018 ALAO Annual Conference (Columbus, OH) included the session: "Acting on IP: Valuing Students Rights as Intellectual Property Creators" The abstract read: Many works that students create are eligible for some form of intellectual property (IP) protection; however, students are rarely educated about these rights or the management of them. This session will provide an overview of intellectual property law (copyright, trademark, and patents) and the ways in which it impacts works created by students. Campus intellectual property policies and the transfer of IP rights will also be discussed. Session participants will be able to use the knowledge they gain from this session to educate students about the IP rights they may possess in works they create and provide guidance on how they can make thoughtful and informed decisions regarding the management of these rights

Oregon: This year, ACRL-Oregon piloted offering free webinars that are open to any library workers in the Pacific Northwest, regardless of membership status. We plan to continue offering free webinars next year (5 per year) and to seek our diverse presentations from library workers across the Pacific Northwest. In doing this, we are helping make knowledge dissemination and access more democratic. ACRL-Oregon also provides professional

development scholarships each year that support greater participation in professional development for its members.

South Carolina: Hosted the ACRL webinar: "Controversial Topics and Difficult Dialogues - Strategies for Addressing Misinformation in the Library"

Western Pennsylvania/West Virginia: Annual Spring Meeting: 2019 Theme - Technology - making It Work for Your Library, especially the keynote speech by Lauren Herckis, PhD. Dr. Herckis is an anthropologist at Carnegie Mellon University who specializes in faculty culture and the use of technology in higher education. Her field research applies anthropological and archaeological methods and theory to analyze human engagement with the material world.

RESEARCH AND SCHOLARLY ENVIRONMENT OBJECTIVE 2. ENHANCE MEMBERS' CAPACITY TO ADDRESS ISSUES RELATED TO SCHOLARLY COMMUNICATION, INCLUDING BUT NOT LIMITED TO DATA MANAGEMENT, LIBRARY PUBLISHING, OPEN ACCESS, AND DIGITAL SCHOLARSHIP, AND POWER AND PRIVILEGE IN KNOWLEDGE CREATION SYSTEMS.

Anthropology and Sociology Section (ANSS): ANSS continues to address these issues through discussion groups, liaison represesentation and communication with the membership. The newsletter, ANSS Currents is open acccess and features information on open access publication and resources. The Resource Review and Bibiliography Committee often features oopen acccess resources.

Digital Scholarship Section (DSS): Throughout the year, discussion groups (DGs) delved into myriad topics of importance to section membership. While some programs occurred virtually, the majority of programming took place at the ALA Midwinter and Annual conferences. Programs covered topics such as capacity-building in digital scholarship work, designing accessible and inclusive digital scholarship spaces and services, working with library administration and colleagues to support digital scholarship, functional librarian roles vs. subject librarian roles in supporting open research, and stakeholders and digital collections.   Committees also contributed greatly to in-person programs this year. The Executive Committee hosted a Conversation Cafe-style meeting at Midwinter, which allowed attendees to share their excitement and challenges about digital scholarship work in a structured setting. At ALA, we dedicated our Information Exchange slot to feature lightning talks on social justice work in digital scholarship. The Program Planning Committee submitted a successful ALA Annual proposal and hosted the program "Diversity in Digital Collections and Archives," co-sponsored by the Literatures in English Section. The Membership Committee organized socials at both conferences that enabled DSS members to connect in-person. DSS committees focused their work this year in helping our section develop documentation and infrastructure to support section activities. For example, the Professional Development Committee drafted self-service guidelines that will assist DGs in planning, scheduling, and facilitating virtual learning opportunities; the Outreach Committee designed a DSS logo that was selected by popular vote; and the Liaison Committee supported three liaisons to attend conferences.   The ResearchDataQ Editorial Board officially became part of DSS in July 2018 and over the course of the year successfully rebranded the site from its former name (DataQ) in order to improve its identity and discoverability, distributed a call for new questions about research data and libraries to help reassess the previous model for the site/service, and sent out a call for editorials.

Education and Behavioral Sciences Section (EBSS): The EBSS Scholarly Communication Committee has been in the habit of sharing information we all can use during Open Access Week and Fair Use Week in past years. This year, the committee agreed that ARL had put together a great blog post on the topic of Fair Use Fundamentals. They received permission to redistribute that blog post for Fair Use Week to our EBSS colleagues. The EBSS Members-at-

Large planned and facilitated a webinar on Pre-Print Repositories in the Social Sciences. Eighty-Three people attended the virtual discussion.

European Studies Section (ESS): ESS members who work in the humanities have been working hard in the Digital Humanities arena, and those who work in Social Science have been working closely with data sets.

Literatures in English Section (LES): The LES Collection Development Discussion Group meeting at Annual focused on open educational resources for literary study.

Politics, Policy and International Relations Section (PPIRS): Zoom session, led by Jeremy Darrington and hosted by Erin Ackerman, for members called "Resources I wish I had known about sooner" highlighted a variety of research tools that have proved helpful for librarians' work with researchers.

Science and Technology Section (STS): The STS Professional Development Committee promoted Science Bootcamps around the U.S. and in parts of Canada, which involve learning from and engaging with faculty on issues related to STEM research. They also developed a science Librarian Boot camp page promoting boot camp style events to membership and beyond. This site provides a cohesive place to not only find boot camps, but to also determine interest and eligibility to participate.   The STS Scholarly Communication committee organized discussion groups at both Midwinter and Annual 2019. The Midwinter session focused on issues related to breaking up journal "big deals", while the session at Annual was called "Subject librarians and academic authors: Three open access talking points" and addressed a number of possible open access publishing issues about which subject librarians might engage faculty and graduate students. The session at Annual was co-sponsored by the Education and Behavioral Sciences Section of ACRL. The Scholarly Communication committee also continued to publish "Scholarly Communication Investigation" (SCI) posts, written by both STS members and people from the broader academic library community, to educate STS members and others about issues pertinent to scholarly communication.   The Science Resources: Discovery and Access Committee maintains the blog Insidescienceresources.wordpress.com to provide tips on science and technology information resources, with an emphasis on those which are open access. The primary audience is academic science librarians, however the posts may be useful to researchers, and perhaps secondary school teachers as well. Eleven posts are typically made in a year, with links distributed via the STS listserv, Facebook, and Twitter.   The STS Hot Topics Discussion group delivered a presentation at the ALA Annual Conference 2019 centered on the role of the library and librarians in journal publishing. Two speakers, who serve in dual roles as journal editors and librarians, addressed the financial, workflow and timelines of journal hosting and management. The group discussed the role of students and faculty, peer-review and the challenges to publishing platforms.   The STS Publisher/Vendor Discussion Group sponsored a discussion session at Midwinter 2019 around Open Access and the film - Paywall the Business of Scholarship.   The STS Government Information Committee supported all efforts to make sure that federally funded research is available through public access.   The STS Liaisons Committee organized a free, online forum focusing on current events and emerging trends in science and technology organizations that was held on June 17, 2019. The event featured organization overviews and highlights for library and information professionals. Presentations covered 5 organizations: American Physical Society (APS), presented by Sandy Avila; International Association of University Libraries (IATUL), presented by Meghan Lafferty on behalf of Tod Colegrove who is the liaison and prepared the presentation; Geoscience Information Society and Special Libraries Association, Physics-Astronomy-Math, both presented by Chrissy Klenke; and March for Science, presented by Aimee Sgourakis. The event recording is available at: https://youtu.be/rJq83O5_Kpg and is linked in ALA Connect for others to access: https://connect.ala.org/acrl/viewdocument/recording-sts-liaisons-online-foru?CommunityKey=517f43f1-4953-42f2-8abe-cd21ae4bb333&tab=librarydocuments. This annual event by STS Liaisons Committee allows STS members to have a better understanding of service opportunities for librarians in such organizations, as well as the

needs of researchers in these areas, including trends in emerging areas such as: science communication, open access publishing and archiving, data sharing and management, digital scholarship, and more. The forum also provides a venue for members to discuss how to enhance services for researchers at their institutions.

University Libraries Section (ULS): The Current Topics Discussion Group discussed OER/Open textbooks creation and open access publishing.   The Technology in University Libraries Committee's monthly C&RL News column, TechBits, raises readers awareness and deepens their knowledge of new technologies relevant to knowledge creation systems.   The Professional Development Committee provided two online presentations that increase librarians' access to education related to scholarly communications: "Establishing a Scholarly Communication Baseline: Using Liaison Competencies to Design Scholarly Communication Boot Camp Training Sessions" (163 attendees) and "Beyond Citation Counting: Metrics and Altmetrics for Demonstrating Scholarly Impact" (161 attendees). Recordings are available on the ULS YouTube channel.

Women and Gender Studies Section (WGSS): Many of our poster session presenters provide unique models for disrupting the status quo of power and knowledge. In addition, there was a session on open access publishing and social justice; a session on data minding through open source resources, and much more.

Rare Books and Manuscripts Section (RBMS): RBMS is reorganizing and integrating controlled vocabularies and thesauri for easier use -- and publishing it as linked open data.   RBMS is implementing the next stage of development for the Art and Rare Materials (ARM) BIBFRAME Ontology Extension, liaising with the ALA Committee on Cataloging: Description and Access (CC:DA). evaluating revision needs for DCRM(Mss) and Descriptive Cataloging of Ancient, Medieval, Renaissance, and Early Modern Manuscripts (AMREMM), and publishing Examples to accompany DCRM(Serials).

African-American Studies Librarians Interest Group: All of the webinars focused on topics in these areas listed above and are archived for our members via our web presence in ALA Connect - Our web presence for ALA/ACRL.

History Librarians Interest Group: Our virtual winter 2019 meeting included a presentation on the Citizen Archivist Program, a program created by the National Archives and Records Administration that enables citizens to help NARA to identify problematic material in its universal catalog.   Our virtual summer 2019 meeting was a presentation on the Archive of American Public Broadcasting, including ways that librarians and researchers can use datasets from the archive for digital humanities research.

Library Marketing and Outreach Interest Group: Our interest group helps to fulfill this objective by sharing ideas for faculty events and targeted signage or communications in our Facebook group and listserv. In supporting our members by developing more marketing/outreach opportunities to engage with faculty, we are helping librarians communicate about the current systems of scholarship and power and privilege in knowledge creation systems.

Research Assessment and Metrics Interest Group: Our group hosted a variety of webinars during the year that addressed this objected.   1. Oct. 11, 2018: Anna Hatch, the Declaration on Research Assessment (DORA) Community Manger, discussed how DORA is working to reduce the misuse of journal-based metrics in hiring, promotion, and funding decisions with a specific focus on the good assessment practices that DORA is collecting for the academic community to use as a resource.   2. Dec. 4, 2018: Brown librarians Erin Anthony, Kelsey Sawyer and Erika Sevetson gave a webinar on their recent experience hosting a five day Research Metrics Challenge for their faculty and grad students at Brown to enhance support for bibliometrics and research evaluation. 3. Tuesday Feb. 26, 2019: Heather Coates from the IUPUI University Library discussed her library's support for faculty use of metrics in dossiers for promotion and tenure.

Universal Accessibility Interest Group: UAIG supports this goal in particular in addressing the power and privilege of ableism in our content and systems. The work of this interest group is addressing how to change these entrenched viewpoints.

Virtual Worlds Interest Group: ACRL VWIG is involved in CVL's upcoming Marly Milena Music Library. Librarians and library volunteers are investigating issues of display, cataloging, and copyright as it relates to virtual world musicians and their music. New Media Arts, Inc. (another ACRL VWIG partner)'s Antique Pattern Library is also undergoing a re-haul in regard to display, cataloging, and copyright as it relates to distributing antique patterns which are in the public domain (but which reside mainly in antique books that must be scanned before online dissemination). CVL has also begun to use the social media platform Discord to interact with VR educators—that is, educators who are new to virtual worlds and who mostly use headset VR. ACRL VWIG is assisting CVL in connecting with these new, global virtual world users. In addition to Discord, CVL is also exploring and participating in VR worlds such as AltspaceVR, Sansar, and High Fidelity. CVL strives to understand ways that desktop VR differs from headset VR differ in potential as knowledge creation systems.

Arkansas: Presentations at the ArLA conference, Sept. 2018

California: CARL's Interest Group, Scholarly Communication and Open Resources for Education, provides a forum to discuss these issues and host professional development programming.

Delaware Valley: The spring program's focus on open scholarship, open educational resources, and accessibility (scholarly communication roadshow) and consequent open scholarship learning community equipped attendees with the knowledge of process and incentives to equip participants to address issues related to scholarly communication.

Greater Metro New York: This year our Open Access Discussion Group held an event about "Taking Your OER program to the Next Level," where "Five years ago City Tech Library launched our OER initiative to provide faculty with the opportunity to replace traditional textbooks with curated cost-free / OER course materials publicly accessible via the college's open-source digital platform, the OpenLab. With new grant funding from NY State beginning in September 2017, the program has quickly expanded. This event will provide an introduction to our faculty programming, and will discuss the successes, failures, and lessons learned. Participants will learn how our programming has evolved to support faculty to create OERs that are usable, and accessible, in addition to covering important, often thorny overarching concepts about open educational resources including copyright, Creative Commons licenses, and fair use. Cailean will share some of the learning materials developed to help faculty become more comfortable with conceptual and practical aspects of OER. Participants will get a chance to test drive resources for themselves." And at our annual symposium, Elvis Bakaitis from the CUNY Graduate Center Library presented a poster on "Promoting Open Educational Resources (OER) for Student Success" where their poster addressed "the ways in which the promotion of Open Educational Resources (OER) at an urban, undergraduate college can have a direct impact on students' financial ability to attend college, as well as providing quality educational content. OER have gained prominence as an alternative to high-cost textbooks and other materials from traditional publishers. Using OER can mitigate costs and provide immediate financial relief: surveyed undergraduates indicate that money saved went to groceries, Metrocards, and rent. At an institution where the majority of students report a household income less than $30,000/year, cost savings derived from the use of OER have a greater impact, and contribute to basic living expenses (food, transportation, housing). The poster will showcase discipline-specific examples of OER adoption (textbooks, open courses, interactive media), as well as the outreach/promotion (posters, pamphlets, and displays) that encourage their integration and use."

Illinois: Journal Discussion Club covered the decline of reference transactions and the availability of new options for services at its March and May, 2019, meetings

Iowa: ILA/ACRL & IPAL Joint Spring Conference presentation: Editing Wikipedia to increase discoverability of online resources (digital institutional repository material).

Kentucky: --The chapter sponsored Sarah Hare's presentation on current trends and future directions of Open Educational Resources at fall conference.--There were also presentations about preserving digital collections and the KY Digital Library. --There was a presentation at spring conference about data management.

Louisiana: The chapter's peer-reviewed journal, Codex, provides immediate open access to its content upon publication. The journal's editor co-hosted a session on publishing for academic librarians that promoted Codex at the Louisiana Virtual Academic Library Conference.

Maryland: OER session at the Maryland Library Association annual conference

Michigan, MI-ALA: Provided a day long Data Literacy Boot Camp to the membership, as well as a tailored discussion for STEM Librarians focused on providing Research Data Services.

Michigan, MLA: MLA has established a monthly online meeting for academic librarians to share these concerns and others. MLA has also established a listserv for academic members.

Nebraska: **Archives in a Shared Environment: The University of Nebraska Consortium of Libraries Experience. Presenters: Angela Kroeger -- Archives & Special Collections Associate, UNO Criss Library & Larissa Krayer -- Digital Archivist, UNO Criss Library   **A Textbook Program is NOT for Us! Re-Imagining Failure Into New Possibilities. Presenters: Heidi Blackburn --STEM and Business Librarian, UNO Criss Library & Tammi Owens --Outreach and Instruction Librarian, UNO Criss Library

New England: Our Scholarly Communications SIG hosted two workshops on copyright this year that were well-attended and well-received. Additionally, this year a new SIG was added to our organization, the Research Data Management SIG (RDMSIG). This group has been operating more informally for a few years prior to being officially added to ACRL New England Chapter in 2018. RDMSIG lists its purposes as the following: Support communities of both practicing research data management professionals and professionals with an interest in research data management (a "Community of Practice" and a "Community of Interest"). This is accomplished by providing time to discuss current topics, trends, and issues with peers, and through education on a variety of topics, including good data management practices, current funder standards, and tools to streamline data manipulation or analysis.; support our communities by being responsive to the evolving needs of data management professionals; organize two to three professional development events each year with a focus on education and information sharing.;work collaboratively with other SIGs towards shared goals and initiatives.   This new SIG will enhance and expand upon the work that our Scholarly Communication SIG already does, and will add new opportunities for collaboration across the SIGs.

New Jersey: Several of our members have partnered with the VALE Users Services members in educating and participating in workshops for Open Educational Resources. The Open Textbook Network (OTN) is a network of members who work to drive institutional change around textbook affordability. This professional development and leadership opportunity is based on a "train the trainer" model. Following OTNSI, the four NJ OER Ambassadors are responsible for leading a one year, coordinated, statewide effort to advance OER and textbook affordability in NJ higher education.

North Dakota/Manitoba: Theme for annual symposium focused on the evolution of research services in the university library and presentations included ones about emerging technologies, data management, queering archival research, and digital scholarship.

Ohio: The October 2018 ALAO Annual Conference (Columbus, OH) included the session "Five Ways to Cultivate Open Education on Your Campus". The abstract read: As academic institutions focus attention on student retention and rising higher education costs, increasing attention has been paid to reducing the costs of instructional materials. Studies show that the high cost of textbooks, for instance, can impact student course choices, academic performance, and retention. Many faculty have found free, open textbooks and other open educational resources to be a successful alternative to expensive commercial textbooks. However, initiating an open education or affordable learning program on your campus can be tricky. Faculty are sometimes resistant to open education, administrators don't always understand it, and librarians only have so much time to devote to supporting it. This presentation will explore five ways, from modest to extensive, to begin promoting open education right away on your campus. Methods will include collaborative efforts, outreach activities, and impact reporting. The presenter will draw from four years of program growth on her own campus, as well as successful examples at other institutions. Whether you are just beginning to think of open educational resources in your library, or are already taking steps to promote them on your campus, you'll find something relevant to take home and implement.

Oregon: ACRL-Oregon sponsored a preconference at the Oregon Library Association/Washington Library Association joint conference Spring 2019 focused on copyright education. ACLR-Oregon provided a venue for Open Oregon Educational Resources to provide a pre-conference on OER at the ACRL-Northwest conference in October, 2018.

South Carolina: SCLA 2018 Conference poster session – "Affordable Learning in South Carolina: Tipping the SCALE"

Virginia: VLACRL hosted a well-attended spring 2019 program entitles "Libraries, Analytics, and Student Privacy." Our keynote speakers shared their research focused largely on student perceptions of privacy and educating students about privacy. We held group discussions about the issues of licensed library databases and systems and concerns about their data collection practices. Hannah Rainey, Lead Librarian for Academic Technology, NC State University As the privacy landscape grows and shifts around us, library professionals must re-examine our role as stewards, advocates, and educators. We must grapple with challenging questions, such as: Do our policies and daily practices live up to the standards of our profession? Do the standards of our profession meet the expectations of our users? For the last 3 years, Hannah Rainey has engaged with library colleagues and students in conversations and activities that highlight the importance and complexity of privacy and security in higher education and beyond. She will share her experiences with navigating this challenging problem space and discuss ideas for engaging students. Laura Gariepy, Associate University Librarian for Research and Learning, Virginia Commonwealth University Laura will provide an overview of what we currently know -- and don't know --about user perspectives on information privacy in the context of libraries. This is a critical area of understanding for librarians as student data plays an increasingly important role in universities' assessment practices. In addition, she will share preliminary findings from her dissertation research on undergraduate students' attitudes about search data privacy in academic libraries. The findings of her qualitative research will provide some of the first in-depth, exploratory information about student perspectives on this matter, and will begin to help answer the question of the extent to which librarians' long-held values about user privacy are aligned with student expectations.

Western Pennsylvania/West Virginia: Annual Spring Meeting: 2019 Theme - Technology - making It Work for Your Library   Resume Review

Wisconsin: Wisconsin has several large systems and organizations working on open access issues. Representatives from academics and libraries around the state are coordinating through the state chapter. Representatives from WAAL are a part of all of those different efforts. Also, our 2 day conference provides a platform for sharing those ideas and moving the work forward. We hosted our first Crowdsourced Transcription Project as well as presentations like: Libraries & Textbook Affordability: Various Methods for Reducing Costs, Opening the Door to an OER Initiative on Your Campus.

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

Anthropology and Sociology Section (ANSS): Dicussions regarding access take place in most of the committee and we have incorporated this objective into the information literacy, resource review, & publications while our liaisons advocate in their respective organizations.

Digital Scholarship Section (DSS): Open advocacy is a core value of the Digital Scholarship Section. We strive to be open in the work that we do and seek to model open practices within the profession.   One example of a DSS program focused on open practices was a new experimental approach to outreach and member engagement: in April 2019, the Open Research DG hosted a week-long program where a new question related to open research was asked each day. Each question sparked conversation on the listserv about topics including open research services for faculty and students, training for staff, funding for infrastructure, policies, and incorporating open research into one-shot information literacy workshops.

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

Science and Technology Section (STS): The STS Publications Committee coordinates the publication Issues in Science & Technology Librarianship (ISTL), the STS journal. ISTL always has been, and will continue to be open access.

Rare Books and Manuscripts Section (RBMS): RBMS is working on revising our website to better share policies and practices. We are also researching, revising, and drafting a new Code of Ethics for Special Collections Librarians, Guidelines on Access to Research Materials in Archives and Special Collections Libraries, and Guidelines for Loans of Special Collections Materials.

Academic Library Services to Graduate Students Interest Group: Make presentation slides as well as speaker notes available on our LibGuide and ALA Connect space. Make our virtual presentation recordings available on these spaces as well.

African-American Studies Librarians Interest Group: This was touched on more in our newsletter with the latest members in our profession to run for office.

Research Assessment and Metrics Interest Group: June 22, 2019: at ALA Annual, our IG organized and co-sponsored a panel "Knowledge is Global: Expanding the Awareness and Impact of Research from the Global South. The panel gathered researchers, librarians and policy experts to explore new and innovative ways to change the ways we both access and assess research outputs, and why that is important, and how ACRL librarians can expand the awareness and impact of research from the Global South.

Universal Accessibility Interest Group: UAIG directly addresses this objective. Accessibility goes hand in hand with more open and equitable information dissemination policies and practices.

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

Arkansas: Presentations at the ArLA conference, Sept. 2018

Delaware Valley: The spring program's focus on open scholarship, open educational resources, and accessibility (scholarly communication roadshow) and consequent open scholarship learning community equipped attendees with the knowledge of process and incentives to help participants influence and advocate for more open and equitable dissemination policies and practices.

Georgia: Georgia ACRL chapter held the viewing of ACRL webinars "Helping Faculty Find, Use, and Modify Open Educational Resources". Thirty five participants registered for the event held in the following locations: Agnes Scott College in Decatur, Central Georgia Technical College, Milledgeville Campus, Georgia Southern University Armstrong campus in Savannah, Georgia State University Alpharetta campus, and Thomas University in Thomasville, GA.

Illinois: Held networking event in collaboration with the Reaching Across Illinois Library System on November 12, 2018, at Prairie State College in Chicago Heights, IL, with discussion topics that included open education resources

Iowa: ILA/ACRL & Iowa Private Academic Libraries Joint Spring Conference presentation: Caring for students, caring for children: Providing childcare for more inclusive library events.

Michigan, MLA: MLA has established a monthly online meeting for academic librarians to share these concerns and others. MLA has also established a listserv for academic members.

Minnesota: Two sessions at our ARLD Day conference focused on open educational resources for users.

Nebraska: Supporting Open Educational Resources and Low-Cost Course Materials Across the University of Nebraska Moderator: Katie Bishop -- Director of Research and Instruction, UNO Criss Library Panelists: Andrew J. Cano--Open Education Librarian, University of Nebraska-Lincoln Libraries Catherine Fraser Riehle -- Learning Resource Design Librarian, University of Nebraska-Lincoln Libraries Rochelle Krueger -- Curriculum Librarian, UNK Calvin T. Ryan Library Tonya Farrell -- OER Coordinator, UNO Criss Library Kate Ehrig-Page -- Institutional Repository Coordinator, UNO Criss Library

New England: Our chapter continues to advocate for open access to information and resources, through our use of openly accessible web tools and our open access repository.

New Jersey: The ACRL NJ Chapter issued a diversity and inclusion statement" NJLA College and University Section/ACRL-NJ Statement of Support and Concern" to our members and other NJ listevers in order for us to support ACRL's efforts to include and and advocate for more open and equitable dissemination policies and

practices. Our chapter is also organizing the formation of a new diversity committee in order to support librarians' roles in advancing issues of equity, access, diversity, and inclusion in higher education

North Dakota/Manitoba: Symposium Keynote speaker is a prominent promoter of and successful implemented major OER initiatives in the state and shared her process with us. All symposium presentations will be placed in the NDSU institutional repository.

Oregon: ACRL-Oregon was involved in advocacy for two state legislative bills in support of Open Educational Resources (OER).

NEW ROLES AND CHANGING LANDSCAPES

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

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

Anthropology and Sociology Section (ANSS): ANSS has held joing socials with other sections in order to increase outreach and inform others about the work the section does. We are working on a way to identify members who are willing to do external reviews in order to make that process a bit easier for those on the tenure track.

College Libraries Section (CJCLS): CJCLS put in place an implementation task force regarding the presence and impact of community college libraries in the profession and in higher education. The work of the task force is yet to be completed, but its work should have some impact in this area.

Distance Learning Section (DLS): The DLS Mentoring Committee developed a mentorship program plan and standards to improve ongoing professional development tailored to new professional roles.

European Studies Section (ESS): Many of the people who work with foreign language materials in libraries are para-professionals who have language skills but no library degree. Many ESS members work in Tech Services, which is also a sector that employs a lot of paraprofessionals. ESS members understand how vital these people are to the goal of making library materials accessible.

Literatures in English Section (LES): LES conducted a survey about its Discussion Groups to assess how well they're meeting the professional needs of the membership. The incoming Discussion Group conveners will use the results to shape future discussion topics and explore methods for increasing member participation in an era of declining attendance at national conferences. The LES Virtual Participation Committee also works to engage section members who are unable to travel to the ALA & ACRL conferences.

Politics, Policy and International Relations Section (PPIRS): The PPIRS newsletter was published twice during the current year, and informed members about professional opportunities and information resources.

Science and Technology Section (STS): The STS Membership & Recruitment Committee used the STS list to "Spotlight selected STS members; this helped to form connections among members and also with non-members. Communications sent from the committee to new, renewing, and dropping members helped to show support to those individuals and appreciation for their part in the community.   In the past year, 5 liaisons provided reports on the activities of the annual conference or other events of their assigned organization, and all the reports are

available on the Committee's website: http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections/sts/stswebsite/liaison/program-reports. These reports provide STS members with educational opportunities to understand the science and technology organizations and their relationship to science and technology librarianship, which may lead to further improvement of library services.

University Libraries Section (ULS): The Current Topics Discussion Group talked about the changing roles for library employees.   At the ULS conference forum, panelists critically reflected on their work in public services, technical services, and management, and how the profession has changed. Discussion and Q&A encouraged attendees to share strategies for managing change, as well as to better prepare new librarians for careers in the field.   The Membership Committee contributed to this objective by hosting drop-in mentoring at ALA Midwinter and Annual conferences. Forty individuals engaged in career mentoring sessions at Annual.   The Academic Outreach Committee successfully piloted a new virtual workshop session where members work-shopped an upcoming event, program, or initiative with guidance from an AOC member in an online, one-on-one consultation setting. The Professional Development Committee provided an online presentation that fosters change in academic libraries and supports the library workforce: "Tenure Track Positions: Could I Survive? Could I Thrive?" (145 attendees). Recording is available on the ULS YouTube channel.   The Award Committee presented Lynda Kellam with this year's Outstanding Professional Development Award, recognizing her creation of the impactful webinar series "Help! I'm an Accidental Government Information Librarian."

Rare Books and Manuscripts Section (RBMS): RBMS has multiple active and engaged discussion groups that meet every ALA to talk about a range of issues that cross special collections, archives, and libraries in general. RBMS is revisiting and revamping some of our traditional conference activities to create space for more varied work experiences and staff members. We are also editing and revising our educational opportunities directory, working on an updated membership survey, and expanding our presence at affiliated gatherings, such as book fairs. We are also endeavoring to collaborate more with our closest sister professional organization, the Society of American Archivists (SAA).

Access Services Interest Group: In addition to the development of the Framework mentioned in previous sections, which is meant to expand on the assumed definition and expected work provided by an Access services or circulation unit, throughout 2018-2019 ASIG hosted virtual programming that promoted the versatility of traditional access services and how they can be utilized to learn more about how to support and service our patrons.

African-American Studies Librarians Interest Group: I agree that this needs to happen and that librarians should be more aware of their right to write, right - to get their voices heard. I shared this all the time in our meetings, webinars, etc.

Library Marketing and Outreach Interest Group: As an interest group, we seek to provide platforms for our members to share their experiences, expertise, successes, and failures in every opportunity that we meet during Midwinter and ALA Annual Conference. Recently, at Midwinter and ALA, we provided an opportunity for librarians to share their experiences in marketing, social media, creating user engagement, and outreach programming.

Residency Interest Group: Residencies themselves are constantly evolving and often require great flexibility (both from the institution and the resident). RIG's mission is to support the creation, implementation, research, and management of library residency programs. The interest group has significantly focused on helping residents succeed in their career through networking and professional development. RIG builds connections between

residents, new graduates, and early-career librarians by creating opportunities to discuss, critique, and improve their residency experiences through conference panels, presentations, and posters, communicating in online communities, guided virtual discussions, or through publications in research journals. For example, RIG publishes a monthly 'Resident of the Month' feature which allows current and past residents to discuss their residency experiences as well as research interests and connects them to the wider library profession.

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

Arkansas: Presentations at the ArLA conference, Sept. 2018

Delaware Valley: This year's board voted to extend free program attendance to students and individuals who demonstrate need (with a short paragraph of explanation). The board also voted to extend free membership to first-year librarians and students. This helps support the full range of individuals working (or intending to work) in academic libraries, specifically because a large proportion of individuals who demonstrated need were part-time employees. We also provided two library graduate students with $500 scholarships to support their studies: Milton MAchuca-Galvez and Vanesa Evers. These individuals wrote essays about their own work in diversity, equity, and inclusion in response to a prompt aligned with the fall program theme.

Eastern New York: Continued dissemination of our Professional Development Grants. Open to all ENY/ACRL members regardless of the length of their membership, this grant provides up to 300$ to support a member's professional development activities. An online form is available for submission on an ongoing basis. The applications are reviewed by a panel of volunteers from the membership. Grantees must agree to write up a summary of their experience for our newsletter in order to be eligible for the reimbursement. In 2018-2019, we awarded 9 grants.

Greater Metro New York: Our symposium programming for 2018 was focused on highlighting a wide range of library voices and projects, and specifically to the full range of the academic library workforce. In the panel discussion for "Can We Reach the White Tower?Barriers to Staff Promotion and Retention in Libraries" from Naomi Binnie, University of Michigan; Alyssa Brissett, University of Southern California; Kenya Flash, Yale University; Kelleen Maluski, Sarah Lawrence College; Diana Moronta, New York Institute of Technology, the discussion highlighted this specifically:"This discussion will focus on barriers and obstacles to staff promotion and retention in academic libraries experienced by librarians who started as paraprofessional staff. Paraprofessional library workers are often faced with issues when trying to transition to the role of librarians that are many times invisible to the institution and librarians within it. Issues of socioeconomic disconnect, the visible lack of racial and

ethnic diversity in the profession, educational barriers, communication challenges and the need to code-switch, lack of mentorship, challenges with impostor syndrome, and transitional discomfort are just some of the barriers staff face. Adding to these obstacles is the seeming lack of a pipeline for library paraprofessional workers who wish to become librarians. We will give concrete examples of how working our way up has impacted our experience as librarians, how we have struggled with particular aspects of academia, and how we have navigated this landscape. We acknowledge this is a panel of librarians who secured librarian positions, and we are aware of that privilege. It is not our intention to speak to the experiences of every paraprofessional or prospective librarian. Moreover, it is important to note that this panel does not view librarianship as the end goal for all support staff."

Illinois: Members participated in Legislative Meet-Ups, sponsored by the Illinois Library Association and held throughout Illinois, gaining an opportunity to communicate directly with legislators and their staffs on issues and legislation of specific relevance to libraries

Iowa: Conference sessions representing information literacy, scholarly communication, technical services, and special collections areas of librarianship.

Michigan, MI-ALA: Developed new a fee structures and scholarship programs with the annual conference to better support library support staff roles.

Michigan, MLA: MLA offers student memberships and scholarships. These efforts are widely advertised.

New England: Our chapter has nine special interest groups that cover a wide range of professional interests: instruction, electronic resource management, women and gender studies, access services, leadership development, information technology, collection development, research data management, and collection development. All SIGs hold unique and affordable programming throughout the year and throughout the region, which provides opportunities to professionals in all areas of librarianship. On a very tangible level, our annual conference offers different registration costs for students, part-time librarians, and retired librarians, to ensure that events are more financially accessible for potential attendees.

New Jersey: ACRL NJ members support MentorNJ: Linking Library Staff Statewide (an initiative funded by Library LinkNJ and the NJ State Library and host Job Shadowing activities at our respective institutions.   Our Marketing and Outreach Committee servers to support ACRL's advocacy and support for the full range of the academic library workforce in NJ.   Many of our panel presentations, poster sessions, and workshops, all include working closely with library staff, students, and library student workers. The opportunity to share about those partnerships in professional development settings is an important component of our chapter's work.

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

Oregon: One of the webinars ACRL-Oregon sponsored this year was on Critical Library Management, which is focused on examining oppressive structures and supporting everyone working in a library setting. The presenters helped library managers and leaders learn how to apply social justice and critical theory to their work.

Virginia: VLACRL served as a co-sponsor for The Innovative Library Classroom, a regional library instruction conference now in its sixth year. TILC has proven to be a very popular event; this year, registration filled in 3 hours. TILC supports the ACRL Plan for Excellence goal under New Roles and Changing Landscapes, " The academic and research library workforce effectively fosters change in academic libraries and higher education

environments" by 1) offering a full 1.5 day conference at a very low registration rate ($50). Many attendees note that this affordable fee makes it possible for them to engage in this professional development opportunity.

Western Pennsylvania/West Virginia: Annual Spring Meeting: 2019 Theme - Technology - making It Work for Your Library   Discussion List   Twitter Feed   Mentoring Program   Resume Review

Wisconsin: WAAL has been working for 2 years to fundamentally change the way we hold our conference to make sure that we are hosting an inclusive event and removing as many barriers to access as possible. We have done this through multiple surveys of our members and also a survey of non-members. Which is a painstaking process of gathering contact information and marketing to a group of people who aren't members. But they are the most important voice when trying to figure out how make change. We are working to provide multiple tiers of housing options, ensure transportation, plan for and take action to have more inclusive physical spaces and working on student partnerships. We have and will continue to offer scholarships focused at bringing in different member groups such as students and paraprofessionals.

NEW ROLES AND CHANGING LANDSCAPES OBJECTIVE 2. EQUIP THE ACADEMIC LIBRARY WORKFORCE TO EFFECTIVELY LEAD, MANAGE, AND EMBRACE CHANGE, ADVOCATE FOR THEIR COMMUNITIES, AND SERVE AS A CATALYST FOR TRANSFORMATIONAL CHANGE IN HIGHER EDUCATION.

Anthropology and Sociology Section (ANSS): Programs focus on advocacy and change. Sponsorship of ACRL scholarships.

College Libraries Section (CJCLS): CJCLS put in place an implementation task force regarding the presence and impact of community college libraries in the profession and in higher education. The work of the task force is yet to be completed, but its work should have some impact in this area.

European Studies Section (ESS): ESS offers members the opportunity to work with eight committees and eight discussion groups in order to get the information they need to work effectively in their libraries.

Instruction Section (IS): The Instruction Section has been very focused on preparing instruction librarians to lead, manage, and embrace change, especially since the introduction of the ACRL Framework for Information Literacy. This work shows up both in our programming and in our efforts to continuously improve and refocus the work of the Section's volunteers.   A significant move in this area was the transfer of the Framework sandbox from SLIILC to the Instruction Section. Working with SLILC leadership, the Section developed a plan for creating a new committee structure in IS to support the work of maintaining and evolving the Sandbox. This led to an off-cycle recruitment of volunteers for the committee that received 99 responses, which was exciting to see. The current chair of the Sandbox committee in SLILC agreed to lead the IS committee in its first year and we have fully appointed the committee as of the start of the new committee year.   The Information Gathering and Exchange Committee stewards an annual survey of the Instruction Section membership, which is shaped by the committees and their individual needs for information as well as the gathering of longitudinal information about the continuing education needs and interests of instruction librarians. It is sent to all Instruction Section members and can be used to identify needs and inform future roles of the organization and its participating committees. This year was a record year with 478 responses to the survey. The Committee then works to share that data back to the participating committees for possible impact on their activities/'outreach to IS members. Data from 2018 survey data was shared with participating committees and the 2019 survey summary currently being completed. This approach helps us avoid survey fatigue in the Section and provides us with a single point within the Section for

information gathering and analysis.   The Management and Leadership Committee responded to this objective with a series of highly engaging webinars. Each individual webinar also aligned with objectives around Student Learning and an Ongoing Commitment to Diversity, Equity, and Inclusion: Mindful Leadership: Diversity, Equity, and Inclusion in the Academic Library: Abstract: "Diversity, equity, and inclusion (DEI) are not just politically correct buzzwords; they are complex ideas that should be addressed by leaders of instruction programs. Mindful leadership involves the thoughtful reflection about and integration of practices that support DEI in our work as instructional librarians. This webinar offers a panel discussion and question-and-answer session examining DEI through the lens of management and leadership featuring four well-known specialists: Toni Anaya and Charlene Maxey-Harris of the University of Nebraska-Lincoln, authors of the ARL Diversity and Inclusion SPEC kits 2010 & 2017; Anastasia "Stacy" Collins of Simmons University, author of Language, Power, and Oppression in the LIS Diversity Void; and Ione Damasco of the University of Dayton and co-author of "Tenure and Promotion Experiences of Academic Librarians of Color." Attendees were able to identify multiple perspectives on the theme of diversity, equity, and inclusion in academic library leadership, develop strategies for fostering and understanding for DEI in their workplace and integrate awareness of DEI in the daily routines of their workplace. 487 individuals registered and 241 people attended.   2) Critical Assessment Practices: A Discussion on When and How to Use Student Learning Data Without Doing Harm. Abstract: "Attendees will gain perspective on critical assessment practices in libraries from three academic librarians currently working with and exploring approaches that incorporate and are rooted in ethical orientations, inclusivity practices, and have an impact on student learning as the guiding goal. Critical assessment practices engage critical perspectives and theories to interrogate the structures of power and methodologies that both motivate and facilitate assessment work in academic libraries. This hour-long panel will offer short, ten minute reflections from panelists, followed by twenty minutes of Q&A and discussion." Attendees were able to consider critical approaches to library assessment practices, examine trends and implications of libraries using student data through various modalities, and explore practical approaches and methodologies for implementing critical assessment of student learning. 410 registrants and 204 attendees.   3) A Complaint has Been Filed. Now What? Strategies for Accessibility Remediation and Prioritization for Future Compliance Abstract - "Online accessibility standards are intended to make learning optimal for all learning; it is about more than legal compliance. However, compliance issues have impacted campuses across the country. In 2017, Syracuse University received an official accessibility complaint from the U.S. Department of Education's Office of Civil Rights that required an extensive remediation of websites and online materials across the institution, including the Libraries. Kate Deibel, Inclusion and Accessibility Librarian will share how she coordinated an extensive remediation of library materials, from managing workflows and processes to developing best practices for ongoing compliance. She will also discuss additional accessibility efforts SU Libraries have underway, including an alternative format service within the Libraries and a software accessibility testing team from all aspects of the Libraries. This hour long webinar will include a presentation and a Q&A session." Attendees were able to identify criteria necessary to prioritize library e-resources and websites for remediation, establish processes for increasing accessibility of library online materials and services, and gain an awareness of novel efforts that Syracuse UL is exploring to ensure ongoing ADA compliance. 182 registrants and 89 attendees. Informal feedback indicated success. No formal surveys offered. We were able to address a question concerning captioning accessibility prior to the event and were able to provide live captioning services. Post-webinar, the attendee expressed gratitude.   4) Webinar - Fostering Curiosity: Invigorating Your Library's Teaching and Learning Culture through Scholarship of Teaching & Learning - Abstract - "The scholarship of teaching and learning (SoTL) is an area of inquiry ripe for librarian involvement that provides opportunities to engage with deeper questions around pedagogy and student learning. This online discussion will provide a brief overview of SoTL and discuss how library instruction program coordinators can use SoTL as a foundation for building and invigorating a culture of teaching and learning within their libraries. The presenters will discuss how instruction coordinators and directors can use SoTL as a way to

foster creativity and engage librarians in exploration of their own teaching. We will discuss the challenges and benefits of moving from individual SOTL projects to a SOTL- infused teaching and learning culture, and what can enable this transformation. We will offer strategies to support library leaders in making connections between SoTL projects and promoting pedagogical innovation within a library instruction program." Attendees were able to assess their library's current teaching culture to identify pathways where SoTL might strengthen/deepen it, identify the benefits/challenges of incorporating SoTL into the library's/institution's culture of teaching, and articulate strategies to overcome those challenges. 290 registrants and 140 attendees.

Literatures in English Section (LES): The Membership Committee oversees a mentorship program that partners prospective and early-career librarians with more experienced members. The Committee sent a survey to former mentors and mentees to gather feedback on the program. The LES Reference Discussion Group engaged issues of role change for liaison librarians and professional burnout at its Midwinter and Annual meetings.

Politics, Policy and International Relations Section (PPIRS): PPIRS funded a Support Staff Scholarship for the ACRL National Conference in Cleveland that gave a staff person the opportunity to attend the conference. .

Science and Technology Section (STS): The STS Professional Development Committee continued maintenance and evaluation of the STS mentoring program. Recommendation was made to re-do a new website with the information and restructuring previously done.   Work by members of the STS Membership & Recruitment Committee in helping to sponsor and plan the STS General Membership Meeting, Poster Session, and Breakfast at the Annual Conference in Washington, D.C. helped to support member skills and personal connections.   The STS Membership & Recruitment Committee also provided representation at ACRL 101 at the ACRL Conference in Cleveland and at ALA Annual in Washington D.C. helped to show potential members the many opportunities within ACRL and within ALA. Their new promotional postcard and (annual) revision of the STS Membership brochure provided information to help potential members see the many opportunities available to them within ACRL.   STS Program Planning Committee at ALA Annual 2019 in Washington, D.C delivered a program titled, "STEM Librarians: evolving and redefining roles in support of a changing academia." The panel which consisted of 3 academic librarians discussed their experience in supporting systematic reviews, inclusion of virtual technologies and the expansion of data services in academic libraries. Panelists focused their discussions on best practices, changing responsibilities, becoming innovators, establishing collaborations, and meeting the needs of their users.

University Libraries Section (ULS): The Mid-Level Managers Discussion Group discussed how changing technology impacts library work and effective decision-making strategies.   The Technology in University Libraries Committee hosted an online forum that considered the impact of augmented reality on academic libraries and how we can embrace it.   The Academic Outreach Committee hosted three online roundtable discussions for each of the following four topics: Outreach Through Games & Gaming; Tools & Strategies for Marketing your Outreach; Engaging your Community with Exhibits & Displays; and Developing your Outreach Plan. Through a total of 12 discussions, 77 participants engaged in conversation supporting their evolving library work. Recordings are available on the ULS YouTube channel.

Women and Gender Studies Section (WGSS): The WGSS Career Achievement Award and Award for Significant Achievement in Women and Gender Studies Librarianship recognize and promote the work of many different information professionals.   Career Achievement Award: Carrie Kruse, director of College Library, user experience, and library spaces at the U. of Wisconsin-Madison. "Carrie Kruse has been a proponent of Women's Studies and Women and Gender Studies librarianship throughout her career," said award chair Dolores Fidishun, head librarian at Penn State-Abington. "She has mentored countless librarians and has been extremely active in WGSS where, among other accomplishments, she was a driving force behind the WGSS Core Books project. Most

importantly, as a library administrator she has demonstrated her support for our community in ways that raised awareness of our discipline."

Rare Books and Manuscripts Section (RBMS): RBMS develops conferences that continually address important and timely themes and sell out every year because they are so popular. There is a call for these networks and conversations which continues to grow. RBMS is revising our conference manual to better support conference building and planning. We have begun looking into a potential joint conference with SAA and how we can have more of a programmatic presence at the ACRL conference every other year. We are managing our own content-heavy website to provide access to our policies and guidelines and resources as broadly as possible. We are also looking at additional workshops RBMS can provide outside of RBMS conferences.

African-American Studies Librarians Interest Group: My job and goal was to make sure that our members in ACRL, ALA, SAA, SLA - that they have a space to share their work and voice their opinions in our newsletter without inhibitions.

Health Sciences Interest Group: 3/18/2019 – PubMed and Beyond webinar presented jointly with the National Network of Libraries of Medicine (NNLM) 6/14/19 Teaching Techniques for PubMed presented by members of the ACRL Health Sciences Interest Group

Library Marketing and Outreach Interest Group: Library marketing, outreach, and engagement are always evolving and new ideas are being created constantly. The interest group highly values sharing resources and skills in order to build our professional skills in marketing and outreach and to learn how to effectively advocate the library in their respective communities. The primary vehicle for sharing experiences is our presence on the Facebook group where members can share photos, links, and stories or ask questions and get direct responses from professionals that are in the academic library workforce in marketing, outreach, and engagement.

Residency Interest Group: Library residencies are limited-term positions, and, as most have a goal is to introduce hire new, diverse perspectives to the hiring library, RIG works to support the academic library workforce in embracing change and transition through a variety of resources including literature, blog posts, and downloadable documentation. Additionally, RIG facilitates mentorship opportunities between current and past residents through virtual discussions that focus on ways to lead, manage, and embrace change. Past topics have been, 'Service to the Profession', 'Life After Library Residencies', and 'Networking as a Resident & Early Career Librarian.' The discussions create a network of library workers that are embedded in changing the profession of librarianship while providing guidance in key success factors for change and transformation.

Universal Accessibility Interest Group: The work of the UAIG supports this objective. Accessibility is key to all of the areas mentioned.

Virtual Worlds Interest Group: ACRL VWIG is a leader in exploring both VR and Artificial Intelligence. Active members of ACRL VWIG, both CVL directors (Dr. Hill and Alyse Dunavant-Jones) also have leadership and board roles with NMA. All CVL reference volunteers receive resources and training from a professional librarian. ACRL VWIG members are also active leaders and participants in major virtual worlds events such as the Dickens Project, VWBPE, and VCARA's Annual Conference—each of which explore ways our communities are evolving. ACRL VWIG monthly presentations also often highlight crucial needs being overlooked in higher education and virtual worlds. For example, Budd Turner's February 2018 presentation "When you can no longer log in" used real life examples to demonstrate ways to ensure virtual content does not disappear when a person passes away.

Arkansas: Presentations at the ArLA conference, Sept. 2018

Delaware Valley: Programming focuses resulted in attendees reflection on their own practices and professional development that sought to empower attendees with the ability to advocate for their communities, advance equitable and inclusive change in libraries and in higher education.

Greater Metro New York: See previous answers

Illinois: Members reviewed, and provided feedback on, the Illinois Library Association's new strategic plan for 2019-2022, including through in-person discussions at the ILA Orientation Session in Normal, IL, on July 19, 2018

Iowa: ILA/ACRL Professional Development Committee: Librarian exchange program.

Kentucky: --There was a session at fall conference related to knowledge management. --The spring conference theme was "Leading at Every Level", and there were sessions about knowledge management, succession planning, creating positive change, and more.

Michigan, MI-ALA: MiALA maintains a Mid-Level Leadership interest group, which provides programming and a community of practice for emerging leaders.

Michigan, MLA: MLA is a leader in offering training for new directors. MLA is a well-known for it's year long Leadership Academy.

Minnesota: This year, ARLD sponsored a two day pre-conference prior to our annual ARLD Day conference. The pre-conference provided intensive training for librarians conducting systematic reviews outside the health sciences. This is an emerging area in academic librarianship and the training enabled participants to bring new services to their libraries/academic communities with librarians working as partners on research teams.

Missouri: MACRL hosted three events at the annual Missouri Library Association conference held October 10-12, 2018 in Columbia, MO that meet Objective 2 in the Strategic Area of New Roles and Changing Landscapes.   First, a conference presentation was sponsored titled "Beyond Trust Falls: Engaging Staff and Nurturing Relationships." This presentation by librarians at Webster University discussed how to improve morale, boost communication between library departments, gain a greater understanding & appreciation of colleagues, and develop a greater sharing of knowledge.   Second, MACRL hosted a luncheon at the conference, along with a speaker. The speaker was Lisa Janicke Hinchliffe, Professor/Coordinator for Information Literacy Services and Instruction in the University Library at the University of Illinois at Urbana-Champaign. She served as the 2010–2011 President of the Association of College and Research Libraries and currently serves as the editor for Library Trends. She spoke on current trends in academic libraries, considered through the lens of diversity and inclusion.   Third, MACRL hosted a pre-conference workshop on Licensing Library E-Resources. This workshop, led by Abbie Brown, Head, Consortial Resources, University of Missouri, served as an introduction to license agreements for library e-resources. The workshop provided librarians and library staff with an understanding of licensing in order to serve the best interests of their library and institution.

Nebraska: Organizing for Change: Building Power for the Libraries We Need Presenter:Emily Drabinski -- Coordinator of Library Instruction, Long Island University-Brooklyn

New England: In general, the Chapter's programming encourages all levels of library staff (and students) to attend, present, and assume leadership roles at any and all levels of the chapter. This year, our Leadership Development Committee hosted a book discussion at 3 sites in the area about the book "Leading with Emotional Courage."

New Jersey: Member Engagement Social Media Directory of Academic Libraries: An International Directory of Academic Library Social Media has been developed through the Marketing & Outreach Committee. This is truly an international directory that has reached as far as Turkey.   A lot of changes have taken place in New Jersey academic and research libraries. For example, in the past year, 5 New Jersey institutions have implemented a new library system called Alma, which is compatible with the upcoming new national cataloging standard BIBFRAME. The BCMC members from these five institutions are willing to provide information and help to other libraries which may consider the implementation of this new system in the future. Many of our panel presentations, poster sessions, and workshops, all include working closely with library staff, students, and library student workers. The opportunity to share about those partnerships in professional development settings is an important component of our chapter's work.

Ohio: The October 2018 ALAO Annual Conference (Columbus, OH) included the session "Building On Strengths: Using Asset Based Community Development Principles In Academic Libraries to Improve Library Relationships And Services"   The abstract read: You can't identify your community's needs until you understand your community's assets. Community asset mapping allows you to better understand the strengths of your institution and helps to identify new partnerships so that your library can increase outreach, better assess community needs and improve library services.   As librarians & educators we're often focused on solving problems based on what we see as our institutional or community deficits. But shifting the focus from our needs to our assets is an empowering & positive way to build new relationships and improve library services. Asset Based Community Development (ABCD) principles, including asset-mapping, allow you to identify the assets of individuals, departments and existing relationships so you can build from strength. It's an inclusive means of improving your library's outreach services, aids in spurring innovation, helps identify new partnerships, and ultimately, helps improve your library's services. I'd like to introduce the basic principles of ABCD, including asset-mapping, discuss real life experiences attempting to apply these principals to my work and then spend some time where participants can start work on their own personal & community asset maps.

Oklahoma: OK-ACRL presents an Outstanding Service Award annually at the conference. This award recognizes exceptional service and leadership provided by a chapter member to the organization and/or COIL. The 2018 award winner, Steve Locy of Oklahoma State University, had been a dedicated member of OK-ACRL and had served on the board in multiple positions.   During the 2018-19 year, OK-ACRL officers and board members continued working towards establishing an endowment that will provide two annual travel scholarships to chapter members. These travel scholarships are intended to provide support for attending professional development trainings and conferences out-of-state so that Oklahoma-based academic librarians have more opportunities to network with leading experts and to learn cutting edge information that will help them be leaders and change advocates at their institutions.

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

Tennessee: See: Preconference presentation and sponsorship - Walking Together Through Open Doors: Successful Mentoring

Virginia: VLACRL served as a co-sponsor for The Innovative Library Classroom, a regional library instruction conference now in its sixth year. TILC has proven to be a very popular event; this year, registration filled in 3

hours. TILC supports the ACRL Plan for Excellence goal under New Roles and Changing Landscapes, "   2) promoting new ideas and exploring issues in the conference programming.

Western Pennsylvania/West Virginia: Annual Spring Meeting: 2019 Theme - Technology - making It Work for Your Library Mentoring Program

Chapters Council: Chapters Council this year included the ALA Ecosystem initiative on our meeting Agenda for ALA Annual 2019 so Chapters could consider how to inform their work within the new ALAState Ecosystem Initiative.

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

Anthropology and Sociology Section (ANSS): Discussion and statement regarding problematic incidents at conferences have occurred on the executive level. Membership seeks ways to support this objective within ANSS.

Distance Learning Section (DLS): The Section as a whole initiated the transition to Online Meetings in lieu of face to face meetings at ALA Midwinter and ALA Annual. The Section transitioned to online voting via ALA Connect to remove travel and conference attendance as a barrier to participation and volunteer service in the section.

European Studies Section (ESS): Because ESS members have a long history of working with resources and people from both dominant and marginalized/minority communities we are used to environments of diversity and inclusive. It's what we do.

Instruction Section (IS): We co-sponsored an Emerging Leader with the Community and Junior College Libraries Section. We were excited to continue this partnership for a second year.v

Literatures in English Section (LES): In response to reported incidents of racial bias and harassment at ALA Midwinter, the LES Executive Committee released an open letter affirming ACRL's core commitment to equity, diversity, and inclusion and the ACRL Board's Statement Against Racism, Harassment, and Discrimination in the Profession. We devoted our General Membership Meeting at ALA Annual to a discussion of positive action to eliminate bias and to create a safe and welcoming environment for all, within our section and in the profession more broadly.

Science and Technology Section (STS): No activities yet, we are in an information gathering phase with our Equity, Diversity, and Inclusion (EDI) Task Force.

University Libraries Section (ULS): The Mid-Level Managers Discussion Group talked about institutional EDI initiatives, training, and structural barriers.   The ULS conference forum sought librarians of colour to serve as panelists.   The Professional Development Committee provided three online presentations that increased librarians' access to education related to EDI in the library workforce: "Beyond Library Diversity Residencies: Strategies to Recruit, Retain, and Promote Librarians of Color" (337 attendees), "A Culture of Accessibility Through Policy and Communication" (163 attendees), and "I Didn't Mean Anything by it: How Racial Microaggressions are Perceived" (491 attendees). Recordings are available to members on the ULS YouTube channel.

Women and Gender Studies Section (WGSS): Our Significant Achievement Award went to Rose L. Chou and Annie Pho for their publication, Pushing the Margins: Women of Color and Intersectionality in LIS."

Rare Books and Manuscripts Section (RBMS): RBMS is working on broadening support to attend conferences via scholarships, organizing a webinar aimed at individuals of color who are interested in Special Collections as a

career, working further on the RBMS Diversity Stories in StoryCorps, revising our website so that inclusion is more fully embedded into our website content, and offering a quarterly reading group via webinar featuring inclusive and diverse authors related to information, libraries, and archives. RBMS is improving a career FAQ on our website to support new and interested professionals. We are doing more outreach via in-person, conference, and social media work. RBMS conferences offer orientations to the section and conference, a new member mixer, new members' lunch, restaurant night for which anyone can sign up. We also have a conference guide program and mentor program for newer members. We seek to do even more!

African-American Studies Librarians Interest Group: I believe this was accomplished through my work during 2018-2019.

Library Marketing and Outreach Interest Group: Our members and co-conveners often share open positions with librarians across the world. We have library students and an international group of library and marketing librarians and professionals on our Facebook page. This allows the group members to have access to open marketing and outreach positions that are available in academic libraries across the United States

Residency Interest Group: Library residency programs were established 30 years ago with the intention of increasing the hiring pipeline of qualified and talented individuals from underrepresented racial and ethnic groups. Because RIG's charge is to support resident librarians in their unique role, it is foremost that RIG help the academic library workforce increase diversity, cultivate equity, and nurture inclusion. In order to better understand the ways in which RIG can facilitate these initiatives, the interest group has this year, RIG has established a Diversity Residency Working Group to closely examine diversity residencies/fellowships from the residents/fellows perspectives. The work completed in this group would provide a greater understanding of how residency programs succeed or do not succeed in diversifying academic libraries.

Universal Accessibility Interest Group: The work of the UAIG supports this objective.

Virtual Worlds Interest Group: Virtual worlds attract diverse and typically under-served users such as seniors and persons with disabilities. ACRL VWIG strives to welcome these users as well as others through our partnerships with organizations like Whole Brain Health and Virtual Ability. Virtual worlds like Second Life also attract women more than traditional virtual platforms (such as massively multiplayer online role-playing games like World of Warcraft). This gives ACRL VWIG the opportunity to encourage and advocate STEM for women and girls. One such example is the STEM for Women Conference exhibit room added to CVL's Digital Citizenship Museum in 2018. As an online group, ACRL VWIG also reaches users all over the world. We operate predominantly in English, but we make an effort to use translation services when necessary and are looking into more robust translation tools. ACRL VWIG also works with VCARA (as an organization within a diverse, global graduate program) to connect with Master of Library and Information Science and Master of Archives and Records Administration students from many different backgrounds. VCARA's Banned Books exhibit in September 2018 also served to demonstrate diversity in books and the importance of such diversity. In 2018, CVL also assisted Leta Hendricks, an African Studies Librarian at Ohio State University, who requested to use CVL's main library as a background for a video explaining Africana Databases.

Arkansas: Presentations at the ArLA conference, Sept. 2018

California: CARL care deeply about issues of equity, access, diversity, and inclusion. Here are some of the things that CARL is doing in this area: 1) CARL Diversity in Academic Libraries Interest Group focuses on this issue via a listserv and hosting events. They recently held a professional development event on May 31, 2019 entitled:

Becoming a Leader for Change: Leadership in Diversity, Equity, and Inclusion 2) CARL convened a task force on racial justice in academic librarianship. They are charged with writing a policy statement for CARL and revising the CARL code of conduct governing meetings, conference, and other activities within CARL. 3) The CARL 2020 conference, with the theme: Embracing courage, candor, and authenticity in academic libraries, intends to encourage and challenge attendees to think about how we, as library workers, can support our patrons to feel safe and embraced as their authentic selves in the library, as well as ensuring that all who work in the library feel this way, too.

Delaware Valley: This year's board voted to extend free program attendance to students and individuals who demonstrate need (with a short paragraph of explanation). The board also voted to extend free membership to first-year librarians and students. This helps support the full range of individuals working (or intending to work) in academic libraries, specifically because a large proportion of individuals who demonstrated need were part-time employees. All of our related activities (resume review, legislative day, mentorship program, and social events) are extended to all of these members and the larger library student and worker community.

Greater Metro New York: See previous answers

Illinois: February, 2019, meeting of the IACRL Journal Discussion Club covered implicit bias and microaggressions in the library workplace;   Held viewing of ACRL webinar ""Be Proactive: Overcoming Biases and Microaggressions in the Workplace" at the University of Illinois Springfield on June 12, 2019, in Springfield, IL

Kentucky: --There were sessions at fall conference related to retaining a diverse workforce in KY academic libraries as well as preventing and dealing with issues such as micro aggressions and workplace bullying. --There was a session at spring conference about cultivating inclusion in the workplace.

Michigan, MI-ALA: Developed a new MiALA interest group, focused on Critical Librarianship - which was a prominent speaker at the annual conference, and currently enjoys over 50 individual participants.

Michigan, MLA: MLA offers workshops on these topics throughout the year.

Nebraska: Nebraska Libraries as (Ir)Responsible Spaces: Can, or Should, We Ever Be Neutral? Moderator: Andrew J. Cano -- President, Nebraska Library Association Panelists: David Lee King -- Digital Services Director, Topeka & Shawnee (KS) Public Library Emily Drabinski -- Coordinator of Library Instruction, Long Island University-Brooklyn Timothy Lentz -- Past Chair, NLA Round Table for IF Rebecca McCorkindale --President-Elect, Nebraska Library Association Amy Miller -- Legal Director, ACLU Nebraska

New England: We continue to actively seek out voices from underrepresented or marginalized groups in our field. We need to spend more time on outreach to community college librarians and library school students.

New Jersey: The Newsletter's co-editors strongly encourage news from all academic libraries about new librarians, promotions, or other achievements to be recognized. Articles about a variety of topics are solicited, including those about transformational change, innovations, and EDI topics.   We attempted to increase our diversity and inclusion of members by drawing new prospective members in helping to plan and support the restructuring of our annual Open Membership Meeting in September 2018. We hoped that the restructuring and the addition of interesting/timely activities and sessions would draw new prospective members to diversify our group.

North Dakota/Manitoba: Recruitment efforts were undertaken to expand the amount of chapter members with special efforts made to do outreach to institutions who currently have no representation in the chapter.

Ohio: The October 2018 ALAO Annual Conference (Columbus, OH) included the session "Transforming Student Assistants to Student Assets" The abstract read: Many libraries, traditionally one of the biggest employers of students on our campuses, have embraced recent trends to expand the roles and voices of student employees in our daily work. Our university is no different, but rather than focusing simply on building job responsibilities, we have adopted a more multi-dimensional approach when it comes to these opportunities. Recognizing that our student employees are diverse in their academic, professional and personal interests, our program is based on identifying their unique talents and providing them with an avenue to develop through meaningful work on library teams and projects. In addition, we are placing special emphasis on their personal leadership growth so that they may demonstrate team leadership, creative thinking, and influencing to future employers. With our student assets as partners, we have the ability to be more responsive to our broader student community needs. During this session, we will be sharing the story of how we developed and implemented our student experiential learning program while engaging attendees in activities to identify opportunities to build programs that include library student employees in meaningful professional experiences.

Oregon: With our new free webinar series, we decided to open them up to all academic library workers, not just ACRL-Oregon members who tend to be in professional positions. We hope to engage a diverse array of library workers with our webinars, both as attendees and presenters.   The ACRL-Oregon Board also published a statement of concern in response to the racist incidents that happened at the 2019 ALA Midwinter Conference, advocating for making ALA a more diverse, inclusive, and responsive organization whose leadership is well-trained in how to respond to such incidents in the future.

Virginia: VLACRL served as a co-sponsor for The Innovative Library Classroom, a regional library instruction conference now in its sixth year. TILC has proven to be a very popular event; this year, registration filled in 3 hours. TILC supports the ACRL Plan for Excellence goal under New Roles and Changing Landscapes,   3) supporting equity, diversity and inclusion by selecting keynote speakers who are from underrepresented and marginalized communities and are not yet nationally known, thereby amplifying their voices; and by offering two travel grants to librarians and library school students from underrepresented and marginalized communities.

ENABLING PROGRAMS AND SERVICES

EDUCATION

Arts Section (ARTS): At the 2019 ALA Annual Conference, the Arts section presented the following: "Partnering to Produce Information Literacy Videos for Online Students" and "700s: The Delaplaine Arts Center's Etchison Davis Library"

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

University Libraries Section (ULS): Professional development programs are listed elsewhere in the report. We held discussion groups at Midwinter and Annual, a program at Annual, and online content throughout the year.

Women and Gender Studies Section (WGSS): We had 17 presenters at our poster session in the Exhibit Hall. Since moving the main poster session to the exhibit hall, we have seen increased exposure and interest in the work of our presenters.   In addition, we repeated about half of those at our

Rare Books and Manuscripts Section (RBMS): See previous lists of this work.

Digital Badges Interest Group: The Digital Badges Interest Group (DBIG) offered two virtual presentations, one in the fall (November 2018) and one in the spring (April 2019), that helped our community members learn more about digital badging technologies and best practices. Recordings

Image Resources Interest Group: The Image Resources Interest Group (IRIG) hosted a virtual meeting in June 2019 that included four presentations on visual literacy topics. Millicent Fullmer and Stephanie Beene gave a report on the Visual Literacy Task Force standards update, noting futu

Research Assessment and Metrics Interest Group: See webinars.

Residency Interest Group: RIG continues to populate their website and blog (http://acrl.ala.org/residency) with content throughout the year, including job postings, updating the residents and programs directory, and adding readings of interest to its resources page. Many of these

Technical Services Interest Group: The Technical Services Interest Group sponsored presentations at both ALA meetings designed to support scholarship and learning regarding technical services in academic libraries. At Midwinter in Seattle, Marcia Barrett, Cataloging & Metadata Strategies

Universal Accessibility Interest Group: Face to face meetings at midwinter and annual, virtual midwinter meeting.

Virtual Worlds Interest Group: ACRL VWIG embraces embedded librarianship within virtual worlds, traveling into these virtual environments to interact with, research, and assist users educational communities. For a list of 2018-2019 ACRL VWIG monthly meeting dates and topics, please vis

Arkansas: Joint College and University Libraries Division and ArkLink Consortium meeting, March 2019

California: CARL Interest Groups provide workshops throughout the year.

Eastern New York: We partnered with Central NY Library Resources Council to present our members with a webinar on online security called "Online Security - it's about more than passwords." We also offered any student attendees a reduced price for attending which we were ab

Florida: The 2018 FACRL Annual Conference: "Learner-Centered Librarianship" was held Friday, October 19th, 2018 at FGCU: https://facrl.wildapricot.org/2018-Conference-Summary   https://facrl.wildapricot.org/2018-Presentations-&-Posters   FACRL was very involved

Georgia: The Carterette Series Webinars are free professional development webinars hosted by the Georgia Library Association which highlight trends, best practices, and innovation in libraries. GA ACRL Chapter and Academic Library division sponsor pre-conference a

Illinois: With the assistance of the Illinois Library Association, put together "IACRL @ ILA" programming track--featuring presentations by, and of interest to, academic librarians--at the 2018 ILA Annual Conference (October 9-11 in Peoria, IL); Held an "Academic

Iowa: Professional Development Committee: monthly email of prof dev opportunities (free and fee-based). Two conference scholarship awards – often awarded to Iowa library school students

Kentucky: --Sessions at fall conference about building stronger communities (ALA President Loida Garcia-Febo) and getting published in KY Library Association publications.

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

Maryland: Conference session on creating effective multimedia at the annual Maryland Library Association Conference   Conference session on developing a holistic model for weeding that challenges assumptions and biases at the Maryland Library Association annual co

Michigan, MI-ALA: MiALA's primary focus is professional development and leadership opportunities at both the state and topical levels based on the efforts of it's interest groups. The annual conference attracts over 200 individuals, and the last year provided nearly an ev

Minnesota: ARLD hosts a conference (ARLD Day) that allows academic librarians the chance to learn about new research, stay updated on trends in the field, and to network with colleagues. ARLD Day 2019 was held on April 26 at the Minnesota Landscape Arboretum. 92 aca

New England: We continue to rotate our annual conference, and some of our smaller, more targeted events (the Leadership Development book discussion and the NELIG instruction swap) also host events in various parts of the region so that more library workers are able to

New Jersey: We provide several opportunities for our members

New Mexico: Discussed greater opportunities at state conferences for academic librarians.

North Carolina: In February 2019, the NC Chapter co-sponsored a virtual conference in collaboration with the state library association's community college section, distance learning section, and paraprofessional association that offered 17 sessions on a variety of issues

Ohio: ALAO awards the Continuing Education Grant each year to support the cost of participating in professional development opportunities. ALAO also sponsors the Support Staff Presenter Grant and the Student Presenter Grant, providing support for a student and

South Carolina: Co-hosted the iTeach 5: iSpeak, iPresent, iTalk workshop on July 25, 2018. Also sponsored the "An Introduction to the Creative Commons" webinar.

South Dakota: Our chapter organizes the poster session at our annual state library conference. Librarians from all backgrounds are invited to present their ideas to the library community as a way to educate and inspire our colleagues.

Virginia: VLACRL organized 2 programs titled, "Libraries, Campus Partnerships and Student Success". We designed a program with panel session by 3 librarians followed by facilitated discussion. The July 23 program at Virginia Wesleyan University in Virginia Beach

ENABLING PROGRAMS AND SERVICES

PUBLICATIONS

Anthropology and Sociology Section (ANSS): https://acrl.libguides.com/c.php?g=824630&p=5886689
https://acrl.libguides.com/ppirs/grassroots https://anssacrl.wordpress.com/publications/currents/

Arts Section (ARTS): The Arts section's Publications and Research Committee produced the Arts Guides for the ALA Midwinter meeting in Seattle and the ALA Annual meeting in Washington DC.

College Libraries Section (CJCLS): CJCLS continues to publish a newsletter and did so in the recently completed year.

Distance Learning Section (DLS): Top 5 Articles; IFLA Blogpost on

Education and Behavioral Sciences Section (EBSS): EBSS published an electronic newsletter twice this year. The EBSS newsletter finalized a new design and EBSS social media communications have been branded with a similar design to provide more consistent and recognizable messages.

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

Instruction Section (IS): Our publications of the Instruction Section newsletter continued, stewarded by the Communications Committee. Engagement in social media was strengthened this year with the appointment of a new Social Media Coordinator who has done an excellent job of keeping our Twitter and Facebook accounts active and engaging. The IS website and its front page news blog also features the work of committees as they look to engage membership or share out deliverables.   A Document Review Task Force was formed this year to address the need for reviewing documents that referred to the old information literacy standards. We asked this group to consider how four documents that had not been under review recently have or haven't been used by the profession and asked them to make recommendations about updating or retiring. Several of these documents were written and approved at the IS-level rather than the ACRL level or weren't due for review anytime soon. The Task Force has delivered a report and the Executive Committee is contemplating next steps.

Literatures in English Section (LES): The co-editors of our section newsletter, Biblio-Notes, oversaw the publication of two electronic issues (Fall 2018 and Spring 2019) and implemented a substantial redesign of the newsletter's format.

Politics, Policy and International Relations Section (PPIRS): Newsletter mentioned elsewhere

Science and Technology Section (STS): The STS Publications Committee continues to maintain the STS ListServ, allowing members to communicate broadly both within and external to STS membership, on these and related issues. In addition, the STS Signal, overseen by the STS Publications Committee, frequently publishes   research, resources, and other information related to these topics. Finally, the STS Publications Committee has recently completed an audit of all our online content (the ACRL website as well as the STS LibGuides) with the goal of making a more streamlined and cohesive online presence with which our members may communicate and share information.

University Libraries Section (ULS): The Technology in University Libraries Committee authors the monthly TechBits column for C&RL News.   The Communications Committee maintains an active blog, featuring Members of the Month, announcements, programs, and awards.

Women and Gender Studies Section (WGSS): The section produces a semi-annual newsletter. An archive is available on the section website.

Rare Books and Manuscripts Section (RBMS): RBM journal News blog Cataloging standards Teaching resources Career FAQ ...and more!

African-American Studies Librarians Interest Group: NYAH - Newsletter Vol 1 Published in June 2019

Image Resources Interest Group: We migrated the legacy Digital Images Collections Guide to a LibGuide in response to requests to make this resource publicly available. We secured the agreement of Scott Spicer, who originally authored the Guide, to manage its updating. This work is still in progress.

Library Marketing and Outreach Interest Group: Choice White Paper no. 2 Marketing Academic Library Resources and Services by Jennifer Park and Sabine Dantus

Virtual Worlds Interest Group: ACRL VWIG events and affiliate events were predominantly published on CVL's blog (https://communityvirtuallibrary.org/news/) and VCARA's blog (https://ischool.sjsu.edu/vcara-blog). ACRL VWIG also has a hand in CVL's projects (https://communityvirtuallibrary.org/projects/), such as the Digital Citizenship Museum and Virtual Worlds Database. The Journal of Virtual Studies published our activities during VWBPE 2019 in its May edition (Vol. 10 No. 1, 2019): https://jovs.urockcliffe.press/issues/jovs-2019-10-01/. This includes the peer-reviewed paper: Dickens Project Exemplifies Virtual Collaboration and abstracts for our other presentations (such as VR and virtual worlds: One and the same?) and experiences (such as Creative Expression at CVL's Music Library).

Arkansas: Newsletter (3 times per year)

California: Quarterly newsletter.

Delaware Valley: We redesigned the chapter's website this year to better support the use of our blog, which was updated regularly. A blog post table of contents was also emailed to members periodically.

Eastern New York: A newsletter is published in the fall and the spring. This is disseminated through our listserv as well as published on our website.

Florida: Presentations and posters of superior quality were considered for future publication in The Reference Librarian, a major refereed journal published by Taylor and Francis.   Presentations and posters were asked to address the following, but all proposals relevant to learner-centered librarianship will be considered: Examples of library services and resources that foster learner-centered librarianship Initiatives involving broader campus communities to inform and inspire principles of learner-centered practices and/or the application of the ACRL Framework.   Case studies highlighting effective learner-centered teaching practices for information literacy instruction that facilitate learning by building on prior knowledge and applying information literacy skills in meaningful ways   Experiences with the integration of technology, information literacy, and ethical use of resources as well as library programs and services that encourage excellence for all learners   Implementations of Scholarships of Teaching and Learning (SotL) and/or High-Impact Educational Practices that are guided by learner-centered pedagogy   Other topics relevant to learning-centered librarianship in the field of teaching and learning, leadership and management, technology and access, library environment, as well as partnerships and community outreach.   A standing publications workshop for future FLA Conference's is being considered by the FACRL Board in collaboration with FLA.   FACRL Communications Officer Jaime Goldman submitted an outreach piece for the ACRL Chapter's Topics newsletter in the spring: https://acrlchapters.libguides.com/ChapterTopics-Spring2019

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

Illinois: With the assistance of the Illinois Library Association, designed, unveiled, and promoted a new logo (view at https://www.ila.org/forum/1/illinois-association-of-college-research-libraries-forum-iacrl), and chose pens and

buttons to include the logo; Released the IACRL Newsletter, which features member activities and accomplishments, in October of 2018 and April of 2019; Contributed articles to the Fall, 2018, and Spring, 2019, issues of the ACRL Chapter Topics Newsletter, covering IACRL activities of interest to other state and regional chapters, including the RAILS/IACRL networking events

Iowa: Blog

Kentucky: In-Fo-Cus newsletter and Kentucky Libraries publication

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

Maryland: Articles in the Maryland Crab quarterly newsletter including "A Photo Essay of the University of Baltimore Library" and "ACRL Maryland Visits the National Gallery of Art"

Michigan, MI-ALA: MiALA maintains a monthly newsletter, available at: https://www.miala.org/monthly_newsletters.php

Michigan, MLA: MLA uses an online monthly meeting and an academic listerv to disseminate ACRL whitepapers. In addition, MLA has a monthly newsletter where this topic is most welcome.

New England: We have expanded the use of our OA repository beyond the annual conference and have begun posting materials from NELIG's annual meeting as well. We hope to be able to host materials from more of the SIGs in the future.

New Jersey: https://cus.njla.org/content/newsletter/fall2018 and https://cus.njla.org/content/newsletter/spring2019 list all of the publications we are aware of by our members

New Mexico: Are planning a a communication plan

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

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

South Carolina: Members are encouraged to submit articles to the South Carolina Libraries Journal

Tennessee: Roach-Freiman, A. and Winberry, J. (June, 2019). "Opening Our Minds: Two Early Career Librarians. Two Roundtables. Where To From Here?" Conference Proceeding. Tennessee Libraries.   Roach-Freiman, A. and Winberry, J. (2018, Fall). "Timber!: ACRL Chapters Should Make Some Noise." Chapter Topics. Retrieved from https://acrlchapters.libguides.com/ c.php?g=893523&p=6425095

Western Pennsylvania/West Virginia: Newsletter

Wisconsin: WAAL works with the statewide association and the public library association to provide a newsletter to our members.

Chapters Council: Chapters Council has continued to issue the Chapter Topics libguide that includes content featuring activities as submitted by the Chapters.

ENABLING PROGRAMS AND SERVICES

ADVOCACY

Anthropology and Sociology Section (ANSS): https://acrl.libguides.com/ppirs/grassroots

Women and Gender Studies Section (WGSS): Sarah Howard (Princeton University) served as the section's liaison to the National Women's Studies Association (NWSA) and as chair of their Librarians' Task Force. She was successful in having two proposals accepted by NWSA for their fall conference in

Rare Books and Manuscripts Section (RBMS): We advocate across institutions as well as within our home institutions. We seek better understanding and advocacy of special collections work within ALA and ACRL.

Library Marketing and Outreach Interest Group: ACRL Libraries Transform Toolkit

Virtual Worlds Interest Group: ACRL VWIG explores and promotes 3D virtual worlds, web worlds, and VR worlds. We also use our meetups and other events, conferences, and projects to promote the Virtual Worlds Database to help librarians and educators enter virtual worlds and find each ot

Delaware Valley: Sara Wingo is the board's legislative liaison. We collected interest from volunteers in participating in next year's national library legislative day.

Eastern New York: ENY/ACRL has a Government Relations Chair who sends out important/timely information to our membership via our listserv.

Florida: FACRL partnered with the Florida Library Association's Legislative Advocacy Committee and has assigned a standing committee member to support promotion efforts for libraries with the state legislature, the Florida Virtual Campus (FLVC), and work to advoca

Georgia: Georgia Library Day is held each year during the legislative session. The Georgia Library Association, in cooperation with the Georgia Library Media Association and the Georgia Association for Instructional Technology, holds this event for librarians an

Illinois: Members served on committees participating in legislative advocacy, including the Illinois Library Association Advocacy Committee

Iowa: ACRL Government Relations Legislative liaison on Chapter Executive Board, facilitated academic librarian involvement in virtual legislative day at Iowa Statehouse. ILA/ACRL member presentation: So You Want to be an Advocate for Libraries: Lessons from a

Kentucky: Chapter's chair was a member of the Kentucky library legislative day delegation in Washington, DC.

Maryland: For the first time this year ACRL-MD made a coordinated effort to attend Maryland Library Legislative day. Conflicts made attendance low, but this will continue as an annual activity.

Michigan, MI-ALA: MiALA has a standing Advocacy Committee. In the past year, the Committee supported a scholarship to have someone attend National Library Legislative Day. Other activities include working with the Michigan Association for Media in Education - who focuses

Michigan, MLA: MLA employs a lobbying firm to assist with these efforts, concentrating on the state level.

Minnesota: ARLD has a liaison to MLA's legislative committee whose purpose is to advocate for academic libraries. The liaison participates in Minnesota Library Legislative Day, LegWork committee meetings, and the annual Legislative Forum. This year our legislative l

New Jersey: A Legislative Digest is published quarterly by our chapter's legislative liaison, which also provides opportunities to participate in Legislative Day and other NJ State Legislative and Depart of Education advocacy efforts.

New Mexico: NM ALA has a legislation focal person.

Oregon: Our legislative representative serves on the Oregon Library Association's legislative committee and advocates for the inclusion of issues of concern to academic librarians to their agenda. Our rep was involved in the National Library Legislative Day activ

South Carolina: Members participated in the 2018 National Library Legislative Day and South Carolina District Office Visits throughout the year

South Dakota: Members of our chapter participated in Legislative Day activities at our state capital.

Virginia: Academic librarians from the VLACRL chapter participate in Library Legislative Days at the capital in Richmond, VA

Wisconsin: WAAL works with the statewide organization to participate in Library Legislative Day and wider legislative efforts.

ENABLING PROGRAMS AND SERVICES

MEMBER ENGAGEMENT

Anthropology and Sociology Section (ANSS): Social media (Facebook & Twitter) Conference Socials ACRL Social Coordination with AAA, ASA, ACJS liaisons to identify and connect other ANSS members attending. This happens with other conferences too)

Arts Section (ARTS): The Arts section maintains a listserv for members. The Arts section's Membership & Outreach Committee continues to maintain the ARTS section's Facebook page. The Arts section participated the All-Committees Meeting at ACRl 2019.

College Libraries Section (CJCLS): CJCLS members informally convened for lunch at the ACRL national conference. The section hosted an awards dinner at the ALA annual conference.

Distance Learning Section (DLS): Social events at ACRL and ALA Annual Member of the Month Website revision Twitter and Facebook presence integrated with web

Education and Behavioral Sciences Section (EBSS): EBSS hired its first Communication Manager who is responsible for social media. The Communication Manager created a Facebook page for EBSS, promoted our webinars and ALA events to the Facebook page, and took pictures of our events to post after ALA.

European Studies Section (ESS): Facebook and Twitter presence. Happy Hour at MW and Annual, Social at Annual, greeters at programs. We started a pilot Mentoring program at MW 2019.

Instruction Section (IS): The Section had the benefit of working with two different Emerging Leaders groups the past two years to focus our efforts on improving our member engagement as an all virtual section. The FY18 group delivered recommendations to committees that could improve virtual engagement -- Membership was particularly responsive to these recommendations and experimented with several ideas suggested. An FY19 Emerging Leaders group focused on outreach and engagement of LIS students who might be interested in instruction and presented a report with recommendations that are still under consideration. We look forward to continue implementing the work emanating from these projects.   The Membership Committee focused on member engagement through several projects. A new member email is sent to new members with information, welcoming and orienting them to IS. In the past, the committee chair has completed this task on an ongoing basis throughout the year, with no involvement of the larger committee, other than sharing new member numbers biannually. The whole committee worked to revise the new member email script to reflect recommendations from the Emerging Leaders' report: Building a Virtual Home. Committee members formed subcommittees based on their interests, and the New Member Subcommittee worked together to revise the new member email script to incorporate more informal, welcoming language and to include rotating features that highlight current IS offerings (for example, post-ACRL web chat "Office Hours" and committee volunteer form deadlines). This activity seemed successful in its inclusive, collaborative process and in the way that new members actually responded via email to offerings highlighted, for the first time in the chair's experience.   The committee also developed a subcommittee to develop a New Member Orientation presented asynchronously online, again responding to recommendations from our Emerging Leaders group. The committee worked well together to compile the most important elements of this asynchronous orientation. After consulting with Executive committee, and inviting the IS section Chair to serve as the spotlight guest, the New Member subcommittee selected IS membership committee panelists to share around various topics in a live webinar on December 6, 2018 (called "IS Membership Office Hours") which was recorded and placed on the IS Membership website. The YouTube recording shows 28 views. This webinar received positive feedback, and the committee decided to offer another "Office Hours" around the time of the ACRL conference (called the Post-ACRL IS Membership Office Hours). This is described more in the separate committee activity focusing on "In person engagement."   The committee also turned its attention to creating an email sent to members whose membership will soon expire, encouraging them to renew. This would be a new practice, as recommended by the Emerging Leaders' report: Building a Virtual Home (ELBVH). In the past, the committee chair has received new, reinstated and dropped member reports on an ongoing basis throughout the year, with no involvement of the larger committee, other than sharing reinstated and dropped numbers biannually. The committee discussed the idea of sending an email to renewing members but decided to shelve this idea for now, since ALA sends reminders and we had concerns about overwhelming members with too much communication. An alternative idea was discussed about including a membership renewal reminder when Executive sends reminders about committee volunteer form deadlines.

The committee responded to the recommendation from the Emerging Leaders to identify and develop opportunities for IS members to engage at in-person conferences and events, as recommended by Emerging Leaders' report: Building a Virtual Home (ELBVH), the Building Virtual Communities Task Force (BVCTF), and in consultation with IS Exec and Advisory committees and the whole IS Membership committee. The committee has responded to requests from IS Executive Committee to participate in events at ACRL, LOEX and ACRL by attempting to recruit IS membership committee members attending these events. The idea which resonated most among our committee was to work toward encouraging IS members to self-organize events, perhaps using hashtags in social media posts to prompt engagement. Our committee had planned to host a pre-ACRL Virtual Office Hours webinar, but then learned that ACRL's Membership Committee already had planned to do so, and we didn't want to duplicate efforts. Instead, we offered a Post-ACRL Virtual Office Hours chat (for attendees to share experiences, and also for non-attendees to hear about the conference) which had 13 participants, in addition to the 7 panelists,

and the YouTube recording shows 14 views: https://youtu.be/ZSuYpJUhKOI   Membership also identifued changes to be made to IS Membership Committee activities and update the committee charge, incorporating recommendations from the Emerging Leaders' report: Building a Virtual Home (ELBVH), the Building Virtual Communities Task Force (BVCTF), and in consultation with IS Exec and Advisory committees. The committee reviewed our charge via email during the year and decided that removing references to the IS soiree and the IS pamphlet were the most important revisions to be made. The following revised charge still needs to be submitted to IS Executive committee for official approval. To encourage participation of new, returning, and prospective Section members through orientations, social activities, promotional events/materials, and other mechanisms. The Membership committee also conducts and reports on the Dropped Membership Survey, communicates with new and dropped members, and updates the "FAQ for IS Members." The Membership Committee co-chairs serve as the Section's representatives on the ACRL Membership Advisory Committee.   The Building Virtual Community Task Force also explored platforms to foster community and professional development virtually. Task Force members explored the model of Virtually Connecting which allows conference participants to share information with colleagues who cannot attend conferences in-person. This project needs the most work but meeting with co-director of Virtually Connecting was a good step forward.   Finally, significant labor went into the design of our first Award Ceremony at ACRL to celebrate award winners from the past two years. This work happened across the Executive Committee and Awards Committee and required designing entirely new procedures and strategies for hosting an event and appropriately recognizing our winners who were on site at the conference. This work was well-document and assessed to make it easier for the next group who will be doing this work.

Literatures in English Section (LES): The LES Membership Committee sent individual welcome emails to each new member of the section, and organized the LES Social at Annual 2019 in Washington. The LES Publications Committee maintains a Twitter page with about 300 followers, a Facebook page with about 200 followers, a blog, and a Zotero bibliography of resources for literature librarians.

Politics, Policy and International Relations Section (PPIRS): The section had conversations about best ways to use Social Media and duplication issues. The executive board and social media coordinator will firm up plans for the next year. The section has had success with conference Social Hours and has partnered with ANSS the last several years. The membership committee has been a vibrant part of PPIRS and is looking to align with professional development committee. The number of section members has increased in part because of the Membership Committee's hard work. Using Zoom to outreach to members holds a lot of potential and enhances some of the communication that takes place over the PPIRS list-serv.

Science and Technology Section (STS): STS added two new social events in the past year. At the ACRL National Conference in Cleveland we held our first Membership Reception, sponsored by ACS Publishing and SPIE. We also added a Membership Reception on Saturday night at the ALA Annual Conference in Washington DC sponsored by Elsevier.

University Libraries Section (ULS): The Membership Committee sends letters to new members, members reinstated to the section, and those dropping the section. They also host drop-in mentoring and socials at ALA Midwinter and Annual conferences. The Annual conference mentoring supported 40 mentees and the social was well attended, with 46 individuals.   The Procedures Committee maintained and updated ULS LibGuides to provide accurate information for members.   The Communications Committee maintains an active Facebook page, listserv, Twitter account, and YouTube channel to engage with members and promote ULS activities.   Members-at-Large developed a membership survey that will be distributed in fall 2019.

Women and Gender Studies Section (WGSS): The section maintains a listserv for members who subscribe. This past year (& the year prior) we made an extra push for volunteer recruitment to our committees and we were successful in bringing some new talent. This years membership social included a field trip to the National Portrait Gallery to take in the "Votes for Women" exhibit celebrating the upcoming centenary of the 19th amendment. Following the field trip (which included well over two dozen participants) we went to Ella's Pizza for food, drink and engaging conversation. Many new faces and much enthusiasm abounded.   In addition, we have a Facebook page & Twitter feed which we are currently in the process of reviving.

Rare Books and Manuscripts Section (RBMS): Website Twitter and Facebook Social events Webinars Recruitment and promotion work across sectors

Academic Library Services to Graduate Students Interest Group: Held the first-ever virtual panel presentations for our Interest Group via Zoom.

Academic Library Services to International Students: Used ALA Connect and the listserv as a way of communication, call for proposals, for sharing and soliciting ideas, and for recruiting the incoming conveners. Also, the administrative format of the group changed in order to involve more librarians with this interest group starting July 2019. This Interest Group will now have two co-conveners and two incoming conveners. This will increase the involvement of librarians with ACRL groups. It may also help to recruit more members to join our interest group. As well, we hope this change to involve more people will make this interest group stronger as they can collaborate more and have a presence in both ALA Midwinter and ALA Annual. In addition, the interest group can offer webinars in-between ALA Midwinter and ALA Annual to reach out and serve librarians and other professionals who have an interest in serving international students. ACRL Academic Library Services to International Students Interest Group has 853 members.

African-American Studies Librarians Interest Group: Maintained our social media presence.

Digital Badges Interest Group: We made a strong effort this year to encourage member engagement in order to best meet the needs of our interest group members. We sent out a survey to the DBIG listserv early in the fall in order to gather feedback and suggestions, which we used to generate ideas for our virtual meeting topics. We also started sending personalized welcome messages to new listserv subscribers that invites them to share with us what they are interested in gaining from the group. In April two of our interest group members helped us recruit new members by representing the DBIG at ACRL Annual's Engagement Fair.   We have continued to update our DBIG LibGuide as well as an annotated bibliography of relevant literature on digital badges, which was distributed via the listserv in the fall and spring. We also added a blog post feature to the LibGuide so that members can share their experiences implementing digital badge programs. We welcomed a new incoming convener, Carleen Huxley, in July.

Health Sciences Interest Group: Formation of 1) Programming and 2) Membership, Recruitment & Retention Committees within HSIG 6/20/2019, Tour of the National Library of Medicine for HSIG members 6/21/2019 HSIG Business and Continuing Education meetings at ALA Annual

Library Marketing and Outreach Interest Group: Membership continues to grow. Our official ACRL membership is growing incrementally (from 955 in 2017, August 2018, the LMOIG had 1,106 members). Our unofficial membership through the Facebook Group increased from 3300 in July 2017 to 4180 in July 2018, 5,003 members in July 2019.

Research Assessment and Metrics Interest Group: Our list, now grown to over 375 members, is active in promoting discussion around issues of research impact and open science.

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

Systematic Reviews and Related Methods Interest Group: We hosted a round table at the 2019 Biennial meeting, our first opportunity for face-to-face engagement, and way to introduce our new interest group to attendees. 25 members attended. Topics included members' current comfort level supporting synthesizing reviews, gaps in attendees' knowledge, and ways we'd like to collaborate across institutional boundaries. The need for peer-support and review of search strategies rose as a common need.   As this was our first year in existence, we focused on building up our listerv membership. We now have a listserv, with 151 members that is actively used for professional support and promotion of professional development opportunities.

Technical Services Interest Group: At the ACRL Engagement Fair in Cleveland, the incoming convener, Cynthia Romanowski, represented the Technical Services Interest Group at the First-Time Attendee Orientation. There she was able to speak one-on-one with those new to the conference, and possibly ACRL, about the merits of participating in the various interest groups, sections, and committees.

Virtual Worlds Interest Group: ACRL VWIG primarily uses Discord, Facebook, Slack, and Twitter to promote events and engage members. We were active on Google+ until it closed in spring 2019. We also have a blog and Pinterest page which were less active in 2018-2019 than previous years. In addition to social media, ACRL VWIG primarily engages members through its monthly meetings and by participating in annual conferences (such as VWBPE, VCARA, VWMOOC, and RUCC). However, there are many ongoing library and educational events in virtual worlds. While ACRL VWIG members participate and help organize many events for many virtual world communities (such as Seanchai Library, Rockliffe University Consortium, VCARA, Nonprofit Commons, Whole Brain Health, Virtual Ability, etc.), we have the biggest hand and attendance in CVL's events. In addition to ACRL VWIG's monthly meetups, CVL hosts many recurring events, including: • Write-in on Book Island (weekly)   • Coexist Discussion Group (weekly)   • Art Study Group (weekly)   • Short Poetry Workshop (weekly)   • Writers' Circle (weekly)   • Trivia Night at the Pier (weekly)   • Wolfie's Poetry Surf (weekly)   • Short Story Discussion (weekly)   • Raglan Short Story Club (monthly)   • Virtual Literary Study Group (monthly)   • Book Discussion Group (monthly)   • Reference Volunteer Meetup (monthly)   • Educators in VR Meetup (monthly)   • Kvetch bunch (monthly) For additional information about these events, please visit CVL's Events Calendar: https://communityvirtuallibrary.org/events/   CVL also hosted several special events in 2018-2019; examples include: • 7/2018, 11/2018 – National Novel Writing Month workshops   • 4/7/19 – Russell Eponym Performs at CVL Music Library For additional events, please visit CVL's Events Calendar: https://communityvirtuallibrary.org/events/   CVL engages ACRL VWIG members through its exhibits as well: • Ongoing – Venice in 1600   • Ongoing – Creative a Virtual Community Drum   • 7/2018-9/2018 – Genealogy

Journey: Finding our Ancestors, Discovering Ourselves For more information about CVL's exhibits, please visit CVL's Exhibits Calendar: https://communityvirtuallibrary.org/exhibits/

Arkansas: Joint College and University Libraries Division and ArkLink Consortium meeting, March 2019

California: Facebook, LinkedIn, listservs. We also have a ad hoc committee for new member engagement, which is working on developing a guide to benefits and how to get involved in CARL. It will be used for recruitment, as well as member support.

Delaware Valley: The chapter held two social events this year, one which was a fundraiser for Books through Bars and the other at ACRL national in Cleveland. These events are supported by a newly created Social Committee and increase connection and relationships among disparate groups throughout the chapter.   The chapter also began a Fall Program Planning committee, which involves individuals not on the board in order to increase chapter participation. Mentorship, resume review, and Open Learning Community all increase chapter participation.

Eastern New York: We have a website/blog platform and use Twitter (mostly during our conference and to highlight new web content). Each school has a liaison who is our connection and can relay messages to all colleagues at an institution to help encourage program attendance or even membership growth. We regularly communicated important information with our members through the listserv.

Florida: FACRL created a fundraiser for Hurricane Michael relief and was able to provide $500 for affected library staff at the following academic libraries: Florida State University - Panama City   Gulf Coast State College   Chipola College   FACRL has also reformed their membership committee which is in the process of creating a web presence for outreach and recruitment.

Georgia: GLA New Members Roundtable holds socials throughout the year and during the annual conference. It also offers programming specifically designed for new members and new librarians during Georgia Libraries annual conference, offers a complimentary conference registration for best proposals on topics relevant to new members. Two NMRT local subgroups: Atlanta Emerging Librarians and Coastal Georgia Library Collaborative (CGLC) hold multiple social/professional development events throughout the year. Events are promoted widely on social media and often include membership drives to attract new members for GLA.

Greater Metro New York: Due to the success of this years symposium, we have seen an increase in membership to our planning committees. This year we are also hoping to change the pricing structure of our membership to create another tier for job-seekers, which would also increase our membership. We are also active on twitter for sharing event information and promoting various events that we do.

Illinois: Recruited members to serve on IACRL committees (particularly Conference and Continuing Education Committee and Newsletter Committee), and also encouraged them to volunteer for Illinois Library Association, ALA, and ACRL committees; Gave update on IACRL activities at the Health Science Librarians of Illinois Annual Conference (September 26-28, 2018, in Rockford, IL); Selected Dr. Rob Morrison, National Louis University, as the 2018 recipient of the Illinois Academic Librarian of the Year Award (honor presented during Awards Luncheon at 2018 Illinois Library Association Annual Conference); Staffed a booth at the Illinois Library Association Annual Conference, answering questions about IACRL and distributing informational materials; Distributed brochures on the organization at the Consortium of Academic and Research Libraries Annual Meeting in Champaign, IL, on November 2, 2018; Recruited members to run in elections for 2019-2020 IACRL officers (Vice-President/President-Elect and Secretary/Treasurer); In collaboration with the Reaching Across Illinois Library System, held an after-hours social gathering and networking event at the 2019 ACRL Conference in Cleveland, on April 11, 2019;

Managed a Facebook page and Twitter feed, which updated daily with news and announcements, including ACRL-related ones; Hosted a listserv (management responsibilities shared with Reaching Across Illinois Library System), providing members with daily updates on activities and opportunities of interest, including ACRL-related ones, and also shared announcements on IACRL's and other Illinois library organizations' meetings and projects on ACRL listservs, when appropriate; Periodically updated a blog on the IACRL website, with announcements related primarily to IACRL and Illinois Library Association events; Began planning several member-directed initiatives, including peer mentoring, webinars, and professional support, that IACRL will work to implement in 2019-2020

Iowa: Legacy Awards to recognize continuing members at incremental milestones. Featured member profiles (to encourage volunteerism). Customized recruitment letters, resulting in new/renewed membership. Social media: Facebook group for announcements, relevant state and (inter)national library-related news; Twitter – general targeted use for communication during conferences.   Bylaws amendment with increased member participation with the state chapter in mind. Digitization of historical chapter newsletters in searchable member repository archive.

Kansas: Listserv

Kentucky: social media, chapter listserv, and social event at spring conference

Louisiana: The chapter has increased membership through the Louisiana Virtual Academic Library Conference; those outside the membership of either our chapter or the Louisiana Library Association were charged $25 or, if in Louisiana, could become a member of either organization for free attendance. Because our chapter dues were lower than the out-of-state fee, there was an uptick in new members registering at the time of the conference. The two organizations also jointly co-hosted a luncheon at the Louisiana Library Association Annual Conference. Our chapter included a perk to join the membership in the form of a scholarship drawing for attendance to the ACRL Virtual Conference. The chapter also created a Twitter account to promote activities and publications in Codex.

Maryland: Increased our reach by developing new positions for the chapter in content creation/maintenance of our blog and social media   Held our annual winter bowling social and networking event.   Held a summer networking event and outing to the library at the National Gallery of Art in Washington, D.C.

Michigan, MI-ALA: MiALA maintains an active social media presence, as well as numerous social events connected to the annual conference and locally sponsored by it's 16 interest groups.

Michigan, MLA: MLA is engaged in almost all forms of social media.MLA hosts social events in various areas throughout the year.

Minnesota: ARLD regularly updates members with information through email blasts, updates in the MLA RoundUp, distribution of our informational brochure, and postings on the MLA site. We also have a business meeting at the MLA Annual Conference. ARLD posts regularly to our Facebook and Twitter accounts.   Social events held this year: ARLD hosted a back to school happy hour and tour of our local Textile Center's library at the beginning of the academic year. An ARLD Happy Hour was held the evening before the annual Minnesota Library Association Conference. An ARLD Happy Hour was held in conjunction with the annual Library Technology conference. An ARLD Happy Hour was held at the conclusion of ARLD Day. ARLD cohosted a Metronet Wind Down talk featuring a talk and tour of the University of Minnesota's Kirschner Cookbook Collection.

New England: Our improved website continues to make member engagement more seamless; however, we should continue to explore what other options we have to increase member engagement. We maintain several listservs, as well as a few social media accounts.

New Jersey: Social media, website, 2-in person meetings, 2 conferences, one summer all-day workshop.

New Mexico: Spring 2019 social event and conference in Socorro NM.

North Dakota/Manitoba: Promotion and recruitment were undertaken during local, multi-institutional events such as forums, day-long workshops/conferences, special events.

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

Oklahoma: OK-ACRL officers promoted our chapter and its activities at the Oklahoma Library Association's annual conference held March 13-15, 2019, in Norman, Oklahoma. The officers staffed a vendor booth where they handed out branded promotional materials, signed up new members, and spoke to attendees about the future endowment. At the close of the conference, a drawing was held for one free registration for the 2019 OK-ACRL Annual Conference. OK-ACRL officers and board members operate a website and a Facebook page. Additionally, COIL officers operate their own subdomain website and an independent Facebook page.

Oregon: A membership meeting was held during the ACRL-Oregon/Washington joint conference. ACRL-Oregon hosted a reception during the Oregon Library Association annual conference. ACRL-Oregon maintained an active presence on the chapter's Twitter account and blog.

Virginia: VLACRL offers dine-arounds after each professional development event. We organize and hold dine-arounds during the Virginia Library Association Conference that are always well-attended and offer important opportunities for academic librarians around the state to get to know one another.

Western Pennsylvania/West Virginia: Twitter Feed Annual Conference

Wisconsin: We are trying new ways to engage with our members. This year we planned 2 small meet-ups in different areas of the state. We also maintain a Facebook page.

Chapters Council:

CORE COMMITMENT TO EQUITY, DIVERSITY AND INCLUSION

Digital Scholarship Section (DSS): (Copied from question 11, objective 1)   This year, DSS has made considerable progress advancing diversity, equity, and inclusion within the section and broader profession. We feel that it is critical in our formative years to actively cultivate an anti-racist ethos across the section; without this foundation, we will not be effective in transforming existing systems within librarianship and academia to ensure that they are more representative and inclusive.   The Executive Committee published an open letter in February 2019 addressing an incident of racialized aggression at Midwinter and communicating the steps we would take as leaders within the section to enact our shared professional values. In May 2019 we shared a DSS Community Agreement, primarily drafted by the DSS Equity, Diversity, and Inclusion (EDI) Committee. We envision this as a living document that EDI will update regularly. In June 2019, DSS EDI and DSS Exec scoped, planned, and ran a DSS Virtual Town Hall featuring invited speaker Dr. Roopika Risam to address anti-oppressive practices and allyship.

Additionally, DSS EDI teamed up with the RBMS EDI Committee to hold a well-attended virtual reading group to discuss selections of Safiya Noble's Algorithms of Oppression.

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

Instruction Section (IS): The Section strives to integrate a commitment to diversity, equity, and inclusion into everything that we do. Throughout the report, we have indicated where work towards this objective has occurred throughout the year. In addition to those efforts, we formed a Diversity and Inclusion Task Force this year. This Task Force is charged to survey and connect instruction-related diversity and inclusion initiatives and committees within the Instruction Section, ACRL, and other ALA divisions; to identify needed diversity and inclusion projects, resources, or initiatives related to instruction and information literacy; to revise the charge of the Instruction for Diverse Populations Committee (IDP) in consultation with committee members and work with IDP throughout the year to complete the Task Force's charge; to work with the Building Virtual Community (BVCTF) Task Force to infuse diversity and inclusion into that work; and to make recommendations for the future of the Instruction Section regarding supporting diversity and inclusion within instruction programs. The task force did not complete the action plan as outlined in the planning report. About half way through the term, it was determined that the task force would need to be extended for a second year in order to successfully complete its charge. The current chair stepped down in May 2019 due to changing job responsibilities, which further delayed the work of the task force. The task force had success in devising a plan (conducting focus groups) to achieve the charge of making recommendations to support diversity and inclusion. With a new chair, the task force will be on track to complete this activity.

Literatures in English Section (LES): LES is working with the Digital Scholarship Section to provide online anti-bias meeting facilitation training for incoming committee chairs and discussion group coordinators in our two sections.

Politics, Policy and International Relations Section (PPIRS): The Section will want to consider opportunities of the upcoming year.

Science and Technology Section (STS): STS now has an Equity, Diversity, & Inclusion (EDI) Task Force that is exploring ways in which STS can promote diversity, equity, and inclusion within the section.

University Libraries Section (ULS): ULS does not currently have specific EDI initiatives, but is incorporating EDI issues into face-to-face and online programming. Two discussion groups discussed EDI topics and we offered three online forums on EDI topics. The ULS forum at ALA annual featured librarians of colour as panelists.

Women and Gender Studies Section (WGSS): By the very nature of the focus of the Women & Gender Section we focus on equity, diversity & inclusion.   And this goes beyond gender and includes: race, ethnicity, ability, age, sexual orientation and more.

Rare Books and Manuscripts Section (RBMS): RBMS's Diversity Committee has taken on the lead on this but we see it as an initiative embedded in all that RBMS does. We have RBMS Diversity Stories on StoryCorps, the RBMS Diversity toolkit, a quarterly RBMS diversity reading group, and we conduct outreach and cultivate relationships with underrepresented groups. We also just partnered with Rare Book School on a multi-year program to support underrepresented professionals in building networks and knowledge in special collections.

African-American Studies Librarians Interest Group: All of our webinars were focused on these initiatives in some fashion or form with regard to each individual scholar that contributed their work!

Library Marketing and Outreach Interest Group: We had two interest group liaisons representing the interest group on the ACRL Libraries Transform Task Force.

Universal Accessibility Interest Group: Through the work of increased accessibility of our content and services the UAIG is working to include underrepresented groups specifically patrons living with disabilities.

Virtual Worlds Interest Group: An ACRL VWIG member, Dr. Marie Vans, is an HP Labs Research Scientist passionate about STEM for girls. Because of this, she is constructing an island in Kitely that specializes in teaching girls about STEM. ACRL VWIG's May 2019 brain health workshop explored ways to recognize and cope with brain disease; it also highlighted ways that Whole Brain Health in Second Life offers immersive experiences for people with brain disease and family members to assist in recovery and management.

California: CARL care deeply about issues of equity, access, diversity, and inclusion. Here are some of the things that CARL is doing in this area: 1) CARL Diversity in Academic Libraries Interest Group focuses on this issue via a listserv and hosting events. They recently held a professional development event on May 31, 2019 entitled: Becoming a Leader for Change: Leadership in Diversity, Equity, and Inclusion 2) CARL convened a task force on racial justice in academic librarianship. They are charged with writing a policy statement for CARL and revising the CARL code of conduct governing meetings, conference, and other activities within CARL. 3) The CARL 2020 conference, with the theme: Embracing courage, candor, and authenticity in academic libraries, intends to encourage and challenge attendees to think about how we, as library workers, can support our patrons to feel safe and embraced as their authentic selves in the library, as well as ensuring that all who work in the library feel this way, too.

Delaware Valley: The Delaware Valley chapter hosted two professional development events this year - a fall program and a spring program. Both were focused on advancing equity, access, diversity, and inclusion in higher education. The fall program, Librarians as Advocates: Leading Activism on Your Campus and Beyond, had a series of lightning round presentations and a panel comprised of Yvette Davis of POWER Interfaith, Alex Gil of Columbia University Libraries, Titus Moolathara of the Free Library of Philadelphia, and Emily Wagner of the American Library Association. The panel shared the details of their advocacy projects and answered questions from the audience. Lightning round presentation topics were varied and included open educational resource initiatives, critical information literacy instruction, partnerships with local elementary schools, privacy instruction, and programming with the national AIDS quilt. The spring program (scholarly communication roadshow) focused on accessibility, open educational resources, and other issues related to copyright. Both events were attended to capacity.   Additionally, this year's board voted to extend free program attendance to students and individuals who demonstrate need (with a short paragraph of explanation). The board also voted to extend free membership to first-year librarians and students. This helps support the full range of individuals working (or intending to work) in academic libraries, specifically because a large proportion of individuals who demonstrated need were part-time employees.   The chapter held two social events this year, one which was a fundraiser for Books through Bars and the other at ACRL national in Cleveland. These events are supported by a newly created Social Committee and increase connection and relationships among disparate groups throughout the chapter.

Georgia: GLA ACRL chapter collaborated with GLA Black Caucus to organize a viewing of the ACRL webinar "Overcoming Biases and Micro-aggressions in the Workplace" in multiple locations across the state to give librarians from all types of libraries an opportunity to discuss issues of bias and micro-aggression. The event was held in both academic and public libraries on two different dates at five locations across the state. Eighty library professionals registered to attend the event. To make the events truly interactive, all locations held discussions and workshops after the viewing. In two metro Atlanta locations, Georgia Tech's Isabel Altamirano and Karen

Manning guided participants through a user-experience design exercise called "empathy maps" to examine how other people would see a controversial issue. Feedback from the viewings, discussions, and workshops was very positive and generated ideas for future events and collaboration

Illinois: Held networking event in collaboration with the Reaching Across Illinois Library System on April 25, 2019, at Waubonsee Community College in Sugar Grove, IL, with a focus on equity, diversity, and inclusion (EDI)

Maryland: Conference session on facilitating conversation on identifying barriers to inclusion and creating solutions through play at the Maryland Library Conference

Michigan, MI-ALA: Created a new Residency interest group, designed to support state efforts with those in ACRL Diversity Alliance positions, and to further the support and discussion to the full membership.

Minnesota: This year we added a Land Acknowledgement at our ARLD Day Conference including a resource guide with information on the indigenous tribes of Minnesota and how to support them.   Equity, diversity, and inclusion work was among the many topics addressed by sessions at ARLD Day including a session titled "Welcome to the Diversity Cafe!"   Following ALA Midwinter and the Minnesota Library Association's Statement on Addressing Racism and Discrimination, ARLD issued a statement affirming our commitment to work with MLA on taking actions to update our code of conduct and implement anti-racist leadership training within our organization as well as continue to offer equity, diversity, and inclusion programming at ARLD events.

New England: This is an area in which we need to improve and undertake this work in a deliberate fashion. We are in the process of codifying our Code of Conduct, which has been used at our past 3 annual conferences but has not been formally adopted by the chapter as a whole. As part of this process, we plan to seek out bystander training and continue to follow best practices for proper implementation of a code of conduct.

Ohio: The Diversity Committee hosted a webinar of June 5, 2019 titled: "Not Just Another Committee: How Academic Library Employees Advance Diversity, Equity, and Inclusion Initiatives at their Institutions." The description read: In this webinar, Ohio academic library workers from a variety of institutions will share their insights about establishing, leading, and serving on diversity, equity, and inclusion (DEI) committees. Topics will include taking the lead on DEI-focused policies, programming, communication, training, and more. Presenters will provide a helpful framework for others that are maybe just getting started, or want to reenergize their work in DEI. The October 2018 ALAO Annual Conference (Columbus, OH) included the session "In Perfect Harmony: Libraries and TRiO Programs Partnering for Student Success" The abstract read: The U.S. Department of Education funds TRiO Student Support Services (SSS) on college campuses. With over 70 TRiO programs in colleges throughout Ohio, there is a tremendous opportunity to develop connections between academic library staff and first-generation college students and to impact student success. During this session, presenters will discuss collaborations between library staff and TRiO programs at two institutions. One regional campus incorporated the SSS program into the library's space, directly impacting student success. The other community college's SSS program provided space for a "Librarian on Location," which allows SSS students to meet library staff on their own turf and for collaboration between library and SSS staff. Presenters will discuss the partnerships' impact on student success, logistics of these collaborations, and future plans.

Oregon: The current ACRL-Oregon President is working with the incoming President of the Oregon Library Association and a few other OLA members to develop an EDI initiative for the Oregon Library Association as a whole for next year.

Virginia: VLACRL served as a co-sponsor for The Innovative Library Classroom, a regional library instruction conference now in its sixth year. TILC has proven to be a very popular event; this year, registration filled in 3 hours. TILC supports the ACRL Plan for Excellence goal under New Roles and Changing Landscapes, " supporting equity, diversity and inclusion by selecting keynote speakers who are from underrepresented and marginalized communities and are not yet nationally known, thereby amplifying their voices; and by offering two travel grants to librarians and library school students from underrepresented and marginalized communities.

Wisconsin: The leaders of WAAL have spearheaded a campaign to provide a code of conduct for the conference that has been adopted throughout the state. We are working on bringing the cost of housing down for the conference to make sure that part time and low income library employees as well as students are included in the statewide discussions that happen at the conference. As well as providing scholarships to attend the conference.

Chapters Council: Chapters Council held for the first time our Midwinter Work Group Meeting online after the MW Conference so that a more diverse group of members potentially from underrepresented groups of Chapters could participate who normally may not be attending MW because of financial or other barriers.

ACRL Plan for Excellence Implementation Reports – Sorted by Unit

Sections
ACRL Plan for Excellence Implementation Reports – Sorted by Unit
Anthropology and Sociology Section (ANSS)
Arts Section (ARTS)
College Libraries Section (CJCLS)
Digital Scholarship Section (DSS)
Distance Learning Section (DLS)
Education and Behavioral Sciences Section (EBSS)
European Studies Section (ESS)
Instruction Section (IS)
Literatures in English Section (LES)
Core Commitment to Equity, Diversity and Inclusion
Politics, Policy and International Relations Section (PPIRS)
Rare Books and Manuscripts Section (RBMS)
Science and Technology Section (STS)
University Libraries Section (ULS)
Women and Gender Studies Section (WGSS)
Academic Library Services to Graduate Students Interest Group
Academic Library Services to International Students
Access Services Interest Group
African-American Studies Librarians Interest Group
Digital Badges Interest Group
Health Sciences Interest Group
History Librarians Interest Group
Image Resources Interest Group
Library Marketing and Outreach Interest Group

Research Assessment and Metrics Interest Group

Residency Interest Group

Systematic Reviews and Related Methods Interest Group

Technical Services Interest Group

Universal Accessibility Interest Group

Virtual Worlds Interest Group

Chapters Council

Arkansas

California

Delaware Valley

Eastern New York

Florida

Georgia

Greater Metro New York

Illinois

Iowa

Kansas

Kentucky

Louisiana

Maryland

Michigan, MI-ALA

Michigan, MLA

Minnesota

Missouri

Nebraska

New England

New Jersey

New Mexico

North Carolina

North Dakota/Manitoba

Ohio

Oklahoma

Oregon

South Carolina

South Dakota

Tennessee

Virginia

Core Commitment to Equity, Diversity and Inclusion

Western Pennsylvania/West Virginia

Wisconsin

Anthropology and Sociology Section (ANSS)

Submitted by: Katie Anderson, Chair katie.anderson@rutgers.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
Discussion groups look for opportunties for librarians to engage with practioners & academics in the discipline.The liaison committee looks for opportunties for members to engage with the professional associations.

2. Promote the impact and value of academic and research libraries to the higher education community.
The information literacy committee is working on documentation to assist with the ACRL Framework in the different disciplines. Librarians are working with the ANSS Liaisons as well as with departmental and discipline liaisons to promote these. The ANSS liaison to the American Sociological Association (ASA) along with another ANSS member presented a poster on information literacy at the ASA conference. Additionally, the ASA liaison was invited by the ASA president to submit an invited session proposal on librarian contributions to sociology for the 2020 Annual meeting. The ANSS liaison to AAA (American Anthropological Association) presented the librarian perspective on a roundable on The State of Digital Scholarship in Cultural Anthropolgy at the annual AAA meeting.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
Creating libguides for committees and conference content to expand information and opportunties. The publications committee has been working to enhance and improve the web presence to reach out to those beyond ANSS membership.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
The program for annual conference was developed with PPIRS and titled "Grassroots Advocacy and Librarins: Using Research Power to Make Change". This program provided information and insight on

how to support and engage in advocacy for equity, access, diversity and inclusion in higher education and society. A research guide was created : https://acrl.libguides.com/ppirs/grassroots

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
The information literacy committee has been working extensively to provide detailed and discipline specific guidelines for both librarians and instructors to embrace the ACRL Framework for Instruction.

2. Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.
This is being done by both the information literacy committee and the liaison committee via guidelines and posters,presentations and panels at AAA, ASA and other conferences

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
A monthly cataloging Q & A provides a means for discussion and understanding about access. The discussion groups support engagement with scholarly experts and researchers. ANSS Resource Review and Bibliography has created a LibGuide that provides information for librarians and educators (https://acrl.libguides.com/c.php?g=824630&p=5886689).

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.
ANSS continues to address these issues through discussion groups, liaison represesentation and communication with the membership. The newsletter, ANSS Currents is open acccess and features information on open access publication and resources. The Resource Review and Bibiliography Committee often features oopen acccess resources.

3. Increase ACRL's efforts to influence scholarly publishing policies and practices toward a more open and equitable system.
Dicussions regarding access take place in most of the committee and we have incorporated this objective into the information literacy, resource review, & publications while our liaisons advocate in their respective organizations.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
ANSS has held joing socials with other sections in order to increase outreach and inform others about the work the section does. We are working on a way to identify members who are willing to do external reviews in order to make that process a bit easier for those on the tenure track.

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.
Programs focus on advocacy and change. Sponsorship of ACRL scholarships.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
Discussion and statement regarding problematic incidents at conferences have occurred on the executive level. Membership seeks ways to support this objective within ANSS.

Enabling Programs and Services

Publication
https://acrl.libguides.com/c.php?g=824630&p=5886689 https://acrl.libguides.com/ppirs/grassroots https://anssacrl.wordpress.com/publications/currents/

Advocacy
https://acrl.libguides.com/ppirs/grassroots

Member Engagement
Social media (Facebook & Twitter) Conference Socials ACRL Social Coordination with AAA, ASA, ACJS liaisons to identify and connect other ANSS members attending. This happens with other conferences too)

Arts Section (ARTS)

Submitted by: Yvette Cortes, Chair, ycortes@skidmore.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
The Arts section contributed to the 2021 ACRL Conference Scholarship campaign.

Enabling Programs and Services

Education
At the 2019 ALA Annual Conference, the Arts section presented the following: "Partnering to Produce Information Literacy Videos for Online Students" "700's: The Delaplaine Arts Center's Etchison Davis Library"

Publication

The Arts section's Publications and Research Committee produced the Arts Guides for the ALA Midwinter meeting in Seattle and the ALA Annual meeting in Washington DC.

Member Engagement

The Arts section maintains a listserv for members. The Arts' section's Membership & Outreach Committee continues to maintain the ARTS section's Facebook page. The Arts section participated the All-Committees Meeting at ACRL 2019.

College Libraries Section (CJCLS)

Submitted by: Peter Hepburn, Past-Chair peter.hepburn@canyons.edu

Value of Academic Libraries

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

Objectives:

2. Promote the impact and value of academic and research libraries to the higher education community.
CJCLS put in place an implementation task force regarding the presence and impact of community college libraries in the profession and in higher education. The work of the task force is yet to be completed, but its work should have some impact in this area.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
CJCLS put in place an implementation task force regarding the presence and impact of community college libraries in the profession and in higher education. The work of the task force is yet to be completed, but its work should have some impact in this area.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
CJCLS put in place an implementation task force regarding the presence and impact of community college libraries in the profession and in higher education. The work of the task force is yet to be completed, but its work should have some impact in this area.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
CJCLS put in place an implementation task force regarding the presence and impact of community college libraries in the profession and in higher education. The work of the task force is yet to be completed, but its work should have some impact in this area.

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.
CJCLS put in place an implementation task force regarding the presence and impact of community college libraries in the profession and in higher education. The work of the task force is yet to be completed, but its work should have some impact in this area.

Enabling Programs and Services

Publication
CJCLS continues to publish a newsletter and did so in the recently completed year.

Member Engagement
CJCLS members informally convened for lunch at the ACRL national conference. The section hosted an awards dinner at the ALA annual conference.

Digital Scholarship Section (DSS)

Submitted by: Brianna Marshall, Chair briannahmarshall@gmail.com

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
This year, DSS has made considerable progress advancing diversity, equity, and inclusion within the section and broader profession. We feel that it is critical in our formative years to actively cultivate an anti-racist ethos across the section; without this foundation, we will not be effective in transforming existing systems within librarianship and academia to ensure that they are more representative and inclusive.   The Executive Committee published an open letter in February 2019 addressing an incident of racialized aggression at Midwinter and communicating the steps we would take as leaders within the section to enact our shared professional values. In May 2019 we shared a DSS Community Agreement, primarily drafted by the DSS Equity, Diversity, and Inclusion (EDI) Committee. We envision this as a living document that EDI will update regularly. In June 2019, DSS EDI and DSS Exec scoped, planned, and ran a DSS Virtual Town Hall featuring invited speaker Dr. Roopika Risam to address anti-oppressive practices and allyship. Additionally, DSS EDI teamed up with the RBMS EDI Committee to hold a well-attended virtual reading group to discuss selections of Safiya Noble's Algorithms of Oppression.

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.
Throughout the year, discussion groups (DGs) delved into myriad topics of importance to section membership. While some programs occurred virtually, the majority of programming took place at the ALA Midwinter and Annual conferences. Programs covered topics such as capacity-building in digital scholarship work, designing accessible and inclusive digital scholarship spaces and services, working with library administration and colleagues to support digital scholarship, functional librarian roles vs. subject librarian roles in supporting open research, and stakeholders and digital collections.   Committees also contributed greatly to in-person programs this year. The Executive Committee hosted a Conversation

Cafe-style meeting at Midwinter, which allowed attendees to share their excitement and challenges about digital scholarship work in a structured setting. At ALA, we dedicated our Information Exchange slot to feature lightning talks on social justice work in digital scholarship. The Program Planning Committee submitted a successful ALA Annual proposal and hosted the program "Diversity in Digital Collections and Archives," co-sponsored by the Literatures in English Section. The Membership Committee organized socials at both conferences that enabled DSS members to connect in-person. DSS committees focused their work this year in helping our section develop documentation and infrastructure to support section activities. For example, the Professional Development Committee drafted self-service guidelines that will assist DGs in planning, scheduling, and facilitating virtual learning opportunities; the Outreach Committee designed a DSS logo that was selected by popular vote; and the Liaison Committee supported three liaisons to attend conferences. The ResearchDataQ Editorial Board officially became part of DSS in July 2018 and over the course of the year successfully rebranded the site from its former name (DataQ) in order to improve its identity and discoverability, distributed a call for new questions about research data and libraries to help reassess the previous model for the site/service, and sent out a call for editorials.

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

Open advocacy is a core value of the Digital Scholarship Section. We strive to be open in the work that we do and seek to model open practices within the profession. One example of a DSS program focused on open practices was a new experimental approach to outreach and member engagement: in April 2019, the Open Research DG hosted a week-long program where a new question related to open research was asked each day. Each question sparked conversation on the listserv about topics including open research services for faculty and students, training for staff, funding for infrastructure, policies, and incorporating open research into one-shot information literacy workshops.

Core Commitment to Equity, Diversity and Inclusion

(Copied from question 11, objective 1) This year, DSS has made considerable progress advancing diversity, equity, and inclusion within the section and broader profession. We feel that it is critical in our formative years to actively cultivate an anti-racist ethos across the section; without this foundation, we will not be effective in transforming existing systems within librarianship and academia to ensure that they are more representative and inclusive. The Executive Committee published an open letter in February 2019 addressing an incident of racialized aggression at Midwinter and communicating the steps we would take as leaders within the section to enact our shared professional values. In May 2019 we shared a DSS Community Agreement, primarily drafted by the DSS Equity, Diversity, and Inclusion (EDI) Committee. We envision this as a living document that EDI will update regularly. In June 2019, DSS EDI and DSS Exec scoped, planned, and ran a DSS Virtual Town Hall featuring invited speaker Dr. Roopika Risam to address anti-oppressive practices and allyship. Additionally, DSS EDI teamed up with the RBMS EDI Committee to hold a well-attended virtual reading group to discuss selections of Safiya Noble's Algorithms of Oppression.

Distance Learning Section (DLS)

Submitted by: Kristin Woodward, Chair kristinw@uwm.edu

Value of Academic Libraries

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

Objectives:

2. Promote the impact and value of academic and research libraries to the higher education community.
The Distance Learning Section published the "Top 5 Articles on Embedded Librarianship" Bibliography and the "Top 5 Articles on Reference Services & Information Literacy"

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
Hosted the ALA Annual Program: "Accessibility and Creation of Online Library Materials: Applying Universal Design for Learning (UDL)"

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
The DLS Instruction Committee hosted the first Virtual Poster Session, a collection of 38 posters on the subject of online teaching and learning. As part of its investigation into hosting the event, the committee chose the DLS website to bring more visibility to the Section and to allow participants to view and comment on posters openly. From April 1st-5th there were 19,609 page views, 1,853 visitors (including repeat visitors), and 298 comments (including a few trackbacks). The posters are openly available at https://acrl.ala.org/DLS/2019-virtual-poster-session/. The methods the Instruction Committee used were noted by the IFLA Continuing Professional Development and Workplace Learning Committee in their blog.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
The DLS Mentoring Committee developed a mentorship program plan and standards to improve ongoing professional development tailored to new professional roles.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
The Section as a whole initiated the transition to Online Meetings in lieu of face to face meetings at ALA Midwinter and ALA Annual. The Section transitioned to online voting via ALA Connect to remove travel and conference attendance as a barrier to participation and volunteer service in the section.

Enabling Programs and Services

Publication
Top 5 Articles; IFLA Blogpost on

Member Engagement
Social events at ACRL and ALA Annual Member of the Month Website revision Twitter and Facebook presence integrated with web

Education and Behavioral Sciences Section (EBSS)

Submitted by: Jill Morningstar, Chair jmorning@msu.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.

The EBSS Research Committee hosted our annual Research Forum. This year, the event transitioned to a virtual event, which allowed increased attendance and provided a recording of the event that is available for viewing afterward. Academic librarians gave lightning talks about their research and participated in a discussion with participants about conducting empirical research. Topics covered included (1) college student perceptions of the relevance of information literacy to their academic work, (2) librarians' perception and use of the ACRL Visual Literacy Competency Standards, (3) the epistemic curiosity of non-traditional undergraduates, and (4) the adoption of systematic and related review methods in social work and the impact of librarian involvement on the quality of searches.

2. Promote the impact and value of academic and research libraries to the higher education community.

The E-Resources in Communication Studies Committee has an electronic publication titled, "Library Resources for Communication Studies." (LCRS) LRCS connects Communication Studies librarians and academic researchers to core sources in their particular fields.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.

LRCS supports new librarians serving as liaisons to departments of Communication Studies in their professional development. Librarians can utilize LRCS for: a) creating their own local guides and   b) understanding the core sources in specific fields of study within Communication Studies.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

LRCS supports Equity, Access, Diversity and Inclusion through its "Diversity, Race and the Media" as well as "Women and Media" pages.

Student Learning

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

Objectives:

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

The Communication Studies Committee ppent the last 6 months coding and analyzing transcripts from 50 interviews with journalists about their info-seeking behaviors. This was part of a larger research project that grew out of the committee's charge to redraft the information literacy standards for journalism to align with the new ACRL framework. They also presented a well-received paper on the preliminary results of the study titled "Reporting in the "Post-Truth" Era: Uncovering the Research Behaviors of Journalism Students, Practitioners, and Faculty" at the ACRL conference in Cleveland which was featured in American Libraries Magazine. https://americanlibrariesmagazine.org/blogs/the-scoop/reporting-post-truth-era/. The Social Work and Psychology Committees are working on their disciplinary frameworks for Information Literacy. The Social Work Committee has made significant progress this year and their work should be completed in the next year or two.

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

The Communication Studies Committee participated in a media tour of the NPR Headquarters during ALA Annual in Washington D.C.

Research and Scholarly Environment

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

Objectives:

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

The E-Resources for Communication Studies Committee publishes, "Library Resources for Communication Studies" (LCRS) LRCS refers to open access resources in special "Open Educational Resources (OERs)" boxes on several of the Library Resources for Communication Studies pages. Open access journals appear on lists of journals and other periodicals.

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.

The EBSS Scholarly Communication Committee has been in the habit of sharing information we all can use during Open Access Week and Fair Use Week in past years. This year, the committee agreed that ARL had put together a great blog post on the topic of Fair Use Fundamentals. They received permission to redistribute that blog post for Fair Use Week to our EBSS colleagues. The EBSS Members-at-Large planned and facilitated a webinar on Pre-Print Repositories in the Social Sciences. Eighty-Three people attended the virtual discussion.

Enabling Programs and Services

Publication

EBSS published an electronic newsletter twice this year. The EBSS newsletter finalized a new design and EBSS social media communications have been branded with a similar design to provide more consistent and recognizable messages.

Member Engagement

EBSS hired its first Communication Manager who is responsible for social media. The Communication Manager created a Facebook page for EBSS, promoted our webinars and ALA events to the Facebook page, and took pictures of our events to post after ALA.

European Studies Section (ESS)

Submitted by: Ann Snoeyenbos, Chair annsnoeyenbos@yahoo.com

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
Members of ESS work closely with faculty and graduate students to assist in the research process, highlighting the libraries riches as they do so. Digital Humanities collaborations have brought libraries and scholars together in innovative partnerships, as has the creation of Open Educational Resources.

2. Promote the impact and value of academic and research libraries to the higher education community.
ESS offers a travel grant each year, funded by DeGruyter Foundation, that allows one scholar to pursue research in Europe for a two week period with the expectation that the work will be published and widely shared with the scholarly community. Publicizing this award allows the library community to show that it does engage in traditional forms of scholarship and that libraries are needed to do the research.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
ESS has always had strong ties to libraries and librarians in Europe. The New Shape of Sharing: Networks, Expertise, Information continues conversations begun at the New Directions Symposium held in Frankfurt in 2017 between US and European librarians. At meetings like these it's common for casual conversations to turn to justification for budget lines and   assessment of impact.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
The work ESS members do in collection development and in supporting discovery of and access to resources about marginalized or minority populations in Europe and lesser studied languages is vital. This specialized work cannot be done without close collaboration with the vendors, authors, and publishers covering these communities that exist outside the mainstream. .

Student Learning

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

Objectives:

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

When a subject-specialist librarian teaches students how to find information about a foreign country, in a foreign language, in their own institution's library this communicates an enormous amount about how to think beyond real or perceived borders. Showing that all languages are valued, that all people are worth studying, this is important stuff.

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

Because ESS members work in an interdisciplinary environment to begin with (language + region at a minimum) they are very good at finding collaborators from outside their own units. They work closely with faculty in the teaching classroom, with Special Collections materials when they are available, and with special libraries and archives if that's where the materials are housed. This shows students that you can't just rely on a simple internet search to do a complex research project.

Research and Scholarly Environment

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

Objectives:

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

ESS members have always had the challenge of acquiring and teaching about materials written in foreign languages, by people who have cultural practices and knowledge transfer practices that are different from those in N. America.

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.

ESS members who work in the humanities have been working hard in the Digital Humanities arena, and those who work in Social Science have been working closely with data sets.

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

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

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.

Many of the people who work with foreign language materials in libraries are para-professionals who have language skills but no library degree. Many ESS members work in Tech Services, which is also a sector that employs a lot of paraprofessionals. ESS members understand how vital these people are to the goal of making library materials accessible.

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.

ESS offers members the opportunity to work with eight committees and eight discussion groups in order to get the information they need to work effectively in their libraries.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.

Because ESS members have a long history of working with resources and people from both dominant and marginalized/minority communities we are used to environments of diversity and inclusive. It's what we do.

Enabling Programs and Services

Education

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

Publication

ESS newsletter 2 x year, ESS website with subject-focused and language-focused resource pages.

Advocacy

Member Engagement

Facebook and Twitter presence. Happy Hour at MW and Annual, Social at Annual, greeters at programs. We started a pilot Mentoring program at MW 2019.

Core Commitment to Equity, Diversity and Inclusion

ESS members are constantly trying to identify and acquire materials from those voices and languages that are not in the mainstream.

Instruction Section (IS)

Submitted by: Meghan Sitar, Chair msitar@umich.edu

Value of Academic Libraries

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

Objectives:

2. Promote the impact and value of academic and research libraries to the higher education community.

The Research and Scholarship Committee continued the Research Agenda Conversations series, providing an opportunity for leading scholars in the field of information literacy to talk about their own research and how they approach the issues and topics in the ACRL Research Agenda for Library Instruction and Information Literacy. These conversations help to promote the impact and value of academic and research libraries, and help to inspire and equip readers to pursue their own research related to these topics.   The Awards Committee continues its work selecting recipients for the Innovation Award, Ilene F. Rockman Instruction Publication Award and Miriam Dudley Instruction Librarian Award. Two Special Certificates of Recognition and Appreciation were also awarded this year to projects and individuals who deserved to be highlighted alongside our usual awards. The Award Committee also worked with Section leadership to introduce an IS Awards Ceremony at the ACRL 2019

Conference as a way of honoring award winners in person while we continue our commitment to operating virtually. In recognizing these accomplishments, and publicizing the awards, we draw attention to excellent work that demonstrates the value of academic libraries.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.

Our Communications Committee implemented an information-literacy events calendar on the Instruction Section website, replacing the calendar previously maintained by the Student Learning and Information Literacy Committee (SLILC) of ACRL. SLILC removed the calendar due to non-use and poor visibility on its website. With the removal of the calendar, there was no centralized location announcing webinars, conferences, and career-enhancing opportunities. The Communication Committee explored alternative locations and formats related to announcing information literacy-related events. A Google calendar was created and linked to the IS website (https://acrl.ala.org/IS/il-crowdsource-calendar/). One member of the Communications Committees was tasked with managing the calendar and it has been successfully implemented as a continuing program.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

In its last year of being appointed, the Annual Conference Program Planning Committee designed a virtual program on Integrating Social Justice and the Framework in Information Literacy Instruction. The program involved the solicitation of proposals for an online panel presentation regarding the ACRL Framework and Social Justice in Information Literacy. This program supported librarians in helping their libraries articulate their roles in these areas, such as using assessment to understand the results of library instruction or teaching social justice topics. 832 people registered in order to receive a recording of the presentation and 358 registrants attended on the day of the event. With virtual program being conducted throughout the year by many of our committees, we decided to sunset this group and retire the idea of creating an online program around Annual in lieu of onsite participation. This program yielded almost double the attendees than our last in-person program at an Annual conference.   A subgroup of the Communications Committee devoted time to developing accessibility guidelines for the IS website and publications. The committee worked with Publications Editor Nancy E. Fawley and external experts to begin this work. Publications include the Section's websites, newsletters, and any other documentation. An item of focus has been how to mesh accessibility with the citation style of the Section's newsletter - Chicago Author-Date - and URLs included as part of the citations. The subcommittee decided to begin with exploring the accessibility of the Section's newsletter citations, as this was the item that spurred its formation. The committee discovered, though, that there is no set means or best practices for formatting citations for the web. We came up with two possible solutions and, with the assistance of Stephanie Rosen (Accessibility Specialist at the University of Michigan), tested each on the Mac accessibility reader and JAWS. While a step in the right direction, neither proposal was acceptable for the long-term. The committee will continue to pursue options to this problem. This commitment to this work also aligns with ACRL's Committment to Equity, Diversity, and Inclusion.   The Instruction for Diverse Populations Committee focused on updating the Instruction for Diverse Populations Bibliography, which is meant "to meet the need of librarian-instructors for information about teaching diverse populations within college and university settings." This resource helps librarians cultivate an understanding of the different student populations they teach and serve, helping to "[advance] issues of equity, access, diversity, and inclusion in..." their teaching and

educational programming efforts. More broadly, the Bibliography serves as an example of the academic library's continued relevance and value in higher education; we can advance these issues in the traditional sense by curating resources related to issues of concern and interest to teaching faculty, such as creating diverse curricula, culturally responsive teaching practices, intersectionality, etc. The continuing work on this valuable resource also aligns with ACRL's Commitment to Equity, Diversity, and Inclusion.

Student Learning

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

Objectives:

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

The Instruction for Diverse Populations committee is charged with updating and maintaining the Multilingual Glossary for Today's Library Users, a document meant to help English language learners with library-specific terminology. While the document was converted from static PDFs into Google Docs for more dynamic use last year, the Language Table section needs to be checked for accuracy. For example, an Arabic speaker has reached out to the committee regarding changes. The document needs to be accessible for English language learners as it was designed to assist these learners and the librarians who work with them. Last year, the committee helped make the Glossary more scalable and sustainable by making it easier for librarians to repurpose it for their unique communities; editing the document for accuracy only serves to improve this tool, ensuring that librarians continue to use it to help students when at the reference desk, in the classroom, or in digital environments.   The Teaching Methods Committee engaged in several activities in support of this objective. The committee hosted a virtual panel with Jen Brown and Jorge Lopez-McKnight, titled, "Describing Realities, Imagining Directions: Critical Race Pedagogies in Teaching & Learning." The speakers discussed critical race pedagogies and their application to teaching and learning within librarianship. This event yielded 200 attendees as well as another 200 interested parties who registered to receive the recording.ed critical race pedagogies and their application to teaching and learning within librarianship.   Teaching Methods also profiled 5 outstanding teaching librarians. A subcommittee solicits nominations, chooses librarians to showcase, works with the full committee in the final selection decision, interviews the chosen librarians, and posts the interview to the IS website. We aimed to feature 4 librarians, and we featured 5, so we met and exceeded our expectations for this project   Additionally, the committee selected 21 new articles for "Selected Resources: Teaching Methods and Instructional Design in Library Instruction; Assessment of Library Instruction: This project provides a digestible summary of the literature in these areas, highlighting the work of our colleagues and sharing their publications on public platforms. This year, we selected 12 articles from the area of teaching and instructional design, and 9 in the area of assessment.We were able to publish the featured resource lists in a timely fashion and exceeded the number of annotations from the previous year, providing readers with more options to choose from. The Research and Scholarship Committee continued the Five Things You Should Read series, which challenges instructional librarians to remain current in their professional skill set and knowledge practices. As has been the case for the last 11 years the spring 2019 "5 Things You Should Read About . . ." offering provided instructional librarians with insight into the subject of Universal Design for Learning, which is also aligned with Strategic Area 5.

       The PRIMO Committee's work produced both two rounds of reviews of submissions to the

database, working to which identify excellent online instructional material in terms of design and delivery. Selected materials are added to the PRIMO database and provide instruction librarians with models of excellent online instructional material from which they can draw. The database is complemented by PRIMO Site of the Month Interviews, which help to increase awareness of PRIMO and highlight instructional design and execution. The four highest rated projects from each round of reviews were profiled in the Site of the Month interview series.   The Information Literacy in the Disciplines Committee also did significant work around this objective. A subteam of the committee considered options to incorporate subject-specific expertise into the group when there wasn't a committee member with experience to cover particular disciplines in the Guide, with the goal of providing the most appropriate sources for our readers. It was recommended that the committee's appointments be made with an eye to breadth in expertise, as much as possible. Another team also evaluated the Related Research section of the Guide and determined that the guide should not be exhaustive and that related research could be found more easily now than when the guide was first created. Another team considered options for altering the schedule for reviewing pages and the possibility of moving away from an annual review of each page, so that the work of the committee could be more sustainable in the future. The recommendation was made that a major review happen every 3 years, with smaller updates as needed on the off years. Sample schedules have been created and are available for next year's committee to review and select which one they feel is best. Continuing a reflective year, another team considered options to get better and more timely feedback from our readers. The subteam generated two new questions for this year's IS Membership survey. The subteam also recommended enabling comments or an up/down vote button plugin on the wordpress pages and/or including a feedback form on the website.   The Information Literacy Best Practices committee developed a project to identify and highlight programmatic information literacy (IL) efforts, from a wide variety of institutions, in first year experience programs/seminars that focus on IL credit bearing courses and required non-credit bearing efforts. This was achieved by interviewing various programs and creating a report. This project connects to the ILBP committee's charge by its focus to "promote best practices in information literacy and library instruction" (even in the absence of our guiding characteristic document), and to ACRL's student learning objectives, specifically to "Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable" and "Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes." The committee was very successful in accomplishing our goal to interview first year information literacy programs. The committee was very detailed in developing a set of interview questions that sought information about how programs were started and their success. The project continues into the next committee year. Finally, the objective of empowering libraries to build sustainable, equitable, inclusive, and responsive information literacy programs was met by the continuing work of the Discussion Group Steering Committee, which has been presenting online programming at two points each year. The first discussion highlighted Universal Design for Learning in information literacy programs. UDL is a teaching method to help ensure inclusive learning environments. The Annual forum was a success due to the high number of attendees at 186. Anecdotally, the chat was active and attendees were engaged. 67 individuals responded to the survey and rated the session highly. The second discussion forum was on challenging deficit models. Using asset-based models instead of deficit- based models creates a more equitable and inclusive learning environment. The session had 492 registrants (who would receive the recording if they were unable to attend) and 289 attendees. In the program assessment, attendees indicated this was new information to them and they indicated it was valuable.

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

Work in support of collaborating with partners to understand the impact of information literacy on student learning was shared across several committees this year, with relationships being built through mentoring, social media engagement, and other initiatives. To start, the Mentoring Committee both continued its successful program of pairing mentors and mentees while also updating the program resources. The Mentoring Program website includes tips/best practices for mentors and mentees, as well as an annotated resource list as supplemental support. The committee reviewed the materials at the beginning of the year and made updates to create a more effective mentoring program for all participants. The annotated resource list has been updated with more current research on the topic of mentoring to better support the mentors and mentees in this program. This supports this objective by making sure that the mentoring program is successful for all participants so that mentors and mentees can learn more about their jobs and goals.   The Instructional Technologies Committee shaped its work in this area through three projects. First, the committee has made intentional use of Twitter to keep Instruction Section members and others in the profession informed about instructional technologies and the impact of technology on instruction. The posted articles, tools, and reports are designed to generate conversations among library professionals on enhancing their teaching (in physical and virtual environments) with digital technologies. These strategies can also be used to enhance conversations with faculty members and other campus partners such as instructional designers, student life coordinators, and more. The committee's twitter account reached over 1000 followers this summer and gets regular engagement.   The Committee also continued regularly publishing articles related to new tips and trends in instructional technology. The papers provide information to help alert librarians of new tools, or new ways of using technology in the classroom. General information, combined with concrete, usable ideas allow librarians to immediately put into action the new information. The Tips and Trends articles are published, and then expanded upon through various methods to help librarians more fully explore the topic or tool. After some setbacks last year, the Tips & Trends schedule is back on track. Because the Summer 2018 issue wasn't published until October and we wanted to avoid a glut of articles, the fall issue became the Winter 2019 issue. The Winter 2019 issue on Altmetrics got 800 views, the Spring issue on OER was extremely successful with 2,579 views, and the recently published summer issue on Makerspaces has already gotten nearly 800 views. The spring authors also recorded several interviews with OER experts that were also promoted along with the article, and this critical mass accounts for the increased impact this issue had.   The Building Virtual Community Task Force continued into a second year of exploring methods of online engagement across our all-virtual Section, spending this year on pilot efforts, including a Virtual Brown Bag pilot to help librarians have casual learning opportunities in small online groups. The Task Force planned two casual sessions where IS members and potential members were able to discuss an academic article on instruction. This allowed librarians from different types of universities and colleges to share ideas and better understand information literacy impacts. The first discussion had 78 registrants and 44 attendees, while the second session had 25 registrants and 13 attendees.   The Instruction for Diverse Populations Committee worked to continue co-sponsoring programming with the Library Marketing and Outreach Interest Group. This webinar series started in Spring 2018 titled "Instruction and Outreach for Diverse Populations" in order to help the committee further promote the resources it updates and maintains and provide a space to share outreach ideas related to serving particular student groups, especially since many of these outreach activities are done in collaboration with other campus partners and are meant to help students feel

more comfortable in utilizing library services, including reference, spaces, and collections. Each webinar is focused on a particular group covered by the Instruction Section's Instruction for Diverse Population's Bibliography. The first webinar was held in March 2018, and featured instruction and outreach ideas focused on international students. We see this work as connecting both to objectives around student learning as well as the Value of Academic Libraries and an Ongoing Commitment to Diversity, Equity, and Inclusion.   Additionally, the IS Executive Committee and LES Executive Committee collaborated on a joint proposal to create an ACRL liaison role to the Conference on College Composition and Communication (CCCC).   CCCC, a conference of the National Council of Teachers of English, supports postsecondary teachers of rhetoric, composition and communication. The ACRL Strategic Plan and the mission of CCCC are significantly aligned. The mission statement of CCCC emphasizes collaboration, advocacy for programs supporting ethical and effective teaching and learning, and sharing research, knowledge, and pedagogical practices. The collaborative work that this mission suggests could certainly forward ACRL's goals regarding demonstrating alignment with institutional outcomes, transforming student learning, and navigating higher education environments. We are awaiting the outcome of that proposal.

New Roles and Changing Landscapes

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

Objectives:

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.
The Instruction Section has been very focused on preparing instruction librarians to lead, manage, and embrace change, especially since the introduction of the ACRL Framework for Information Literacy. This work shows up both in our programming and in our efforts to continuously improve and refocus the work of the Section's volunteers.   A significant move in this area was the transfer of the Framework sandbox from SLIILC to the Instruction Section. Working with SLILC leadership, the Section developed a plan for creating a new committee structure in IS to support the work of maintaining and evolving the Sandbox. This led to an off-cycle recruitment of volunteers for the committee that received 99 responses, which was exciting to see. The current chair of the Sandbox committee in SLILC agreed to lead the IS committee in its first year and we have fully appointed the committee as of the start of the new committee year.   The Information Gathering and Exchange Committee stewards an annual survey of the Instruction Section membership, which is shaped by the committees and their individual needs for information as well as the gathering of longitudinal information about the continuing education needs and interests of instruction librarians. It is sent to all Instruction Section members and can be used to identify needs and inform future roles of the organization and its participating committees. This year was a record year with 478 responses to the survey. The Committee then works to share that data back to the participating committees for possible impact on their activities/'outreach to IS members. Data from 2018 survey data was shared with participating committees and the 2019 survey summary currently being completed. This approach helps us avoid survey fatigue in the Section and provides us with a single point within the Section for information gathering and analysis.   The Management and Leadership Committee responded to this objective with a series of highly engaging webinars. Each individual webinar also aligned with objectives around Student Learning and an Ongoing Commitment to Diversity, Equity, and Inclusion: Mindful Leadership: Diversity, Equity, and Inclusion in the Academic

Library: Abstract: "Diversity, equity, and inclusion (DEI) are not just politically correct buzzwords; they are complex ideas that should be addressed by leaders of instruction programs. Mindful leadership involves the thoughtful reflection about and integration of practices that support DEI in our work as instructional librarians. This webinar offers a panel discussion and question-and-answer session examining DEI through the lens of management and leadership featuring four well-known specialists: Toni Anaya and Charlene Maxey-Harris of the University of Nebraska-Lincoln, authors of the ARL Diversity and Inclusion SPEC kits 2010 & 2017; Anastasia "Stacy" Collins of Simmons University, author of Language, Power, and Oppression in the LIS Diversity Void; and Ione Damasco of the University of Dayton and co-author of "Tenure and Promotion Experiences of Academic Librarians of Color." Attendees were able to identify multiple perspectives on the theme of diversity, equity, and inclusion in academic library leadership, develop strategies for fostering and understanding for DEI in their workplace and integrate awareness of DEI in the daily routines of their workplace. 487 individuals registered and 241 people attended.   2) Critical Assessment Practices: A Discussion on When and How to Use Student Learning Data Without Doing Harm. Abstract: "Attendees will gain perspective on critical assessment practices in libraries from three academic librarians currently working with and exploring approaches that incorporate and are rooted in ethical orientations, inclusivity practices, and have an impact on student learning as the guiding goal. Critical assessment practices engage critical perspectives and theories to interrogate the structures of power and methodologies that both motivate and facilitate assessment work in academic libraries. This hour-long panel will offer short, ten minute reflections from panelists, followed by twenty minutes of Q&A and discussion." Attendees were able to consider critical approaches to library assessment practices, examine trends and implications of libraries using student data through various modalities, and explore practical approaches and methodologies for implementing critical assessment of student learning. 410 registrants and 204 attendees.   3) A Complaint has Been Filed. Now What? Strategies for Accessibility Remediation and Prioritization for Future Compliance Abstract - "Online accessibility standards are intended to make learning optimal for all learning; it is about more than legal compliance. However, compliance issues have impacted campuses across the country. In 2017, Syracuse University received an official accessibility complaint from the U.S. Department of Education's Office of Civil Rights that required an extensive remediation of websites and online materials across the institution, including the Libraries. Kate Deibel, Inclusion and Accessibility Librarian will share how she coordinated an extensive remediation of library materials, from managing workflows and processes to developing best practices for ongoing compliance. She will also discuss additional accessibility efforts SU Libraries have underway, including an alternative format service within the Libraries and a software accessibility testing team from all aspects of the Libraries. This hour long webinar will include a presentation and a Q&A session." Attendees were able to identify criteria necessary to prioritize library e-resources and websites for remediation, establish processes for increasing accessibility of library online materials and services, and gain an awareness of novel efforts that Syracuse UL is exploring to ensure ongoing ADA compliance. 182 registrants and 89 attendees. Informal feedback indicated success. No formal surveys offered. We were able to address a question concerning captioning accessibility prior to the event and were able to provide live captioning services. Post-webinar, the attendee expressed gratitude.   4) Webinar - Fostering Curiosity: Invigorating Your Library's Teaching and Learning Culture through Scholarship of Teaching & Learning - Abstract - "The scholarship of teaching and learning (SoTL) is an area of inquiry ripe for librarian involvement that provides opportunities to engage with deeper questions around pedagogy and student learning. This online discussion will provide a brief overview of SoTL and discuss how library instruction program

coordinators can use SoTL as a foundation for building and invigorating a culture of teaching and learning within their libraries. The presenters will discuss how instruction coordinators and directors can use SoTL as a way to foster creativity and engage librarians in exploration of their own teaching. We will discuss the challenges and benefits of moving from individual SOTL projects to a SOTL- infused teaching and learning culture, and what can enable this transformation. We will offer strategies to support library leaders in making connections between SoTL projects and promoting pedagogical innovation within a library instruction program." Attendees were able to assess their library's current teaching culture to identify pathways where SoTL might strengthen/deepen it, identify the benefits/challenges of incorporating SoTL into the library's/institution's culture of teaching, and articulate strategies to overcome those challenges. 290 registrants and 140 attendees.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
We co-sponsored an Emerging Leader with the Community and Junior College Libraries Section. We were excited to continue this partnership for a second year.v

Enabling Programs and Services

Publication
Our publications of the Instruction Section newsletter continued, stewarded by the Communications Committee. Engagement in social media was strengthened this year with the appointment of a new Social Media Coordinator who has done an excellent job of keeping our Twitter and Facebook accounts active and engaging. The IS website and its front page news blog also features the work of committees as they look to engage membership or share out deliverables.   A Document Review Task Force was formed this year to address the need for reviewing documents that referred to the old information literacy standards. We asked this group to consider how four documents that had not been under review recently have or haven't been used by the profession and asked them to make recommendations about updating or retiring. Several of these documents were written and approved at the IS-level rather than the ACRL level or weren't due for review anytime soon. The Task Force has delivered a report and the Executive Committee is contemplating next steps.

Member Engagement
The Section had the benefit of working with two different Emerging Leaders groups the past two years to focus our efforts on improving our member engagement as an all virtual section. The FY18 group delivered recommendations to committees that could improve virtual engagement -- Membership was particularly responsive to these recommendations and experimented with several ideas suggested. An FY19 Emerging Leaders group focused on outreach and engagement of LIS students who might be interested in instruction and presented a report with recommendations that are still under consideration. We look forward to continue implementing the work emanating from these projects. The Membership Committee focused on member engagement through several projects. A new member email is sent to new members with information, welcoming and orienting them to IS. In the past, the committee chair has completed this task on an ongoing basis throughout the year, with no involvement of the larger committee, other than sharing new member numbers biannually. The whole committee worked to revise the new member email script to reflect recommendations from the Emerging Leaders' report: Building a Virtual Home. Committee members formed subcommittees based on their interests, and the New Member Subcommittee worked together to revise the new member email script to incorporate more informal, welcoming language and to include rotating features that highlight current

IS offerings (for example, post-ACRL web chat "Office Hours" and committee volunteer form deadlines). This activity seemed successful in its inclusive, collaborative process and in the way that new members actually responded via email to offerings highlighted, for the first time in the chair's experience.   The committee also developed a subcommittee to develop a New Member Orientation presented asynchronously online, again responding to recommendations from our Emerging Leaders group. The committee worked well together to compile the most important elements of this asynchronous orientation. After consulting with Executive committee, and inviting the IS section Chair to serve as the spotlight guest, the New Member subcommittee selected IS membership committee panelists to share around various topics in a live webinar on December 6, 2018 (called "IS Membership Office Hours") which was recorded and placed on the IS Membership website. The YouTube recording shows 28 views. This webinar received positive feedback, and the committee decided to offer another "Office Hours" around the time of the ACRL conference (called the Post-ACRL IS Membership Office Hours). This is described more in the separate committee activity focusing on "In person engagement."   The committee also turned its attention to creating an email sent to members whose membership will soon expire, encouraging them to renew. This would be a new practice, as recommended by the Emerging Leaders' report: Building a Virtual Home (ELBVH). In the past, the committee chair has received new, reinstated and dropped member reports on an ongoing basis throughout the year, with no involvement of the larger committee, other than sharing reinstated and dropped numbers biannually. The committee discussed the idea of sending an email to renewing members but decided to shelve this idea for now, since ALA sends reminders and we had concerns about overwhelming members with too much communication. An alternative idea was discussed about including a membership renewal reminder when Executive sends reminders about committee volunteer form deadlines.

The committee responded to the recommendation from the Emerging Leaders to identify and develop opportunities for IS members to engage at in-person conferences and events, as recommended by Emerging Leaders' report: Building a Virtual Home (ELBVH), the Building Virtual Communities Task Force (BVCTF), and in consultation with IS Exec and Advisory committees and the whole IS Membership committee. The committee has responded to requests from IS Executive Committee to participate in events at ACRL, LOEX and ACRL by attempting to recruit IS membership committee members attending these events. The idea which resonated most among our committee was to work toward encouraging IS members to self-organize events, perhaps using hashtags in social media posts to prompt engagement. Our committee had planned to host a pre-ACRL Virtual Office Hours webinar, but then learned that ACRL's Membership Committee already had planned to do so, and we didn't want to duplicate efforts. Instead, we offered a Post-ACRL Virtual Office Hours chat (for attendees to share experiences, and also for non-attendees to hear about the conference) which had 13 participants, in addition to the 7 panelists, and the YouTube recording shows 14 views: https://youtu.be/ZSuYpJUhKOI   Membership also identifued changes to be made to IS Membership Committee activities and update the committee charge, incorporating recommendations from the Emerging Leaders' report: Building a Virtual Home (ELBVH), the Building Virtual Communities Task Force (BVCTF), and in consultation with IS Exec and Advisory committees. The committee reviewed our charge via email during the year and decided that removing references to the IS soiree and the IS pamphlet were the most important revisions to be made. The following revised charge still needs to be submitted to IS Executive committee for official approval. To encourage participation of new, returning, and prospective Section members through orientations, social activities, promotional events/materials, and other mechanisms. The Membership committee also conducts and reports on the Dropped Membership Survey, communicates with new and

dropped members, and updates the "FAQ for IS Members." The Membership Committee co-chairs serve as the Section's representatives on the ACRL Membership Advisory Committee.   The Building Virtual Community Task Force also explored platforms to foster community and professional development virtually. Task Force members explored the model of Virtually Connecting which allows conference participants to share information with colleagues who cannot attend conferences in-person. This project needs the most work but meeting with co- director of Virtually Connecting was a good step forward. Finally, significant labor went into the design of our first Award Ceremony at ACRL to celebrate award winners from the past two years. This work happened across the Executive Committee and Awards Committee and required designing entirely new procedures and strategies for hosting an event and appropriately recognizing our winners who were on site at the conference. This work was well-document and assessed to make it easier for the next group who will be doing this work.

Core Commitment to Equity, Diversity and Inclusion

The Section strives to integrate a commitment to diversity, equity, and inclusion into everything that we do. Throughout the report, we have indicated where work towards this objective has occurred throughout the year. In addition to those efforts, we formed a Diversity and Inclusion Task Force this year. This Task Force is charged to survey and connect instruction-related diversity and inclusion initiatives and committees within the Instruction Section, ACRL, and other ALA divisions; to identify needed diversity and inclusion projects, resources, or initiatives related to instruction and information literacy; to revise the charge of the Instruction for Diverse Populations Committee (IDP) in consultation with committee members and work with IDP throughout the year to complete the Task Force's charge; to work with the Building Virtual Community (BVCTF) Task Force to infuse diversity and inclusion into that work; and to make recommendations for the future of the Instruction Section regarding supporting diversity and inclusion within instruction programs. The task force did not complete the action plan as outlined in the planning report. About half way through the term, it was determined that the task force would need to be extended for a second year in order to successfully complete its charge. The current chair stepped down in May 2019 due to changing job responsibilities, which further delayed the work of the task force. The task force had success in devising a plan (conducting focus groups) to achieve the charge of making recommendations to support diversity and inclusion. With a new chair, the task force will be on track to complete this activity.

Literatures in English Section (LES)

Submitted by: Christine Ruotolo, Past-Chair ruotolo@virginia.edu

Value of Academic Libraries

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

Objectives:

2. Promote the impact and value of academic and research libraries to the higher education community.
LES has partnered with the European Studies Section to co-sponsor an ACRL Liaison to the Modern Language Association, the primary scholarly association for literary studies. The Liaison attends the MLA Convention and serves on the Advisory Committee for the MLA International Bibliography, encouraging dialogue and promoting the value of librarianship among language and literature scholars.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.

LES was successful in fully funding a named scholarship for the 2019 ACRL National Conference in Cleveland, dedicated in memory our late colleague David Oberhelman, who passed away in 2018. The scholarship was awarded to Natalie Ornat, an active LES member who attended the ACRL conference in April.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

LES teamed up with the Digital Scholarship Section to co-sponsor a program at the 2019 ALA Annual Conference, entitled "Difficult Discussions: Diversity and Equity in Archives and Digital Collections." The well-attended program featured a panel of experts on issues of inclusion, representation, and social justice in digital libraries, and was followed by an informal networking session to continue the discussion. The Midwinter meeting of the LES Collections Discussion Group focused on resources and strategies for developing more diverse collections.

Student Learning

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

Objectives:

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

The Working Group to Update the LES Research Competencies in Literature completed the final draft of its work. This revision restates the research competencies within the ACRL Framework for Information Literacy, providing updated guidance for librarians who teach research skills and methods in the context of literary study.

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

Our joint proposal with the Instruction Section to co-sponsor a new ACRL Liaison to the Conference on College Composition and Communication (CCCC) was approved by the External Liaisons Committee. The Liaison will foster communication between the CCCC and ACRL, and will identify opportunities to collaborate on projects that support our shared interest in pedagogies of research and writing.

Research and Scholarly Environment

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

Objectives:

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.

The LES Collection Development Discussion Group meeting at Annual focused on open educational resources for literary study.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
LES conducted a survey about its Discussion Groups to assess how well they're meeting the professional needs of the membership. The incoming Discussion Group conveners will use the results to shape future discussion topics and explore methods for increasing member participation in an era of declining attendance at national conferences. The LES Virtual Participation Committee also works to engage section members who are unable to travel to the ALA & ACRL conferences.

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.
The Membership Committee oversees a mentorship program that partners prospective and early-career librarians with more experienced members. The Committee sent a survey to former mentors and mentees to gather feedback on the program. The LES Reference Discussion Group engaged issues of role change for liaison librarians and professional burnout at its Midwinter and Annual meetings.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
In response to reported incidents of racial bias and harassment at ALA Midwinter, the LES Executive Committee released an open letter affirming ACRL's core commitment to equity, diversity, and inclusion and the ACRL Board's Statement Against Racism, Harassment, and Discrimination in the Profession. We devoted our General Membership Meeting at ALA Annual to a discussion of positive action to eliminate bias and to create a safe and welcoming environment for all, within our section and in the profession more broadly.

Enabling Programs and Services

Publication

The co-editors of our section newsletter, Biblio-Notes, oversaw the publication of two electronic issues (Fall 2018 and Spring 2019) and implemented a substantial redesign of the newsletter's format.

Advocacy

Member Engagement

The LES Membership Committee sent individual welcome emails to each new member of the section, and organized the LES Social at Annual 2019 in Washington. The LES Publications Committee maintains a Twitter page with about 300 followers, a Facebook page with about 200 followers, a blog, and a Zotero bibliography of resources for literature librarians.

Core Commitment to Equity, Diversity and Inclusion

LES is working with the Digital Scholarship Section to provide online anti-bias meeting facilitation training for incoming committee chairs and discussion group coordinators in our two sections.

Politics, Policy and International Relations Section (PPIRS)

Submitted by: Brett Cloyd, Chair brett-cloyd@uiowa.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.

PPIRS offers the Sage/CQ-Press Marta Lange Award which recognized a variety of professional contributions including research in the field

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

Co-sponsored "Grassroots Advocacy and Librarians: Using Research Power to Make Change" program at the ALA Annual Conference in Washington DC. Demonstrated "how libraries can provide the resources and services necessary in effectively supporting initial or ongoing advocacy efforts. "

Student Learning

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

Objectives:

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

The Information Literacy ad-Hoc committee continued to meet with the goal to develop learning materials for librarians in the field. Committee members have met with faculty on their campuses, interviewed librarians via 2 Zoom sessions, and conducted a librarian survey. Committee co-chairs Brett Cloyd and Mary Oberlies led a meeting conversation at ALA Annual to gather feedback about what kind of resources would help librarians in the profession in the classroom and in conversations with faculty.

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

PPIRS worked with the World Bank and the ALA Government Documents Round Table to host a presentation and tour of the World Bank Library and Archives in Washington, DC, during the ALA Annual Conference. More than 40 attendees participated

Research and Scholarly Environment

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

Objectives:

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.

Zoom session, led by Jeremy Darrington and hosted by Erin Ackerman, for members called "Resources I wish I had known about sooner" highlighted a variety of research tools that have proved helpful for librarians' work with researchers.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.

The PPIRS newsletter was published twice during the current year, and informed members about professional opportunities and information resources.

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.

PPIRS funded a Support Staff Scholarship for the ACRL National Conference in Cleveland that gave a staff person the opportunity to attend the conference.

Enabling Programs and Services

Publication

Newsletter mentioned elsewhere

Member Engagement

The section had conversations about best ways to use Social Media and duplication issues. The executive board and social media coordinator will firm up plans for the next year. The section has had success with conference Social Hours and has partnered with ANSS the last several years. The membership committee has been a vibrant part of PPIRS and is looking to align with professional development committee. The number of section members has increased in part because of the Membership Committee's hard work. Using Zoom to outreach to members holds a lot of potential and enhances some of the communication that takes place over the PPIRS list-serv.

Core Commitment to Equity, Diversity and Inclusion

The Section will want to consider opportunities of the upcoming year.

Rare Books and Manuscripts Section (RBMS)

Submitted by: Shannon Supple, Past-Chair ssupple@smith.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
Much of the work of RBMS intersects across these goals and objective domains. We worked this year to improve communications within RBMS (across committees and groups) and outside of the RBMS more broadly. We also workde to improve our documentation to better show our impact.

2. Promote the impact and value of academic and research libraries to the higher education community.
The RBMS Exhibition Awards Program is a strong way to promote the interpretive work we do by highlighting exhibitions in a multitude of libraries. We are also looking into expanding this award to enable student curator participation. In addition, we are working on an RBMS member bibliography to showcase and share the scholarship that our members create to better promote our value. In addition, we record our RBMS conference sessions and post slides and audio to our website to better share the rich content we create.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
We assess our programming and resources, from conference sessions to descriptive standards and teaching resource exchanges. We provide resources for members and other interested parties to learn and assess their professional work and impact.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
RBMS has a robust conference scholarship program and we are exploring expanding it to allow for returning (not just first-time attendees) who need financial support to attend and participate as well as offering more support for those who attend. We have also created a deeply meaningful StoryCorps program called "RBMS Diversity Stories," where underrepresented librarians and archivists are interviewed by colleagues and share their stories to promote a more representative and inclusive workforce.

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
RBMS is advancing work on our Teaching with Primary Sources Collective (in cooperation with SAA), developing resources to serve teaching with primary sources community, opening new communications lines for sharing instruction- & outreach-related content with the community, and creating and promoting professional development opportunities in these domains.

2. Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.
See Objective 1 -- these are deeply connected.

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
RBMS is building an experts directory for bibliographic descriptive knowledge domains, developing policy statements to RDA for cataloging rare materials (a.k.a. RBMS Policy Statements), developing Standard Citation Forms for Rare Materials Cataloging (SCF), and revising content and design of the heavily used Web Resources for the Rare Materials Cataloger.

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.
RBMS is reorganizing and integrating controlled vocabularies and thesauri for easier use -- and publishing it as linked open data.   RBMS is implementing the next stage of development for the Art and Rare Materials (ARM) BIBFRAME Ontology Extension, liaising with the ALA Committee on Cataloging: Description and Access (CC:DA). evaluating revision needs for DCRM(Mss) and Descriptive Cataloging of Ancient, Medieval, Renaissance, and Early Modern Manuscripts (AMREMM), and publishing Examples to accompany DCRM(Serials).

3. Increase ACRL's efforts to influence scholarly publishing policies and practices toward a more open and equitable system.
RBMS is working on revising our website to better share policies and practices. We are also researching, revising, and drafting a new Code of Ethics for Special Collections Librarians, Guidelines on Access to Research Materials in Archives and Special Collections Libraries, and Guidelines for Loans of Special Collections Materials.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
RBMS has multiple active and engaged discussion groups that meet every ALA to talk about a range of issues that cross special collections, archives, and libraries in general. RBMS is revisiting and revamping some of our traditional conference activities to create space for more varied work experiences and staff members. We are also editing and revising our educational opportunities directory, working on an updated membership survey, and expanding our presence at affiliated gatherings, such as book fairs. We are also endeavoring to collaborate more with our closest sister professional organization, the Society of American Archivists (SAA).

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.
RBMS develops conferences that continually address important and timely themes and sell out every year because they are so popular. There is a call for these networks and conversations which continues to grow. RBMS is revising our conference manual to better support conference building and planning.

We have begun looking into a potential joint conference with SAA and how we can have more of a programmatic presence at the ACRL conference every other year. We are managing our own content-heavy website to provide access to our policies and guidelines and resources as broadly as possible. We are also looking at additional workshops RBMS can provide outside of RBMS conferences.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
RBMS is working on broadening support to attend conferences via scholarships, organizing a webinar aimed at individuals of color who are interested in Special Collections as a career, working further on the RBMS Diversity Stories in StoryCorps, revising our website so that inclusion is more fully embedded into our website content, and offering a quarterly reading group via webinar featuring inclusive and diverse authors related to information, libraries, and archives. RBMS is improving a career FAQ on our website to support new and interested professionals. We are doing more outreach via in-person, conference, and social media work. RBMS conferences offer orientations to the section and conference, a new member mixer, new members' lunch, restaurant night for which anyone can sign up. We also have a conference guide program and mentor program for newer members. We seek to do even more!

Enabling Programs and Services

Education
See previous lists of this work.

Publication
RBM journal News blog Cataloging standards Teaching resources Career FAQ ...and more!

Advocacy
We advocate across institutions as well as within our home institutions. We seek better understanding and advocacy of special collections work within ALA and ACRL.

Member Engagement
Website Twitter and Facebook Social events Webinars Recruitment and promotion work across sectors

Core Commitment to Equity, Diversity and Inclusion
RBMS's Diversity Committee has taken on the lead on this but we see it as an initiative embedded in all that RBMS does. We have RBMS Diversity Stories on StoryCorps, the RBMS Diversity toolkit, a quarterly RBMS diversity reading group, and we conduct outreach and cultivate relationships with underrepresented groups. We also just partnered with Rare Book School on a multi-year program to support underrepresented professionals in building networks and knowledge in special collections.

Science and Technology Section (STS)

Submitted by: John Meier, Chair meier@psu.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.

The STS Publications Committee has continued to work with the editorial board of Issues in Science & Technology Librarianship (ISTL), the STS journal, to move its publishing operations to a more sustainable platform. They are currently in the process of moving the journal to the open access platform via a partnership with an established university press. This will improve both access for readers and the publishing process for editors and authors. Ideally, once moved, the journal will act as a model quality open access publication.   The STS Research Committee focuses their work on providing opportunities for Science and Technology Librarians to present their research to the larger community. In 2019, they hosted a poster session at ALA Annual in conjunction with the STS Member breakfast. Twenty-four presenters shared their research with attendees. Their twelve posters ranged on topics from systematic reviews and teaching to a comparison of research output from the US and China. Posters will continue to be accessible through an STS libguide.   They also hold the STS Research Forum at ALA Annual, which was attended by approximately 40 people and showcased the work of two groups of researchers. The research presented this year focused on women in STEM fields and the preservation and discovery of analog research data. Both topics generated extensive questions and discussion from the audience.

2. Promote the impact and value of academic and research libraries to the higher education community.

The 2018-2019 STS Awards Committee solicited nominations for the Oberly Award for Bibliography in the Agricultural or Natural Sciences. The committee selected Douglas Karlen and Lorrie Pellack for their paper "Iowa Crop Variety Yield Testing: A History and Annotated Bibliography."   STS Government Information Committee continues to organize a panel presentation, "Federal Science Agencies Update" at the Midwinter Meeting and Annual Conference. The panel is typically comprised of 2-3 agency employees; they provide insight on agency databases and collections so that science, engineering, and government information librarians can provide excellent reference assistance and instruction to researchers.   The STS Liaisons Committee has promoted and coordinated liaison work with 15 science and technology organizations this year. Many of the members of these organizations are from higher education institutions. By attending the professional conferences and meetings organized by these organizations, STS liaisons have networked and built collaborative relationships with faculty and researchers. They also frequently present at or are involved in committees or other   activities with each organization. The varied participation by STS liaisons from academic and research libraries in science and technology organizations further promotes the value of academic and research libraries in these communities.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.

The STS Hot Topics Discussion group delivered a presentation at the ALA Midwinter Meeting 2019 focused on predatory publishing. A panel of speakers engaged participants in issues predatory journals including: educating students and faculty, the role of open access publishing and practical tips to recognize deceptive practices.   The Professional Development Committee provided an analysis of an assessment on professional development led to a re-envisioned charge with more clarity in action to better assess and support professional development across the section.   The STS Assessment committee re-created the 2010 survey on the evolving nature of science librarianship and received

roughly 300 responses. An analysis of the responses is ongoing. The results of the survey will help the Section craft relevant programming and continuing education opportunities.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

The STS Nominating Committee is revising its work procedures in creating the slate of candidates. They are concerned that historic practices are not inclusive and have developed a pilot nominations process to test in creating our 2020 election slate. They will assess its effectiveness and report back to STS for sharing with other ACRL sections.

Student Learning

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

Objectives:

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

The STS Information Literacy - Chat sub-committee is responsible for holding regular online chats. The chats are typically last for an hour and feature topics related to science information literacy that may be of interest to STS members, but are open to all for attendance. The chats are moderated by the members of the sub-committee. The theme this year was Information literacy instruction and outreach in STEM, and a survey was sent out seeking proposals from potential speakers. The committee moderated a total of 4 chats, and a full report can be found: https://tinyurl.com/STSILChat201819. Links to the chat recordings and the discussion leaders slides can be found on the chat sub-committee libguide (https://acrl.libguides.com/sts/ilchat).   The STS Information Literacy Resources sub-committee manages a guide of resources on science information literacy, which is available at https://acrl.libguides.com/sts/scienceinfolit. This year, the sub-committee has been focused on reviewing the content and organization of   the libguide and planning for updates. To facilitate this work, sub-committee members reviewed the results of the May 2018 STS Quarterly Survey, which indicate people belong to ACRL/STS primarily for professional development & educational resources, and they want a place to find the latest research and to locate resources to help them do their work. Additionally, the survey results suggest STS members face challenges in keeping up with trends and developments in their field and expanding their knowledge. With these results in mind, the sub-committee developed a plan to update the libguide to provide general and disciplinary resources related to IL, assessment, the ACRL framework, data IL, teaching topics, and professional development opportunities. The major change involves chunking content into disciplinary tabs, where relevant. The sub-committee started reviewing existing resources and gathering new additions. It is expected the restructured guide will be ready for release in 2019-2020. The sub-committee also made plans to annually review the guide content and send out the guide link on the STS Listserv to request suggestions for additional content from members.

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

STS Liaisons play an active role with science and technology organizations to promote information literacy. Of particular importance is the liaisons' involvement in the education divisions of these organizations, which enables STS to keep up with new trends in science and technology education and

identify new opportunities to incorporate information literacy in student learning. The STS Professional Development Committee conducted the biennial professional development survey to gather needs and interests of STS members, including topics related to information literacy.

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
The STS Liaisons Committee posts output from committee initiatives in openly accessible ways and promotes these outputs via the STS and related listservs. STS Liaisons Committee also continually looks to find additional ways to further disseminate and promote committee and liaison created content.

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.
The STS Professional Development Committee promoted Science Bootcamps around the U.S. and in parts of Canada, which involve learning from and engaging with faculty on issues related to STEM research. They also developed a science Librarian Boot camp page promoting boot camp style events to membership and beyond. This site provides a cohesive place to not only find boot camps, but to also determine interest and eligibility to participate. The STS Scholarly Communication committee organized discussion groups at both Midwinter and Annual 2019. The Midwinter session focused on issues related to breaking up journal "big deals", while the session at Annual was called "Subject librarians and academic authors: Three open access talking points" and addressed a number of possible open access publishing issues about which subject librarians might engage faculty and graduate students. The session at Annual was co-sponsored by the Education and Behavioral Sciences Section of ACRL. The Scholarly Communication committee also continued to publish "Scholarly Communication Investigation" (SCI) posts, written by both STS members and people from the broader academic library community, to educate STS members and others about issues pertinent to scholarly communication. The Science Resources: Discovery and Access Committee maintains the blog Insidescienceresources.wordpress.com to provide tips on science and technology information resources, with an emphasis on those which are open access. The primary audience is academic science librarians, however the posts may be useful to researchers, and perhaps secondary school teachers as well. Eleven posts are typically made in a year, with links distributed via the STS listserv, Facebook, and Twitter. The STS Hot Topics Discussion group delivered a presentation at the ALA Annual Conference 2019 centered on the role of the library and librarians in journal publishing. Two speakers, who serve in dual roles as journal editors and librarians, addressed the financial, workflow and timelines of journal hosting and management. The group discussed the role of students and faculty, peer-review and the challenges to publishing platforms. The STS Publisher/Vendor Discussion Group sponsored a discussion session at Midwinter 2019 around Open Access and the film - Paywall the Business of Scholarship. The STS Government Information Committee supported all efforts to make sure that federally funded research is available through public access. The STS Liaisons Committee organized a free, online forum focusing on current events and emerging trends in science and technology organizations that was held on June 17, 2019. The event featured organization overviews and highlights for library and information professionals. Presentations covered 5 organizations: American Physical Society (APS), presented by

Sandy Avila; International Association of University Libraries (IATUL), presented by Meghan Lafferty on behalf of Tod Colegrove who is the liaison and prepared the presentation; Geoscience Information Society and Special Libraries Association, Physics-Astronomy-Math, both presented by Chrissy Klenke; and March for Science, presented by Aimee Sgourakis. The event recording is available at: https://youtu.be/rJq83O5_Kpg and is linked in ALA Connect for others to access: https://connect.ala.org/acrl/viewdocument/recording-sts-liaisons-online-foru?CommunityKey=517f43f1-4953-42f2-8abe-cd21ae4bb333&tab=librarydocuments. This annual event by STS Liaisons Committee allows STS members to have a better understanding of service opportunities for librarians in such organizations, as well as the needs of researchers in these areas, including trends in emerging areas such as: science communication, open access publishing and archiving, data sharing and management, digital scholarship, and more. The forum also provides a venue for members to discuss how to enhance services for researchers at their institutions.

3. Increase ACRL's efforts to influence scholarly publishing policies and practices toward a more open and equitable system.
The STS Publications Committee coordinates the publication Issues in Science & Technology Librarianship (ISTL), the STS journal. ISTL always has been, and will continue to be open access.

New Roles and Changing Landscapes
Goal: Academic and research library workforce effectively navigates change in higher education environments.

Objectives:
1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
The STS Membership & Recruitment Committee used the STS list to "Spotlight selected STS members; this helped to form connections among members and also with non-members. Communications sent from the committee to new, renewing, and dropping members helped to show support to those individuals and appreciation for their part in the community.   In the past year, 5 liaisons provided reports on the activities of the annual conference or other events of their assigned organization, and all the reports are available on the Committee's website: http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections/sts/stswebsite/liaison/program-reports. These reports provide STS members with educational opportunities to understand the science and technology organizations and their relationship to science and technology librarianship, which may lead to further improvement of library services.

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.
The STS Professional Development Committee continued maintenance and evaluation of the STS mentoring program. Recommendation was made to re-do a new website with the information and restructuring previously done.   Work by members of the STS Membership & Recruitment Committee in helping to sponsor and plan the STS General Membership Meeting, Poster Session, and Breakfast at the Annual Conference in Washington, D.C. helped to support member skills and personal connections. The STS Membership & Recruitment Committee also provided representation at ACRL 101 at the ACRL Conference in Cleveland and at ALA Annual in Washington D.C. helped to show potential members the many opportunities within ACRL and within ALA. Their new promotional postcard and (annual) revision

of the STS Membership brochure provided information to help potential members see the many opportunities available to them within ACRL.   STS Program Planning Committee at ALA Annual 2019 in Washington, D.C delivered a program titled, "STEM Librarians: evolving and redefining roles in support of a changing academia." The panel which consisted of 3 academic librarians discussed their experience in supporting systematic reviews, inclusion of virtual technologies and the expansion of data services in academic libraries. Panelists focused their discussions on best practices, changing responsibilities, becoming innovators, establishing collaborations, and meeting the needs of their users.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
No activities yet, we are in an information gathering phase with our Equity, Diversity, and Inclusion (EDI) Task Force.

Enabling Programs and Services

Education
Nothing additional

Publication
The STS Publications Committee continues to maintain the STS ListServ, allowing members to communicate broadly both within and external to STS membership, on these and related issues. In addition, the STS Signal, overseen by the STS Publications Committee, frequently publishes   research, resources, and other information related to these topics. Finally, the STS Publications Committee has recently completed an audit of all our online content (the ACRL website as well as the STS LibGuides) with the goal of making a more streamlined and cohesive online presence with which our members may communicate and share information.

Advocacy
Nothing additional

Member Engagement
STS added two new social events in the past year. At the ACRL National Conference in Cleveland we held our first Membership Reception, sponsored by ACS Publishing and SPIE. We also added a Membership Reception on Saturday night at the ALA Annual Conference in Washington DC sponsored by Elsevier.

Core Commitment to Equity, Diversity and Inclusion
STS now has an Equity, Diversity, & Inclusion (EDI) Task Force that is exploring ways in which STS can promote diversity, equity, and inclusion within the section.

University Libraries Section (ULS)

Submitted by: Kerry Creelman, Chair kerry.creelman@gmail.com

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

Objectives:

2. Promote the impact and value of academic and research libraries to the higher education community.
The Evidence-Based Discussion Group organized a discussion on institution-level assessments, their usefulness to library practice, and campus collaborations for assessment, after a presentation by Laurel Littrell on combining various data outputs to better understand undergraduate student non-library users.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
The Evidence-Based Discussion Group intertwined a discussion on writing and validating survey questions with a consideration of the generational stereotypes in academic libraries. Guest speakers Jessica Hayes and Cecelia Parks discussed their recent survey and resulting publication.   The Academic Outreach Committee led an online discussion that considered how to effectively assess and communicate the impact of library outreach services.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
Guest speakers Orolando Duffus and Andrea Malone presented on the use of assessment to inform the development of a library EDI plan at an Evidence-Based Discussion Group meeting.

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
The Current Topics Discussion Group talked about the impact of OER 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.

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
Not all of our members can attend conferences. To provide high-quality professional development programming available to all members, several ULS committees offered online programming, including presentations and discussions. Recordings are available on the ULS YouTube channel.

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.
The Current Topics Discussion Group discussed OER/Open textbooks creation and open access publishing.   The Technology in University Libraries Committee's monthly C&RL News column, TechBits, raises readers awareness and deepens their knowledge of new technologies relevant to knowledge creation systems.   The Professional Development Committee provided two online presentations that increase librarians' access to education related to scholarly communications: "Establishing a Scholarly Communication Baseline: Using Liaison Competencies to Design Scholarly Communication Boot Camp

Training Sessions" (163 attendees) and "Beyond Citation Counting: Metrics and Altmetrics for Demonstrating Scholarly Impact" (161 attendees). Recordings are available on the ULS YouTube channel.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
The Current Topics Discussion Group talked about the changing roles for library employees.   At the ULS conference forum, panelists critically reflected on their work in public services, technical services, and management, and how the profession has changed. Discussion and Q&A encouraged attendees to share strategies for managing change, as well as to better prepare new librarians for careers in the field.   The Membership Committee contributed to this objective by hosting drop-in mentoring at ALA Midwinter and Annual conferences. Forty individuals engaged in career mentoring sessions at Annual.   The Academic Outreach Committee successfully piloted a new virtual workshop session where members work-shopped an upcoming event, program, or initiative with guidance from an AOC member in an online, one-on-one consultation setting.   The Professional Development Committee provided an online presentation that fosters change in academic libraries and supports the library workforce: "Tenure Track Positions: Could I Survive? Could I Thrive?" (145 attendees). Recording is available on the ULS YouTube channel.   The Award Committee presented Lynda Kellam with this year's Outstanding Professional Development Award, recognizing her creation of the impactful webinar series "Help! I'm an Accidental Government Information Librarian."

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.
The Mid-Level Managers Discussion Group discussed how changing technology impacts library work and effective decision-making strategies.   The Technology in University Libraries Committee hosted an online forum that considered the impact of augmented reality on academic libraries and how we can embrace it.   The Academic Outreach Committee hosted three online roundtable discussions for each of the following four topics: Outreach Through Games & Gaming; Tools & Strategies for Marketing your Outreach; Engaging your Community with Exhibits & Displays; and Developing your Outreach Plan. Through a total of 12 discussions, 77 participants engaged in conversation supporting their evolving library work. Recordings are available on the ULS YouTube channel.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
The Mid-Level Managers Discussion Group talked about institutional EDI initiatives, training, and structural barriers.   The ULS conference forum sought librarians of colour to serve as panelists.   The Professional Development Committee provided three online presentations that increased librarians' access to education related to EDI in the library workforce: "Beyond Library Diversity Residencies: Strategies to Recruit, Retain, and Promote Librarians of Color" (337 attendees), "A Culture of Accessibility Through Policy and Communication" (163 attendees), and "I Didn't Mean Anything by it: How Racial Microaggressions are Perceived" (491 attendees). Recordings are available to members on the ULS YouTube channel.

Enabling Programs and Services

Education

Professional development programs are listed elsewhere in the report. We held discussion groups at Midwinter and Annual, a program at Annual, and online content throughout the year.

Publication

The Technology in University Libraries Committee authors the monthly TechBits column for C&RL News. The Communications Committee maintains an active blog, featuring Members of the Month, announcements, programs, and awards.

Member Engagement

The Membership Committee sends letters to new members, members reinstated to the section, and those dropping the section. They also host drop-in mentoring and socials at ALA Midwinter and Annual conferences. The Annual conference mentoring supported 40 mentees and the social was well attended, with 46 individuals.   The Procedures Committee maintained and updated ULS LibGuides to provide accurate information for members.   The Communications Committee maintains an active Facebook page, listserv, Twitter account, and YouTube channel to engage with members and promote ULS activities.   Members-at-Large developed a membership survey that will be distributed in fall 2019.

Core Commitment to Equity, Diversity and Inclusion

ULS does not currently have specific EDI initiatives, but is incorporating EDI issues into face-to-face and online programming. Two discussion groups discussed EDI topics and we offered three online forums on EDI topics. The ULS forum at ALA annual featured librarians of colour as panelists.

Women and Gender Studies Section (WGSS)

Submitted by: Pamela Salela, Chair psale2@uis.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
The section's Research Committee maintains the Bibliography of Scholarship on Women & Gender Studies Librarianship and the Research Agenda for Women & Gender Studies Librarianship.

2. Promote the impact and value of academic and research libraries to the higher education community.
For the second year in a row, Duke University Press provided monetary sponsorship of our two awards: Significant Achievement Award & Career Achievement Award.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
Through our committees we provide enrichment opportunities for young libraries entering the field to engage with more seasoned librarians.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

Our ALA program was "Pitfalls of Neutrality: What Does Inclusivity Mean in Libraries?" which provided focused examples on equity, access and inclusion. In addition, the participation of the Office of Intellectual Freedom provided information for librarians on how their office can assist them when they face resistance in such efforts.

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
We are finalizing our Framework document and hope to be able to move forward on this by next year.

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
Many of our poster session authors demonstrated creative ways to incorporate more 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.
Many of our poster session presenters provide unique models for disrupting the status quo of power and knowledge. In addition, there was a session on open access publishing and social justice; a session on data minding through open source resources, and much more.

New Roles and Changing Landscapes

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

Objectives:

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.
The WGSS Career Achievement Award and Award for Significant Achievement in Women and Gender Studies Librarianship recognize and promote the work of many different information professionals. Career Achievement Award: Carrie Kruse, director of College Library, user experience, and library spaces at the U. of Wisconsin-Madison. "Carrie Kruse has been a proponent of Women's Studies and Women and Gender Studies librarianship throughout her career," said award chair Dolores Fidishun, head librarian at Penn State-Abington. "She has mentored countless librarians and has been extremely active in WGSS where, among other accomplishments, she was a driving force behind the WGSS Core

Books project. Most importantly, as a library administrator she has demonstrated her support for our community in ways that raised awareness of our discipline."

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
Our Significant Achievement Award went to Rose L. Chou and Annie Pho for their publication, Pushing the Margins: Women of Color and Intersectionality in LIS."

Enabling Programs and Services

Education
We had 17 presenters at our poster session in the Exhibit Hall.   Since moving the main poster session to the exhibit hall, we have seen increased exposure and interest in the work of our presenters.   In addition, we repeated about half of those at our

Publication
The section produces a semi-annual newsletter. An archive is available on the section website.

Advocacy
Sarah Howard (Princeton University) served as the section's liaison to the National Women's Studies Association (NWSA) and as chair of their Librarians' Task Force. She was successful in having two proposals accepted by NWSA for their fall conference in

Member Engagement
The section maintains a listserv for members who subscribe. This past year (& the year prior) we made an extra push for volunteer recruitment to our committees and we were successful in bringing some new talent. This years membership social included a field trip to the National Portrait Gallery to take in the "Votes for Women" exhibit celebrating the upcoming centenary of the 19th amendment. Following the field trip (which included well over two dozen participants) we went to Ella's Pizza for food, drink and engaging conversation. Many new faces and much enthusiasm abounded.   In addition, we have a Facebook page & Twitter feed which we are currently in the process of reviving.

Core Commitment to Equity, Diversity and Inclusion

By the very nature of the focus of the Women & Gender Section we focus on equity, diversity & inclusion.   And this goes beyond gender and includes: race, ethnicity, ability, age, sexual orientation and more.

Academic Library Services to Graduate Students Interest Group

Submitted by: Hannah Gascho Rempel, Co-Convenor/Convener

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
Hosted in-person meetings at ALA Midwinter and ALA Annual at which four presentations on issues related to serving graduate students were given (at each meeting). In addition, hosted a virtual panel in the Fall for a discussion on graduate student spaces, and a virtual panel in the Spring at which four (non-LIS) graduate students shared their experiences with libraries and research.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
Maintain a listserv, an ALA Connect space, and an ACRL LibGuide that shares content from our meetings. Solicits feedback after each session and makes changes accordingly.

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
Use a blind review system so that we don't just select presentation proposals from people we know.

3. Increase ACRL's efforts to influence scholarly publishing policies and practices toward a more open and equitable system.
Make presentation slides as well as speaker notes available on our LibGuide and ALA Connect space. Make our virtual presentation recordings available on these spaces as well.

Enabling Programs and Services

Member Engagement
Held the first-ever virtual panel presentations for our Interest Group via Zoom.

Academic Library Services to International Students

Submitted by: Leila June Rod-Welch, Co-Convenor/Convener leila.rod-welch@uni.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.

The convener put out a call for proposals for ALA Annual for librarians/researchers interested in the field to present and share their research, outreach efforts, ideas, and knowledge to others interested in serving internationals students and English as a Second Language learners.

2. Promote the impact and value of academic and research libraries to the higher education community.

ACRL Academic Library Services to International Students Interest Group's listserv served as a tool to communicate ideas, news, brainstorm thoughts, concepts, and solicit proposals. Also, the group hosted presentations during ALA Annual.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.

This year, the format of the group was changed in order to involve more members and to allow more members to participate in professional development. The convener solicited proposals for the ALA Annual meeting in order to have more in-depth and focused discussions. The presentations were selected in a peer-reviewed format. Two presentations titled "Small Stage but Global Impact: Celebrating International Students in the Miller Nichols Library" and "Tips, Strategies, and Workarounds for Library Outreach to International Students" were selected. ACRL Academic Library Services to International Students Interest Group co-sponsored "Will They Stay or Will They Go? 'Sense of Belonging' as a Foundation for Creating Inclusive Library Services for International Students" by Aubrey Iglesias. The PowerPoints slides for these presentations were shared with our groups listserv and with ALA Connect after ALA Annual.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

Since ACRL Academic Library Services to International Students Interest Group focuses on serving international students, our audience is very diverse and this group provides and shares their knowledge, best practices, strategies, etc. to better serve this diverse group of library users. We need to ensure that international students feel comfortable during their collegiate studies in the U.S. as they bring diversity to our campuses/libraries, and helps our economy. As well, American students have the opportunity to interact with international students and learn about other cultures.

Enabling Programs and Services

Member Engagement

Used ALA Connect and the listserv as a way of communication, call for proposals, for sharing and soliciting ideas, and for recruiting the incoming conveners.   Also, the administrative format of the group changed in order to involve more librarians with this interest group starting July 2019. This Interest Group will now have two co-conveners and two incoming conveners. This will increase the involvement of librarians with ACRL groups. It may also help to recruit more members to join our interest group. As well, we hope this change to involve more people will make this interest group stronger as they can collaborate more and have a presence in both ALA Midwinter and ALA Annual. In addition, the interest group can offer webinars in-between ALA Midwinter and ALA Annual to reach out and serve librarians

and other professionals who have an interest in serving international students. ACRL Academic Library Services to International Students Interest Group has 853 members.

Access Services Interest Group

Submitted by: DaVonne R Rooney, Co-Convenor/Convener davonne@upenn.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
Over the last couple of years, 2018-2019 included, a members of the Access Services Interest Group formed team and smaller task groups to research and analyze the impact and importance of access service professionals and their collective ever changing services provided to the academic library community.

2. Promote the impact and value of academic and research libraries to the higher education community.
The work done on the above mentioned Framework for Access Services was presented tat the Annual Access Services Conference in 2018.

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
The Framework, which much of this groups focus during the first three years of our existence would empower libraries to consider the impact of traditional library services and access services professionals in providing sustainable, equitable, inclusive and responsive services in support of information literacy programs.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
In addition to the development of the Framework mentioned in previous sections, which is meant to expand on the assumed definition and expected work provided by an Access services or circulation unit, throughout 2018-2019 ASIG hosted virtual programming that promoted the versatility of traditional access services and how they can be utilized to learn more about how to support and service our patrons.

African-American Studies Librarians Interest Group

Submitted by: kYmberly Keeton, Co-Convenor/Convener kreativejournalist@gmail.com

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
Created a Professional Webinar Series to complement the diversity and talent among African American Librarians and Archivists.

2. Promote the impact and value of academic and research libraries to the higher education community.
Updated social media networks on a monthly basis as well as our collaborative partners including the Black Caucus of the American Librarian Association, SAA Archivists of Color, and SLA librarians.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
Created a Professional Webinar Series to complement the diversity and talent among African American Librarians and Archivists. In addition, we re-created the ACRL-AA Librarians Interest Group Newsletter and published the latest issue for Summer 2019 and it was available during ALA Annual.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
Continuing to concentrate on membership, strategic yearly goals, and ways of marketing the interest group to our professions.

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
During my tenure as the convener I made sure to reach out to predecessors to discuss ways in which we could share these same ideals in our webinar series and in the newsletter.

2. Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.
I had the opportunity to work with our past conveners, scholars in the field, and African American librarian-archivists organizations.

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
We had at least 20 + people to attend the webinar series and always advocated for the inclusion of variety of voices from the field to share their work with their colleagues.

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.
All of the webinars focused on topics in these areas listed above and are archived for our members via our web presence in ALA Connect - Our web presence for ALA/ACRL.

3. Increase ACRL's efforts to influence scholarly publishing policies and practices toward a more open and equitable system.
This was touched on more in our newsletter with the latest members in our profession to run for office.

New Roles and Changing Landscapes
Goal: Academic and research library workforce effectively navigates change in higher education environments.

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
I agree that this needs to happen and that librarians should be more aware of their right to write, right - to get their voices heard. I shared this all the time in our meetings, webinars, etc.

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.
My job and goal was to make sure that our members in ACRL, ALA, SAA, SLA - that they have a space to share their work and voice their opinions in our newsletter without inhibitions.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
I believe this was accomplished through my work during 2018-2019.

Enabling Programs and Services
Publication
NYAH - Newsletter Vol 1 Published in June 2019

Member Engagement
Maintained our social media presence.

Core Commitment to Equity, Diversity and Inclusion
All of our webinars were focused on these initiatives in some fashion or form with regard to each individual scholar that contributed their work!

Digital Badges Interest Group
Submitted by: Kelsey O'Brien, Co-Convenor/Convener klobrien@albany.edu

Enabling Programs and Services

Education

The Digital Badges Interest Group (DBIG) offered two virtual presentations, one in the fall (November 2018) and one in the spring (April 2019), that helped our community members learn more about digital badging technologies and best practices. Recordings and slides from the meetings were added to the DBIG LibGuide for those who were unable to attend in person.   The theme of our fall meeting was digital badging ecosystems, and each of the presenters shared their experiences implementing badge programs in various Learning Management Systems. Our presenters were Roberta Sullivan from the University at Buffalo, Angela Ecklund from MLA International Bibliography, and Jared Ward, a Solutions Engineering manager from Canvas.   At our spring meeting Jeff Bohrer of IMS Global Learning Consortium presented on the Comprehensive Learner Record, a learner-centered verifiable digital record for capturing and communicating a student's achievements that may not be included on a student transcript.

Member Engagement

We made a strong effort this year to encourage member engagement in order to best meet the needs of our interest group members. We sent out a survey to the DBIG listserv early in the fall in order to gather feedback and suggestions, which we used to generate ideas for our virtual meeting topics. We also started sending personalized welcome messages to new listserv subscribers that invites them to share with us what they are interested in gaining from the group. In April two of our interest group members helped us recruit new members by representing the DBIG at ACRL Annual's Engagement Fair.   We have continued to update our DBIG LibGuide as well as an annotated bibliography of relevant literature on digital badges, which was distributed via the listserv in the fall and spring. We also added a blog post feature to the LibGuide so that members can share their experiences implementing digital badge programs. We welcomed a new incoming convener, Carleen Huxley, in July.

Health Sciences Interest Group

Submitted by: Maribeth Slebodnik, Co-Convenor/Convener slebodnik@email.arizona.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
11/12/2018 – Citizen Science webinar presented jointly with the National Network of Libraries of Medicine (NNLM)

2. Promote the impact and value of academic and research libraries to the higher education community.
1/28/2019 – Clinicaltrials.gov webinar presented jointly with the National Network of Libraries of Medicine (NNLM)

New Roles and Changing Landscapes

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

Objectives:.

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.

3/18/2019 – PubMed and Beyond webinar presented jointly with the National Network of Libraries of Medicine (NNLM) 6/14/19 Teaching Techniques for PubMed presented by members of the ACRL Health Sciences Interest Group.

Enabling Programs and Services

Member Engagement

Formation of 1) Programming and 2) Membership, Recruitment & Retention Committees within HSIG 6/20/2019, Tour of the National Library of Medicine for HSIG members 6/21/2019 HSIG Business and Continuing Education meetings at ALA Annual

History Librarians Interest Group

Submitted by: Alain St. Pierre, Co-Convenor/Convener apierre@princeton.edu

Research and Scholarly Environment

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

Objectives:

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.

Our virtual winter 2019 meeting included a presentation on the Citizen Archivist Program, a program created by the National Archives and Records Administration that enables citizens to help NARA to identify problematic material in its universal catalog.   Our virtual summer 2019 meeting was a presentation on the Archive of American Public Broadcasting, including ways that librarians and researchers can use datasets from the archive for digital humanities research.

Image Resources Interest Group

Submitted by: Jane Darcovich, Co-Convenor/Convener darcovic@uic.edu

Enabling Programs and Services

Education

The Image Resources Interest Group (IRIG) hosted a virtual meeting in June 2019 that included four presentations on visual literacy topics. Millicent Fullmer and Stephanie Beene gave a report on the Visual Literacy Task Force standards update, noting future steps that include engaging additional stakeholder groups, and reaching out to disciplines external to art and design librarianship. Jenny Dale presented "Uplifting Memes" discussing work with Maggie Murphy on projects and programs to expand

the ways they teach visual literacy at UNC Greensboro. In her talk "Demystifying Aesthetic Vocabulary" Nicole Fox of Belmont University discussed aesthetic vocabulary as a tool for image evaluation that can be used by instruction librarians. Dr. Lesley Farmer of California State University Long Beach presented "Getting Creative Through Visual Literacy Using Graphic Novels" discussing student projects and activities involving visual literacy and content analysis using the graphic novel format. The presenters' slides were posted on the group's Google Site: https://sites.google.com/site/acrlirig/meetings and IRIG members were notified via our listerv.

Publication

We migrated the legacy Digital Images Collections Guide to a LibGuide in response to requests to make this resource publicly available. We secured the agreement of Scott Spicer, who originally authored the Guide, to manage its updating. This work is still in progress.

Library Marketing and Outreach Interest Group

Submitted by: Sabine Dantus, Past Convener sdantus@lynn.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.

The Library Marketing and Outreach Interest Group focus on communicating what our libraries and librarians can do for their campuses. We have built a community through our Facebook group that shares best practices for marketing our services to students, faculty, and administration. Librarians are able to have the space to share communication strategies, we all benefit and find new ways to tell the story of the work we do in academic and research libraries around the world.

2. Promote the impact and value of academic and research libraries to the higher education community.

Marketing, outreach, and programming is at the heart of our Interest Group. We emphasize clear methods of communicating our impact and value. Through our group, we have shared resources that help individual librarians to create marketing materials, market

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.

The 2018-2020 co-covener Sabine Dantus and incoming co-convenor Kimberly Schotick helped to promote the ALA Libraries Transform Toolkit for academic and research librarians during ACRL at a Gale sponsored lunch and learn as invited panelists. The toolkit is designed to provide academic and research libraries with tangible marketing materials to develop and improve engagement, increase advocacy efforts, and communicate academic library impact.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

During ALA Annual we co-hosted a panel of librarians with the University Libraries Section (ULS) Academic Outreach Committee (AOC). This panel spoke on a number of topics. Topics included the tools needed to create both a strategic marketing plan and individual personas to better serve and connect

with diverse library users, share ways to identify and collaborate with campus partners and discuss student-focused marketing and outreach through peer leaders. Attendees were able to ask questions and continue the discussion in small groups to reflect on how their institutions can implement similar outreach strategies.

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
In the Library Marketing and Outreach Interest Group, we often fulfill this Objective by discussing new and helpful ways to build relationships with library users through outreach and marketing. Learning how to build strong liaison relationships, libraria

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.
Our interest group helps to fulfill this objective by sharing ideas for faculty events and targeted signage or communications in our Facebook group and listserv. In supporting our members by developing more marketing/outreach opportunities to engage with faculty, we are helping librarians communicate about the current systems of scholarship and power and privilege in knowledge creation systems.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
As an interest group, we seek to provide platforms for our members to share their experiences, expertise, successes, and failures in every opportunity that we meet during Midwinter and ALA Annual Conference. Recently, at Midwinter and ALA, we provided an opportunity for librarians to share their experiences in marketing, social media, creating user engagement, and outreach programming.

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.
Library marketing, outreach, and engagement are always evolving and new ideas are being created constantly. The interest group highly values sharing resources and skills in order to build our professional skills in marketing and outreach and to learn how

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
Our members and co-conveners often share open positions with librarians across the world. We have library students and an international group of library and marketing librarians and professionals on our Facebook page. This allows the group members to have

Enabling Programs and Services

Publication

Choice White Paper no. 2 Marketing Academic Library Resources and Services by Jennifer Park and Sabine Dantus

Advocacy

ACRL Libraries Transform Toolkit

Member Engagement

Membership continues to grow. Our official ACRL membership is growing incrementally (from 955 in 2017, August 2018, the LMOIG had 1,106 members). Our unofficial membership through the Facebook Group increased from 3300 in July 2017 to 4180 in July 2018, 5,003 members in July 2019.

Core Commitment to Equity, Diversity and Inclusion

We had two interest group liaisons representing the interest group on the ACRL Libraries Transform Task Force.

Research Assessment and Metrics Interest Group

Submitted by: Jim Morris-Knower, Past Convener jpk15@cornell.edu

Research and Scholarly Environment

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

Objectives:

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.

Our group hosted a variety of webinars during the year that addressed this objected. 1. Oct. 11, 2018: Anna Hatch, the Declaration on Research Assessment (DORA) Community Manger, discussed how DORA is working to reduce the misuse of journal-based metrics in hiring, promotion, and funding decisions with a specific focus on the good assessment practices that DORA is collecting for the academic community to use as a resource. 2. Dec. 4, 2018: Brown librarians Erin Anthony, Kelsey Sawyer and Erika Sevetson gave a webinar on their recent experience hosting a five day Research Metrics Challenge for their faculty and grad students at Brown to enhance support for bibliometrics and research evaluation. 3. Tuesday Feb. 26, 2019: Heather Coates from the IUPUI University Library discussed her library's support for faculty use of metrics in dossiers for promotion and tenure.

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

June 22, 2019: at ALA Annual, our IG organized and co-sponsored a panel "Knowledge is Global: Expanding the Awareness and Impact of Research from the Global South. The panel gathered researchers, librarians and policy experts to explore new and innovat

Enabling Programs and Services

Education
See webinars.

Member Engagement
Our list, now grown to over 375 members, is active in promoting discussion around issues of research impact and open science.

Residency Interest Group

Submitted by: Kaitlin Springmier, Past Convener kaitlin.springmier@sonoma.edu

Value of Academic Libraries

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

Objectives:

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.

The Residency Interest Group (RIG) promotes the overall advancement of library residents' professional success through inter-collegiate assessment and advocacy of residency work. Throughout the year, the interest group regularly communicates opportunities for professional development, including scholarships, calls for participation, research surveys, and new literature related to equity, diversity, access, and inclusion, and early-career development, especially with regard to assessment and advocacy. In addition, this year, RIG has established an Assessment Working Group to investigate and publish benchmarks of measuring residency success. The Working Group provides opportunities for early-career librarians to expand professional understandings of assessment in academic libraries.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

RIG supports resident and early-career librarians through a number of ways, however, foremost is through facilitating research and conversation surrounding library residency programs and the impact they have on equity, diversity, and inclusion in academic libraries and higher education. For example, this year, RIG has coordinated a panel discussion at IDEAL'19: Advancing Inclusion, Diversity, Equity, and Accessibility in Libraries & Archives called "Intent and Impact: Discussing Best Practices in Building Evidence-Based Diversity Residency Programs." In the panel, resident librarians will discuss key issues and best practices in building evidence-based diversity residency programs. By expanding knowledge and understanding of workforce interventions for underrepresented employees that tend to produce positive results (retention, career success), RIG is working to advance equity, diversity, and inclusion (EDI) practices in academia through the model of academic libraries.

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
RIG is as an information clearinghouse and resource for library residency programs, and provides information in an open model. RIG's website [https://acrl.ala.org/residency/] is consistently updated with information unique to library residencies, includin

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
Residencies themselves are constantly evolving and often require great flexibility (both from the institution and the resident). RIG's mission is to support the creation, implementation, research, and management of library residency programs. The interest group has significantly focused on helping residents succeed in their career through networking and professional development. RIG builds connections between residents, new graduates, and early-career librarians by creating opportunities to discuss, critique, and improve their residency experiences through conference panels, presentations, and posters, communicating in online communities, guided virtual discussions, or through publications in research journals. For example, RIG publishes a monthly 'Resident of the Month' feature which allows current and past residents to discuss their residency experiences as well as research interests and connects them to the wider library profession.

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.
Library residencies are limited-term positions, and, as most have a goal is to introduce hire new, diverse perspectives to the hiring library, RIG works to support the academic library workforce in embracing change and transition through a variety of reso

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
Library residency programs were established 30 years ago with the intention of increasing the hiring pipeline of qualified and talented individuals from underrepresented racial and ethnic groups. Because RIG's charge is to support resident librarians in t

Enabling Programs and Services

Education

RIG continues to populate their website and blog (http://acrl.ala.org/residency) with content throughout the year, including job postings, updating the residents and programs directory, and adding readings of interest to its resources page. Many of these are also distributed through its active listserv (acrl-rig@lists.ala.org).   In addition, members of RIG contributed to the recently published guide for those interested in creating a residency program: Developing a Residency Program: A Practical Guide for Librarians.

Member Engagement

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

Systematic Reviews and Related Methods Interest Group

Submitted by: Scott Marsalis, Past Convener marsa001@umn.edu

Enabling Programs and Services

Member Engagement

We hosted a round table at the 2019 Biennial meeting, our first opportunity for face-to-face engagement, and way to introduce our new interest group to attendees. 25 members attended. Topics included members' current comfort level supporting synthesizing reviews, gaps in attendees' knowledge, and ways we'd like to collaborate across institutional boundaries. The need for peer-support and review of search strategies rose as a common need.   As this was our first year in existence, we focused on building up our listerv membership. We now have a listserv, with 151 members that is actively used for professional support and promotion of professional development opportunities.

Technical Services Interest Group

Submitted by: Erin Finnerty, Co-Convenor/Convener erinf@temple.edu

Enabling Programs and Services

Education

The Technical Services Interest Group sponsored presentations at both ALA meetings designed to support scholarship and learning regarding technical services in academic libraries. At Midwinter in Seattle, Marcia Barrett, Cataloging & Metadata Strategies Librarian at University of California, Santa Cruz presented "Following the BIBFLOW Roadmap: First Steps toward a Linked Data Environment." Rebecca L. Mugridge, Dean of University Libraries and Nancy Poehlmann, Head of Metadata Services at University at Albany, SUNY presented "Benchmarking Vended Authority Control Practices," and Marina Morgan, Metadata Librarian at Florida Southern College presented "New Take on Name Authority Control in a Digital Repository." That session was very well attended, and we estimate there was an audience of approximately 40 people.   At Annual in Washington, DC we again had three presentations during our meeting. Anastasia (Nastia) Guimaraes, Project Management Librarian at University of Notre Dame presented "Introduction of Project Management in Technical Services." Elizabeth Miraglia, Assistant Program Director and Head of Books and Serials Metadata at University of California, San

Diego presented "Managing your DDA Spend Through Record De-duplication and Deactivation," and Mary Gilbert, AUL for Content Management and Rick Davis, Copyright & Scholarly Communications Librarian at Towson University presented "Can a Database be Too Popular?: Managing the high costs of a high-demand PDA streaming video collection." There were 28 people in the audience for that meeting.

Member Engagement

At the ACRL Engagement Fair in Cleveland, the incoming convener, Cynthia Romanowski, represented the Technical Services Interest Group at the First-Time Attendee Orientation. There she was able to speak one-on-one with those new to the conference, and possibly ACRL, about the merits of participating in the various interest groups, sections, and committees.

Universal Accessibility Interest Group

Submitted by: Jessica Brangiel, Co-Convenor/Convener jbrangi1@swarthmore.edu

Value of Academic Libraries

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

Objectives:.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.

Through the ACRL uniaccess list UAIG members share resources for professional development including conference presentation opportunities.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

The Universal Accessibility Interest Group most closely aligns with this objective. During the 2018/2019 we discussed, in conjunction with the accessibility interest group members of LITA and ASGCLA, face to face at midwinter and annual projects, programs, and issues that libraries are facing in regards to providing accessible library materials and services. The ACRL UAIG held a virtual midwinter program with a speaker who discussed strategies for assessing materials for accessibility and best practices that academic libraries could follow and implement at their institutions.

Student Learning

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

Objectives:

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

Accessible course materials ands and library systems support this objective.

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

Our virtual program and face to face meetings provided updates of collaboration and partnership that libraries are engaged in on their campus in regards to accessibility.

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
The interests and discussions of the UAIG directly support this goal.   Increasing awareness and skills around accessibility are vitally important to creating a more inclusive and representative culture in the library.

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.
UAIG supports this goal in particular in addressing the power and privilege of ableism in our content and systems.   The work of this interest group is addressing how to change these entrenched viewpoints.

3. Increase ACRL's efforts to influence scholarly publishing policies and practices toward a more open and equitable system.
UAIG directly addresses this objective. Accessibility goes hand in hand with more open and equitable information dissemination policies and practices.

New Roles and Changing Landscapes

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

Objectives:

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.
The work of the UAIG supports this objective. Accessibility is key to all of the areas mentioned.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
The work of the UAIG supports this objective.

Enabling Programs and Services

Education
Face to face meetings at midwinter and annual, virtual midwinter meeting.

Core Commitment to Equity, Diversity and Inclusion

Through the work of increased accessibility of our content and services the UAIG is working to include underrepresented groups specifically patrons living with disabilities.

Virtual Worlds Interest Group

Submitted by: Alyse Dunavant-Jones, Incoming Convener alyse.dunavantjones@gmail.com

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
The ACRL Virtual Worlds Interest Group is connected with the Community Virtual Library, a library dedicated to offering real librarianship in virtual worlds. Through CVL, ACRL VWIG participated in the annual Dickens Project in the virtual world Second Lif

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.
ACRL VWIG promotes the value of academic and research libraries through projects, social media, conferences, and its monthly meetings. We hosted an exhibit for CVL's Virtual Worlds Database during Virtual Worlds Best Practices in Education 2019; the exhibit showcased the database, its purpose of connecting educational communities, and plans for the future. We also maintain CVL's blog and social media accounts, which showcase the importance of academic and research libraries, particularly in the context of higher education in virtual worlds. For example, CVL's website includes a blog post listing CVL's presentations, exhibits, and immersive experiences for VWBPE 2019. ACRL VWIG also participated in the annual VCARA conference through Dr. Hill's keynote as well as mini presentations such as Kevin Feenan's Pathways to Digital Leadership and Technology, Bethany Winslow's Burning Man in Cyberspace: Makerspaces and Communities of Practice in Virtual Worlds and Andrew Wheelock's The Islands of Enlightenment Projects. ACRL VWIG monthly meetings also promote the impact of academic and research libraries. For example, January's meeting offered an overview of CVL's programs and resources. ACRL VWIG has also begun updating the Wikipedia entry for Libraries in Second Life to reflect accurate information about libraries in Second Life and other virtual worlds in order to better promote our impact and value.

3. Increase ACRL's efforts to influence scholarly publishing policies and practices toward a more open and equitable system.
ACRL VWIG partners with the Virtual Worlds Education Roundtable, a weekly meetup where librarians, educators, and other participants discuss relevant topics and best practices for education and librarianship. ACRL VWIG meetings offer similar opportunities

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
ACRL VWIG partners with Nonprofit Commons, Virtual Ability, and Inspiration Island; these communities specialize in advancing equity, diversity and inclusion both in higher education and other aspects of

virtual worlds. Whole Brain Health, located on Inspiration Island in Second Life gave ACRL VWIG's brain health workshop in May.   ACRL VWIG also supports efforts of virtual world libraries and communities to expand into new virtual spaces, such as virtual reality. These partnerships include CVL, VCARA, and AvaCon (a nonprofit dedicated to the expansion of virtual worlds). Researching and expanding into new types of virtual worlds offers new ways for different people to access our resources. CVL's VR and Virtual Worlds: One and the Same? presentation demonstrates this effort.

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.
ACRL VWIG hosted a Digital Citizenship Museum tour in 2018-2019, showcasing the museum's new additions and encouraging participants to submit their own ideas and projects related to digital citizenship. The museum also hosted lectures related to informati

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
CVL's digital citizenship drum circle exhibit resulted from a partnership with Elder Voices, Inc., virtual world education community that addresses human rights and problem solving abilities. ACRL VWIG member and CVL director Dr. Valerie Hill received th

Enabling Programs and Services

Education
ACRL VWIG is involved in CVL's upcoming Marly Milena Music Library. Librarians and library volunteers are investigating issues of display, cataloging, and copyright as it relates to virtual world musicians and their music. New Media Arts, Inc. (another ACRL VWIG partner)'s Antique Pattern Library is also undergoing a re-haul in regard to display, cataloging, and copyright as it relates to distributing antique patterns which are in the public domain (but which reside mainly in antique books that must be scanned before online dissemination). CVL has also begun to use the social media platform Discord to interact with VR educators—that is, educators who are new to virtual worlds and who mostly use headset VR. ACRL VWIG is assisting CVL in connecting with these new, global virtual world users. In addition to Discord, CVL is also exploring and participating in VR worlds such as AltspaceVR, Sansar, and High Fidelity. CVL strives to understand ways that desktop VR differs from headset VR differ in potential as knowledge creation systems.

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

Advocacy

While ACRL VWIG holds monthly meetings in Second Life, we encourage exploration beyond into other 3D virtual worlds (such as Kitely and AvaCon) and beyond. This includes expanding into Webworlds (such as CybaLounge and 3DWebworldz) and social VR worlds th

Member Engagement

ACRL VWIG is a leader in exploring both VR and Artificial Intelligence. Active members of ACRL VWIG, both CVL directors (Dr. Hill and Alyse Dunavant-Jones) also have leadership and board roles with NMA. All CVL reference volunteers receive resources and training from a professional librarian. ACRL VWIG members are also active leaders and participants in major virtual worlds events such as the Dickens Project, VWBPE, and VCARA's Annual Conference—each of which explore ways our communities are evolving. ACRL VWIG monthly presentations also often highlight crucial needs being overlooked in higher education and virtual worlds. For example, Budd Turner's February 2018 presentation "When you can no longer log in" used real life examples to demonstrate ways to ensure virtual content does not disappear when a person passes away.

Core Commitment to Equity, Diversity and Inclusion

ACRL VWIG continues to hold monthly meetups in Second Life discussing relevant topics. All are welcome to attend these meetings, and we are exploring ways to allow potential attendees to participate outside of Second Life as well. In November 2018, ACRL.

Chapters Council

Submitted by: Ed Rock, Chair erock@clemson.edu

New Roles and Changing Landscapes

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

Objectives:

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.
Chapters Council this year included the ALA Ecosystem initiative on our meeting Agenda for ALA Annual 2019 so Chapters could consider how to inform their work within the new ALAState Ecosystem Initiative.

Enabling Programs and Services

Publication

Chapters Council has continued to issue the Chapter Topics libguide that includes content featuring activities as submitted by the Chapters.

Core Commitment to Equity, Diversity and Inclusion

Chapters Council held for the first time our Midwinter Work Group Meeting online after the MW Conference so that a more diverse group of members potentially from underrepresented groups of Chapters could participate who normally may not be attending MW because of financial or other barriers.

Arkansas

Submitted by: Autumn Mortenson, Chair mortensona@obu.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
Presentations at the Arkansas Library Association (ArLA) conference, Sept. 2018

2. Promote the impact and value of academic and research libraries to the higher education community.
Presentations at the ArLA conference, Sept. 2018

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
Presentations at the ArLA conference, Sept. 2018

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
Presentations at the ArLA conference, Sept. 2018

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
Presentations at the ArLA conference, Sept. 2018

2. Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.
Presentations at the ArLA conference, Sept. 2018

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
Presentations at the ArLA conference, Sept. 2018

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.
Presentations at the ArLA conference, Sept. 2018

3. Increase ACRL's efforts to influence scholarly publishing policies and practices toward a more open and equitable system.
Presentations at the ArLA conference, Sept. 2018

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
Presentations at the ArLA conference, Sept. 2018

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.
Presentations at the ArLA conference, Sept. 2018

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
Presentations at the ArLA conference, Sept. 2018

Enabling Programs and Services

Education
Joint College and University Libraries Division and ArkLink Consortium meeting, March 2019

Publication
Newsletter (3 times per year)

Advocacy

Member Engagement
Joint College and University Libraries Division and ArkLink Consortium meeting, March 2019

California

Submitted by: Lee Adams, President lee.adams@csueastbay.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
CARL offers a competitive research grant every other year and the recipient(s) are invited to present their results at the Biennial CARL Conference and include their paper in the CARL open access Conference Proceedings.

2. Promote the impact and value of academic and research libraries to the higher education community.
For the past several years (and for the foreseeable future), WASC (Western Association of Schools and Colleges - our accrediting body), invites CARL to convene a panel of librarians at their annual conference to discuss the role of libraries and librarians in supporting a college's accreditation. http://live-wasc-arc-2019.chapterthree.com/session/special-interest-group-gathering/special-interest-group-california-academic-and-research

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
Professional development opportunities are provided throughout the year by various CARL Interest Groups on a variety of topics.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
CARL care deeply about issues of equity, access, diversity, and inclusion. Here are some of the things that CARL is doing in this area: 1) CARL Diversity in Academic Libraries Interest Group focuses on this issue via a listserv and hosting events. They recently held a professional development event on May 31, 2019 entitled: Becoming a Leader for Change: Leadership in Diversity, Equity, and Inclusion 2) CARL convened a task force on racial justice in academic librarianship. They are charged with writing a policy statement for CARL and revising the CARL code of conduct governing meetings, conference, and other activities within CARL. 3) The CARL 2020 conference, with the theme: Embracing courage, candor, and

authenticity in academic libraries, intends to encourage and challenge attendees to think about how we, as library workers, can support our patrons to feel safe and embraced as their authentic selves in the library, as well as ensuring that all who work in the library feel this way, too.

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
CARL's Interest Group, Southern California Instruction Librarians, provides a forum to discussion issues related to information literacy, as well as holds professional development programming to support instruction librarians.

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.

Objectives:

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.
CARL's Interest Group, Scholarly Communication and Open Resources for Education, provides a forum to discuss these issues and host professional development programming.

New Roles and Changing Landscapes

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

Objectives:

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
CARL care deeply about issues of equity, access, diversity, and inclusion. Here are some of the things that CARL is doing in this area: 1) CARL Diversity in Academic Libraries Interest Group focuses on this issue via a listserv and hosting events. They recently held a professional development event on May 31, 2019 entitled: Becoming a Leader for Change: Leadership in Diversity, Equity, and Inclusion 2) CARL convened a task force on racial justice in academic librarianship. They are charged with writing a policy statement for CARL and revising the CARL code of conduct governing meetings, conference, and other activities within CARL. 3) The CARL 2020 conference, with the theme: Embracing courage, candor, and authenticity in academic libraries, intends to encourage and challenge attendees to think about how we, as library workers, can support our patrons to feel safe and embraced as their authentic selves in the library, as well as ensuring that all who work in the library feel this way, too.

Enabling Programs and Services

Education
CARL Interest Groups provide workshops throughout the year.

Publication
Quarterly newsletter.

Member Engagement
Facebook, LinkedIn, listservs. We also have a ad hoc committee for new member engagement, which is working on developing a guide to benefits and how to get involved in CARL. It will be used for recruitment, as well as member support.

Core Commitment to Equity, Diversity and Inclusion

CARL care deeply about issues of equity, access, diversity, and inclusion. Here are some of the things that CARL is doing in this area: 1) CARL Diversity in Academic Libraries Interest Group focuses on this issue via a listserv and hosting events. They recently held a professional development event on May 31, 2019 entitled: Becoming a Leader for Change: Leadership in Diversity, Equity, and Inclusion 2) CARL convened a task force on racial justice in academic librarianship. They are charged with writing a policy statement for CARL and revising the CARL code of conduct governing meetings, conference, and other activities within CARL. 3) The CARL 2020 conference, with the theme: Embracing courage, candor, and authenticity in academic libraries, intends to encourage and challenge attendees to think about how we, as library workers, can support our patrons to feel safe and embraced as their authentic selves in the library, as well as ensuring that all who work in the library feel this way, too.

Delaware Valley

Submitted by: Jessica Denke, Chair jessicadenke@muhlenberg.edu

Value of Academic Libraries

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

Objectives:

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

The Delaware Valley chapter hosted two professional development events this year - a fall program and a spring program. Both were focused on advancing equity, access, diversity, and inclusion in higher education. The fall program, Librarians as Advocates: Leading Activism on Your Campus and Beyond, had a series of lightning round presentations and a panel comprised of Yvette Davis of POWER Interfaith, Alex Gil of Columbia University Libraries, Titus Moolathara of the Free Library of Philadelphia, and Emily Wagner of the American Library Association. The panel shared the details of their advocacy projects and answered questions from the audience. Lightning round presentation topics were varied and included open educational resource initiatives, critical information literacy instruction, partnerships with local elementary schools, privacy instruction, and programming with the national AIDS quilt. One participate responded in their feedback, "I loved learning about the great work that the panelists are doing on a daily basis. I also thought the lightning round presentations were really well selected and

learned so much that I can bring back to my institution and work." The spring program focused on accessibility, open educational resources, and other issues related to copyright. Both events were attended to capacity.

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
Programming focuses resulted in attendees reflection on their own practices and professional development that sought to empower attendees with the ability to build sustainable, equitable, and inclusive information literacy programs.

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
The fall program panel consisted of a number of activists (listed above) from a variety of environments. Panel participants included perspectives from a faith-based community, a public library, a university library system, and a national legislative activist. These diverse perspectives allowed for a more representative understanding of the work of activism.

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.
The spring program's focus on open scholarship, open educational resources, and accessibility (scholarly communication roadshow) and consequent open scholarship learning community equipped attendees with the knowledge of process and incentives to equip participants to address issues related to scholarly communication.

3. Increase ACRL's efforts to influence scholarly publishing policies and practices toward a more open and equitable system.
The spring program's focus on open scholarship, open educational resources, and accessibility (scholarly communication roadshow) and consequent open scholarship learning community equipped attendees with the knowledge of process and incentives to help participants influence and advocate for more open and equitable dissemination policies and practices.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
This year's board voted to extend free program attendance to students and individuals who demonstrate need (with a short paragraph of explanation). The board also voted to extend free membership to first-year librarians and students. This helps support the full range of individuals working (or intending to work) in academic libraries, specifically because a large proportion of individuals who demonstrated need were part-time employees.   We also provided two library graduate students with $500 scholarships to support their studies: Milton MAchuca-Galvez and Vanesa Evers. These individuals wrote essays about their own work in diversity, equity, and inclusion in response to a prompt aligned with the fall program theme.

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.
Programming focuses resulted in attendees reflection on their own practices and professional development that sought to empower attendees with the ability to advocate for their communities, advance equitable and inclusive change in libraries and in higher education.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
This year's board voted to extend free program attendance to students and individuals who demonstrate need (with a short paragraph of explanation). The board also voted to extend free membership to first-year librarians and students. This helps support the full range of individuals working (or intending to work) in academic libraries, specifically because a large proportion of individuals who demonstrated need were part-time employees. All of our related activities (resume review, legislative day, mentorship program, and social events) are extended to all of these members and the larger library student and worker community.

Enabling Programs and Services

Publication
We redesigned the chapter's website this year to better support the use of our blog, which was updated regularly. A blog post table of contents was also emailed to members periodically.

Advocacy
Sara Wingo is the board's legislative liaison. We collected interest from volunteers in participating in next year's national library legislative day.

Member Engagement
The chapter held two social events this year, one which was a fundraiser for Books through Bars and the other at ACRL national in Cleveland. These events are supported by a newly created Social Committee and increase connection and relationships among disparate groups throughout the chapter.   The chapter also began a Fall Program Planning committee, which involves individuals not on the board in order to increase chapter participation. Mentorship, resume review, and Open Learning Community all increase chapter participation.

Core Commitment to Equity, Diversity and Inclusion

The Delaware Valley chapter hosted two professional development events this year - a fall program and a spring program. Both were focused on advancing equity, access, diversity, and inclusion in higher education. The fall program, Librarians as Advocates: Leading Activism on Your Campus and Beyond, had a series of lightning round presentations and a panel comprised of Yvette Davis of POWER Interfaith, Alex Gil of Columbia University Libraries, Titus Moolathara of the Free Library of Philadelphia, and Emily Wagner of the American Library Association. The panel shared the details of their advocacy projects and answered questions from the audience. Lightning round presentation topics were varied and included open educational resource initiatives, critical information literacy instruction, partnerships with local elementary schools, privacy instruction, and programming with the national AIDS quilt. The spring program (scholarly communication roadshow) focused on accessibility, open educational resources, and other issues related to copyright. Both events were attended to capacity.   Additionally, this year's board voted to extend free program attendance to students and individuals who demonstrate need (with a short paragraph of explanation). The board also voted to extend free membership to first-year librarians and students. This helps support the full range of individuals working (or intending to work) in academic libraries, specifically because a large proportion of individuals who demonstrated need were part-time employees.   The chapter held two social events this year, one which was a fundraiser for Books through Bars and the other at ACRL national in Cleveland. These events are supported by a newly created Social Committee and increase connection and relationships among disparate groups throughout the chapter.

Eastern New York

Submitted by: Debralee Krahmer, Chair dkrahmer@colgate.edu

Value of Academic Libraries

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

Objectives:

2. Promote the impact and value of academic and research libraries to the higher education community.
ENY/ACRL co-sponsored "The Library is Open: Academic Libraries Conference" in October 2018 with Empire State Library Network and New York Library Association's Academic & Special Libraries Section. Several members served on the planning committee for the conference.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
The spring conference included the ACRL Roadshow Assessment in Action as a second-day option for any ENY/ACRL members. This was held May 23, 2019 at Mount Saint Mary College.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
Our annual spring conference theme was "Developing the Professional, Evolving our Profession." The theme and keynotes touched on the ways librarians can evolve the profession by rethinking issues of power, how we describe our jobs or our materials, and how we can expand our professional practice. We also included lightning talks, breakout sessions, and posters around topics of race, accessing

information, whiteness in librarianship, residencies and internships, and many other topics, as well as vendors. This conference was held May 22, 2019 at Mount Saint Mary College.

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
ENY/ACRL co-sponsored the Syracuse Symposium Series at Syracuse University in April 2019. The theme was around community archives, and capturing the work of diverse communities in your area.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
Continued dissemination of our Professional Development Grants. Open to all ENY/ACRL members regardless of the length of their membership, this grant provides up to 300$ to support a member's professional development activities. An online form is available for submission on an ongoing basis. The applications are reviewed by a panel of volunteers from the membership. Grantees must agree to write up a summary of their experience for our newsletter in order to be eligible for the reimbursement. In 2018-2019, we awarded 9 grants.

Enabling Programs and Services

Education

We partnered with Central NY Library Resources Council to present our members with a webinar on online security called "Online Security - it's about more than passwords." We also offered any student attendees a reduced price for attending which we were able to turn into free conference registration sponsored by Gimlet. We had two students attending.

Publication

A newsletter is published in the fall and the spring. This is disseminated through our listserv as well as published on our website.

Advocacy

ENY/ACRL has a Government Relations Chair who sends out important/timely information to our membership via our listserv.

Member Engagement

We have a website/blog platform and use Twitter (mostly during our conference and to highlight new web content). Each school has a liaison who is our connection and can relay messages to all colleagues at an institution to help encourage program attendance or even membership growth. We regularly communicated important information with our members through the listserv.

Florida

Submitted by: Craig Amos, Chair camos@broward.edu.

Enabling Programs and Services

Education

The 2018 FACRL Annual Conference: "Learner-Centered Librarianship" was held Friday, October 19th, 2018 at FGCU: https://facrl.wildapricot.org/2018-Conference-Summary https://facrl.wildapricot.org/2018-Presentations-&-Posters   FACRL was very involved in the 2018 FLA Conference, held at the Caribe Royale in Orlando, Florida May 22nd - 25th, 2018.   FACRL helped to kick off the conference on Wednesday, May 23rd by hosting a sponsored coffee break on the first morning.   The FACRL Board Meeting was held on Thursday, May 24th, which concluded with the introduction of the new FACRL Board of Directors and a networking happy hour.   FACRL wrapped up the conference on Friday, May 25th with a sponsored session Telling Our Story: Methods for Proving Academic Impact at the Administrative Level https://facrl.wildapricot.org/resources/Documents/FLA%202018%20Conference/FACRL_FLA%202018% 20Merged%20Presentation%20Beile_Dugan_Kinsley.pdf   Scholarships were awarded to 3 applicants to attend the FACRL Annual Conference which included registration fee, travel stipend, and a conference mentor.

Publication

Presentations and posters of superior quality were considered for future publication in The Reference Librarian, a major refereed journal published by Taylor and Francis.   Presentations and posters were asked to address the following, but all proposals relevant to learner-centered librarianship will be considered: Examples of library services and resources that foster learner-centered librarianship Initiatives involving broader campus communities to inform and inspire principles of learner-centered practices and/or the application of the ACRL Framework.   Case studies highlighting effective learner-centered teaching practices for information literacy instruction that facilitate learning by building on prior knowledge and applying information literacy skills in meaningful ways   Experiences with the integration of technology, information literacy, and ethical use of resources as well as library programs and services that encourage excellence for all learners   Implementations of Scholarships of Teaching and Learning (SotL) and/or High-Impact Educational Practices that are guided by learner-centered pedagogy   Other topics relevant to learning-centered librarianship in the field of teaching and learning, leadership and management, technology and access, library environment, as well as partnerships and community outreach.   A standing publications workshop for future FLA Conference's is being considered by the FACRL Board in collaboration with FLA.   FACRL Communications Officer Jaime Goldman submitted an outreach piece for the ACRL Chapter's Topics newsletter in the spring: https://acrlchapters.libguides.com/ChapterTopics-Spring2019

Advocacy

FACRL partnered with the Florida Library Association's Legislative Advocacy Committee and has assigned a standing committee member to support promotion efforts for libraries with the state legislature, the Florida Virtual Campus (FLVC), and work to advocate for academic library funding.

Member Engagement

FACRL created a fundraiser for Hurricane Michael relief and was able to provide $500 for affected library staff at the following academic libraries: Florida State University - Panama City   Gulf Coast State College   Chipola College   FACRL has also reformed their membership committee which is in the process of creating a web presence for outreach and recruitment.

Georgia

Submitted by: Sofia Slutskaya, ACRL chapter representative sofia.slutskaya@library.gatech.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.

Georgia ACRL chapter conducts annual research paper competition to cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment. The competition's goal is to encourage scholarly research and writing by academic librarians and library school students and to introduce participants to the process of scholarly review. Georgia Library Association awards a cash prize for the paper selected as the top entry and complimentary Georgia Library conference registration. The top paper is presented at the annual Georgia Library Conference. The winners also offered an opportunity to submit their papers for publication to the Georgia Libraries Quarterly. 2018 winner was the following paper: "A Tale of Two Libraries: Lessons Learned from Army Library Consolidation"

Student Learning

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

Objectives:

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

Georgia ACRL chapter held the viewing of the ACRL webinar: "Special Collections & Archives: Partners in Critical Information Literacy " The webinar was held simultaneously in multiple locations including Central Georgia Technical College, Milledgeville Campus, Georgia Southern University Statesboro campus, Thomas University in Thomasville, GA.Georgia State University Alpharetta campus.

Research and Scholarly Environment

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

Objectives:

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

Georgia ACRL chapter held the viewing of ACRL webinars "Helping Faculty Find, Use, and Modify Open Educational Resources". Thirty five participants registered for the event held in the following locations:

Agnes Scott College in Decatur, Central Georgia Technical College, Milledgeville Campus, Georgia Southern University Armstrong campus in Savannah, Georgia State University Alpharetta campus, and Thomas University in Thomasville, GA.

Enabling Programs and Services

Education

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

Publication

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

Advocacy

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

Member Engagement

GLA New Members Roundtable holds socials throughout the year and during the annual conference. It also offers programming specifically designed for new members and new librarians during Georgia Libraries annual conference, offers a complimentary conference registration for best proposals on topics relevant to new members. Two NMRT local subgroups: Atlanta Emerging Librarians and Coastal Georgia Library Collaborative (CGLC) hold multiple social/professional development events throughout the year. Events are promoted widely on social media and often include membership drives to attract new members for GLA.

Core Commitment to Equity, Diversity and Inclusion

GLA ACRL chapter collaborated with GLA Black Caucus to organize a viewing of the ACRL webinar "Overcoming Biases and Micro-aggressions in the Workplace" in multiple locations across the state to give librarians from all types of libraries an opportunity to discuss issues of bias and micro-aggression. The event was held in both academic and public libraries on two different dates at five locations across the state. Eighty library professionals registered to attend the event. To make the events truly interactive, all locations held discussions and workshops after the viewing. In two metro Atlanta locations, Georgia Tech's Isabel Altamirano and Karen Manning guided participants through a user-experience design exercise called "empathy maps" to examine how other people would see a controversial issue. Feedback from the viewings, discussions, and workshops was very positive and generated ideas for future events and collaboration

Greater Metro New York

Submitted by: Gina Levitan, Chair glevitan@pace.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.

To cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment, ACRL/NY held our annual symposium on December 7th 2018 with the theme of "Libraries in Direct Action." We had a total of 19 speakers and 7 poster presentations that highlighted the different projects and services of academic and research librarians and libraries from the greater New York area and from across the country.   Additionally, our research and writing support group held multiple "Shut Up and Write" events which are organized to help librarians in the area discuss their writing process as well as serve as writing sessions to help share and facilitate research ideas and work. This year our First Year Experience, New Librarians, and OER and Distance Learning discussion groups also held various events that contributed to this mission as well.

2. Promote the impact and value of academic and research libraries to the higher education community.

The 2018 Annual Symposium is where ACRL/NY promotes the impact and value of academic research libraries to the higher education community. This event also demonstrates how ACRL/NY is able to cultivate research opportunities, but it is also how we promote the impact of those opportunities to the larger community in the area.   For the 2018 symposium our theme was "Libraries in Direct Action," where presentations, panels, and poster sessions were selected by our planning committee to discuss the core values of librarianship (specifically social responsibility, education, democracy and intellectual freedom) and the ways in which academic and research libraries have taken action to confront the challenges facing this core values and how to uphold them.   One presentation very much exemplified this mission. "Engaging, Educating, and Empowering: Developing Community-Driven Archival Collections" from Nancy Godoy and Lorrie McAllister at Arizona State University discussed how "Latinos, African Americans, Asian Americans, and the Lesbian, Gay, Bisexual, and Transgender (LGBT) community currently make up over 42% of Arizona's population, but each of these communities are only represented in 0-2% of known archival collections. Arizona's current archives have romanticized the state's "wild west" history and dehumanized communities who have played an instrumental role in history, from long before Arizona was a territory or state. In order to address this inequity and erasure, Arizona State University Library was awarded a $450,000 grant from the Andrew W. Mellon Foundation for a three-year project (2017-2020) designed to co-develop authentic and inclusive community-driven collections. Under the leadership of Nancy Godoy, Lorrie McAllister, and Alana Varner, the project implements Archives and Preservation Workshops and Scanning and Oral History Days that enable the growth of "community archivists" and promote equal ownership of archives and shared stewardship responsibilities. In addition, ASU Library is engaging historically marginalized communities, including people from all ages and educational levels, by digitizing and making publicly accessible existing archival collections from the Chicano/a Research Collection and Greater Arizona Collection. The Library strives to embed itself within local communities to build the relationships and trust needed to add diverse voices to the archival record."   Additionally we heard presentations about challenging terminology in Library of Congress classification headings for historically marginalized and underrepresented groups,insights about the Indigenous Studies Project from Ithaka S + R, and using library research in Africana and Latino studies to challenge whiteness in a credit bearing library research course.   These were just a few of the

projects and topics presented at the symposium that promoted 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.

While we did hold multiple activities and events to help develop a community practice of professional development for academic librarians, including a very successful New Librarians discussion group and Mentoring program held an event on Bullet Journaling, where folks focused on how using analog techniques to help stay organized, prioritize and reflect on how librarians spend our time when we're asked "to do more with less," none were directly related to assessment in action.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

Over the past few years (since 2016), ACRL/NY and specifically our Symposium Planning Committee and Executive Board, have been working to make ACRL/NY an ACRL chapter which strives to advance issues of equity, access, diversity and inclusion in higher education. This is most prominently demonstrated in our symposium programming and planning. In 2016, we moved away from an invited speaker/keynote model for our symposium and employed a call for papers/presentation model. Not only has this made our symposiums more accessible to different types of academic and research librarianship, but it also gives a chance to create a better platform for our librarian community to hear from non-faculty librarians, new librarians, and students - not to mention that without a keynote in place, we have been able to highlight a more diverse range of voices overall.   Specific presentations during the 2018 Symposium that highlighted these efforts included: Danielle Cooper from Ithaka S+R presented on Libraries and the Possibilities for Decolonizing Universities: Perspectives from the Indigenous Studies Project — Danielle Cooper, Ithaka S+R, and discussed how "Library practices that are inclusive to Indigenous communities and scholarship are grounded in the recognition that Indigenous cultures feature unique experiences and knowledges. Indigenous studies scholars utilize methodologies that challenge Western conceptualizations of "knowledge" and "research," which necessitate library services and tools that diverge from Western models of research support. In recognition of this, 35 librarians at 12 academic libraries are conducting a collaborative qualitative study on supporting Indigenous Studies scholars utilizing Indigenous methodologies. This presentation describes the project and discusses how it relates to the vital work of fostering Indigenous research within university contexts and moving universities to be in right relationship with Indigenous communities more widely."   In "Challenging Whiteness through the Use of Library Research in Africana and Latino Studies" Eric Acree, Tony Cosgrave,Cornell University; and Tom Ottaviano, from Cornell University discussed how "At Cornell University. a credit-bearing library research course offered in the spring and summer semesters which uses Africana and Latinx studies as entry points to library research. The course is titled "Research Strategies in Africana and Latino Studies." This one-credit research strategies course introduces students to resources, research strategies, and the critical thinking skills needed for finding and evaluating materials at Cornell University Library and beyond. Attention is given to various formats using information resources such as the library catalog, print and electronic indexes, etc. Class time is devoted to both lecture and hands-on learning. The focus is primarily on the ACRL Frames regarding authority, value, inquiry, and strategic exploration of information. Among the topics that may be discussed are racial identify, racial bias, and racial privilege. In both sections students are given the opportunity to investigate or challenge the concept of whiteness. The panelists will discuss various aspects of the

course, facilitate a discussion around the issue of the library's challenging whiteness in higher education, and answer questions. Attendees will receive sample materials from the class, including an annotated bibliography rubric used in the class."   We also got to hear from a group of students from Bard High School Early College in Queens and their librarian, on "Wrestling with Dewey: Reclassifying Books on People of Color, Women, Immigrants, and LGBTQ for Greater Visibility", where "At Bard HS Early College Queens, students have been working on a project to tweak the Dewey Decimal system to avoid racism, sexism, and homophobia in the organization of the collection. The librarian asked a select group of students to comment on the placement of books about African-American, Chicano, immigrant, queer, and women's history. Students noticed that books in these categories often lived in the 300s, the Social Science section, rather than 900, the History section (while some African-American history books could be found in both sections). The librarian asked students to consider how to reclassify books to create a more diverse and inclusive history selection. At times, challenging questions arose about where to place biographies of people of color or interdisciplinary books (such as a book about African-American women in science). The students and librarian will present their semester-long project to overhaul the Dewey Decimal system for a more socially responsible (and ever-evolving) library."   Poster presentations, including "Blind Academic Library User Experiences" from Adina Mulliken, Hunter College, where "This poster will highlight results of a study that conducted eighteen open-ended, qualitative telephone interviews with blind academic library users throughout the United States. Interviews were recorded, transcribed, coded, and analyzed by the researcher. Participants stated they were legally blind, had experience relying on a screen reader, and used an academic library online or in person several times per semester, in the United States, within the two years preceding the interview. Main results included reports of how time-consuming it was to learn to navigate each new web page, and of confusion with library homepages, issues with results pages, considerations about conducting reference transactions with a screen reader versus verbally, challenges learning citation style, and positive experiences using chat. Journal articles resulting from the study have been accepted. The poster session discussion will generate ideas to carry the research farther."

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
Our annual symposium completed this goal with the selected panel presentations and speakers that participated in our program for 2018. We also had success with our discussion group events, specifically our First Year Experience Discussion Group meeting where attendees shared their ideas and best practices for using the "Credo FYE Guide: Practices for Enhancing Instruction" at their respective campuses.

2. Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.
N/A however ACRL/NY does regularly help to promote events and meetings from other local library organizations in the area including LACUNY (the Library Association of the City University of New York), METRO Library Council, ACRL Eastern New York Chapter, and other local groups.

Research and Scholarly Environment

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

Objectives:

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.

This year our Open Access Discussion Group held an event about "Taking Your OER program to the Next Level," where "Five years ago City Tech Library launched our OER initiative to provide faculty with the opportunity to replace traditional textbooks with curated cost-free / OER course materials publicly accessible via the college's open-source digital platform, the OpenLab. With new grant funding from NY State beginning in September 2017, the program has quickly expanded. This event will provide an introduction to our faculty programming, and will discuss the successes, failures, and lessons learned. Participants will learn how our programming has evolved to support faculty to create OERs that are usable, and accessible, in addition to covering important, often thorny overarching concepts about open educational resources including copyright, Creative Commons licenses, and fair use. Cailean will share some of the learning materials developed to help faculty become more comfortable with conceptual and practical aspects of OER. Participants will get a chance to test drive resources for themselves."   And at our annual symposium, Elvis Bakaitis from the CUNY Graduate Center Library presented a poster on "Promoting Open Educational Resources (OER) for Student Success" where their poster addressed "the ways in which the promotion of Open Educational Resources (OER) at an urban, undergraduate college can have a direct impact on students' financial ability to attend college, as well as providing quality educational content. OER have gained prominence as an alternative to high-cost textbooks and other materials from traditional publishers. Using OER can mitigate costs and provide immediate financial relief: surveyed undergraduates indicate that money saved went to groceries, Metrocards, and rent. At an institution where the majority of students report a household income less than $30,000/year, cost savings derived from the use of OER have a greater impact, and contribute to basic living expenses (food, transportation, housing). The poster will showcase discipline-specific examples of OER adoption (textbooks, open courses, interactive media), as well as the outreach/promotion (posters, pamphlets, and displays) that encourage their integration and use."

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.

Our symposium programming for 2018 was focused on highlighting a wide range of library voices and projects, and specifically to the full range of the academic library workforce. In the panel discussion for "Can We Reach the White Tower?Barriers to Staff Promotion and Retention in Libraries" from Naomi Binnie, University of Michigan; Alyssa Brissett, University of Southern California; Kenya Flash, Yale University; Kelleen Maluski, Sarah Lawrence College; Diana Moronta, New York Institute of Technology, the discussion highlighted this specifically:"This discussion will focus on barriers and obstacles to staff promotion and retention in academic libraries experienced by librarians who started as paraprofessional

staff. Paraprofessional library workers are often faced with issues when trying to transition to the role of librarians that are many times invisible to the institution and librarians within it. Issues of socioeconomic disconnect, the visible lack of racial and ethnic diversity in the profession, educational barriers, communication challenges and the need to code-switch, lack of mentorship, challenges with impostor syndrome, and transitional discomfort are just some of the barriers staff face. Adding to these obstacles is the seeming lack of a pipeline for library paraprofessional workers who wish to become librarians. We will give concrete examples of how working our way up has impacted our experience as librarians, how we have struggled with particular aspects of academia, and how we have navigated this landscape. We acknowledge this is a panel of librarians who secured librarian positions, and we are aware of that privilege. It is not our intention to speak to the experiences of every paraprofessional or prospective librarian. Moreover, it is important to note that this panel does not view librarianship as the end goal for all support staff."

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.
See previous answers

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
See previous answers

Enabling Programs and Services

Member Engagement
Due to the success of this years symposium, we have seen an increase in membership to our planning committees. This year we are also hoping to change the pricing structure of our membership to create another tier for job-seekers, which would also increase our membership. We are also active on twitter for sharing event information and promoting various events that we do.

Illinois

Submitted by: Eric Edwards, Chair eedwards@ilsos.gov

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.

Illinois Association of College and Research Libraries (from this point forward, "IACRL") Conference and Continuing Education Committee contacted Illinois librarians who presented at the ACRL 2019 Conference and encouraged them to submit program proposals for the 2019 Illinois Library Association Annual Conference, all of which ILA accepted, including one on ACRL's Project Outcome

2. Promote the impact and value of academic and research libraries to the higher education community.
IACRL Journal Discussion Club made conveying the value of academic libraries to administrators the topic of its November, 2018, meeting

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.

Co-hosted a networking event with the Reaching Across Illinois Library System, at Methodist College in Peoria, IL, on April 29, 2019, with a theme of "telling your story in 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 innovative practices and environments that transform student learning.

Objectives:

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

Held viewing of ACRL webinar "Teaching Online in Plain Language: Creating Clear Research Guides, Library Websites, and Online Instruction", on October 24, 2018, at the University of Illinois at Chicago Library of the Health Sciences in Peoria, IL

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

January, 2019, meeting of the Journal Discussion Club covered fostering collaboration between libraries and other departments on campus

Research and Scholarly Environment

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

Objectives:

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.

Journal Discussion Club covered the decline of reference transactions and the availability of new options for services at its March and May, 2019, meetings

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

Held networking event in collaboration with the Reaching Across Illinois Library System on November 12, 2018, at Prairie State College in Chicago Heights, IL, with discussion topics that included open education resources

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
Members participated in Legislative Meet-Ups, sponsored by the Illinois Library Association and held throughout Illinois, gaining an opportunity to communicate directly with legislators and their staffs on issues and legislation of specific relevance to libraries

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.
Members reviewed, and provided feedback on, the Illinois Library Association's new strategic plan for 2019-2022, including through inperson discussions at the ILA Orientation Session in Normal, IL, on July 19, 2018.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
February, 2019, meeting of the IACRL Journal Discussion Club covered implicit bias and microaggressions in the library workplace; Held viewing of ACRL webinar ""Be Proactive: Overcoming Biases and Microaggressions in the Workplace" at the University of Illinois Springfield on June 12, 2019, in Springfield, IL

Enabling Programs and Services

Education
With the assistance of the Illinois Library Association, put together "IACRL @ ILA" programming track--featuring presentations by, and of interest to, academic librarians--at the 2018 ILA Annual Conference (October 9-11 in Peoria, IL); Held an "Academic Libraries Unconference" and Luncheon & Business Meeting at the 2018 ILA Annual Conference, giving members opportunities to network and exchange ideas in person; Held networking event in conjunction with the Reaching Across Illinois Library System, on November 6, 2018, at Northwestern University's Evanston, IL, campus, including an "unconference" format for member-directed discussions; Worked with the Illinois Heartland Library System to encourage member participation in IHLS-sponsored Cataloging Maintenance Center continuing-education courses

Publication
With the assistance of the Illinois Library Association, designed, unveiled, and promoted a new logo (view at https://www.ila.org/forum/1/illinois-association-of-college-research-libraries-forum-iacrl), and chose pens and buttons to include the logo; Released the IACRL Newsletter, which features member activities and accomplishments, in October of 2018 and April of 2019; Contributed articles to the Fall, 2018, and Spring, 2019, issues of the ACRL Chapter Topics Newsletter, covering IACRL activities of interest to other state and regional chapters, including the RAILS/IACRL networking events

Advocacy
Members served on committees participating in legislative advocacy, including the Illinois Library Association Advocacy Committee

Member Engagement
Recruited members to serve on IACRL committees (particularly Conference and Continuing Education Committee and Newsletter Committee), and also encouraged them to volunteer for Illinois Library Association, ALA, and ACRL committees; Gave update on IACRL activities at the Health Science Librarians

of Illinois Annual Conference (September 26-28, 2018, in Rockford, IL); Selected Dr. Rob Morrison, National Louis University, as the 2018 recipient of the Illinois Academic Librarian of the Year Award (honor presented during Awards Luncheon at 2018 Illinois Library Association Annual Conference); Staffed a booth at the Illinois Library Association Annual Conference, answering questions about IACRL and distributing informational materials; Distributed brochures on the organization at the Consortium of Academic and Research Libraries Annual Meeting in Champaign, IL, on November 2, 2018; Recruited members to run in elections for 2019-2020 IACRL officers (Vice-President/President-Elect and Secretary/Treasurer); In collaboration with the Reaching Across Illinois Library System, held an after-hours social gathering and networking event at the 2019 ACRL Conference in Cleveland, on April 11, 2019; Managed a Facebook page and Twitter feed, which updated daily with news and announcements, including ACRL-related ones; Hosted a listserv (management responsibilities shared with Reaching Across Illinois Library System), providing members with daily updates on activities and opportunities of interest, including ACRL-related ones, and also shared announcements on IACRL's and other Illinois library organizations' meetings and projects on ACRL listservs, when appropriate; Periodically updated a blog on the IACRL website, with announcements related primarily to IACRL and Illinois Library Association events; Began planning several member-directed initiatives, including peer mentoring, webinars, and professional support, that IACRL will work to implement in 2019-2020

Core Commitment to Equity, Diversity and Inclusion

Held networking event in collaboration with the Reaching Across Illinois Library System on April 25, 2019, at Waubonsee Community College in Sugar Grove, IL, with a focus on equity, diversity, and inclusion (EDI)

Iowa

Submitted by: Julia Salting, Chair saltingjuliab@sau.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
Continue to offer a biannual Research Award. Ongoing study of information literacy skills of students as they transition into college. ILA/ACRL & IPAL Joint Conference presentation: "Proving value: The good, the bad & the ugly."

2. Promote the impact and value of academic and research libraries to the higher education community.
Spring Conference Keynote Emily Drabinski's presentation "Organizing Difference" covered personal experience with various areas of librarianship, styles of organizing, and types of difference. Conference sessions on a wide range of topics such as: zines for first-year student library orientation, copyright, librarian-faculty collaboration, data visualization, managing library work-study students.   Continue to offer biannual Public Relations/Marketing Award.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
Hold annual spring conference with programming designed to meet professional development needs.
Joint Iowa AASL & Iowa ACRL advocacy/video presentation at state conference.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
ILA/ACRL member is Chair of ILA ad hoc Committee for Diversity & Inclusion, organized a diversity & inclusion unconference at ILA Fall Conference. ILA/ACRL Executive Board member presentation: Student Citizens: Empowering our scholars to holler. (ILA Fall Conference).

Student Learning

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

Objectives:

2. Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.
Joint conference with Iowa Private and Academic Libraries featured an Information Literacy Interest group session/workshop. Joint ILA/ACRL/IASL (Iowa Association of School Librarians) College Readiness Committee. Iowa Library Association Fall Conference session: Fake News, Filters, and Falsehoods (presented by ILA/ACRL member & past-president).

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
ILA/ACRL member & public library co-presentation: Creating, Cultivating, and Celebrating Culturally Respectful Programming and Collections (ILA Fall Conference).

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.
ILA/ACRL & IPAL Joint Spring Conference presentation: Editing Wikipedia to increase discoverability of online resources (digital institutional repository material).

3. Increase ACRL's efforts to influence scholarly publishing policies and practices toward a more open and equitable system.
ILA/ACRL & Iowa Private Academic Libraries Joint Spring Conference presentation: Caring for students, caring for children: Providing childcare for more inclusive library events.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
Conference sessions representing information literacy, scholarly communication, technical services, and special collections areas of librarianship.

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.
ILA/ACRL Professional Development Committee: Librarian exchange program.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.

Enabling Programs and Services

Education
Professional Development Committee: monthly email of prof dev opportunities (free and fee-based).
Two conference scholarship awards – often awarded to Iowa library school students

Publication
Blog

Advocacy
ACRL Government Relations Legislative liaison on Chapter Executive Board, facilitated academic librarian involvement in virtual legislative day at Iowa Statehouse. ILA/ACRL member presentation: So You Want to be an Advocate for Libraries: Lessons from a new activist (Iowa Library Association Fall Conference) – follow-up presentation after receiving an ACRL travel scholarship.

Member Engagement
Legacy Awards to recognize continuing members at incremental milestones. Featured member profiles (to encourage volunteerism). Customized recruitment letters, resulting in new/renewed membership. Social media: Facebook group for announcements, relevant state and (inter)national library-related news; Twitter – general targeted use for communication during conferences.   Bylaws amendment with increased member participation with the state chapter in mind. Digitization of historical chapter newsletters in searchable member repository archive.

Kansas

Submitted by: Lauren Hays, Chair ldhays@mnu.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
Publication of conference proceedings

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
Annual conference in May

Enabling Programs and Services

Member Engagement
Listserv

Kentucky

Submitted by: Maria Taylor, Chair maria_taylor@georgetowncollege.edu

Value of Academic Libraries

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

Objectives:

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
--Sessions at fall conference related to tying assessment to ACRL Standards and assessment of user experience with library systems. --Sessions at fall conference about creating your elevator speech to advocate for your library and advocating smarter to prevent burnout.

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
--The chapter facilitated two ACRL live webcasts: "Teaching Online in Plain English" and "Controversial Topics and Difficult Dialogues". -- There were sessions at fall conference related to universal design, partnering with students to improve teaching efficacy, and using escape room games to revamp instruction. --There was a poster presentation at spring conference about using Universal Design for Learning in information literacy instruction.

2. Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.
There were sessions at fall and spring conference related to external partnerships including: library participation in a University's quality enhancement plan (QEP), librarians collaborating with statistics faculty on teaching narrative evaluation and statistical literacy, and a partnership between archives and the campus writing center to facilitate the telling of stories inspired by archival items.

Research and Scholarly Environment

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

Objectives:

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.
--The chapter sponsored Sarah Hare's presentation on current trends and future directions of Open Educational Resources at fall conference.--There were also presentations about preserving digital collections and the KY Digital Library. --There was a presentation at spring conference about data management.

New Roles and Changing Landscapes

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

Objectives:

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.
--There was a session at fall conference related to knowledge management. --The spring conference theme was "Leading at Every Level", and there were sessions about knowledge management, succession planning, creating positive change, and more.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
--There were sessions at fall conference related to retaining a diverse workforce in KY academic libraries as well as preventing and dealing with issues such as micro aggressions and workplace bullying. --There was a session at spring conference about cultivating inclusion in the workplace.

Enabling Programs and Services

Education
--Sessions at fall conference about building stronger communities (ALA President Loida Garcia-Febo) and getting published in KY Library Association publications.

Publication
In-Fo-Cus newsletter and Kentucky Libraries publication

Advocacy
Chapter's chair was a member of the Kentucky library legislative day delegation in Washington, DC.

Member Engagement
social media, chapter listserv, and social event at spring conference

Louisiana

Submitted by: Brittany O'Neill, Chair boneill@lsu.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.

Our chapter co-hosted the Louisiana Virtual Academic Library Conference with the Louisiana Library Association's Academic Section. This conference was separate from the annual state conference and focused on topics relevant to Louisiana's academic libraries. We had 137 attendees from 20 states. The conference comprised 16 concurrent sessions and also included built-in networking opportunities. The proceeds have not yet been divided, but discussion is underway about creating a joint scholarship from these funds for members to travel to conferences.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.

The chapter hosted the webinar, Copyright and OER: Creation, Licensing, and Use, on December 6th. This webcast is provided through ACRL's eLearning program. The webinar was simulcast at three locations: Louisiana State University's Middleton Library, University of Louisiana-Monroe's Library, and Tulane University's Howard-Tilton Memorial Library.

Research and Scholarly Environment

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

Objectives:

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.

The chapter's peer-reviewed journal, Codex, provides immediate open access to its content upon publication. The journal's editor co-hosted a session on publishing for academic librarians that promoted Codex at the Louisiana Virtual Academic Library Conference.

Enabling Programs and Services

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

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

Member Engagement
The chapter has increased membership through the Louisiana Virtual Academic Library Conference; those outside the membership of either our chapter or the Louisiana Library Association were charged $25 or, if in Louisiana, could become a member of either organization for free attendance. Because our chapter dues were lower than the out-of-state fee, there was an uptick in new members registering at the time of the conference. The two organizations also jointly co-hosted a luncheon at the Louisiana Library Association Annual Conference. Our chapter included a perk to join the membership in the form

of a scholarship drawing for attendance to the ACRL Virtual Conference. The chapter also created a Twitter account to promote activities and publications in Codex.

Maryland

Submitted by: Stephen Kiel, Chair skiel@ubalt.edu

Value of Academic Libraries

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

Objectives:

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

Our annual program through the Maryland Library Association, in which we are the academic library division, focused on combating ableism though development of service models and inclusion for staff and patrons. This program was presented in collaboration with the state library for the blind.

Student Learning

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

Objectives:

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

Session on Information Literacy Program redesign at the Maryland Library Association annual conference.

Research and Scholarly Environment

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

Objectives:

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.

OER session at the Maryland Library Association annual conference

Enabling Programs and Services

Education

Conference session on creating effective multimedia at the annual Maryland Library Association Conference   Conference session on developing a holistic model for weeding that challenges assumptions and biases at the Maryland Library Association annual conference.   Conference session on developing effective online learning opportunities for professional development at the Maryland Library Association annual conference

Publication

Articles in the Maryland Crab quarterly newsletter including "A Photo Essay of the University of Baltimore Library" and "ACRL Maryland Visits the National Gallery of Art"

Advocacy

For the first time this year ACRL-MD made a coordinated effort to attend Maryland Library Legislative day. Conflicts made attendance low, but this will continue as an annual activity.

Member Engagement

Increased our reach by developing new positions for the chapter in content creation/maintenance of our blog and social media   Held our annual winter bowling social and networking event.   Held a summer networking event and outing to the library at the National Gallery of Art in Washington, D.C.

Core Commitment to Equity, Diversity and Inclusion

Conference session on facilitating conversation on identifying barriers to inclusion and creating solutions through play at the Maryland Library Conference

Michigan, MI-ALA

Submitted by: Paul Gallagher, Chair president@miala.org

Value of Academic Libraries

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

Objectives:

2. Promote the impact and value of academic and research libraries to the higher education community.
Sponsored a one day pop-up conference focused on using the ACRL Standards for Libraries in Higher Education for assessment. https://www.miala.org/2019_cc_ig_event.php

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
Started a new task force focused on "Diversity, Inclusion, and Accessibility" with a charge to advance the discussion opportunities both institutionally as well as for the chapter.

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
Sponsored the 4th bi-annual Michigan Instructional Exchange Program. Topical focus was on emerging relationships between College Librarians, Faculty, Staff, and Administration. https://www.miala.org/mix_conference_2018.php

2. Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.
Partnered with the Academic Library Association of Ohio to provide a daylong workshop focused on communicating value and fostering success using ACRL Standards assessment. https://www.miala.org/2019_cc_ig_event.php

Research and Scholarly Environment

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

Objectives:

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.
Provided a day long Data Literacy Boot Camp to the membership, as well as a tailored discussion for STEM Librarians focused on providing Research Data Services.

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

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
Developed new a fee structures and scholarship programs with the annual conference to better support library support staff roles.

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.
MiALA maintains a Mid-Level Leadership interest group, which provides programming and a community of practice for emerging leaders.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
Developed a new MiALA interest group, focused on Critical Librarianship - which was a prominent speaker at the annual conference, and currently enjoys over 50 individual participants.

Enabling Programs and Services

Education
MiALA's primary focus is professional development and leadership opportunities at both the state and topical levels based on the efforts of it's interest groups. The annual conference attracts over 200 individuals, and the last year provided nearly an event per month where members could engage in a wide range of topics.

Publication
MiALA maintains a monthly newsletter, available at: https://www.miala.org/monthly_newsletters.php

Advocacy
MiALA has a standing Advocacy Committee. In the past year, the Committee supported a scholarship to have someone attend National Library Legislative Day. Other activities include working with the Michigan Association for Media in Education - who focuses on K-12 school librarianship - to support their efforts and advocate for increased support with K-12 library programs.

Member Engagement

MiALA maintains an active social media presence, as well as numerous social events connected to the annual conference and locally sponsored by it's 16 interest groups.

Core Commitment to Equity, Diversity and Inclusion

Created a new Residency interest group, designed to support state efforts with those in ACRL Diversity Alliance positions, and to further the support and discussion to the full membership.

Michigan, MLA

Submitted by: Monique Oldfield, Chapter Representative ag3808@wayne.edu

Value of Academic Libraries

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

Objectives:

2. Promote the impact and value of academic and research libraries to the higher education community.
MLA is developing a more coordinated effort to offer the ACRL webinars on various campuses around the State of Michigan.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
MLA offers a yearly Academic Libraries day workshop which usually takes a "deep dive" into a professional/relevant topic. In addition, academic librarians are contributors to our 3 day annual conference presenting various topics.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
The MLA board is a good resource for consultation on challenging topics and creating change in the workplace.

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
MLA has a monthly newsletter where the topic of information literacy is most welcome.

2. Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.
The yearly Academic Libraries day is a good source to expand learning in this area.

Research and Scholarly Environment

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

Objectives:

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.
MLA has established a monthly online meeting for academic librarians to share these concerns and others. MLA has also established a listserv for academic members.

3. Increase ACRL's efforts to influence scholarly publishing policies and practices toward a more open and equitable system.
MLA has established a monthly online meeting for academic librarians to share these concerns and others. MLA has also established a listserv for academic members.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
MLA offers student memberships and scholarships. These efforts are widely advertised.

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.
MLA is a leader in offering training for new directors. MLA is a well-known for it's year long Leadership Academy.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
MLA offers workshops on these topics throughout the year.

Enabling Programs and Services

Publication
MLA uses an online monthly meeting and an academic listerv to disseminate ACRL whitepapers. In addition, MLA has a monthly newsletter where this topic is most welcome.

Advocacy
MLA employs a lobbying firm to assist with these efforts, concentrating on the state level.

Member Engagement
MLA is engaged in almost all forms of social media.MLA hosts social events in various areas throughout the year.

Minnesota

Submitted by: Megan Kocher, Chair mkocher@umn.edu

Value of Academic Libraries

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

Objectives:

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

ARLD presented our 2019 Academic Innovators Award to Kirsten Delegard, Ryan Mattke, Kevin Ehrman-Solberg and Penny Peterson of the Mapping Racial Prejudice project at the University of Minnesota. Since 2016 the Mapping Prejudice project, based in the Borchert Map Library at the University of Minnesota, has worked to create the first-ever comprehensive visualization of racial covenants for an American city. That city, Minneapolis, is acknowledged as having some of the largest racial disparities in the nation, a fact reinforced by residential segregation and racial gaps in homeownership. Starting with digitized Hennepin County property deeds, the project employs optical character recognition to identify specific phrases and terms used to racially restrict specific groups from owning, leasing, or renting the referenced property. The project then turns to individual groups of people to examine the tagged documents and answer a series of questions aimed at identifying the geographic location and specific language use in the covenant.

Student Learning

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

Objectives:

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

ARLD was a sponsor of the 2019 LOEX conference held in Minneapolis. LOEX is focused solely on library instruction and information literacy.

Research and Scholarly Environment

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

Objectives:

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

Two sessions at our ARLD Day conference focused on open educational resources for users.

New Roles and Changing Landscapes

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

Objectives:

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.

This year, ARLD sponsored a two day pre-conference prior to our annual ARLD Day conference. The pre-conference provided intensive training for librarians conducting systematic reviews outside the health sciences. This is an emerging area in academic librarianship and the training enabled participants to bring new services to their libraries/academic communities with librarians working as partners on research teams.

Enabling Programs and Services

Education

ARLD hosts a conference (ARLD Day) that allows academic librarians the chance to learn about new research, stay updated on trends in the field, and to network with colleagues. ARLD Day 2019 was held on April 26 at the Minnesota Landscape Arboretum. 92 academic librarians attended. Our keynote speaker, Matthew Reidsma, Web Services Librarian at Grand Valley State University in Allendale, Michigan, spoke about ethical dimensions of user experience work in libraries. Several diverse breakout sessions followed. Topics included OERs, Diversity, Equity & Inclusion, Mentorship, User experience, New library services (checking out transit, faculty impact reports), Information literacy, Academic freedom, and Digital Humanities. We also added tours of the Anderson Horticultural Library at the Minnesota Landscape Arboretum where the conference is held.   We also host poster sessions during our business meeting at the annual state conference. This year we had six featured posters covering grey literature, cataloging documentation, inclusive design, information Literacy and instructional design, and outreach.   ARLD hosted a viewing and discussion of the ACRL Webcast "Controversial Topics and Difficult Dialogues - Strategies for Addressing Misinformation in the Library." The viewing was attended by 20 participants two locations: Concordia College in Moorhead, MN and Minneapolis Community and Technical College in Minneapolis, MN.

Advocacy

ARLD has a liaison to MLA's legislative committee whose purpose is to advocate for academic libraries. The liaison participates in Minnesota Library Legislative Day, LegWork committee meetings, and the annual Legislative Forum. This year our legislative liaison started a "3 Advocacy Things" occasional newsletter comprised of useful knowledge and practical steps academic librarians could take to support libraries in our state.

Member Engagement

ARLD regularly updates members with information through email blasts, updates in the MLA RoundUp, distribution of our informational brochure, and postings on the MLA site. We also have a business meeting at the MLA Annual Conference. ARLD posts regularly to our Facebook and Twitter accounts. Social events held this year: ARLD hosted a back to school happy hour and tour of our local Textile Center's library at the beginning of the academic year. An ARLD Happy Hour was held the evening before the annual Minnesota Library Association Conference. An ARLD Happy Hour was held in conjunction with the annual Library Technology conference. An ARLD Happy Hour was held at the conclusion of ARLD Day. ARLD cohosted a Metronet Wind Down talk featuring a talk and tour of the University of Minnesota's Kirschner Cookbook Collection.

Core Commitment to Equity, Diversity and Inclusion

This year we added a Land Acknowledgement at our ARLD Day Conference including a resource guide with information on the indigenous tribes of Minnesota and how to support them.   Equity, diversity, and inclusion work was among the many topics addressed by sessions at ARLD Day including a session titled "Welcome to the Diversity Cafe!"   Following ALA Midwinter and the Minnesota Library Association's Statement on Addressing Racism and Discrimination, ARLD issued a statement affirming our commitment to work with MLA on taking actions to update our code of conduct and implement

anti-racist leadership training within our organization as well as continue to offer equity, diversity, and inclusion programming at ARLD events.

Missouri

Submitted by: Jill Mahoney, Secretary jill.mahoney@williamwoods.edu

Value of Academic Libraries

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

Objectives:

2. Promote the impact and value of academic and research libraries to the higher education community.
MACRL sponsored a conference presentation at the annual Missouri Library Association conference held October 10-12, 2018 in Columbia, MO titled "Comic Con Relief," The presentation covered how an academic library hosted a Comic Con event in the library, and how the event promoted student engagement, as well as strengthened relationships with the community.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
MACRL sponsored a conference presentation at the annual Missouri Library Association conference held October 10-12, 2018 in Columbia, MO titled "Fostering Inclusion and Cultural Competence through Campus-Wide Reading Programs." In this presentation, Librarians at Park University and the University of Missouri discussed their development of campus-wide reading programs with the goal of strengthening their communities and measuring the impact on participants' cultural competence.

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
MACRL sponsored a conference presentation at the annual Missouri Library Association conference held October 10-12, 2018 in Columbia, MO titled "Beyond the CRAAP Test: Tools for Verifying and and Evaluating News and Information." Presenter Sandy Schiefer, Journalism Research and Digital Access Librarian, University of Missouri–Columbia discussed tools and techniques beyond the traditional CRAAP Test that can be used to teach students how to evaluate photographs, data, viral videos, and politician's claims.

2. Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.
MACRL sponsored two conference presentations at the annual Missouri Library Association conference held October 10-12, 2018 in Columbia, MO related to Objective 2 in the Strategic Area of Student Learning.   The first, "ShamHacks 2018: Hackathon as a Library Outreach Event," was presented by librarians at Missouri University of Science & Technology. Presenters discussed a campus-wide effort to highlight the innovations and creativity happening on the Missouri S&T campus (a STEM university). The library partnered with many campus units and the Association for Computing Machinery student group

to create ShamHacks. This presentation highlighted how Hackathons are a current, relevant trend all over the world, and the role libraries can play in planning and hosting.   Another MACRL sponsored presentation was "Local & Contemporary: Connecting Undergraduates to Today's Artists & Resources." Librarians from the Nelson-Atkins Museum of Art and Missouri Western State University discussed a multi-year collaborative project that relies on local artist files to connect undergraduates to the broader contextual framework of contemporary art history. As part of an Art since 1945 course, university students are assigned a research paper in which they explore the work of a local artist in the Nelson-Atkins Museum of Art, Spencer Art Reference Library's Artists' Files and analyze this artist's practice in relation to artistic movements studied in the course curriculum. This collaborative presentation explores the possibilities of information literacy instruction and research in undergraduate education.

New Roles and Changing Landscapes

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

Objectives:

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.
MACRL hosted three events at the annual Missouri Library Association conference held October 10-12, 2018 in Columbia, MO that meet Objective 2 in the Strategic Area of New Roles and Changing Landscapes.   First, a conference presentation was sponsored titled "Beyond Trust Falls: Engaging Staff and Nurturing Relationships." This presentation by librarians at Webster University discussed how to improve morale, boost communication between library departments, gain a greater understanding & appreciation of colleagues, and develop a greater sharing of knowledge.   Second, MACRL hosted a luncheon at the conference, along with a speaker. The speaker was Lisa Janicke Hinchliffe, Professor/Coordinator for Information Literacy Services and Instruction in the University Library at the University of Illinois at Urbana-Champaign. She served as the 2010–2011 President of the Association of College and Research Libraries and currently serves as the editor for Library Trends. She spoke on current trends in academic libraries, considered through the lens of diversity and inclusion.   Third, MACRL hosted a pre-conference workshop on Licensing Library E-Resources. This workshop, led by Abbie Brown, Head, Consortial Resources, University of Missouri, served as an introduction to license agreements for library e-resources. The workshop provided librarians and library staff with an understanding of licensing in order to serve the best interests of their library and institution.

Nebraska

Submitted by: Toni Anaya, ACRL Chapter Representative tanaya2@unl.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.

Presentations offered: * Unwritten But Relevant: Using Oral History to Engage Your Community and Document its History (Part 1 & 2) Presenters: Barbara W. Sommer, Independent Oral Historian based out of St. Paul, MN & Mary Kay Quinlan, Associate Dean, College of Journalism and Mass Communications, UNL * Exploring the Nebraska Digital Newspaper Project Presenters: Katherine L. Walter -- Professor and Co-Director, UNL Center for Digital Research in the Humanities & Laura K. Weakly -- Metadata Encoding Specialist, UNL Center for Digital Research in the Humanities & Janel Simons -- Newspaper Associate, UNL Center for Digital Research in the Humanities

2. Promote the impact and value of academic and research libraries to the higher education community.

DIY Evaluation & Assessment: Measuring Quality & Impact of Library Services to Communicate Relevance. Presenters: Carol Leibiger, PhD, Information Literacy Coordinator, University of South Dakota & Alan Aldrich, Instructional Services Librarian, University of South Dakota

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

Storytelling in a Digital Age: Connecting Our Communities and Collections Using Exhibits. Presenters: Amy C. Schindler -- Director of Archives & Special Collections, UNO Criss Library & Lori Schwartz -- U.S. Senator Chuck Habel Archivist, UNO Criss Library

Student Learning

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

Objectives:

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

Information Literacy and the ESL/ELL Student: Alleviating Library Anxiety Presenters: Claire Chamley -- Reference Associate, UNO Criss Library & Erin Painter -- Reference Associate, UNO Criss Library

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

**Crafting Relevant Community Partnerships Using Archives (Presenters: Laurinda Weisse -- University Archivist, UNK Calvert T. Ryan Library Amy Schindler-- Director of Archives & Special Collections, UNO Criss Library   **SCUL(ing) Toward the Future: Small College and University Librarians Pulling Together (NLA Panel Sponsored by the College & University Section) Moderator: Julie Pinnell -- University Librarian, Nebraska Wesleyan University Panelists: Ann Erdmann -- Head of Electronic Resources, Nebraska Wesleyan University Melissa Gomis--Library Director, Doane University Phil Hendrickson -- Director of Library Services, Concordia University Jayne Germer -- Learning & E-Resources Librarian, Doane University

Research and Scholarly Environment

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

Objectives:

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.

**Archives in a Shared Environment: The University of Nebraska Consortium of Libraries Experience. Presenters: Angela Kroeger -- Archives & Special Collections Associate, UNO Criss Library & Larissa Krayer -- Digital Archivist, UNO Criss Library   **A Textbook Program is NOT for Us! Re-Imagining Failure Into New Possibilities. Presenters: Heidi Blackburn --STEM and Business Librarian, UNO Criss Library & Tammi Owens --Outreach and Instruction Librarian, UNO Criss Library

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

Supporting Open Educational Resources and Low-Cost Course Materials Across the University of Nebraska Moderator: Katie Bishop -- Director of Research and Instruction, UNO Criss Library Panelists: Andrew J. Cano--Open Education Librarian, University of Nebraska-Lincoln Libraries Catherine Fraser Riehle -- Learning Resource Design Librarian, University of Nebraska-Lincoln Libraries Rochelle Krueger -- Curriculum Librarian, UNK Calvin T. Ryan Library Tonya Farrell -- OER Coordinator, UNO Criss Library Kate Ehrig-Page -- Institutional Repository Coordinator, UNO Criss Library

New Roles and Changing Landscapes

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

Objectives:

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.

Organizing for Change: Building Power for the Libraries We Need Presenter:Emily Drabinski -- Coordinator of Library Instruction, Long Island University-Brooklyn

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.

Nebraska Libraries as (Ir)Responsible Spaces: Can, or Should, We Ever Be Neutral? Moderator: Andrew J. Cano -- President, Nebraska Library Association Panelists: David Lee King -- Digital Services Director, Topeka & Shawnee (KS) Public Library Emily Drabinski -- Coordinator of Library Instruction, Long Island University-Brooklyn Timothy Lentz -- Past Chair, NLA Round Table for IF Rebecca McCorkindale -- President-Elect, Nebraska Library Association Amy Miller -- Legal Director, ACLU Nebraska

New England

Submitted by: Vicki Gruzynski, Past-Chair vgruzynski@worcester.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.

Our listservs continue to complement our improved website (launched last year), where members post about upcoming opportunities for presentations and publications. We have started hosting conference materials from our annual conference on our open access repository (hosted by the University of Massachusetts Amherst's open access institutional repository), allowing our conference presentations to be accessible to a wider audience.

2. Promote the impact and value of academic and research libraries to the higher education community.

Through our chapter's Special Interest Groups, our Leadership Development Committee, and our Annual Conference, we offered 11 events and conferences that provided opportunities to hundreds of our region's members. These events bring members together virtually and in-person to discuss, present, and bring back to their campuses current ideas about the value and impact of academic and research libraries.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

At both our annual conference, as well as the New England Library Instruction Group's (NELIG) annual meeting, several presenters spoke about diversity and inclusion in information literacy, metadata, and database instruction and use. Our keynote speaker at NELIG this year was Carrie Salazar, a librarian known in the region for her knowledge of diversity, equity, and inclusion in the field of librarianship. Our chapter's use of an open access repository for conference materials provides access to these essential conversations.

Student Learning

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

Objectives:

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

The New England Library Instruction Group (NELIG) is our chapter's most active Special Interest Group (SIG). This year, they held two in-person meetings and one virtual workshop. NELIG held an instruction swap meeting in the fall at three different sites, where attendees can swap tried and true lesson plans, present new ideas for lesson plans, discuss issues from the Framework, and discuss programmatic topics such as scaffolding and assessment. These events provide opportunities for teaching librarians to collaborate with each other and expand their communities of practice.   A new SIG that was introduced last year, the New England Education and Curriculum Librarians (NEECLIG), holds meetings and workshops to bring together librarians who specialize in education and/or curriculum libraries. This is the first Northeast network of this kind for librarians who are serving academic teaching education programs.

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

NELIG and NEECLIG SIGs provide the most obvious and prominent connections to information literacy programming and how IL relates to higher education.

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
This year we continued to use our open access repository for annual conference and NELIG's annual meetings, making conference materials available widely.

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.
Our Scholarly Communications SIG hosted two workshops on copyright this year that were well-attended and well-received. Additionally, this year a new SIG was added to our organization, the Research Data Management SIG (RDMSIG). This group has been operating more informally for a few years prior to being officially added to ACRL New England Chapter in 2018. RDMSIG lists its purposes as the following: Support communities of both practicing research data management professionals and professionals with an interest in research data management (a "Community of Practice" and a "Community of Interest"). This is accomplished by providing time to discuss current topics, trends, and issues with peers, and through education on a variety of topics, including good data management practices, current funder standards, and tools to streamline data manipulation or analysis.; support our communities by being responsive to the evolving needs of data management professionals; organize two to three professional development events each year with a focus on education and information sharing.;work collaboratively with other SIGs towards shared goals and initiatives.   This new SIG will enhance and expand upon the work that our Scholarly Communication SIG already does, and will add new opportunities for collaboration across the SIGs.

3. Increase ACRL's efforts to influence scholarly publishing policies and practices toward a more open and equitable system.
Our chapter continues to advocate for open access to information and resources, through our use of openly accessible web tools and our open access repository.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
Our chapter has nine special interest groups that cover a wide range of professional interests: instruction, electronic resource management, women and gender studies, access services, leadership development, information technology, collection development, research data management, and collection development. All SIGs hold unique and affordable programming throughout the year and throughout the region, which provides opportunities to professionals in all areas of librarianship. On a very tangible level, our annual conference offers different registration costs for students, part-time librarians, and retired librarians, to ensure that events are more financially accessible for potential attendees.

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.

In general, the Chapter's programming encourages all levels of library staff (and students) to attend, present, and assume leadership roles at any and all levels of the chapter. This year, our Leadership Development Committee hosted a book discussion at 3 sites in the area about the book "Leading with Emotional Courage."

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.

We continue to actively seek out voices from underrepresented or marginalized groups in our field. We need to spend more time on outreach to community college librarians and library school students.

Enabling Programs and Services

Education

We continue to rotate our annual conference, and some of our smaller, more targeted events (the Leadership Development book discussion and the NELIG instruction swap) also host events in various parts of the region so that more library workers are able to attend. This year our annual conference was held in Portland, ME, and attracted many librarians who typically cannot attend our annual conference due to distance.

Publication

We have expanded the use of our OA repository beyond the annual conference and have begun posting materials from NELIG's annual meeting as well. We hope to be able to host materials from more of the SIGs in the future.

Advocacy

Member Engagement

Our improved website continues to make member engagement more seamless; however, we should continue to explore what other options we have to increase member engagement. We maintain several listservs, as well as a few social media accounts.

Core Commitment to Equity, Diversity and Inclusion

This is an area in which we need to improve and undertake this work in a deliberate fashion. We are in the process of codifying our Code of Conduct, which has been used at our past 3 annual conferences but has not been formally adopted by the chapter as a whole. As part of this process, we plan to seek out bystander training and continue to follow best practices for proper implementation of a code of conduct.

New Jersey

Submitted by: Bonnie Lafazan, Chair bonnie-lafazan@berkeleycollege.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.

2019 VALE Users'/ACRL-NJ/NJLA CUS Conference 20 Years Later: Redefining Libraries' Core Values in Disruptive Times was held at Rutgers University on January 4, 2019.   As we approached the 20-year anniversary of our conference, this theme provided opportunity for librarians to reflect on how they have redefined and reaffirmed libraries' core values while continuing to serve their communities during disruptive times.   The theme reflected on our scholarship, services, and activities in response to advances in technology, trends and fads in higher education, shrinking budgets and the continued pressures to prove our value.   Our Research Committee raises awareness about NJ academic librarians' research, awarding the top paper(s), and providing a forum to present both published research and research-in-process at our annual NJLA conference which was held in Atlantic City, NJ May 29-31, 2019.

2. Promote the impact and value of academic and research libraries to the higher education community.

NJLA CUS/ACRL NJ Newsletter is published twice per academic year; Fall and Spring and is distributed via a statewide listserv, shared on social media and posted on our chapter's website. The newsletter serves as a forum for academic librarians in New Jersey to share their research with their colleagues through articles, video, and brief reports. Through this forum, librarians may find opportunities to partner with colleagues on future research projects. The Fall issue (https://cus.njla.org/content/newsletter/fall2018) prominently features the NJLA Conference and the Spring issue (https://cus.njla.org/content/newsletter/spring2019) features the joint conference of VALE NJ and the ACRL NJ Chapter's 2019 User's Conference and both issues always highlights librarian/library accomplishments across the state.   Poster session, panel sessions and lighting talks at our two annual conferences: VALE Users Conference and NJLA Annual Conference provide opportunities to present and learn about all aspects of the impact and value of academic and research libraries.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.

Our Assessment Committee User Education Committee held its 4th annual annual summer workshop in July 2018:   "Keeping Your Head Above Water with Library Services." This workshop included round tables and lightning talks on issues of interest to academic librarians involved in information literacy, student learning, reference services and assessment of library services.   ACRL Environment Scan: At The User Education Committee's 6/14/19 meeting, the committee reviewed the most recent ACRL scan and discussed its application to each of our institutions   Our Bibliographic Control and Metadata Committee has shared and explored common technical issues faced by the technical services librarians in the academic and research libraries in New Jersey. The committee has focused on quality control issues in the field of bibliographic control in order to provide quality education resources to support teaching and research in the higher education environment. To expand professional development opportunities, the committee conducted workshops including RDA Toolkit Training, Authority Toolkit training and also provide NACO and cataloging issues updates at every committee meeting.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

The ACRL NJ Chapter Newsletter provides an opportunity for librarians to communicate their role in equity, access, diversity, and inclusion issues. For example, in the Spring 2019 issue, an article about the

efforts in NJ to promote Open Educational Resources relates strongly to equity as our students often struggle with textbook affordability. The Fall 2018 issue discussed the role of Project ReShare which also embraces open technology. Another article in the Fall 2018 issue summarized a civic engagement workshop for libraries held earlier in the year which addressed these topics.

Student Learning

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

Objectives:

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

The Newsletter provides the opportunity for librarians to share how they promote information literacy at their institutions. Both the Fall 2018 and Spring 2019 issues have articles discussing innovative instruction techniques and successful collaborations that supported student learning. In the Fall issue, librarians from two different institutions discussed how they collaborated with faculty in other disciplines regarding the "fake news" controversy. The Spring issue had an article about co-teaching and another article about using primary sources with students. Readers have the opportunity to learn about other institutions' information literacy programs and efforts, and the authors' contact information is provided if anyone wants to initiate a conversation.   Discussions on information literacy: In each of our User Education Committee meetings, the committee discussed current topics on information literacy including the ACRL Framework, nation-wide information literacy initiatives, peer evaluation, one-on-one sessions, faculty outreach and online learning.   In our Reference Services Committee meetings, our members support student learning by discussing new ways of engaging learners with information literacy skills, including through instruction of reference interactions both online and onsite to support student learning.

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
ACRL NJ members support MentorNJ: Linking Library Staff Statewide (an initiative funded by Library LinkNJ and the NJ State Library and host Job Shadowing activities at our respective institutions.

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.
Several of our members have partnered with the VALE Users Services members in educating and participating in workshops for Open Educational Resources. The Open Textbook Network (OTN) is a network of members who work to drive institutional change around textbook affordability. This professional development and leadership opportunity is based on a "train the trainer" model. Following OTNSI, the four NJ OER Ambassadors are responsible for leading a one year, coordinated, statewide effort to advance OER and textbook affordability in NJ higher education.

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

The ACRL NJ Chapter issued a diversity and inclusion statement" NJLA College and University Section/ACRL-NJ Statement of Support and Concern" to our members and other NJ listevers in order for us to support ACRL's efforts to include and and advocate for more open and equitable dissemination policies and practices. Our chapter is also organizing the formation of a new diversity committee in order to support librarians' roles in advancing issues of equity, access, diversity, and inclusion in higher education

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.

ACRL NJ members support MentorNJ: Linking Library Staff Statewide (an initiative funded by Library LinkNJ and the NJ State Library and host Job Shadowing activities at our respective institutions.   Our Marketing and Outreach Committee servers to support ACRL's advocacy and support for the full range of the academic library workforce in NJ.   Many of our panel presentations, poster sessions, and workshops, all include working closely with library staff, students, and library student workers. The opportunity to share about those partnerships in professional development settings is an important component of our chapter's work.

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.

Member Engagement Social Media Directory of Academic Libraries: An International Directory of Academic Library Social Media has been developed through the Marketing & Outreach Committee. This is truly an international directory that has reached as far as Turkey.   A lot of changes have taken place in New Jersey academic and research libraries. For example, in the past year, 5 New Jersey institutions have implemented a new library system called Alma, which is compatible with the upcoming new national cataloging standard BIBFRAME. The BCMC members from these five institutions are willing to provide information and help to other libraries which may consider the implementation of this new system in the future. Many of our panel presentations, poster sessions, and workshops, all include working closely with library staff, students, and library student workers. The opportunity to share about those partnerships in professional development settings is an important component of our chapter's work.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.

The Newsletter's co-editors strongly encourage news from all academic libraries about new librarians, promotions, or other achievements to be recognized. Articles about a variety of topics are solicited, including those about transformational change, innovations, and EDI topics.   We attempted to increase our diversity and inclusion of members by drawing new prospective members in helping to plan and support the restructuring of our annual Open Membership Meeting in September 2018. We hoped that the restructuring and the addition of interesting/timely activities and sessions would draw new prospective members to diversify our group.

Enabling Programs and Services

Education
We provide several opportunities for our members

Publication
https://cus.njla.org/content/newsletter/fall2018 and
https://cus.njla.org/content/newsletter/spring2019 list all of the publications we are aware of by our members

Advocacy
A Legislative Digest is published quarterly by our chapter's legislative liaison, which also provides opportunities to participate in Legislative Day and other NJ State Legislative and Depart of Education advocacy efforts.

Member Engagement
Social media, website, 2-in person meetings, 2 conferences, one summer all-day workshop.

New Mexico

Submitted by: James Fisk, Chair fiskj@unm.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
Develop a communication plan that highlight activities and research projects that may benefit members of the NM academic library community.

2. Promote the impact and value of academic and research libraries to the higher education community.
Improve library visibility on all campuses.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
Maintain a high profile at the stale ALA conferences. For example schedule our chapter/SIG meeting in 'prime' time

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
Continue to offer instruction sessions and look for opportunities to present to a variety of disciplines.

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

Build relationships with the school and public library communities. Reach out to stakeholders such as the medical community.

Enabling Programs and Services

Education

Discussed greater opportunities at state conferences for academic librarians.

Publication

Are planning a a communication plan

Advocacy

NM ALA has a legislation focal person.

Member Engagement

Spring 2019 social event and conference in Socorro NM.

North Carolina

Submitted by: William Gee, Chair geec@ecu.edu

Enabling Programs and Services

Education

In February 2019, the NC Chapter co-sponsored a virtual conference in collaboration with the state library association's community college section, distance learning section, and paraprofessional association that offered 17 sessions on a variety of issues facing academic libraries. The chapter will present three sessions at the upcoming state library association face-to-face conference in October 2019: 1) Libraries are for Everyone - Increasing Access and Equity in Academic Libraries, 2) Access Services Trends, Issues, and Engagement, and 3) Creating Engagement Online: Best Practices for Creating and Hosting H5P Content.

North Dakota/Manitoba

Submitted by: Beth Twomey, Past-Chair beth.twomey@ndsu.edu

Value of Academic Libraries

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

Objectives:

2. Promote the impact and value of academic and research libraries to the higher education community.
Publication of news and magazine articles about the chapters annual conference and presentations.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
Chapter members participated in the Assessment in Action Roadshow in March of 2019.

Research and Scholarly Environment

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

Objectives:

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.

Theme for annual symposium focused on the evolution of research services in the university library and presentations included ones about emerging technologies, data management, queering archival research, and digital scholarship.

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

Symposium Keynote speaker is a prominent promoter of and successful implemented major OER initiatives in the state and shared her process with us. All symposium presentations will be placed in the NDSU institutional repository.

New Roles and Changing Landscapes

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

Objectives:

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.

Recruitment efforts were undertaken to expand the amount of chapter members with special efforts made to do outreach to institutions who currently have no representation in the chapter.

Enabling Programs and Services

Member Engagement

Promotion and recruitment were undertaken during local, multi-institutional events such as forums, day-long workshops/conferences, special events.

Ohio

Submitted by: Katie Blocksidge, ACRL Liaison blocksidge.3@osu.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.

The 2018 ALAO Conference, Take Action! Conveying Value, Cultivating Success was held in Columbus, Ohio on November 2, 2018. Featuring 28 breakout sessions, 12 roundtables, and 15 posters, the conference brought together librarians, faculty, administrators, and vendors for a full day of

presentations and discussions. Megan Oakleaf, assistant professor in the iSchool at Syracuse University, delivered a keynote address focusing creating, capturing, and communicating library value.

2. Promote the impact and value of academic and research libraries to the higher education community.
Each year, ALAO awards up to $2,000 to support and encourage research projects proposed by ALAO members.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
The October 2018 ALAO Annual Conference (Columbus, OH) included an afternoon plenary from Dr. Debra Gilchrist, Vice President for Learning and Student Success at Pierce College. Her talk focused on how library assessment and planning can use their institutional missions to build evidence of library impact.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
ALAO sponsors the Diversity Scholarship for current library science students; this award includes $1,500.00 for tuition, free registration to the ALAO Annual Conference, and a year of mentoring by an ALAO member.   The October 2018 ALAO Annual Conference (Columbus, OH) included the session "Rethinking Fines: Considering Equity, Inclusion, and Retention. The abstract read: Although our institution has a long history of not fining for extended loan materials, we have continued to use periodic (hourly or daily) fines to incentivize the return of short term loan materials. As we address the disparities in personal (and especially financial) resources among our users, we began to realize how fines serve as a double-whammy for low-income students. They are more dependent on our shared resources than more affluent users and they are the most likely to be harmed by fines that accrue quickly and eventually suspend borrowing privileges. Students with print disabilities have a legitimate need for longer access to materials, and how do we balance their needs with the needs of competing users? We asked ourselves whether if our loan periods, which the fines are meant to enforce, still made sense for certain materials. We looked at what we could manage within the library circulation system and what we would have to handle by policy. In this presentation, we'll review our principles and workflows that we think have leveled the playing field for our users.   The ALAO Support Staff Interest Group hosted a webinar on April 30, 2019 title: "Putting Inclusivity into Practice: Addressing the needs of Marginalized Communities in an Academic Library". The description read: This webinar centers on the question "How can library staff best serve patrons from marginalized communities?" The presentations and the discussion following are intended to promote awareness of hurdles that exist for many patrons in order to foster equity for communities that include racial and ethnic minorities, members of the LGBTQ community, and those with disabilities. Guest speakers will encourage engagement with diversity topics, initiatives, and resources. This information is intended to aid academic library staff in their quest to provide a welcoming environment for all.

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

Objectives:

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

The October 2018 ALAO Annual Conference (Columbus, OH) included the session "Traitors to One World, Imposters in Another: Research Assignments as Academic Engagement Opportunities for First-Generation Students". The abstract read: First-generation college students are often labeled as an "at-risk" population, because existing research indicates they are less likely to persist through degree completion (DeAngelo et al., 2011; Engle & Tinto, 2008; Ishitani, 2006). The "at-risk" label places the burdens of success and failure on the students, rather than calling for the interrogation of the ways in which the culture of higher education may create feelings of isolation (Jehangir, 2010) or alienation (Mann, 2001) among this and other "at-risk" student populations. This presentation will introduce Bensimon's (2005) equity cognitive frame as tool for thinking about how libraries, as partners in student success and advocates of information literacy, can help our instructional colleagues leverage research assignments, a ubiquitous practice in higher education, as opportunities for academic engagement. In addition to the equity cognitive frame, this presentation will address existing research related to first-generation students and academic engagement, as well as introducing findings from a recent research study that explores first-generation students' experiences with research assignments as they transition into and within higher education. These findings suggest that research assignments may serve as opportunities for academic engagement when students are encouraged to leverage and incorporate their identities and interests into their research assignments.

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

The October 2018 ALAO Annual Conference (Columbus, OH) included the session "Building Bridges: College and High School Partnerships for College Credit Plus." The abstract read: As the number of students enrolled in College Credit Plus courses continue to rise across the state, many colleges and universities find themselves challenged to adequately serve and provide support to this unique group of students. A public two-year community college addressed this rising need by creating and sustaining partnerships with local area high school librarians and media specialists. Employing a 'train the trainer' model, a community college equipped high school librarians and media specialists with the resources necessary to address the college level research needs of their College Credit Plus students as well as meet the requests of College Credit Plus instructors in their high school. The collaborative efforts resulted in mutual support, engagement, and a true partnership between secondary and post-secondary institutions. Attendees will explore the steps taken to build a collaborative community of both academic and high school librarians with a focus on student success, academic achievement, and college readiness. Presenters will share their perspectives on the collaborative effort, and engage in discussion with the audience on how to best institute similar concepts at their own academic institution.

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
The October 2018 ALAO Annual Conference (Columbus, OH) included the session: "Acting on IP: Valuing Students Rights as Intellectual Property Creators"   The abstract read: Many works that students create are eligible for some form of intellectual property (IP) protection; however, students are rarely educated about these rights or the management of them. This session will provide an overview of intellectual property law (copyright, trademark, and patents) and the ways in which it impacts works created by students. Campus intellectual property policies and the transfer of IP rights will also be discussed. Session participants will be able to use the knowledge they gain from this session to educate students about the IP rights they may possess in works they create and provide guidance on how they can make thoughtful and informed decisions regarding the management of these rights

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.
The October 2018 ALAO Annual Conference (Columbus, OH) included the session "Five Ways to Cultivate Open Education on Your Campus". The abstract read: As academic institutions focus attention on student retention and rising higher education costs, increasing attention has been paid to reducing the costs of instructional materials. Studies show that the high cost of textbooks, for instance, can impact student course choices, academic performance, and retention. Many faculty have found free, open textbooks and other open educational resources to be a successful alternative to expensive commercial textbooks. However, initiating an open education or affordable learning program on your campus can be tricky. Faculty are sometimes resistant to open education, administrators don't always understand it, and librarians only have so much time to devote to supporting it. This presentation will explore five ways, from modest to extensive, to begin promoting open education right away on your campus. Methods will include collaborative efforts, outreach activities, and impact reporting. The presenter will draw from four years of program growth on her own campus, as well as successful examples at other institutions. Whether you are just beginning to think of open educational resources in your library, or are already taking steps to promote them on your campus, you'll find something relevant to take home and implement.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
ALAO supports a mentoring program from interested members, allowing librarians and support staff to work towards common professional goals.

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.
The October 2018 ALAO Annual Conference (Columbus, OH) included the session "Building On Strengths: Using Asset Based Community Development Principles In Academic Libraries to Improve Library Relationships And Services"   The abstract read: You can't identify your community's needs until you understand your community's assets. Community asset mapping allows you to better understand

the strengths of your institution and helps to identify new partnerships so that your library can increase outreach, better assess community needs and improve library services.   As librarians & educators we're often focused on solving problems based on what we see as our institutional or community deficits. But shifting the focus from our needs to our assets is an empowering & positive way to build new relationships and improve library services. Asset Based Community Development (ABCD) principles, including asset-mapping, allow you to identify the assets of individuals, departments and existing relationships so you can build from strength. It's an inclusive means of improving your library's outreach services, aids in spurring innovation, helps identify new partnerships, and ultimately, helps improve your library's services. I'd like to introduce the basic principles of ABCD, including asset-mapping, discuss real life experiences attempting to apply these principals to my work and then spend some time where participants can start work on their own personal & community asset maps.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.
The October 2018 ALAO Annual Conference (Columbus, OH) included the session "Transforming Student Assistants to Student Assets" The abstract read: Many libraries, traditionally one of the biggest employers of students on our campuses, have embraced recent trends to expand the roles and voices of student employees in our daily work. Our university is no different, but rather than focusing simply on building job responsibilities, we have adopted a more multi-dimensional approach when it comes to these opportunities. Recognizing that our student employees are diverse in their academic, professional and personal interests, our program is based on identifying their unique talents and providing them with an avenue to develop through meaningful work on library teams and projects. In addition, we are placing special emphasis on their personal leadership growth so that they may demonstrate team leadership, creative thinking, and influencing to future employers. With our student assets as partners, we have the ability to be more responsive to our broader student community needs. During this session, we will be sharing the story of how we developed and implemented our student experiential learning program while engaging attendees in activities to identify opportunities to build programs that include library student employees in meaningful professional experiences.

Enabling Programs and Services

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

Publication
Publications by ALAO members are recognized in the quarterly newsletter.

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

Core Commitment to Equity, Diversity and Inclusion

The Diversity Committee hosted a webinar of June 5, 2019 titled: "Not Just Another Committee: How Academic Library Employees Advance Diversity, Equity, and Inclusion Initiatives at their Institutions." The description read: In this webinar, Ohio academic library workers from a variety of institutions will share their insights about establishing, leading, and serving on diversity, equity, and inclusion (DEI) committees. Topics will include taking the lead on DEI-focused policies, programming, communication, training, and more. Presenters will provide a helpful framework for others that are maybe just getting started, or want to reenergize their work in DEI. The October 2018 ALAO Annual Conference (Columbus, OH) included the session "In Perfect Harmony: Libraries and TRiO Programs Partnering for Student Success" The abstract read: The U.S. Department of Education funds TRiO Student Support Services (SSS) on college campuses. With over 70 TRiO programs in colleges throughout Ohio, there is a tremendous opportunity to develop connections between academic library staff and first-generation college students and to impact student success. During this session, presenters will discuss collaborations between library staff and TRiO programs at two institutions. One regional campus incorporated the SSS program into the library's space, directly impacting student success. The other community college's SSS program provided space for a "Librarian on Location," which allows SSS students to meet library staff on their own turf and for collaboration between library and SSS staff. Presenters will discuss the partnerships' impact on student success, logistics of these collaborations, and future plans.

Oklahoma

Submitted by: Andy Taylor, Chair andy.taylor@tulsacc.edu

Value of Academic Libraries

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

Objectives:

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
The Oklahoma Chapter of ACRL held its annual conference on November 9, 2018, at the University of Central Oklahoma. "Elementary, My Dear Data: Evidence-based Library Practice" featured two keynote speakers: Dr. Stephanie Mikitish of Rutgers University, who discussed the ACRL/OCLC collaboration on Academic Library Impact, specifically the Essential Areas to research and the use of the Literature Analysis Dashboard, in her presentation "Inching Along: Making Measured Progress Over Common Assessment Obstacles"; and Dr. Lili Luo of San Jose State University, who spoke on her recently published paper, "Experiencing Evidence-Based Library and Information Practice (EBLIP): Academic Librarians' Perspective" in her presentation "Evidence Based Practice – Ideas for Academic Librarians." Additional presentations by academic librarians covered a wide range of topics that all included some aspect of impact of assessment and/or advocacy, including catalog maintenance, utilization of librarian skill sets for institutional benefit, OER adoption on university campuses, and using service data to assess library impact on student success.

Student Learning

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

Objectives:

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

The Oklahoma Chapter of ACRL interest group Community of Oklahoma Instruction Librarians (COIL) held its annual workshop on August 3, 2018, at Oklahoma State University. "Empowering Students through Web Literacy and Sustainable Info-Environmentalism" was inspired by the work of Mike Caulfield, director of blended and networked learning at Washington State University Vancouver, and head of the Digital Polarization Initiative of the American Democracy Project, a multi-school pilot to change the way that online media literacy is taught. The workshop program focused on resources and methods to improve information environments through library instruction. Group work and discussions culminated in attendees planning activities for future instruction sessions. Select attendees presented on web/media literacy lessons they have created and implemented at their institutions.

New Roles and Changing Landscapes

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

Objectives:

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.

OK-ACRL presents an Outstanding Service Award annually at the conference. This award recognizes exceptional service and leadership provided by a chapter member to the organization and/or COIL. The 2018 award winner, Steve Locy of Oklahoma State University, had been a dedicated member of OK-ACRL and had served on the board in multiple positions.   During the 2018-19 year, OK-ACRL officers and board members continued working towards establishing an endowment that will provide two annual travel scholarships to chapter members. These travel scholarships are intended to provide support for attending professional development trainings and conferences out-of-state so that Oklahoma-based academic librarians have more opportunities to network with leading experts and to learn cutting edge information that will help them be leaders and change advocates at their institutions.

Enabling Programs and Services

Member Engagement

OK-ACRL officers promoted our chapter and its activities at the Oklahoma Library Association's annual conference held March 13-15, 2019, in Norman, Oklahoma. The officers staffed a vendor booth where they handed out branded promotional materials, signed up new members, and spoke to attendees about the future endowment. At the close of the conference, a drawing was held for one free registration for the 2019 OK-ACRL Annual Conference.   OK-ACRL officers and board members operate a website and a Facebook page. Additionally, COIL officers operate their own subdomain website and an independent Facebook page.

Oregon

Submitted by: Meredith Farkas, Chair meredith.farkas@pcc.edu

Value of Academic Libraries

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

Objectives:

2. Promote the impact and value of academic and research libraries to the higher education community.
The ACRL-Oregon Board advocated for the importance and value of academic libraries and library personnel to student learning as part of our advocacy for an improved library presence in the new NWCCU accreditation standards (currently in draft form). We worked with various state and regional membership organizations, colleges, and universities to coordinate advocacy efforts.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
The theme of our regional ACRL Fall conference (October 2018) was "Reimagining Advocacy: Personal, Professional, Political." We sponsored a session by the Oregon Library Association's lobbyist on how to craft an elevator pitch. We then asked attendees to develop an elevator pitch for something they wish to advocate for.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
The current ACRL-Oregon President is working with the incoming President of the Oregon Library Association and a few other OLA members to develop an EDI initiative for the Oregon Library Association as a whole for next year.

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
ACRL-Oregon continued our practice of providing a set of archived ACRL webinars at no charge to ACRL-Oregon membership. One of the webinars provided this program year was entitled: Framing Information Literacy Webcast Three: Information has Value.   This year, ACRL-Oregon piloted offering free webinars that are open to any library workers in the Pacific Northwest, regardless of membership status. One of the sessions we sponsored was focused on lessons learned in working to build a culture of instructional assessment.   ACRL-Oregon offers a K-12/academic librarian collaboration grant each year that funds collaborative projects (either a shared learning experience or a concrete project), usually focused on information literacy. This year's awardees are working together to develop online research guides to support students in a rural charter school and information literacy instruction training for teachers in the school, as well as purchasing technology to improve access to information resources by the students.

2. Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.
As mentioned above, our letter to the NWCCU Bylaws, Standards, and Policies Committee about the NWCCU Standards revision involved advocating for the important instructional role librarians play in ensuring student success. As a result of this advocacy work, the second draft of the NWCCU Standards

revision includes specific mentions of information literacy and of maintaining appropriate personnel to achieve the library and information resources needs of students.

Research and Scholarly Environment

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

Objectives:

1 Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
This year, ACRL-Oregon piloted offering free webinars that are open to any library workers in the Pacific Northwest, regardless of membership status. We plan to continue offering free webinars next year (5 per year) and to seek our diverse presentations from library workers across the Pacific Northwest. In doing this, we are helping make knowledge dissemination and access more democratic. ACRL-Oregon also provides professional development scholarships each year that support greater participation in professional development for its members.

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.
ACRL-Oregon sponsored a preconference at the Oregon Library Association/Washington Library Association joint conference Spring 2019 focused on copyright education.   ACLR-Oregon provided a venue for Open Oregon Educational Resources to provide a pre-conference on OER at the ACRL-Northwest conference in October, 2018.

3. Increase ACRL's efforts to influence scholarly publishing policies and practices toward a more open and equitable system.
ACRL-Oregon was involved in advocacy for two state legislative bills in support of Open Educational Resources (OER).

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
One of the webinars ACRL-Oregon sponsored this year was on Critical Library Management, which is focused on examining oppressive structures and supporting everyone working in a library setting. The presenters helped library managers and leaders learn how to apply social justice and critical theory to their work.

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

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.

With our new free webinar series, we decided to open them up to all academic library workers, not just ACRL-Oregon members who tend to be in professional positions. We hope to engage a diverse array of library workers with our webinars, both as attendees and presenters.   The ACRL-Oregon Board also published a statement of concern in response to the racist incidents that happened at the 2019 ALA Midwinter Conference, advocating for making ALA a more diverse, inclusive, and responsive organization whose leadership is well-trained in how to respond to such incidents in the future.

Enabling Programs and Services

Publication

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

Advocacy

Our legislative representative serves on the Oregon Library Association's legislative committee and advocates for the inclusion of issues of concern to academic librarians to their agenda. Our rep was involved in the National Library Legislative Day activities this year. In addition to the NWCCU advocacy already mentioned, the ACRL-Oregon Board submitted testimony in favor of Oregon HB 3263 in support of school librarians in Oregon. ACRL-Oregon also sent out messages to the membership asking them to contact their state legislators about two state bills supporting the development of Open Educational Resources (OER).

Member Engagement

A membership meeting was held during the ACRL-Oregon/Washington joint conference. ACRL-Oregon hosted a reception during the Oregon Library Association annual conference. ACRL-Oregon maintained an active presence on the chapter's Twitter account and blog.

Core Commitment to Equity, Diversity and Inclusion

The current ACRL-Oregon President is working with the incoming President of the Oregon Library Association and a few other OLA members to develop an EDI initiative for the Oregon Library Association as a whole for next year.

South Carolina

Submitted by: Megan Palmer, Chair mjohnson2224@gmail.com

Value of Academic Libraries

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

Objectives:

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.

Worked with the SCLA conference planning committee to offer ACRL's Project Outcome for Academic Libraries as a preconference session for our upcoming conference which will be held in October 2019.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

Assisted the SCLA Continuing Education Committee with hosting the following webinar in May 2019, "Diversifying Your Collection, Engaging All Users: A Small Academic Library Moving Forward," which discussed diversity, the need for diverse collections, and applications and outcomes at a small rural academic library. There was also the 2018 SCLA Conference session – "Clemson University Libraries Diversity Plan."

Research and Scholarly Environment

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

Objectives:

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

Hosted the ACRL webinar: "Controversial Topics and Difficult Dialogues - Strategies for Addressing Misinformation in the Library"

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.

SCLA 2018 Conference poster session – "Affordable Learning in South Carolina: Tipping the SCALE"

Enabling Programs and Services

Education

Co-hosted the iTeach 5: iSpeak, iPresent, iTalk workshop on July 25, 2018. Also sponsored the "An Introduction to the Creative Commons" webinar.

Publication

Members are encouraged to submit articles to the South Carolina Libraries Journal

Advocacy

Members participated in the 2018 National Library Legislative Day and South Carolina District Office Visits throughout the year

Member Engagement

South Dakota

Submitted by: Ana Olivier, Chair aolivier@augie.edu

Value of Academic Libraries

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

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.

We are hosting a workshop focusing on Project Outcome for Academic Libraries at our state conference this fall.

Enabling Programs and Services

Education

Our chapter organizes the poster session at our annual state library conference. Librarians from all backgrounds are invited to present their ideas to the library community as a way to educate and inspire our colleagues.

Advocacy

Members of our chapter participated in Legislative Day activities at our state capital.

Tennessee

Submitted by: Ashley Roach, Vice-Chair amroach@memphis.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.

a.   TLA Conference Presentations. Several roundtable members participated in presentations at the 2019 Tennessee Library Association conference. The roundtable co-sponsored a pre-conference event with the Library Leadership Roundtable entitled, "Walking Together Through Open Doors: Successful Mentoring." The chair and vice chair also held a conference event entitled, "Opening Our Minds: Two Early Career Librarians. Two Roundtables. Where to From Here?"

2. Promote the impact and value of academic and research libraries to the higher education community.

a.   TLA Conference Presentations. Several roundtable members participated in presentations at the 2019 Tennessee Library Association conference. The roundtable co-sponsored a pre-conference event with the Library Leadership Roundtable entitled, "Walking Together Through Open Doors: Successful Mentoring." The chair and vice chair also held a conference event entitled, "Opening Our Minds: Two Early Career Librarians. Two Roundtables. Where to From Here?"   b.   LIT Conference. Ashley Roach-Freiman shared information on the 2019 LIT: Library Instruction Tennessee conference scheduled to take place on Monday, June 3rd at Austin Peay State University.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.

Presented at the Tennessee Library Association pre-conference: Walking Together Through Open Doors: Successful Mentoring   Featured Speaker: Diane Kelly, Professor and Director, University of Tennessee School of Information Sciences   Panel Discussion: Joseph Winberry, University of Tennessee School of Information Sciences Martha Earl, University of Tennessee Preston Medical Library, Meredith P. Goins, Oak Ridge Associated Universities, Ruth Kinnersley, Trevecca Nazarene University Waggoner Library, Susan Earl, John P. Holt Brentwood Library   Sponsored by the College and University Libraries and Library Leadership Roundtables   Imagine that you have just graduated with your Masters of Library and Information Science degree and got your first librarian job. Or consider that you have worked for a while and would like guidance on moving up the ladder. Or contemplate being the big fish in a small pond hoping to make a splash in new waters. No matter where you are in your library career, no matter

what kind of library you work at, or the size of institution or the community it resides in, every librarian can benefit from successful mentoring. Join in on this important discussion by hearing from a host of successful library mentors sharing their own experiences and by building a proactive plan for your own successful mentoring.

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

The need for academic library specific information for Legislative Day was examined at length. Academic libraries are not specifically covered in this work although other libraries such as school and public libraries are. Two roundtable members discussed creating a special committee to discuss the creation of an academic library focused advocacy tool. Discussions will continue into the next term.

Student Learning

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

Objectives:

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

Ashley Roach-Freiman shared information on the 2019 LIT: Library Instruction Tennessee conference scheduled to take place on Monday, June 3rd at Austin Peay State University.

New Roles and Changing Landscapes

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

Objectives:

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.

See: Preconference presentation and sponsorship - Walking Together Through Open Doors: Successful Mentoring

Enabling Programs and Services

Publication

Roach-Freiman, A. and Winberry, J. (June, 2019). "Opening Our Minds: Two Early Career Librarians. Two Roundtables. Where To From Here?" Conference Proceeding. Tennessee Libraries.   Roach-Freiman, A. and Winberry, J. (2018, Fall). "Timber!: ACRL Chapters Should Make Some Noise." Chapter Topics. Retrieved from https://acrlchapters.libguides.com/ c.php?g=893523&p=6425095

Virginia

Submitted by: Lisa Nickel, Chair ltnickel@wm.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.

VLACRL has a conference-within-a-conference track of the Virginia Library Association Conference. This program track allows us to hold a call for peer-reviewed presentations of research and poster sessions. We offer opportunities for member engagement by various volunteer roles for the conference: peer-reviewers, conference organizers, poster session managers, and session managers. This year we had 52 proposals and 14 peer reviewers.

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.

VLACRL leadership, Dorinne Banks, Lisa Nickel, Paige Flanagan and Lucy Rush designed and administered a survey exploring the engagement of academic librarians in their statewide or regional library organization. The survey sought perspectives on a range of topics, including respondents' current level and method of engagement in professional service at the state level and perceptions of state academic library association. Responses will help to shape the future directions and decision-making of state-level library associations. They presented a poster session at Virginia Library Association conference in Fall 18, and presented a summary to ACRL Chapters Council in June 19.

Research and Scholarly Environment

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

Objectives:

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.

VLACRL hosted a well-attended spring 2019 program entitles "Libraries, Analytics, and Student Privacy." Our keynote speakers shared their research focused largely on student perceptions of privacy and educating students about privacy. We held group discussions about the issues of licensed library databases and systems and concerns about their data collection practices.   Hannah Rainey, Lead Librarian for Academic Technology, NC State University As the privacy landscape grows and shifts around us, library professionals must re-examine our role as stewards, advocates, and educators. We must grapple with challenging questions, such as: Do our policies and daily practices live up to the standards of our profession? Do the standards of our profession meet the expectations of our users? For the last 3 years, Hannah Rainey has engaged with library colleagues and students in conversations and activities that highlight the importance and complexity of privacy and security in higher education and beyond. She will share her experiences with navigating this challenging problem space and discuss ideas for engaging students.   Laura Gariepy, Associate University Librarian for Research and Learning, Virginia Commonwealth University Laura will provide an overview of what we currently know -- and don't know --about user perspectives on information privacy in the context of libraries. This is a critical area of understanding for librarians as student data plays an increasingly important role in universities' assessment practices. In addition, she will share preliminary findings from her dissertation research on undergraduate students' attitudes about search data privacy in academic libraries. The findings of her qualitative research will provide some of the first in-depth, exploratory information about student

perspectives on this matter, and will begin to help answer the question of the extent to which librarians' long-held values about user privacy are aligned with student expectations.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.

VLACRL served as a co-sponsor for The Innovative Library Classroom, a regional library instruction conference now in its sixth year. TILC has proven to be a very popular event; this year, registration filled in 3 hours. TILC supports the ACRL Plan for Excellence goal under New Roles and Changing Landscapes, " The academic and research library workforce effectively fosters change in academic libraries and higher education environments" by 1) offering a full 1.5 day conference at a very low registration rate ($50). Many attendees note that this affordable fee makes it possible for them to engage in this professional development opportunity.

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.

VLACRL served as a co-sponsor for The Innovative Library Classroom, a regional library instruction conference now in its sixth year. TILC has proven to be a very popular event; this year, registration filled in 3 hours. TILC supports the ACRL Plan for Excellence goal under New Roles and Changing Landscapes, " 2) promoting new ideas and exploring issues in the conference programming.

3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.

VLACRL served as a co-sponsor for The Innovative Library Classroom, a regional library instruction conference now in its sixth year. TILC has proven to be a very popular event; this year, registration filled in 3 hours. TILC supports the ACRL Plan for Excellence goal under New Roles and Changing Landscapes, 3) supporting equity, diversity and inclusion by selecting keynote speakers who are from underrepresented and marginalized communities and are not yet nationally known, thereby amplifying their voices; and by offering two travel grants to librarians and library school students from underrepresented and marginalized communities.

Enabling Programs and Services

Education

VLACRL organized 2 programs titled, "Libraries, Campus Partnerships and Student Success". We designed a program with panel session by 3 librarians followed by facilitated discussion. The July 23 program at Virginia Wesleyan University in Virginia Beach had 17 attending. Our second session of the same program, scheduled to be help at the University of Virginia had 26 registrants, however, had to be cancelled due to the state of emergency in Charlottesville

Advocacy

Academic librarians from the VLACRL chapter participate in Library Legislative Days at the capital in Richmond, VA

Member Engagement

VLACRL offers dine-arounds after each professional development event. We organize and hold dine-arounds during the Virginia Library Association Conference that are always well-attended and offer important opportunities for academic librarians around the state to get to know one another.

Core Commitment to Equity, Diversity and Inclusion

VLACRL served as a co-sponsor for The Innovative Library Classroom, a regional library instruction conference now in its sixth year. TILC has proven to be a very popular event; this year, registration filled in 3 hours. TILC supports the ACRL Plan for Excellence goal under New Roles and Changing Landscapes, " supporting equity, diversity and inclusion by selecting keynote speakers who are from underrepresented and marginalized communities and are not yet nationally known, thereby amplifying their voices; and by offering two travel grants to librarians and library school students from underrepresented and marginalized communities.

Western Pennsylvania/West Virginia

Submitted by: Jacqueline Klentzin, Chair Klentzin@rmu.edu

Value of Academic Libraries

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

Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
Annual Spring Conference. 2019 theme: Technology - Make It Work for Your Library

2. Promote the impact and value of academic and research libraries to the higher education community.
Annual Spring Conference. 2019 theme: Technology - Make It Work for Your Library

3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
Mentor Program Discussion List Twitter Feed Networking map

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.
Resume Review

Student Learning

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

Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
Annual Spring Meeting: 2019 Theme - Technology - making It Work for Your Library, especially the keynote speech by Lauren Herckis, PhD. Dr. Herckis is an anthropologist at Carnegie Mellon University who specializes in faculty culture and the use of technology in higher education. Her field research

applies anthropological and archaeological methods and theory to analyze human engagement with the material world.

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

Annual Spring Meeting: 2019 Theme - Technology - making It Work for Your Library, especially the keynote speech by Lauren Herckis, PhD. Dr. Herckis is an anthropologist at Carnegie Mellon University who specializes in faculty culture and the use of technology in higher education. Her field research applies anthropological and archaeological methods and theory to analyze human engagement with the material world.

Research and Scholarly Environment

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

Objectives:

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

Annual Spring Meeting: 2019 Theme - Technology - making It Work for Your Library, especially the keynote speech by Lauren Herckis, PhD. Dr. Herckis is an anthropologist at Carnegie Mellon University who specializes in faculty culture and the use of technology in higher education. Her field research applies anthropological and archaeological methods and theory to analyze human engagement with the material world.

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.

Annual Spring Meeting: 2019 Theme - Technology - making It Work for Your Library   Resume Review

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.

Annual Spring Meeting: 2019 Theme - Technology - making It Work for Your Library   Discussion List   Twitter Feed   Mentoring Program   Resume Review

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.

Annual Spring Meeting: 2019 Theme - Technology - making It Work for Your Library   Mentoring Program

Enabling Programs and Services

Publication
Newsletter

Member Engagement
Twitter Feed Annual Conference

Wisconsin

Submitted by: Lee Wagner, ACRL Chapter Rep wagnerl@gtc.edu

Value of Academic Libraries

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

Objectives:

4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

The president of our chapter and the ACRL Chapter Representative spearheaded an initiative to create a code of conduct for our chapter. This effort was noticed by our ALA Chapter and now that work is happening for the whole state association. Our 2 day association conference has organically developed a strong social justice theme. The librarians and library employees in Wisconsin are working at the institutional level on social justice initiatives and they are bringing that experience and research to the conference to share with colleagues across the state. Our conference provided a platform for library employees to share research on: Structures of Whiteness: Colonialism and Diversity in Academic Libraries, Equity, Diversity, and Inclusion: Charting the Course for Justice and Excellence in Academic Libraries, Beyond Disability: Dreaming of Universal Design in an ADA Compliant Institution, LGBTQ+ Archives in Wisconsin, ntegrating social justice in policy, practice, and culture, and other sessions on different topics with social justice elements.

Student Learning

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

Objectives:

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

Every year, our chapter gives away an award for innovation in information literacy instruction. This year our award went to Hans Kishel and Eric Jennings of UW-Eau Claire for their proposal "Question Everything: Living in the Information Age." There is always strong representation from information literacy librarians at the WAAL Conference. Our conference provided a platform for librarians and library employees to present on information literacy, here are a few examples. Charting the Voyage: Information Literacy in Curricular Design, Fake news and government information: Using the ACRL Framework to grapple with credibility, Info Lit Instruction for the Remedial English Course: A Golden Opportunity, Reading, Writing, Research: Laying Information Literacy Foundations across 100-Level Courses, Re-Imagining instructional content: Embedding information literacy in open education course design,

Research and Scholarly Environment

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

Objectives:

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.

Wisconsin has several large systems and organizations working on open access issues. Representatives from academics and libraries around the state are coordinating through the state chapter. Representatives from WAAL are a part of all of those different efforts. Also, our 2 day conference provides a platform for sharing those ideas and moving the work forward. We hosted our first Crowdsourced Transcription Project as well as presentations like: Libraries & Textbook Affordability: Various Methods for Reducing Costs, Opening the Door to an OER Initiative on Your Campus.

New Roles and Changing Landscapes

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

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.

WAAL has been working for 2 years to fundamentally change the way we hold our conference to make sure that we are hosting an inclusive event and removing as many barriers to access as possible. We have done this through multiple surveys of our members and also a survey of non-members. Which is a painstaking process of gathering contact information and marketing to a group of people who aren't members. But they are the most important voice when trying to figure out how make change. We are working to provide multiple tiers of housing options, ensure transportation, plan for and take action to have more inclusive physical spaces and working on student partnerships. We have and will continue to offer scholarships focused at bringing in different member groups such as students and paraprofessionals.

Enabling Programs and Services

Publication

WAAL works with the statewide association and the public library association to provide a newsletter to our members.

Advocacy

WAAL works with the statewide organization to participate in Library Legislative Day and wider legislative efforts.

Member Engagement

We are trying new ways to engage with our members. This year we planned 2 small meet-ups in different areas of the state. We also maintain a Facebook page.

Core Commitment to Equity, Diversity and Inclusion

The leaders of WAAL have spearheaded a campaign to provide a code of conduct for the conference that has been adopted throughout the state. We are working on bringing the cost of housing down for the conference to make sure that part time and low income library employees as well as students are included in the statewide discussions that happen at the conference. As well as providing scholarships to attend the conference.

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Plan for Excellence Quarterly Activity Report (PEAR)
Report Period: April 6, 2019 –June 10, 2019

This is the third-quarter report of a cumulative report for FY2019. Data format:
- New entries are in regular font.
- *Previously reported entries are in italic.*

Strategic Goal Areas

Value of Academic Libraries

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

Objective 1: Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
- VAL is putting together a special issue of *C&RL* on Academic Library Impact. The CFP was announced on March 14, 2019 and closed on April 29, 2019. Recipients of the Academic Library Impact Research Grants were encouraged to submit, but the call was open to anyone doing research in that area. The special issue editors will be Jill Becker (current vice-chair of VAL) and Sara Goek.
- ACRL is offering a second round of Academic Library Impact Research Grants to support new research, particularly in the six priority areas suggested by the Academic Library Impact report. In this round of grants, the committee would particularly welcome proposals related to issues of equity, diversity, and inclusion. The grants are for up to $3,000 for research, with successful recipients eligible to apply for up to $1,500 in additional funding for dissemination of their findings. Applications were due April 25, 2019. We expect to announce recipients on June 18.

- Recipients of the first round of the Academic Library Impact research grants participated in a special session at the ACRL2019 conference to showcase their work.

Objective 2: Promote the impact and value of academic and research libraries to the higher education community.
- Project Outcome for Academic Libraries launched on April 10, 2019 at the ACRL conference. As of 6/10/2019 there are over 1,000 registered users, 147 academic libraries that have created surveys, and 926 collected survey responses.
- ACRL will be offering Travel Scholarships again in FY20, with an expanded scope to include "any of ACRL's four strategic goal areas and objectives or the Core Commitment to creating diverse and

inclusive communities." The selection subcommittee will be chaired by VAL with representation from all goal area committees and ACRL's diversity committee. We expect to issue a call for proposals in mid-July.

- At the ALA Annual Conference, the VAL Update Session (Sunday, June 23, 1:00 - 2:00 PM) will focus on Communicating Assessment Results to Stakeholders. One of the most difficult tasks in the assessment process involves reporting assessment results to non-librarian stakeholders in a manner that addresses their unique concerns.

- *The Project Outcome for Academic Libraries site is now live (visit: http://acrl.projectoutcome.org) and open for users to sign up as of March 19. Until the official launch on April 10, users have access only to the resources, and upon the launch the full toolkit (survey management, data dashboards, and report creator) will be available.*

- *ACRL is offering a second round of VAL Travel Scholarships which support practicing librarians and information professionals presenting their work at higher education conferences or disciplinary conferences where they will reach audiences outside the library field. Each scholarship is worth up to $2,000 and covers transportation, accommodation, and conference registration fees. Applications for the current round of scholarships were due February 15, 2019, and in early April the selection committee announced three proposals were accepted:*
    - *Janet Clarke (Stony Brook University) and Raymond Pun (Alder Graduate School of Education) for a presentation titled "The Impact of APA Librarians on Student Success, Faculty Productivity, and Building Community" at Asian Pacific Americans in Higher Education National Conference.*
    - *Heather Howard (Purdue University) for a presentation titled "Student Information Use and Decision-Making in Innovation Competitions" at the European Academy of Management Annual Conference.*
    - *Jennifer Wilhelm (Texas A&M University) for a presentation titled "Invest in Your Library: Why Your Institution's Librarians Are a Valuable Asset in a Collaboration Portfolio" at the National Association of Student Personnel Administrators Student Financial Wellness Conference.*

- *At the ALA Midwinter Meeting in Seattle, member leaders will focus the VAL update session on the Value of Academic Libraries Travel Scholarships and Academic Library Impact Research Grants.*

- *Progress continues on ACRL's Project Outcome for Academic Libraries, developed in partnership with PLA. The field-testing process for the new surveys wrapped up at the end of October. Staff and member leaders delivered the presentation "Outcome Measurement in Academic Libraries: Adapting the Project Outcome Model" at the Library Assessment Conference, Huston, TX, Dec. 6, 2018. ACRL's task force met on Dec. 10 to decide on the final survey topics and text, taking into account the results and feedback from the field-testing process. The seven surveys in the final toolkit will be: Instruction, Events / Programs, Research, Teaching Support, Digital & Special Collections, Space, and Library Technology. The toolkit will allow users to: add up to three custom questions per survey; get real-time results; use the data dashboards to explore results; create custom reports to use for advocacy; and explore resources and a community to learn more about effectively measuring outcomes. In a Dec. 19 blog post, staff shared an update on Project Outcome along with presentation and a preprint of the LAC paper. The Project Outcome for Academic Libraries toolkit is scheduled to officially launch at the ACRL 2019 conference. Staff and task force members will lead a series of five, one-hour workshops throughout the day on April 12, 2019 to introduce the new toolkit.*

Objective 3: Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.

- Earlier this year, ACRL announced the opportunity to bring an expert trainer to conferences or events to facilitate a free workshop on implementing outcome measurement using Project Outcome for Academic Libraries. Between April 2019 and summer 2020, ACRL is offering free Project Outcome for Academic Libraries workshops (1 hour or half-day) to ACRL chapters, consortia, or state/regional library association conferences. ACRL will schedule workshops on a first-come first-served basis dependent on presenter availability, and will cover costs for the presenter's travel, lodging, and workshop materials. Presentations have already taken place at 3 conferences as of 6/10/2019, an additional 11 presentations are scheduled to take place by the end of FY2019, and 20 are provisionally scheduled for FY2020.

- *A free ACRL webinar was held Monday, February 4, 2019, to support librarians interested in conducting research on library contributions to student learning and success. During this live discussion, the chair and vice-chair of the Value of Academic Libraries Committee and a co-author of the Academic Library Impact report shared strategies for effectively using the report in planning new research. They also briefly discussed ACRL's current round of Academic Library Impact Research Grants and how to apply (deadline April 25).*

- *A free webinar, co-sponsored by ACRL and the National Institute for Learning Outcomes Assessment on November 14, was aimed specifically at soliciting input from assessment professionals in colleges and universities on ACRL Project Outcome for Academic Libraries as they refined and finalized language to be used in the final surveys included in the toolkit. In this session, Sara Goek and Emily Plagman, lead staff on the initiative, introduced POAL and how it can create opportunities for growth or change, explained the theory of change for learning outcomes in academic libraries, and shared initial results from field-testing of the new surveys.*

- *Member leaders delivered a ½ day workshop based on the Academic Library Impact report by member leaders Holly Mercer, Jill Becker and OCLC research lead author Lynn Silipigni Connaway at the Library Assessment Conference in Huston, TX, in early December.*

- *ACRL staff member Kara Malenfant spoke at the XVI International Conference on University Libraries about "Contribution of the library to success in the plans of the Institutions of Higher Education and Research" at the National Autonomous University of Mexico (UNAM) October 24-26, 2018, in México City.*

Objective 4: Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

- A working group of the VAL committee continues discussions to plan activities that would further this objective.

Student Learning

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

Objective 1: Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.

- ACRL offered 5 webcasts including: Teaching Online in Plain Language: Creating Clear Research Guides, Library Websites, and Online Instruction (4/2019); Five Advanced Search Techniques Students Should be Using More (4/24/2019), Developing Disciplinary Companion Documents to the ACRL Framework (5/15/2019), Controversial Topics and Difficult Dialogues - Strategies for Addressing Misinformation in the Library (6/12/2019), and Information Literacy in Context: Expanding Foundational Skills Instruction into the Disciplines (6/19/2019).
- The "Perspectives on the Framework" column of C&RL News published one article, "Information Literacy Faculty Fellows" by Stephanie Crowe, Anne Pemberton, and Vonzell Yeager (May 2019) as well as "Reframing from the Ground Up: Redesigning a Credit-Bearing Information Literacy Course Using the Framework for Information Literacy for Higher Education" (April 2019).
- *C&RL* published one article in this area: "Implementing the ACRL Framework: Reflections from the Field."
- The 2018 ACRL Academic Library Trends and Statistics surveyed library contributions to student success initiatives using high-impact practices as defined by the National Survey of Student Engagement. The findings are now available through ACRL Metrics.
- The ACRL Framework Sandbox received 84,008 total page views from Sept. 1, 2018 – June 9, 2019. The Sandbox now provides access to 192 resources. Thirty resources were added/revised since Sept. 1, 2018 and 62 new contributor accounts were added during the same time period. The top 3 most popular resources to date are: (1) The Blueprint for Hip Hop Information Literacy by KYmberly Keeton (Downloaded 3,632 times); (2) Research Question Generator (downloaded 3,223 times); (3) Ethical Use of Information in Presentations (downloaded 1,992 times).
- *ACRL offered three webcasts including, Imposter Syndrome in Instruction Librarians: Impact and Solutions (2/28/2019) and Training LIS Students and New Librarians for Careers in Instruction Two-Part Series (3/6/2019 and 3/13/2019).*
- *The "Perspectives on the Framework" column of C&RL News published one article, "The art of information literacy: new competencies for art, architecture, and design learners" by Linden How, Amanda Meeks, Shannon Marie Robinson, Alyssa Vincent (Mar. 2019).*
- *The "Perspectives on the Framework" column of C&RL News published two articles including "Meet them in the proximal zone: Introducing framework concepts to 'novice learners' using reference sources" by Kristin E. C. Green (Nov. 2018), and "Defining and Teaching Information Literacy: Engaging Faculty and the Framework" by Elizabeth Dolinger (Jan. 2019).*
- *The ACRL Framework Sandbox received 62,514 total page views from Sept. 1, 2018 – March 27, 2019. The Sandbox now provides access to 188 resources. Twenty resources were added/revised since Sept. 1, 2018 and 43 new contributor accounts were added during the same time period. The top 3 most popular resources to date are: (1) The Blueprint for Hip Hop Information Literacy by KYmberly Keeton (Downloaded 2,848 times); (2) Ethical Use of Information in Presentations (downloaded 1879 times); (3) Scholarly Article Autopsy (downloaded 1,452 times).*
- *C&RL published seven articles in this area including: "Self-learning of Information Literacy Competencies in Higher Education: The Perspective of Social Sciences Students;" "The Academic Library's Contribution to Student Success: Library Instruction and GPA;" "Faculty Perceptions of Plagiarism: Insight for Librarians' Information Literacy Programs;" "Credit-Bearing Information Literacy Courses in Academic Libraries: Comparing Peers;" "Authentic Assessment of Student Learning in an Online Class: Implications for Embedded Practice;" "Library User Education as a Window to Understand Inquiry-Based Learning in the Context of Higher Education in Asia: A Comparative Study between Peking*

University and the University of Tsukuba;" "Instruction and Outreach for Transfer Students: A Colorado Case Study."

- *ACRL published Critical Approaches to Credit-Bearing Information Literacy Courses by Angela Pashia and Jessica Critten.*
- *Also published a review of Disciplinary Applications of Information Literacy Threshold Concepts by Samantha Godbey, Susan Beth Wainscott, and Xan Goodman, eds., for the Association of Research Libraries.*
- *ACRL published Motivating Students on a Time Budget: Pedagogical Frames and Lesson Plans for In-Person and Online Information Literacy Instruction.*
- *ACRL Student Learning and Information Literacy Committee is sponsoring "The Failure of Skepticism: Re-thinking Information Literacy and Political Polarization in a Post-Truth Era" to be held on Thursday Jan. 17, 2019 from 11-12pm (CST).*

Objective 2: Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.

- *The ACRL Executive Director continued representing ACRL on an advisory Board for the IMLS-funded grant "The Impact of the Academic Library on Learning in the University." With the assistance of ReSEC an ACRL member was identified to participate in a Python/Learning Analytics workshop offered to advisory board members or their representatives.*
- *At Midwinter 2019, the Board created the National Survey of Student Engagement (NSSE) Information Literacy Module Review Task Force.*
- *The National Survey of Student Engagement (NSSE) has formally invited ACRL to collaborate on revising the Information Literacy module.*

Research and Scholarly Environment

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

Objective 1: Increase the ways ACRL is an advocate and model for more representative and inclusive ways of knowing.

- ACRL and SPARC are offering their joint forum at ALA Annual Conference in June on the topic "Collective Reinvestment in Open Infrastructure." Libraries are increasingly considering scaling back their subscriptions or cancelling big deals altogether. Yet, the question of how and where to reinvest the resources that become available is both far from settled and increasingly pressing. As we start to move away from the subscription model, we should be intentional about crafting the vision for open research communication we strive to build and how we intend to build it.
- *ACRL and SPARC once again offer their popular forum at ALA Midwinter Meeting "Community Alignment & Equity for Emerging Scholarly Infrastructure," will be held Saturday, January 26th, 2019, 3:00-4:00p.m., at the Washington State Convention Center, Room 615-617. As we transition more fully into an open system for communicating the results of scholarship, the decisions that libraries make individually and collectively about what and whom to support—and under what terms—will determine whether we meaningfully address inequities created by legacy academic publishing systems or simply recreate them in new ways.*

- *Contributing authors to ACRL monographs continue to keep copyright of their work, can append a Creative Commons license of their choosing, and receive a copy of their final piece for deposit in their institutional repository.*
- *A list of open ACRL monographs can be found at http://www.ala.org/acrl/publications/booksanddigitalresources/digital.*
- *The Publications in Librarianship (PIL) monograph series has developed an open peer review process for their books which they intend to pilot with a manuscript in early calendar year 2020.*
- *College & Research Libraries continues to experiment with new models. The journal continues to explore ways to implement open models into the peer review process. The editorial board is also examining possible implementation of reviewer credits and a possible shift away from the traditional author designation to a contributor model, such as the CASRAI taxonomy.*

Objective 2: Enhance members' capacity to address issues related to scholarly communication, including but not limited to data management, library publishing, open access, and digital scholarship, and power and privilege in knowledge creation systems.

- *ACRL offered a free ACRL Presents webcast during Fair Use Week called "Digging for Gold with Bundles of Sticks: Copyright, Fair Use, and Text Data Mining," on Thursday, February 28, 2019.*
- *On December 4, ACRL released a Primer for Protecting Sensitive Data in Academic Research, prepared by ReSEC. This is a freely available communication resource about providing protections for sensitive data that may be used or produced in the course of conducting academic research. It provides a quick grounding in the whats, whys, and hows of current regulations and practices for protecting sensitive data. Based on work created in the Netherlands for the General Data Protection Regulation in EU law, ReSEC brought it into the United States context.*
- *Applications were due Nov 16 to host the subsidized version of the ACRL RoadShow "Scholarly Communication: From Understanding to Engagement" in 2019. ReSEC members reviewed applications and selected the following institutions: Auraria Library (Denver, CO), Delaware Valley Chapter of ACRL (Philadelphia, PA), University of North Alabama (Florence, AL), University of Oregon (Eugene, OR), and Utah Academic Library Consortium (Provo, UT).*
- *Leading up to Open Access Week (Oct 22-28, 2018) staff took a more holistic approach to promoting ACRL resources and used all ACRL's channels more assertively than in the past (blogging a month in advance "prepare for OA week with ACRL" then during the week Facebook, Twitter and Instagram every day for different resources). There was a noticeable uptick in engagement, see next 2 bullets.*
- *On Thursday, October 25, ACRL is hosted a free ACRL Presents webcast as part of Open Access Week 2018. "Open Data Repositories: Creating Equitable and Sustainable Data Access," was presented by Abigail Goben and Robert Sandusky, both associate professors at the University of Illinois at Chicago. 320 people registered and 117 attended the live event, which is a good deal higher attendance than a typical free ACRL Presents webcasts.*
- *ReSEC made updates to the Scholarly Communication Toolkit in advance of Open Access Week to provides context and resources on a broad range of scholarly communications topics and offers resources and tools for the practitioner. Toolkit usage was up significantly from a year ago– 33% increase in the weeks leading up (4,157 total views) and 79% increase during OA week itself (907 total views).*

Objective 3: Increase ACRL's efforts to influence and advocate for more open and equitable dissemination policies and practices.

- Progress continued on ACRL's new research agenda for scholarly communications and the research environment, titled "Open and Equitable Scholarly Communications: Creating a More Inclusive Future" with design and layout, page proofs vetted by authors, and production and publicity finalized for an expected release date of June 12. In addition to dissemination through the regular ACRL channels, we pitched the idea of special coverage through several channels and the report will be featured (with interviews with ReSEC chair and vice-chair) in the Scholarly Kitchen blog, CHOICE Authority File podcast, and American Libraries online supplement to ALA Annual Conference.

- ReSEC finalized details for a program to competitively award modest research grants of up to $5,000 each (totaling no more than $30,000 in FY 2020) to enable librarians to carry out new research in areas suggested by the forthcoming research agenda, and is incorporating lessons learned from VAL about their experience awarding similar grants. The full call for proposals will be issued in mid-June, concurrent with the release of the research agenda.

- *The lead authors of the scholarly communications research agenda submitted their final manuscript for review by ReSEC and copyediting, and it was returned to them with comments on April 1. The document will be released this summer as a free PDF download and for purchase in print. Conference presentations were proposed and accepted for: ACRL2019 conference, Cleveland, OH, April 13, 9:45 – 10:45 a.m.; Library Publishing Forum, Vancouver, BC, May 8-10, 2019; Electronic Publishing Conference, Marseille, France, June 2-4, 2019; ALA Annual Conference in Washington, DC, June 22, 2019, 9:00 - 10:00 a.m.; IFLA World Library and Information Congress, Athens Greece, August 24 - 30, 2019.*

- *ACRL released a draft of the scholarly communications research agenda for public comment on December 11, 2018 (deadline Friday January 11, 2019). Rebecca Kennison and Nancy Maron -- selected by ACRL to design, develop, and deliver the new research agenda -- have been hard at work since March 2018 with guidance and input from ACRL's Research and Scholarly Environment Committee (ReSEC). ACRL expects to release the final document in spring 2019 as a free PDF download and for purchase in print. ACRL member leaders have begun submitting conference proposals to present on the research agenda.*

- *In early December, a group of ALA Emerging Leaders selected ACRL's proposed project to promote the adoption and use of this forthcoming research agenda. With guidance from ReSEC, this group will develop plans to complement ACRL marketing and promotion strategies through official outlets. This could include targeted use cases for how different constituencies could use the ACRL research grants to address the areas of focus.*

- *ReSEC has begun initial conversations to design a program to competitively award modest research grants to enable librarians to carry out new research in areas suggested by the research agenda, consulting with VAL about their experience awarding similar grants.*

- *On December 5, 2018, ACRL provided comments to the National Institutes of Health (NIH) Office of Science Policy in response to the NIH Request for Information on Proposed Provisions for a Draft Data Management and Sharing Policy for NIH Funded or Supported Research.*

New Roles and Changing Landscapes

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

Objective 1: Deepen ACRL's advocacy and support for the full range of the academic library workforce.

- NRCL is in the process of reviewing the existing library job positions used by CUPA-HR in its salary survey in order to determine if revisions to these descriptions are required. Specifically, are the existing titles and descriptions in need of modification; should any of the existing positions be eliminated; should any new positions be added. Feedback is due to CUPA-HR before August 2019 in order to incorporate the changes for the next survey cycle starting November 1, 2019.
- *NRCL is in the process of reviewing the existing library job positions used by CUPA-HR in its salary survey in order to determine if revisions to these descriptions are required. Specifically, are the existing titles and descriptions in need of modification; should any of the existing positions be eliminated; should any new positions be added. Feedback is due to CUPA-HR before August 2019 in order to incorporate the changes for the next survey cycle starting November 1, 2019.*

Objective 2: Equip the academic library workforce to effectively lead, manage, and embrace change, advocate for their communities, and serve as a catalyst for transformational change in higher education.

- After an open and competitive call for curriculum designers, NRCL's change course subgroup interviewed and chose the team of Dani Brecher Cook, Cinthya Ippoliti, and Brianna Marshall to plan and develop an asynchronous online learning course on change management that includes self-guided, self-paced readings and activities, as well as activities and exercises to be completed as a team. "Leading Change" is scheduled to debut in early 2020 and will be freely available from the ACRL website.
- The OER constellation subgroup issued a call for curriculum designers/presenters for an Open Educational Resources and Affordability RoadShow in April 2019. They are in the process of reviewing applications and interviewing candidates, and will have the designers/presenters chosen by August 1, 2019. The RoadShow is expected to launch in Spring 2020.
- *The OER constellation subgroup will release their call for curriculum designers/presenters for an OER and Affordability RoadShow in April. They expect to have the designers/presenters chosen in June and the RoadShow to launch in Spring 2020.*
- *A subgroup of the committee is interviewing instructional designers who applied to create a self-guided, online course on leading change, set to be developed and launched by the end of fiscal year 2019.*
- *An OER constellation subgroup is planning to issue a call for curriculum designers/presenters this fiscal year for an OER RoadShow to launch in fiscal year 2020.*

Objective 3: Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.

- NRCL is exploring ways that ACRL could support initiatives in equity, diversity, and inclusion through the lens of the evolving roles and the changing world in academic libraries using a diversity pipeline.
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Core Commitment to Equity, Diversity and Inclusion (EDI)

- ACRL ED Davis had several conversations with the ARL's ED Mary Lee Kennedy regarding how the associations could work together on EDI issues. Davis brought into these conversations the ED of the

Public Library Association and the director of the ALA Office of Diversity and Library Outreach Services. Plans are underway to write a grant to IMLS for a September submission to develop a cultural competency framework. Much more to be done this summer to see if this can be finalized. ACRL's EDI Committee chair and vice-chair were supportive of this idea.

- ACRL awarded $12,000 in Immersion scholarships to support the participation of six academic and research librarians from under-represented backgrounds or working at under-represented institutions to attend the 2019 Immersion Program.
- ACRL awarded $30,710 in ACRL 2019 Conference scholarships to support the participation of 40 academic librarians, support staff, and students from under-represented backgrounds or working at under-represented institutions.
- ACRL awarded 13 RBMS 2019 Conference scholarships to support the participation of 13 academic librarians and students from under-represented backgrounds or working at under-represented institutions.
- ACRL published an [EDI LibGuide](), which includes ACRL's accomplishments for its Core Commitment.
- The ACRL 2019 Conference offered 9 sessions on EDI including: "Belonging, Intentionality, and Study Space for Minoritized and Privileged Students;" "Challenging the 'Good Fit' Narrative: Creating Inclusive Recruitment Practices in Academic Libraries;" "Diversity, Equity, and Inclusion: A Conceptual Framework for Instruction;" "Expanding the Narrative of Intercultural Competence: A Study of Library Faculty and Staff;" "How Do We Help? Academic Libraries and Students with Autism Spectrum Disorder;" "Narratives of (Dis)Engagement: Exploring Black/African-American Undergraduate Students' Experiences with Libraries;" "Quantifying the #metoo Narrative: Incidence and Prevalence of Sexual Harassment in Academic Libraries;" "Recasting an Inclusive Narrative: Exploring Intersectional Theory;" "Sexual Harassment in the Library: Understanding Experiences and Taking Action."
- ACRL provided $7,000 to support one ALA Spectrum Scholar in FY19.
- ACRL provided $6,500 in matching funds to support the Giving Tuesday fundraising efforts of the Office for Diversity, Literacy, and Outreach Services. (The funds were matched by donors by December 31, 2019).
- *ACRL staff arranged EDI sessions for ACRL institute and roadshow presenters and the general membership including:*
    - *Jody Gray, Director, ALA Office of Diversity, Literacy, and Outreach Services (ODLOS) led "ACRL Presenter Training 3: Uncovering Privilege" at the ACRL 2019 Conference for ACRL RoadShow presenter teams, the ACRL Immersion team, and the members of ACRL's EDI and goal area committees.*
    - *Jody Gray, Director, and Kristin Lahurd, Assistant Director for Continuing Education, ALA Office of Diversity, Literacy, and Outreach Services (ODLOS) led two webinar training sessions for RoadShow presenters and the ACRL Immersion team: "ACRL Presenter Training 1: Cultural Competence" and "ACRL Presenter Training 2: Implicit Bias."*
    - *ODLOS Director Jody Gray held two ally trainings, "Advocating for Social Justice: The Role of the Ally," which was made available for all registrants for the ACRL 2019 Conference.*
- *The ACRL Diversity Alliance held an ACRL 2019 Preconference, "Taking Charge of Your Narrative." The Preconference attendees heard from nationally recognized speakers on developing a leadership narrative. In addition, participants worked through a career planning tool to develop a road map.*
- *The ACRL 2019 Conference included its first land acknowledgment at its opening keynote and also provided a set of resources on the Conference website. https://conference.acrl.org/land-acknowledgement-resources/*

- *ACRL staff arranged for Anne Phibbs, a diversity consultant working with ALA to provide training at the Leadership Council on micro-aggressions, implicit bias, and how to be an ally.*
- *The process for appointments was made more inclusive and transparent. The Appointments Board Working Group made recommendations and updated materials to complete the following for the current cycle:*
  - *Appointments marketing was updated to include more welcoming language on the ACRL volunteer form, webpage, and social media.*
  - *The decline letter that is sent to non-appointed volunteers was reviewed and edited to expand on opportunities for engagement.*
  - *Members who volunteered for a committee or section appointment had the option to answer several demographics questions.*
  - *ACRL compiled demographics data, and Karen will share a summary report when the majority of appointments have been completed later this spring. ACRL will continue to include these optional demographics questions, so ACRL can better understand and work to make the appointments process more inclusive.*
- *Membership group leaders will receive additional EDI updates during their annual online orientation that will take place in May 2019. Leaders will learn about ACRL's Core Commitment to EDI, appointments inclusivity, the Diversity Alliance, and other EDI initiatives.*
- *At Midwinter 2019, the Board approved $7,000 disbursement to fund an additional Spectrum Scholar from the ACRL Friends Advancement Fund in FY20.*
- *At Midwinter 2019, the Board made the following membership group updates:*
  - *Revised the charge for the Budget & Finance Committee to align their charge with ACRL's Core Commitment to equity, diversity, and inclusion.*
  - *Renamed the Diversity Committee to the Equity, Diversity and Inclusion Committee, and approved the addition of the past-chair position in the committee's composition rules.*
  - *Extended the Diversity Alliance Task Force's terms through June 30, 2020.*
- *The Board approved a revised strategic plan that includes a "core commitment" to equity, diversity and inclusion.*
- *ACRL will host its Presidential Forum, Climbing the Stairs to Diversity & Inclusion Success, at the Midwinter Meeting, featuring Terryl Ross, Assistant Dean of Diversity, Equity, and Inclusion, University of Washington College of the Environment.*
- *The ACRL Diversity Alliance sent out renewals to its members and there are currently 33 members with 7 applications in process. Additional reminder notices are being sent.*
- *The Diversity Alliance is offering a preconference to the ACRL 2019 session, "Taking Charge of Your Narrative."*
- *Optional demographic questions related to EDI were added to the ACRL Volunteer Database.*
- *ACRL is working with the ALA Office for Diversity, Literacy, and Outreach Services (ODLOS) to provide EDI orientation to ACRL RoadShow presenters.*
- *The Information Literacy Immersion faculty will have additional orientation/training during two half-day sessions after the ACRL Conference in Cleveland, facilitated by the Diversity Center of Northeast Ohio. The training will center on EDI issues including privilege and systemic inequities as well as an examination of the Immersion curriculum for potential updates and changes.*
- *ACRL is cosponsoring with Ohio State University and ARL the IDEAL '19: Advancing Inclusion, Diversity, Equity, and Accessibility in Libraries & Archives to be held August 6–7, 2019, in Columbus, Ohio.*

ACRL worked with ALA to secure space at the ALA MW meeting for IDEAL planners to promote the conference.

- *The theme of ACRL's 2019 Conference, "Recasting the Narrative," directly supports the core commitment, and offers three keynote sessions, several invited papers, chair's choice, and many breakout sessions and posters related to EDI.*
- *This fall, the Dr. E. J. Josey Spectrum Scholar Mentor Program Committee paired 17 ALA Spectrum Scholars interested in pursuing academic librarianship with a mentor from an academic library and also completed a brief early assessment of the cohort paired in the spring of 2018. A free mentoring tips webinar was offered exclusively for the mentors in this program by cross-cultural mentoring trainer Alanna Aiko Moore, Librarian for Ethnic Studies, Critical Gender Studies, and Sociology at UC San Diego Library and herself a 2003 ALA Spectrum Scholar.*
- *The Dr. E. J. Josey Spectrum Scholar Mentor Program Committee selected the recipients of the six Spectrum Scholar Travel Grants for the ACRL 2019 Conference.*
- *On Jan. 31, ACRL e-learning is presenting the webcast "Be Proactive: Overcoming Biases and Microaggressions in the Workplace," http://www.ala.org/acrl/onlinelearning/overcomingbiases, based on the presenters' two-part series in C&RL News, "Minimizing and addressing microaggressions in the workplace," https://crln.acrl.org/index.php/crlnews/article/view/17370 and https://crln.acrl.org/index.php/crlnews/article/view/17431/19237.*
- *ACRL is offering $12,000 in Immersion scholarships to support the participation of academic and research librarians from under-represented backgrounds or working at under-represented institutions at the 2019 Immersion Program.*
- *ACRL is issuing a call for new Immersion Program Facilitators with an emphasis on hiring individuals who have a wide range of knowledge and diverse lived experiences, inside and outside of libraries.*

Enabling programs and services activities

The regularly recurring operations relevant to the ability of ACRL to lead academic and research librarians and libraries in advancing learning and scholarship are reported below.

Advocacy

Advocating to accreditation agencies

- *In March 2019, submitted comments to the Northwest Commission on Colleges and Universities (NWCCU) Bylaws, Standards, and Policies Committee regarding the elimination of "librarians" from the [draft 2020 Standards for Accreditation](#).*

Strengthening partnerships with other organizations

- The ACRL Executive Director and President attended the spring membership meeting of the Association of Research Libraries, held on the campus of the University of Minnesota.
- Staff met with staff from the American Association of Law Libraries to share with them how ACRL developed its consulting services.
- ED Davis and Senior Strategist Kara Malenfant met with international librarians from academic libraries visiting ALA HQ in conjunction with the Mortenson Library Fellows program.
- *The ACRL Executive Director and President attended the Coalition for Networked Information (CNI) meeting in December.*

- *ACRL continues to provide financial support to the ALA Policy Corps for the second year, and ACRL is represented on the working group by Jonathan Miller of Williams College and ACRL staff member Kara Malenfant. In early November, ACRL promoted the opportunity to apply to participate as a member of the Policy Corps. The Executive Director participated in a curriculum planning session in early January to consider how new policy corps members and existing ones can best be supported/trained to do public outreach/advocacy.*
- *ACRL staff member Kara Malenfant co-presented with the Executive Director of the National Institute of Learning Outcomes Assessment (NILOA), at their invitation, during a webinar for correctional librarians organized by the National Institute of Corrections on November 13 as part of their monthly series. She shared the results of Assessment in Action.*
- *Executive Director Mary Ellen Davis met with the Executive Director of the Association of Research Libraries to explore areas of mutual interest.*
- *ED Davis attended the fall meeting of the Council of Higher Education Management Associations (CHEMA) in DC.*
- *ED Davis met with Paula Krebs, Executive Director of the Modern Language Association to explore areas of mutual interest and possible collaborations.*

Communication on major issues and trends in libraries and higher education

- As part of the Library Copyright Alliance, ACRL, ALA and ARL joined in taking the following actions:
  - Launched a redesigned website in May 2019.
  - On May 6, 2019, joined the State of Georgia v. Public Resource amicus brief in support of Public Resource.
- *On April 4, 2019, ACRL joined 14 other higher education associations in endorsing the Affordable College Textbook Act, reintroduced by U.S. Senators Dick Durbin (D-IL), Angus King (I-ME), Tina Smith (D-MN), and Kyrsten Sinema (D-AZ), along with U.S. Representative Joe Neguse (D-CO-02). This bicameral legislation is designed to help students manage costs by making high quality textbooks easily accessible to students, professors, and the public for free.*
- *On March 4, 2019, ACRL joined a number of professional societies representing tens of thousands of faculty members and students from humanistic and social scientific disciplines in signing a letter expressing deep concern about Alaska Governor Mike Dunleavy's proposed funding cuts for higher education.*
- *As part of the Library Copyright Alliance, ACRL, ALA and ARL joined in taking the following actions:*
  - *On March 28, 2019, issued a statement congratulating Karyn Temple on her appointment to Register of Copyrights by Dr. Carla Hayden, Librarian of Congress after a more than two-year tenure as Acting Register.*
  - *On February 5, 2019, joined the Electronic Frontier Foundation in responding to the U.S. Dept. of Commerce, LAB(S): National Institute of Standards and Technology draft Green Paper on the "Return on Investment Initiative" to stimulate commercialization of federally funded R&D*
- *On December 5, 2018, ACRL provided comments to the National Institutes of Health (NIH) Office of Science Policy in response to the NIH Request for Information on Proposed Provisions for a Draft Data Management and Sharing Policy for NIH Funded or Supported Research.*
- *ACRL Executive Director Davis co-presented with Jon Cawthorne, Wayne State University, and Sarah Shreeves, The University of Arizona, on "[Creating the Contemporary Library]," on November 1, 2018 at the EDUCAUSE Annual Conference.*
- *As part of the Library Copyright Alliance, ACRL, ALA and ARL joined in taking the following actions:*

- o *Continued advocating against the S. 1010 Register of Copyrights Selection and Accountability Act, which was scheduled for markup by the Senate Committee on Rules & Administration on Dec 4 and postponed until Dec 12.*
- o *On November 20, 2018, LCA submitted comments on noncommercial uses of pre-1972 sound* recordings to the United States Copyright Office.

Education

Leadership Institutes

- ACRL is once again partnering with other higher education associations to offer the Women's Leadership Institute in Amelia Island, December 9-12, 2019. Through presentations, small-group exercises, and discussion, the program will offer a practical understanding of what it takes to be a leader on a college or university campus
- *ACRL and Harvard will hold a reception for LIAL program alumni and prospective participants at the upcoming Midwinter Meeting.*

Immersion Institutes

- 96 individuals, the maximum number, registered for the 2019 Immersion Program which will be held at Loyola University Chicago, July 28-August 2, 2019.
- Seven applicants were selected to join the Immersion Facilitator Team. The call and hiring process had an emphasis on ACRL's commitment to inclusive hiring and to help attract candidates from diverse backgrounds. New facilitators are: Veronica Arellano Douglas is the Instruction Coordinator/Assistant Librarian at the University of Houston; Ashleigh Coren is the Special Collections Librarian for Teaching and Learning at the University of Maryland; Carlos Duarte is the Outreach & Intergeneration Librarian at the University of Colorado, Colorado Springs; Michelle Gohr is Librarian, First Year Experience at Arizona State University; Sofia Leung is the Teaching and Learning Program Manager and Librarian for Comparative Media Studies/Writing at MIT Libraries; Jessie Loyer is Librarian at Mount Royal University; Rachel McCaskill is the Instruction and Academic Engagement Librarian at St. Norbert College.
- *Registration is available for the 2019 Immersion Program which will be held at Loyola University Chicago, July 28-August 2, 2019.*
- *36 individuals submitted applications in response to the Call for New Immersion Faculty. The selection committee is currently interviewing applicants, with decisions to be made by late April. The Call and hiring process has an emphasis on ACRL's commitment to inclusive hiring and to help attract candidates from diverse backgrounds.*
- *The 2019 Immersion Program will be held at Loyola University Chicago, July 28-August 2, 2019. Registration will open in January 2019.*
- *A Call for New Immersion Faculty will be issued in January 2019, with applications due March 1, 2019. New faculty will be hired by May 2019 in order to shadow the summer program. Anne Behler, Immersion Program Committee, is chairing the search. The Call and hiring process will have an emphasis on ACRL's commitment to inclusive hiring and attracting candidates from diverse backgrounds.*

Licensed Workshops

- As of June 7, 2019, 23 licensed workshops (RoadShows) and one paid webinar have been delivered since September 2018. 2 additional workshops have been scheduled for FY19. The full breakdown of completed and forthcoming workshop deliveries for FY19 is in the table below:

	Assessment	Framework	Intersections	RDM	Scholarly Communication	Standards
Completed (FY19)	7	4	1	3	6 (5 subsidized)	2 workshops, 1 webinar
Confirmed forthcoming (FY19)	1	0	0	1	0	0

- *Jody Gray, Director, and Kristin Lahurd, Assistant Director for Continuing Education, ALA Office of Diversity, Literacy, and Outreach Services (ODLOS) led two webinar training sessions for RoadShow presenters and the ACRL Immersion team: "ACRL Presenter Training 1: Cultural Competence" and "ACRL Presenter Training 2: Implicit Bias."*
- *As of April 5, 2019, 16 licensed workshops (RoadShows) and one paid webinar have been delivered since September 2018. 9 additional workshops have been scheduled for FY19, including the five annual subsidized Scholarly Communication workshop offerings. The full breakdown of completed and forthcoming workshop deliveries for FY19 is in the table below:*

	Assessment	Framework	Intersections	RDM	Scholarly Communication	Standards
Completed (FY19)	6	3	1	2	2 (1 subsidized)	2 workshops, 1 webinar
Confirmed forthcoming (FY19)	1	1	0	3	4 subsidized	0

- *As of January 11, 2019, 8 licensed workshops (RoadShows) have been delivered since September 2018. 16 additional workshops have been scheduled for FY19, including the five annual subsidized Scholarly Communication workshop offerings. The full breakdown of completed and forthcoming workshop deliveries for FY19 is in the table below:*

	Assessment	Framework	Intersections	RDM	Scholarly Communication	Standards
Completed (FY19)	*4*	*1*	*0*	*1*	*0*	*2*
Confirmed forthcoming (FY19)	*3*	*3*	*1*	*3*	*6 (5 subsidized)*	*0*

- *ACRL continues to offer its RoadShows as preconferences at ALA conferences. The Intersections RoadShow is scheduled to be delivered in Seattle before the 2019 Midwinter Meeting, and the RDM RoadShow will be delivered in Washington, DC, before the 2019 Annual Conference.*
- *ACRL will highlight the RoadShows during a "RoadShow Showcase" at the ACRL 2019 Conference in Cleveland, OH. Presenters from each RoadShow will be present to discuss and answer questions about the workshops to conference attendees.*

ACRL Conference
- More than 4,000 library staff, exhibitors, speakers and guests from around the world, met April 10-13, in Cleveland for the ACRL 2019 conference.
    ACRL 2019 (Cleveland, Ohio) - Recasting the Narrative
    Registrants (Face-to-face - full and daily): 3,102
    Registrants (Virtual Conference): 337 (calculated w/group participation)
    Guests/Staff/Others: 233
    Exhibitors: 1,033
    Total: 4,705
- The face-to-face registration figure of 3,102 registrants (third largest ACRL Conference ever, largest Midwest ACRL Conference ever) represents **101%** of our 100% of F2F registration revenue ($1,289,556) and **98%** of our 100% total budget, including F2F+VC ($1,328,834). Registration revenue is $1,303,305.
- ACRL held a fundraising campaign that awarded 170 conference scholarships, totaling a record-breaking $124,210, for librarians and staff to attend ACRL 2019.
- Colleagues fundraising committee worked exceedingly hard to secure donations; pledges came in at $407,350 which is 136% of the $300,000 fundraising goal. Donations in hand total $387,850 so still a few payments to track down.
- ACRL held a fundraising campaign that awarded 170 conference scholarships, totaling a record-breaking $124,210, for librarians and staff to attend ACRL 2019. Eighty-five of these scholarships (over $66,000 in value) came from the ACRL Scholarship Campaign.
- 330 exhibit booths and 15 table tops representing 224 companies were sold for ACRL 2019. More than $844,000 came in through booth sales.
- The final evaluation report will be available by Annual Conference, but preliminary results are encouraging.
    o More than **9 out of 10 attendees (93.0%)** characterized their experience at ACRL 2019 as either "very positive" (45.1%) or "positive" (47.9%).
    o **The majority of respondents (90.0%)** would recommend the ACRL Conference to a colleague.
    o 89.6% of respondents strongly agreed or agreed (the top two responses) that the conference provided a **welcoming and inclusive environment**; 88.2% of respondents strongly agreed or agreed

that they **learned something** they would quickly apply to their work. Another 87.2% of respondents strongly agreed or agreed that they **were inspired** to think of their own unique solution/innovation to apply to their work. 64.5% of respondents strongly agreed or agreed that they **established one or more connections** with people they did not know and plan to maintain.

- o The **top three factors** that influenced people's decision to attend ACRL 2019 were to keep up to date professionally (59.2%); to seek out new approaches to their work (46.39%); and the program content (39.1%).
- o When asked to identify the **two best aspects of the conference**, the majority of respondents indicated: 1. networking/connecting with colleagues, and 2. programs. Additional responses included keynote speakers, academic focus, location, and presence of EDI throughout presentations.

- ACRL 2019 offered more than 500 peer-reviewed programs, the most ever for an ACRL conference. Key topics of discussion focused on advocacy, equity, diversity, and inclusion, teaching and learning, open access and a variety of other issues affecting university and college libraries. Keynote speakers included Michele Norris, a Peabody Award-winning journalist, founder of The Race Card Project and Executive Director of The Bridge, the Aspen Institute's new program on race, identity, connectivity and inclusion. In his keynote speech, Viet Thanh Nguyen, Pulitzer Prize-winning author of "The Sympathizer," addressed issues of racism and inequality. Alison Bechdel, an internationally beloved cartoonist whose darkly humorous graphic memoirs, astute writing and evocative drawing have forged an unlikely intimacy with a wide and disparate range of readers, was the closing keynote speaker.

- Approximately 337 attendees who were not able to travel to Cleveland participated virtually. The ACRL 2019 Virtual Conference offered access to 12 live webcasts, bringing attendees together within the virtual community to interact in real time with participants and presenters. The Virtual Conference also provides access to more than 200 Slidecasts (PowerPoint presentations synced with real-time audio) from every contributed paper, invited presentation, lightning talk, panel session, and TechConnect program presented at ACRL 2019. For the first time, archives of the digital poster sessions are also available. All conference attendees (both virtual and onsite paid registrations) will have access to the Virtual Conference community for the next year.

  - *There are currently 330 exhibit booths representing 224 companies, 95% of budget with $844,388 in revenue.*

  - *ACRL awarded 170 scholarships in five categories worth a record-breaking $124,210. Eighty-five of these scholarships (over $66,000 in value) came from the ACRL Scholarship Campaign.*

  - *ACRL 2019 will offer more than 500 conference programs carefully selected and presented by leaders in the profession offering insights and inspiration to enhance your library's programs and services. The ACRL 2019 Virtual Conference archive will be available until April 2020.*

  - *A complete summary and evaluation report will be available later this spring after the conference.*

  - *October 5 was the deadline for scholarship applications. We received 336 total applications, with the breakdown as follows: 155 early-career, 82 mid-career, 60 student, and 39 support staff. Notifications were issued in December to the 149 scholarship recipients.*

  - *October 12 was deadline for poster, roundtable, TechConnect, and Virtual Conference webcast submissions. Notifications will be issued by early January 2019. ACRL received 846 submissions across the four formats. Notifications were issued in December.*

  - *New features and events include Lightning Talks, Trivia Night, Quiet Lounge, Desk Yoga, Xtended Reality, and more.*

Conferences, Pre-conferences and workshops

- The ACRL preconference, "Building Your Research Data Management Toolkit: Integrating RDM into Your Liaison Work," scheduled to be offered at the 2019 ALA Annual Conference was cancelled due to low registration.
- *ACRL is offering the full-day preconference, "Building Your Research Data Management Toolkit: Integrating RDM into Your Liaison Work," as an ALA Annual Conference preconference on June 21, 2019.*
- *The 60th Annual RBMS Conference will take place June 18 – 21, 2019 in Baltimore, Maryland. The theme is Response & Responsibility: Special Collections and Climate Change. Registration and housing have sold out with a maximum of 500 participants due to venue capacity.*
- *RBMS leaders are exploring with ACRL staff and Society of American Archivist staff the possibility of a joint conference. Staff have participated in several exploratory calls and provided them with membership overlap data and a path to propose a joint conference to the Board.*

Annual Conference Programs

- The deadline for 2020 program proposals is September 10, 2019. Program proposals will be submitted via a centralized submission site for all ALA Divisions, RoundTables, Committees, and Offices.
- Planning is ongoing for ACRL's 21 programs at the 2019 ALA Annual Conference.
- *ACRL received 91 program submissions for the 2019 ALA Annual Conference. The ACRL Professional Development Committee reviewed proposals and selected 21 programs (# of program slots was designated by ALA Conference Services). Based on the large number of submissions, the acceptance rate for 2019 Annual Programs was only 23%.*

Online learning (see additional webinars in the CHOICE section of this report)

- ACRL offered the following e-Learning events:

Title	Type	Date	Individual Reg	Group Reg	Quality	Learning Outcomes	Recommended (9 to 10 ratings)	# of eval respondents
Teaching Online in Plain Language: Creating Clear Research Guides, Library Websites, and Online Instruction	Webcast	4/24/2019	27	13	100%	98%	88%	11
An Introduction to Creative Commons	Webcast	5/15/2019	7	6	90%	92%	73%	11

Member Engagement

Membership units/Governance

- In May flipped classroom orientation sessions were offered and followed up by synchronous Q&A sessions held for newly appointed and elected chairs of ACRL committees, sections, interest groups, discussion groups, etc.
- *ACRL Vice President Karen Munro and ACRL ED Mary Ellen Davis attended the ASAE CEO symposium February 4-5, 2019.*
- *On November 16, 2018, the Board approved dissolution of the Library and Information Science Interest Group.*
- *On November 16, 2018, the Board approved dissolution of the Institutional Research Interest Group.*
- *On November 16, 2018, the Board approved to change the ACRL/LLAMA Interdivisional Committee on Building Resources to the ACRL/LLAMA Interdivisional Academic Library Facilities Survey Editorial Board, with a new charge. The committee will now be a component editorial board of the ACRL Publications Coordinating Committee.*
- *ACRL leaders gave presentations at the following chapters:*
    - *Mississippi, October 17, 2018, President Lauren Pressley*
    - *Oregon-Washington, October 25, 2018, Past, Past President Irene M.H. Herold (as current officers not available)*
- *The ACRL Board of Directors held a Strategic Planning and Orientation Session in Cleveland this fall that included the chairs and vice-chairs of the four goal area committees and the Diversity Committee as well as senior staff.*

Awards

- The EBSS Distinguished Education and Behavioral Sciences Librarian Award has received new sponsorship from the American Psychological Association. The award had previously gone unsponsored since losing sponsorship in 2013.
- The ACRL President and ED presented the Excellence Award to Case Western University on April 9, just prior to the start of the ACRL 2019 Conference. CWU provided a lovely reception and their provost spoke eloquently about the important role of libraries.
- Kaetrena Davis Kendrick was named the 2019 Academic/Research Librarian of the Year. She was presented with her award during the Middle Keynote at the ACRL 2019 Conference.
- The winners of the 2019 Excellence in Academic Libraries Awards were selected in the following categories, and have all hosted award ceremonies on their respective campuses:
    - College: Swarthmore College (May 29, 2019 ceremony, Lauren Pressley attended)
    - Community College: College of Western Idaho (March 1, 2019 ceremony, Lauren Pressley attended)
    - University: Case Western Reserve University (April 9, 2019 ceremony, Lauren Pressley and Mary Ellen K. Davis attended)
- *Applications were received for 20 ACRL awards (STS Innovation Award not offered in 2019 award season). Award committees will convene to select winners either before or during the ALA Midwinter Meeting.*
- *ACRL Past President Cheryl Middleton and Executive Director Davis attended the presentation of the "I Love My Librarian" Award at the Carnegie Foundation in New York City. This year's event included a*

luncheon with the winners and the type of library division officers serving on the selection committee and the Executive Directors.

Special events at ALA Conferences

- Plans are being made for 12 section and interest group special events during ALA Annual Conference in Washington DC.
- *5 sections held special events during ACRL 2019 in Cleveland.*
- *ACRL sections and interest groups will host four social events during the ALA Midwinter Meeting in Seattle.*

Consulting services

- Through ACRL consulting, Karen Brown, is providing Census 2020 engagement and training activities for the ALA Washington Office from April 1, 2019-March 31, 2020.
- *Proposal for library review sent to an international university.*
- *Meet the consultant hours were offered at the ACRL 2019 Conference.*
- *Conducted a 1 ½ day strategic planning retreat for private college (December 2018, Deiss).*
- *New marketing is being developed and includes revised ALA MW and ACRL 2019 conference material, meetups at ACRL 2019 conference, webcast featuring Consulting Services clients, and targeted email blasts to institutions preparing for re-accreditation.*
- *ACRL renewed its contract with Karen Brown, one of ACRL's adjunct consultants, to manage/coordinate the consulting service.*

Publications

Non-periodical Publications

- Published since the last report:
    - o The Future Academic Librarian's Toolkit: Finding Success on the Job Hunt and in Your First Job, edited by Megan Hodge
- Soon to publish:
    - o The Grounded Instruction Librarian: Participating in The Scholarship of Teaching and Learning, edited by Melissa Mallon, Lauren Hays, Cara Bradley, Rhonda Huisman, and Jackie Belanger
    - o Improving Library Services in Support of International Students and English as a Second Language (ESL) Learners, edited by Leila June Rod-Welch
- *Published since the last report:*
    - o *Critical Approaches to Credit-Bearing Information Literacy Courses, edited by Angela Pashia and Jessica Critten*
    - o *Scholarship in the Sandbox: Academic Libraries as Laboratories, Forums, and Archives for Student Work, edited by Amy Jackson, Cindy Pierard, and Suzanne Schadl*
- *Soon to publish:*
    - o *The Future Academic Librarian's Toolkit: Finding Success on the Job Hunt and in Your First Job, edited by Megan Hodge*
    - o *The Grounded Instruction Librarian: Participating in The Scholarship of Teaching and Learning, edited by Melissa Mallon, Lauren Hays, Cara Bradley, Rhonda Huisman, and Jackie Belanger*
- *Published since the last report:*
    - o *Library Service and Learning: Empowering Students, Inspiring Social Responsibility, and Building Community Connections, edited by Theresa McDevitt and Caleb P. Finegan*

- o *The Globalized Library: American Academic Libraries and International Students, Collections, and Practices, edited by Yelena Luckert with Lindsay Inge Carpenter*
  - o *Motivating Students on a Time Budget: Pedagogical Frames and Lesson Plans for In-Person and Online Information Literacy Instruction, edited by Sarah Steiner and Miriam Rigby*
- *Soon to publish:*
  - o *Critical Approaches to Credit-Bearing Information Literacy Courses, edited by Angela Pashia and Jessica Critten*

Library Statistics

- The 2018 edition of the ACRL Academic Library Trends and Statistics is being printed and will be available in the ALA Bookstore by the end of June 2019. The number of completed returns increased 0.40% over the 2017 survey while the survey population increased 2.0%. Response rates increased for all Carnegie classifications except for baccalaureate schools (which fell by 19.9%). The response rate for community colleges (Associates) increased by 5.2%; for masters/comprehensive universities by 5.8%; for doctoral/research universities by 0.9%.

Table 1. Final Disposition – Overall

	Completed Returns	Population	Response Rate (%)
United States	1,680	3,164	53.1
International	46	239	19.2
Combined	1,726	3,403	50.7

Table 2. Final Disposition – Response by Carnegie Classification

Classification	Responses	Total Invitations	Response Rate (%)
Associates	465	1,071	43.4
Baccalaureate	369	933	39.5
Masters	520	910	57.1
Doctorate	372	489	76.1
Combined	1,726	3,403	50.7

- *The deadline for the 2018 ACRL Academic Library Trends and Statistics Survey was extended until April 10, 2019. As of April 12, 1,703 institutions had locked their survey form, an increase of 2.5% over the 2017 survey. (For the 2017 survey 1,661 libraries locked their ACRL survey form and for the 2016 survey we had 1,525 locked forms.) 3,462 unique institutions were invited to submit their data to ACRL. Although there are 4,476 listed institutions, some were excluded including those without valid email, those who requested to be removed from the survey (very small, no staff, not interested), or are submitting with another campus. 91 of the 115 academic ARL libraries responded versus 86 in 2017. 1,119 institutions have downloaded their IPEDS file through the ACRL survey versus 939 in 2017. The number of responses will increase when Counting Opinions begins contacting respondents who have completed the survey but not locked the form. This process always increases the number of responses slightly as some respondents enter their data but forget to lock the form. The community college response rate is up 3.53% over 2017 while participation from baccalaureate-degree granting institutions is down 21.5% over 2017. The university responses are almost identical to 2017.*

Carnegie Classification	# of libraries reporting	# of libraries in CC	Response rate (%)

Associate	454	1,088	41.73
Baccalaureate	367	966	37.99
Master	514	917	56.05
Doctoral	368	491	74.95
Total	1,703	3,462	49.2%

- *The 2018 ACRL Academic Library Trends and Statistics Survey data collection will close on Feb. 28, 2019.*
- *The new ACRL academic library facilities survey is now open for field testing through March 30, 2019.*

Standards and Guidelines

- The Board approved a revision of the ACRL Policy Statement on Open Access to Scholarship by Academic Librarians and new Guidelines for Standardized Holdings Counts and Measures for Archival Repositories and Special Collections Libraries at their spring meeting.
- *The Board approved at the 2019 ALA Midwinter Meeting a revision of Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline and revision to the ACRL/RBMS Guidelines Regarding Security and Theft in Special Collections.*
- *On November 16, 2018, the Board approved the ACRL/RBMS-ARLIS/NA-SAA Joint Task Force on Development of the Art and Rare Materials BIBFRAME Ontology Extension.*

Framework for Information Literacy for Higher Education Stats

	Q1 (Sept.-Nov.)	Q2 (Dec. – Feb.)	Q3 (March – May)	Q4 (June – August)	Total
Online visits	29,506	22,832	24,672		52,338
Print distribution	120	70	350		510

Standards for Libraries in Higher Education Stats

	Q1 (Sept.-Nov.)	Q2 (Dec. – Feb.)	Q3 (March – May)	Q4 (June – August)	Total
Online visits	4,582	3,933	4,814		8,515
Print distribution	190	40	225		455

All Standards/ Guidelines/ Frameworks Online Visits

Q1 (Sept.-Nov.)	Q2 (Dec. – Feb.)	Q3 (March – May)	Q4 (June – August)	Total
68,894	55,016	65,414		123,910

Social Media

	Q1 YTD (Sept.-Nov.)	Q2 YTD (Dec. – Feb.)	Q3 YTD (March – May)	Q4 YTD (June – August)
Facebook Likes	*7,433*	7,533	7,605	
Twitter Followers	*19,281*	19,588	19,873	
Pinterest Followers	*439*	442	445	
Instagram Followers	*493*	599	694	

ACRL Insider Stats

	Q1 (Sept.-Nov.)	Q2 (Dec. – Feb.)	Q3 (March – May)	Q4 (June – August)	Total
Posts	*62*	69	60		191
Page Views	*20,579*	18,367	21,638		60,584

ACRLog Stats

	Q1 (Sept.-Nov.)	Q2 (Dec. – Feb.)	Q3 (March – May)	Q4 (June – August)	Total
Posts	*18*	21	20		59
Page Views	*29,021*	25,601	24,274		78,896

ACRL TechConnect Stats

	Q1 (Sept.-Nov.)	Q2 (Dec. – Feb.)	Q3 (March – May)	Q4 (June – August)	Total
Posts	*3*	1	1		5
Page Views	*12,237*	9,504	10,501		32,242

VAL Blog Stats

	Q1 (Sept.-Nov.)	Q2 (Dec. – Feb.)	Q3 (March – May)	Q4 (June – August)	Total
Posts	*0*	3	0		3
Page Views	*3,292*	3,281	3,088		9,661

College & Research Libraries

- Issues published per regular schedule.

- A special issue was published in April 2019 to move through some of the backlog of articles and shorten the time to publication now that we no longer post preprints.

- *At Midwinter 2019, Wendi Arant Kaspar was appointed by the Board to a second three-year term as editor of College & Research Libraries, with a term of July 1, 2019, to June 30, 2022.*

- *The C&RL editor and editorial board decided to stop posting "preprint" versions of articles starting in January 2019. The time from acceptance to publication has decreased and the decision will save money on online hosting costs as well. The format of the pdf version of articles was also updated to better display tables. Additional information is available at https://crl.acrl.org/index.php/crl/article/view/17407/19185.*

Online Access Stats (total access across content formats):

Q1 (Sept.-Nov.)	Q2 (Dec. – Feb.)	Q3 (March – May)	Q4 (June – August)	Total
357,145	288,471	360,914		1,006,530

C&RL News

- Issues published per regular schedule.
- Staff are reviewing and making metadata edits to backfiles on Open Journals Systems. Issues are being published in reverse chronological order and the project should be complete by the end of the summer.
- *Work on adding the backfiles to the online version of the News continues. Work on ACRL 2019 by staff has slowed the process but it will be priority one after conference.*
- *The C&RL News backfile digitization project continues. Both PDF and html article scans and metadata for the backfiles are complete. Staff are working with ALA Production Services and the Open Journal Systems folks to incrementally review and add content to the live News website. The project is estimated to be completed by ACRL 2019 in April.*

Online Access Stats (total access across content formats):

Q1 (Sept.-Nov.)	Q2 (Dec. – Feb.)	Q3 (March – May)	Q4 (June – August)	Total
248,124	258,913	258,830		765,867

RBM

- Issues published per regular schedule.

Online Access Stats (total access across content formats):

Q1 (Sept.-Nov.)	Q2 (Dec. – Feb.)	Q3 (March – May)	Q4 (June – August)	Total
34,743	50,037	35,585		120,365

CHOICE

Jan–Mar 2019

Choice Reviews

During the period April through May of this year, Choice reviewers and editors added 918 reviews to the *Choice Reviews* database. Usage for the period is shown below.

Table 1: *Choice Reviews* Usage Statistics, Academic Year 2018-19

Number of reviews as of 30 March 2019: 210,978

Registered users: 11,177

	Sessions	Page Views	Searches	Readings	Unique Reviews Read
Sep	14,682	98,917	46,866	50,977	11,090
Oct	16,405	119,566	58,586	66,614	14,108
Nov	16,094	106,301	50,123	56,070	11,589
Dec	10,033	78,382	38,461	43,476	10,434
Jan	11,153	100,246	51,219	57,173	11,550
Feb	13,030	110,375	54,148	60,651	13,259
Mar	13,436	113,904	57,277	67,027	15,801
Apr	13,505	101,377	49,371	56,873	13,046
May	9,952	77,000	39,392	40,234	11,458
Jun					
Jul					
Aug					
TOTAL YTD	118,290	906,068	445,443	499,095	112,335

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In the "one step back' department, Katherine Wessbecher has announced she will be leaving her post as Choice's science and technology editor at the end of June.   However, several strong candidates have expressed interest in the position, and our expectations are that Choice's editorial team will be back to full staff by July.

Choice's internship program has been reinvigorated by a partnership between the editorial and marketing departments. Our new spring/summer interns (Sabrina Cofer, a recent graduate of Central Connecticut State University, and Grace Lemon, currently at Northwestern University) will share duties between the two departments.

Finally, at this year's ALA Staff Achievement Awards, two Choice editors were recognized for 25 years of service at Choice: humanities editor Becky Bartlett and David Durgin, Choice's copy chief.

The results of the two subscriber surveys conducted in late 2018 have been collected and analyzed by an interdepartmental team. The survey suggested that while Choice and Choice Reviews remain highly valuable to current subscribers, there are opportunities to market some of our newer initiatives, such as our podcast series, to this audience, which demonstrated a relatively low awareness of other Choice products.
As a way to connect and foster interaction with current subscribers, a new customer-communication email was launched in February and will continue monthly. The "Choice Reviews Digest" highlights content in Choice Reviews that may have been missed by users. Each monthly communication also details user tips and tricks and informs readers of our attendance at upcoming conferences. The Digest has achieved an average 27% open rate as of March 2019.

Finally, one of our two social sciences editor positions remains open after an extensive search, and with no promising candidates available we've upgraded the position in an effort to attract a more experienced candidate pool. The recalibrated position has been posted, and we are currently receiving resumes.

Following an interdepartmental effort, Choice drafted two subscriber surveys—one for digital subscribers of Choice Reviews and one for print—to determine how our readers are using our core product. We anticipate the results, currently being recorded, will help us understand what subscribers value about Choice Reviews and what they don't. More importantly, we'll be able to determine how readers are using Choice Reviews in the context of their collection-development efforts and how integral the brand actually is for fulfilling those tasks.

As of this writing, the social sciences associate editor position remains open, with over 55 resumes evaluated to date. A promising candidate emerged at the close of 2018 and has been scheduled for an interview in our offices in late January.

Choice360.org

As part of a rebranding initiative carried out in 2016, Choice created a customer-facing website, www.choice360.org, designed to showcase the range of its goods and services, strengthen brand identity, and increase customer engagement with its content. The site has been particularly successful in fulfilling the first

two of these goals, but since then Choice has expanded its audience and built new revenue streams in ways not fully anticipated at the time, particularly through its sponsored webinar, podcast, and research programs and its increasing social media outreach. The growth of these programs has exposed the need for a more robust website, one that will serve as a central hub for engagement with all Choice content and that will be capable of supporting webinar registration, white paper downloads, newsletter enrollment, and so forth, through its back-end integrations with other platforms. Over the past few months the staff has been actively engaged in planning for a new site and writing an RFP. We plan to circulate the RFP to select design firms after the annual conference and, assuming we find a suitable partner, to select a firm in late summer.

Data Management

One of the central requirements of the rebuilt Choice360 is better management of engagement data. In this regard we are looking at FreshSales, a customer relationship management system, to collect email addresses across our many platforms and store them securely in a central location. In July we will do a month-long test of the software to make sure it fits our needs.

At the same time, to prepare for any changes to our email marketing platform, our marketing department has been examining our many lists of contact names, currently numbering over 30,000, in order to group contacts into more closely defined segments, allowing for targeted marketing and the elimination of redundant and unwanted mailings.

ccAdvisor

Late May saw the renewal of the consortial agreement with the Center for Research Libraries (CRL), bringing this member benefit to 205 academic libraries. As of this writing, the database contains 427 reviews, thirteen of which were added in the past two months.

The November agreement to entrust future subscription sales of ccAdvisor to the EBSCO sales force, originally scheduled for 5 January, was postponed until mid-March in order to transfer all account administration functions to EBSCO.   Both our developers and our fulfillment agency were enlisted to support the migration, and as of March 25 ccAdvisor is now available through EBSCO's Select Service portal, with EBSCO sales reps handling all future sales and renewals. Choice-generated marketing materials, including sales sheets and an updated demonstration video, have been provided the EBSCO sales and marketing teams.

During this same period some thirteen reviews were added to the database, including assessments of Wiley's StatsRef; the United Nations' iLibrary; and Medici.tv, a database that provides streaming videos of live and on-demand classical music performances, including concerts, ballets, documentaries, and master classes. Seven reviews are currently in the editorial queue and will be published within the next month.

As of the end of December, ccAdvisor circulation stands at 349 institutions, almost a hundred ahead of this time last year but still well under the projections that launched the product. In an effort to bolster the sales effort, in November we entered into an agreement with EBSCO, making their sales force the sole sales agent for institutional subscriptions.

With the EBSCO agreement in place, we spent the last month of 2018 preparing for the transition. An initial transitional marketing and sales operations meeting was held with the EBSCO team at the Charleston Conference, with the goal of completing the hand-off by late January 2019. A digital file of the marketing collateral pieces, ads, sell sheets and video product demos created by Choice has been made available to the sales and marketing teams at EBSCO, and further meetings are planned.

Advertising revenue for CCA is off to a slow start, some 36% below this time last year; however, reservations thru year-end FY19 have us at 75% of budget with eight months remaining. The timeliness of new reviews continues to inhibit our ability to sell "featured review" space.

Resources for College Libraries

During the period some 396 titles were added to the RCL + RCL Career Resources database. Concurrently, RCL subject editors participated in a week-long e-forum to discuss editorial strategies and approaches and the 2019 peer review process began with promotion across Choice and ACRL media. As of this writing, 99 invitations had been issued; 41 applicants responded; and 32 confirmed reviewers have been chosen across RCL's twenty-three social science and science subjects. An ACRL-Choice hosted webinar entitled "Creating Inclusive Collections: Selecting and Evaluating Diverse Resources," featuring RCL content and panelists, was held on Tuesday May 21, garnering 1,019 registrants and 336 participants.

Some 1,210 titles were added to the RCL + RCL Career Resources database during this time (from user database 31 December 2018 - 20 March 2019). The RCL database now totals 97,746 titles, with 1,457 online resources; 36,656 Choice-reviewed titles; and 7,447 Choice OATs. Data clean-up following the February editorial deadline addressed 43 duplicate records, 26 forthcoming title corrections, and 18 new web resource records. New subject editors in Criminal Justice, European History, and Graphic and Apparel Arts were recruited and trained. Annual revision materials, including revision checklists, title lists, out-of-print title lists, and subject overview data were distributed to all subject editors. A trial campaign for RCL initiated in January resulted in 18 database trial sign-ups to date.

On the marketing side, the Choice/RCL team has created and implemented an RCL free-trial offer email campaign to existing Choice Reviews contacts. This multi-pronged campaign launched in mid-January and generated 18 new trial requests. The trial initiation and lead nurturing campaign has been handled by Choice marketing and customer support; further follow-up will be through the ProQuest sales team.

During this period, 186 titles were added to the RCL + RCL Career Resources database. Database clean-up resulted in 114 duplicate records weeded, 108 bibliographic data corrections submitted to Books in Print, and 74 forthcoming title corrections. To prepare for the 2019 revision cycle, updated edition reports and subject editor agreements were distributed to all editors. In October, the project editor held meetings with all RCL history and area studies and RCL Career Resources editors to discuss editorial improvements and with selected RCL database customers to address product enhancements. ProQuest's Syndetics Unbound metadata visual enrichments were released in the RCL subscription database in mid-November, and marketing materials were updated to note these new features.

In support of these content upgrades, Choice marketing has collaborated with Anne Doherty and the ProQuest marketing team to give input about the new style guide designed by ProQuest. An RCL free-trial offer email campaign to existing Choice Reviews contacts is in its final planning stages, scheduled for launch in mid-January. The trial initiation and lead-nurturing campaign will be handled by Choice marketing and customer support.

Sponsored Content

Marketing continues its work at broadening Choice brand awareness via social media, advertising, and marketing campaigns. Our three white papers continue to gain a steady stream of interest, surpassing 2,600 downloads in March, and fresh print ads highlighting the informative content available through our podcasts, white papers, and webinars have been created in support of our promotional efforts going into the summer.

White Papers

Our three published white papers continue to enjoy a steady stream of interest, surpassing a cumulative 2,700 downloads in May, and a follow-on white paper to our trend-oriented "Marketing Academic Libraries and Resources" (white paper number two) is currently underway.   This new white paper will define library marketing, explain why it's integral to successful operations, and outline specific steps different types of academic libraries can take to build effective, sustainable marketing programs. Through interviews with academic librarians at a variety of institution types, the report will provide actionable steps to begin building a marketing strategy, define the necessary roles, and identify the follow-through steps to maintain a long-term practice of promoting a library's services, resources, and instruction.

Meanwhile, work on a fifth white paper, this one on research data services, has just begun.   By way of background, in 2012 ACRL surveyed a cross-section of academic library members in the United States and Canada. Its goal was to discover the types of data services offered, the staffing deployed or anticipated for such services, the training necessary to support RDS, and RDS services planned for the future. The results of this survey were summarized in a white paper, "Academic Libraries and Research Data Services: Current Practices and Plans for the Future," written by Carol Tenopir et al. and published in June of that year. Much has happened in the seven years since that survey was deployed, and new technologies, new tools, and new perspectives on data management and access have altered the landscape during that period. How have academic libraries positioned themselves in this changed environment? What progress has been made against the goals probed in the original survey?   To gauge these changes, Choice, working with Carol Tenopir and the Center for Information and Communications Studies (CICS) at the University of Tennessee at Knoxville, will revisit and redeploy the original survey, appropriately modified, to as close a group as is possible to the original respondents. The results will be discussed in a white paper, again authored by Professor Tenopir, in which we will attempt to document not only statistical changes in the services offered but also a more qualitative assessment of impediments to progress in RDS. Key findings will include services currently offered in information, consulting, and technical services; an overview of who in the library is providing such services; the methods used in developing staff capacity in RDS; the current extent of library involvement in developing data management. A session on the survey results is planned for the Charleston Library Conference this coming November.

Since October, the latest Choice white papers, Marketing Library Resources and Services and Course Materials Adoption: A Faculty Survey and Outlook for the OER Landscape have generated over 1,500 downloads between them, and printed copies of the latter were distributed at the OpenEd conference. New promotional pieces and ads supporting the white papers have been created to continue our promotional efforts going into 2019.

Webinars

During the period, CHOICE hosted six sponsored webinars, averaging 712 registrants and 241 attendees. The best attended webinars were "Creating an Inclusive collection," (1019 registrants, 336 attendees) and "Data Driven Collection Development: The Approval Plan in Today's Academic Library" (918 registrants, 374 attendees).

Table 2: Choice/ACRL Sponsored Webinars, Academic Year 2018-19

Date	Sponsor	Title	Regs	Parts
9/25/2018	Springer	Case studies on the impact of eBook archives at North American university libraries	409	165
10/4/2018	OverDrive	The Power of Partnership—Digital Collections for Academic Consortium	387	135
10/24/2018	Gale Cengage	Exploring Intersectionality and LGBTQ Issues with Primary Sources and eBooks	550	220
10/31/2018	Adam Matthew	American Indian Newspapers: exploring primary sources for the study of American Indian cultures	531	208
11/13/2018	Credo	Evolving Strategic Partnerships for Teaching and Learning in the Academic Ecosystem	786	303
11/20/2018	Springer	Case studies on course material affordability programs at North American University Libraries	575	216
11/29/2018	Jove	Librarians Adopt New Role Improving STEM Education via Active Learning	775	284
2/28/2019	Ex Libris	Transform Your Discovery Approach – A New Vision	1121	421
3/19/2018	ProQuest	Across Curricula—Primary Sources and Humanities are Gaining STEAM	644	204
3/21/2019	Overdrive	Digital Content for Your College Campus Made Easy	265	80
3/26/2018	The MIT Press	Mission Driven Digital--Why University Presses Are Creating their Own eBook Collections	469	180
4/18/2019	ProQuest	What Do Students and Faculty Need in a Research Database? The Librarian's Perspective	824	266
4/25/2018	Springer	Global Trends in Libraries—Challenges and Changing Roles	735	254
5/2/2019	EBSCO	Data-Driven Collection Development: The Approval Plan in Today's Academic Library	918	374
5/14/2019	ProQuest	How Dissertations Inspire Better Research and Learning	488	151
5/16/2019	Adam Matthew	Reflections on the 75th anniversary of D-Day—The personal experiences of World War Two	291	63
5/21/2019	FCL	Creating an Inclusive Collection—Selecting and Evaluating Diverse Resources	1019	336
		TOTAL	**10,787**	**3,860**

In the period January through March 2019, Choice hosted four sponsored webinars, averaging 620 registrants and 235 attendees. The best-attended of these was Ex Libris's "Transform Your Discovery Approach: A New Vision," which garnered 1,121 registrations and 421 participants. The speakers were Allen Jones, Director,

Digital Library and Technical Services at The New School Libraries and Archives, and Christine Stohn, Director of Product Management at Ex Libris, a ProQuest company.

Revenue from ACRL-Choice webinars remains strong. Following a midwinter lull, March saw an upward swing that will carry through to year's end. Year-to-date sales are already up 11.5% over this time a year ago.

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3/21/2019	Overdrive	Digital Content for Your College Campus Made Easy	265	80
3/26/2018	The MIT Press	Mission Driven Digital--Why University Presses Are Creating their Own eBook Collections	449	178
		TOTAL	6,492	2,414

FY18 brought some terrific programs to the ACRL-Choice webinar program, but we failed to meet last year's revenue targets, largely because some of our major sponsors backed out for the year. However, it's beginning to look a lot like Christmas for FY19. While the fall got off to a slow start, 2nd- and 3rd -quarter reservations brought our full-year bookings to 124% of last year. ProQuest has returned to the program with six webinars plus an additional three already scheduled for FY20, and three of our five first-timers from last year have come back for more.

For the period, Choice hosted seven sponsored webinars, averaging 573 registrants and 219 attendees, and garnered over 4,000 registrations. The best attended webinar was titled, "Evolving Strategic Partnerships for Teaching and Learning in the Academic Ecosystem," with 786 registrations and 303 participants. The speakers were Dr. Nicole A. Cooke of the University of Illinois at Urbana Champaign and Raymond Pun.

Podcasts

The highlight of the podcast program thus far was our series of live recordings of the Authority File on the show floor of ACRL's conference in Cleveland in April. These were the first "in-person" interviews we have conducted, and they proved to be an exciting endeavor for Choice, the guests, and the sponsors. Having the live recordings on the show floor, complete with a mobile studio, helped raise the profile of the Authority File brand and created a unique sponsor experience that we plan to replicate at future events.

Overall, for the period, the show averaged 2,902 downloads and 1,179 streams—the highest download average to date. April was a particularly strong month for downloads, probably owing to the episodes' association with the conference. Among those episodes, "Addressing the Skills Gap in Tomorrow's Economy: The Authority File Live at the ACRL Conference," is the most downloaded, with 362 downloads to date.

Table 3: The Authority File Usage Statistics, Academic Year 2018-19

Month	Downloads	Streams	Total
Sep	1,369	420	1,789
Oct	684	1,037	1,721
Nov	1,666	1,131	2,797
Dec	1,214	984	2,198
Jan	834	995	1,829
Feb	1,432	1,840	3,272
Mar	1,616	1,215	2,831
Apr	3069	1345	4,414
May	2735	1012	3,747
Jun			0
Jul			0
Aug			0
YTD	14,619	9,979	24,598
Avg/Month	1,624	1,109	2,733

Table 4: The Authority File Episodes, Academic Year 2018-19

			The Authority File: Academic Year 2018-19
Sep	A First-Year Experience Toolbox		
			Presenters: Raymond Pun, Andrew Carlos, and Danielle Rapue
		E54	Enhancing the Student's Library Experience
		E55	Expanding the Library's Reach
		E56	A User-Focused Vision
		E57	Overcoming Student Anxiety in the Library
Oct	Human Relations Area Files		
			Presenters: Carol Ember and Peter N. Peregrine
		E58	The History and Development of HARF
		E59	Human Saliva, Violent Democracies, and Quality Ethnography
		E60	Data Mining and Museum Studies
		E61	Cultural Adaptations in the Ethnographic and Archaeological Record
Nov	Toward Clarity in Editing and Publishing		
			Presenters: Carol Saller and Becky Brasington Clark
		E62	Behind the Scenes at the LOC Publishing Office and the *Chicago Manual of Style*
		E63	Style as a Reflection of the Cultural Moment
		E64	The Present and Future of Style
		E65	Reaching Everyone by Publishing more than Books
Dec	Marketing Academic Libraries		
			Presenters: Sabine Dantus, Lisa Martin, and Jennifer Park
		E66	Defining Marketing and Outreach
		E67	Describing the Main Objectives of Marketing & Outreach
		E68	Establishing Formalized Marketing & Outreach Strategies and Initiatives
		E69	Raising Digital Resource Awareness
Jan	ACRL		
			Presenter: Mary Ellen Davis, Executive Director, ACRL
		E70	The ACRL Conference and Project Outcome
		E71	Equity, Diversity, and Inclusion
Feb	Perspectives on Empathy		
			Presenters: Randolph Cornelius and Heidi Maybaum
		E72	What, precisely, is it?
		E73	Differences between cognitive and affective empathy
		E74	It's function, role in altruism, and evolutionary history
		E75	Psychopaths and the Empathy-Deficit in the United States
Mar	Evolving Cases for Open Access		
			Presenter: Richard Gallagher
		E76	Evolving to Better Serve the Public Good
		E77	Public Health, an Open-Access Test Case for Review Literature
		E78	Science for a Functional Democracy
		E79	Subscribe to Open
Apr	The Authority File Live at the ACRL Conference		
			Presenters: *Various*
		E80	The ACRL Pre-Cast! Presenter: Bill Mickey
		E81	How an Innovative Approach to FYE Transformed One Library's Image on Campus
			Presenters: Brian Gray and Ian Singer
		E82	Mission-Driven Publishing, a Different Path Presenters: Emily Farrell and Nick Lindsay
May	The Authority File Live at the ACRL Conference		
			Presenters: *Various*
		E83	Addressing the Skills Gap in Tomorrow's Economy
			Presenters: Iain Williamson and Ryan Johnson
		E84	Partnering with Faculty for Open Access Course Material Selection
			Presenters: Kelly Squazzo and Beth Bernhardt

Choice's podcast, The Authority File, continues to post strong numbers. For the period, the show averaged 1,112 downloads and 1,301 streams. Dr. Randolph Cornelius, professor of Psychology at Vassar College, guest-hosted the February episodes, the most popular of the fledgling program thus far. In them, Dr. Cornelius, reviewer of the OAT-winning book, The Routledge Handbook of Philosophy of Empathy, conversed with its

author, Dr. Heidi Maibom of the University of Cincinnati, about the psychology and philosophy underlying the study of empathy, uncovering areas of overlap and divergence.

Average listening in the first quarter of this year is running ahead of that of the previous four months; on average our podcasts have garnering some 2,249 downloads and streams a month during the current academic year.

In an effort to gain a better understanding of how listeners interact with our podcasts and their satisfaction with Authority File format, speakers, and topics, we have launched a listener survey, continuously available at http://choice360.org/librarianship/podcast. Topics of inquiry include the platform on which the podcast is accessed, frequency of listening, preferences of format or topic, and so forth.

Choice's podcast, The Authority File, continues to post strong numbers. For the period, the show averaged 1,233 downloads and 893 streams per month. Topics included a discussion of style in writing as an expression of the cultural moment, with guests Carol Saller, a lead editor of the 16th edition of the Chicago Manual of Style, and Becky Brasington Clark, the director of the Library of Congress Publishing Office. As mentioned above, the highlight of the series came at the Charleston Conference, where Bill Mickey hosted a live session on the marketing of academic libraries.

Going forward, we have a confirmed space to broadcast The Authority File live again, this time at the ACRL Conference in April. To date we have five sponsors for that broadcast, totaling $17,000 in revenue. As with webinars, our year-over-year financial performance is up, with full-year bookings running 173% of last year.

Social Media

Choice social media pages were very active in May, in part owing to the timeliness of the University Press Forum. Choice's University Press Forum is an annual roundtable of that appears in the May issue of Choice, on choice360.org, and on social media. The University Press Forum feature seemed to resonate strongly this year, in part because of recent news regarding university press funding.

We welcomed 26 new followers to our twitter account in May, double our monthly average of new followers in the past 15 months.

Choice social media efforts have morphed into a consistent weekly schedule that has been useful in promoting our sponsored-content offerings. Postings on Mondays and Fridays highlight the latest Outstanding Academic Title curated list. On Tuesday we promote the latest podcast episode, tagging our speakers so they can share and promote their episodes as well. Wednesdays, the latest ACRL/Choice webinars are highlighted to boost registration and catch eyes that may not be part of our house email, and Thursdays see postings about Choice editorial content from www.choice360.org.

The regularity, planning, and careful curation of Choice social media posts has sparked a 105% increase* in Twitter impressions compared to the same timeframe in 2017. This has translated into additional visitors from our social media platforms to Choice360.org, who in turn access the Choice content—white papers, podcasts, and webinars—that are highlighted on our social media channels. We continue to generate interest in Choice

sponsored content and to keep our followers, currently numbering 10,560, engaged. A new Instagram page for Choice has gained 90 followers since October, a significant number considering our specific audience.

*Twitter impressions 76,600 (Oct-Dec 2018) vs 37,400 (Oct –Dec 2017)

Outreach and Engagement

In early May we met again with the Connecticut Library Consortium (CLC) in an effort to present our ideas on library marketing and outreach. The CLC's symposium on library marketing has been pushed to the fall, and we hope Choice can participate by presenting our whitepaper on the subject. During the meeting we also explored the feasibility of having Choice produce webinars for the CLC. This is a new medium that they are eager to explore, and our experience as a successful producer and host of a webinar series makes this an attractive proposition.

In an effort to provide staff in Middletown and Chicago with rapid access to Choice performance data, the Choice monthly report has now been supplemented by the publication of the Choice engagement dashboard, a project that grew from a desire to have all of our pertinent information in one place. The dashboard, presented in an easy-to-understand graphical format, displays engagement metrics deemed most helpful for management, marketing, and advertising. After exploring a number of online sites built for just this purpose, we determined that Excel was both the least expensive and easiest way to share the dashboard with staff and ACRL. Tables were built to support a series of interactive charts, using data compiled from a large number of sources, including our web sites, webinars, newsletters, podcasts, and social media spanning a period of three years.

Finally, in early March Rachel Hendrick, Choice director of operations, met with Jennifer Keohane, the executive director of the Connecticut Library Consortium (CLC), to talk about the symposium they hope to hold at their annual meeting in June. The theme is library marketing, a subject we talked about at our strategic directions meeting with ACRL staff during a meeting with them in Chicago in February. CLC serves academic as well as public and school libraries, and we hope a joint project will be among the first steps toward extending our brand beyond the academic sphere.

Outstanding Academic Titles Initiative

As previously noted, the marketing initiative to increase awareness of the Choice Outstanding Academic Title recommendations launched at the beginning of January and has carried on since. Targeting nonsubscribers, curated extracts from the list have been made available at www.choice360.org. This promotional initiative has resulted in over 3,900-page views of OAT-related content on the site since January. The 2018 OAT promotional push will continue through the ACRL conference, after which we will determine if we should extend the program through ALA Annual in June. The Choice OAT page on the ALA.org website has also been updated and refreshed with new graphical elements and an update of information and links.

In concert with this, we have also launched a new series of podcast episodes that promote awareness of the Outstanding Academic Titles (OAT) franchise. In it the reviewer of an OAT-recognized title interviews that title's

editor or author. The first episode went live in February, and the editors are currently compiling more author/reviewer pairings for future episodes.

Each fall Choice editors select those titles that, in their opinion, are the most significant academic monographs reviewed during the current year. Typically listing about 10% of the works so reviewed, the Outstanding Academic Titles (OAT) list confers a significant measure of prestige upon the works themselves, their authors, and their publishers. Publishers of these works are notified of the award in late fall and often include notice of the award in their year-end advertising, making the OAT list a valuable piece of intellectual property in its own right.

Up to this point, access to the list has been limited to subscribers only, and we have made no effort to capitalize on its value to readers themselves, to promote it in the general literature, or to exploit its value as an extension of the Choice brand. Beginning with the 2018 list, weekly extracts, or "mini-lists," from the list will be freely available to the general reading public on Choice360.org, serving to widen exposure to Choice and, not incidentally, to promote the sale of individual titles through the Amazon Affiliate program (see below, s.v., Operations). As examples, mini-list titles for January, include "Top 10 Titles of 2018", "The Lives of Writers," "The Battle for Black Empowerment," "US Political Divisions: How Did We Get Here?" and "China and the Far East." In conjunction with this program, a robust weekly social media campaign was inaugurated in late December and is slated to run through spring 2019.

Another aspect of our effort to revitalize the Outstanding Academic Titles brand has been our work with ESP, our subscription fulfillment vendor, to create an ecommerce site to sell our OAT seals. Publishers use these seals on the dust jackets of their works or on their web pages. Beginning this year, they may now purchase either physical or digital seals for their award winners through an online store. The store is a single point of sale accessible via a link from the new OAT page on Choice360.org. The site also allows publishers to purchase the entire OAT list, previously available only to subscribers, in .pdf form.

Operations

As of the beginning of the year, we have incorporated the Amazon Associate program into Choice360.org and Choicereviews.org. This move builds on the affiliate program started in 2016 with GOBI, wherein librarians with a GOBI account may add books directly to their cart from Choice Reviews. Under the new Amazon program, books reviewed in Choice Reviews, and titles mentioned on Choice360.org, can be purchased from those sites via a direct link to Amazon. By referring traffic to Amazon from Choice360 and Choice Reviews, we earn an affiliate fee on all books purchased.

Open Choice

At a presentation to the board of directors at its fall meeting on 16 November, Choice announced that its original plans for a review repository and peer-to-peer platform for open educational resources have been shelved and that we are rethinking how best to support the production and adoption of open educational resources through the review process.

Throughout the fall, Open Choice reviewers submitted their previously commissioned OER reviews using our detailed review template, and as of this writing, our internal database holds almost 150 professionally written contributions. A former editor at Choice has been retained to edit the submissions and has been hard at work since November communicating with authors, resolving questions, and line-editing the reviews.

In an effort to promote the creation and selection of quality OER, the Open Choice review template has now been made available under a CC-BY license on Choice360. Librarians, instructors, and others are encouraged to adapt and use the template in their own institutions. View the template at https://choice360.org/content/1-openchoice/choice-oer-review-template.pdf

From October 9th-12th, Mark Cummings and Melissa Karp attended the annual OpenEd conference, this year held in Niagara Falls, New York. The conference focused on all aspects of open education in the K-12 and higher education spheres. One of the main takeaways from the conference was the significant amount of emphasis placed on social justice in the learning environment.

Charleston Conference

At this year's Charleston Library Conference, Choice editor and publisher Mark Cummings participated in a three-person discussion about "The Library's Opportunity in Affordable Textbooks," presenting findings on the use of open educational resources derived from Choice's Course Materials Adoption survey. The resulting paper, "From Affordable to Open: Evaluating Open Educational Resources," has been published in the December-January issue of Against the Grain and is also available on Choice360 (https://choice360.org/content/1-openchoice/evaluating-open-educational-resources.pdf).

Later that same day, Choice editorial director Bill Mickey weaved the takeaways from the popular Marketing Outreach white paper into a well-attended Lively Lunch panel discussion. The authors of the paper, both academic librarians, were part of the panel, which was recorded for a Choice Authority File podcast that aired in December.

GDPR

Choice has been busy since May 2018 implementing the recommended guidelines to ensure GDPR compliance. As a member of the GDPR steering committee at ALA, Choice has analyzed all existing customer and reviewer profile information and has created new processes to ensure that our data collection practices and management of the subscriber and prospect information entrusted to us adheres to the new regulations. Additional actions and refinements continue into 2019 in conjunction with the continued recommendations from the ALA GDPR steering committee.

Operations

Operational activities relevant to the quality of ACRL's strategic and enabling programs and services are reported below.

Staff

- Lauren Carlton joined the ACRL team in June as the program coordinator for member services, filling the position left vacant In January when Mariel Colbert moved to ALA Chapter Relations. Lauren had been serving as an intern with ALA's Public Program Office. Lauren will work with chapters and interest

groups, virtual meetings, and support the work of Senior Program Officer Megan Griffin. Megan ably managed her own job and this vacant position for five months with some assistance from Program Coordinator Gena-Parson's Diamond. We are grateful for their "teaming for results" to ensure members were supported in their work.

- In May 2019 ACRL staff held a half-day archive day to begin weeding files and preparing for ALA's potential move to new office space, which will have much less space per person and much less space for files.
- In April 2019, three ACRL staff were recognized for their service as part of the ALA staff appreciation awards. Program Coordinator Elois Sharpe was recognized for 5 years of service; Senior Production Editor Dawn Mueller for 20 years of service, and Executive Director Mary Ellen Davis for 35 years of service.
- ACRL Executive Director Davis attended a retirement event for Prue Adler, Associate Executive Director, Federal Relations and Information Policy, at the Association of Research Libraries.
- *In March 2019, Program Officer for Governance Allison Payne was promoted to Program Manager for Strategic Initiatives. Allison will continue to manage the activities of the Board and Budget & Finance Committee and manage division-level committee appointments. She will also manage ACRL's initiatives, including the Diversity Alliance, to support ACRL's Core Commitment to equity, diversity and inclusion.*
- *In March 2019, ACRL hosted a University of Michigan MLIS student as part of their alternative spring break program. The student analyzed demographics data that was collected from this year's committee and section volunteers. The analysis will be used in VP Karen Munro's report out after the majority of appointments are completed in the late spring.*
- *Selected Choice staff came to the ACRL Chicago offices in February 2019 to engage with selected ACRL staff on possible strategic directions for Choice.*
- *ACRL Program Coordinator Mariel Colbert left ACRL to work in ALA's Chapter Relations Office; we wish her well in her new position. The search for Mariel's success was launched shortly after her resignation and we hope to hire someone early this spring.*

ACRL Staff & ALA

- ACRL staff (Sara Goek, Erin Nevius, and Mary Jane Petrowski) attended the Good Tech Fest, May 23-25, in Chicago.
- In May staff met with Tecker International consultants to learn more about the new governance models that SCOE was considering and to provide feedback on those models prior to the releasing of the draft models at the ALA Annual Conference.
- Executive Director Davis continues to serve on the ALA Senior Management team, which typically meets one morning a week.
- *In April the ACRL ED met with the newly elected members of the ALA Executive Board.*
- *In March 2019 ACRL Associate Director (Mary Jane Petrowski) participated in a day-long Merchandise Mart showroom tour with other ALA staff to meet and vet prospective furniture vendors for the new ALA office space.*
- *In March 2019, ACRL staff (Mary Ellen Davis, Mary Jane Petrowski, Allison Payne), other ALA division staff, and SCOE Chair Lessa Kanani'opua Pelayo-Lozada attended an ALA Steering Committee on Organizational Effectiveness (SCOE) discussion facilitated by Tecker Consultant Paul Meyer. There are two more planned facilitated discussions with ALA staff, and ACRL will continue to participate in these meetings.*

- *ACRL staff requested and ALA offered training from its legal counsel on how to handle code of conduct complaints in preparation for the ACRL 2019 Conference.*
- *ACRL staff worked with the Director of the Communications Marketing Office to have a crisis communications plan ready for the ACRL conference. ACRL easily adapted the ALA plan and had it ready for the ACRL 2019 Conference.fr*
- *On February 14, 2019, ALA/ACRL supervisors attended a half-day EDI session, "Leading on Equity: How Leaders Take Risks, Model Inclusion, and Share Vision," hosted by Anne Phibbs, Strategic Diversity Initiatives. The session was a follow-up to Phibbs' October all-staff session, "Beyond Diversity 101: Micro-inequities, Implicit Bias, and Moving Toward Equity."*
- *Executive Director Davis continues to serve on the ALA Senior Management team. In addition to the weekly meetings, there was also a two-day budget meeting in March. This entails weekly meetings to develop policies and help the organization strategically think about its focus and future. Senior Management also is working with a commercial real estate firm and architectural firm as it explores selling its current office space and identifying new space to lease in downtown Chicago.*
- *ED Davis serves as senior management liaison to a staff working group charged with ensuring ALA is compliant with the General Data Protection Regulation act. ACRL's C&RL News Editor David Free serves on the staff working group.*

Fundraising

- ACRL has received $31,295 in FY19 donations to the Friends of ACRL. $82,905 was disbursed to fund RBMS Conference scholarships ($11,655), ACRL 2019 Conference Scholarships ($64,750), and matching funds ($6,500) for ODLOS Giving Tuesday campaign.
- *The ACRL ED worked with the ALA Director of Development and scheduled several meetings during the ACRL 2019 Conference with potential members of the Legacy Society.*
- *An appreciation reception was held for the Friends of ACRL on April 12, 2019, in Cleveland and 48 donors were recognized for moving into the Circle of Friends (5-9 years), Circle of Excellence (10-14 years), or Circle of Distinction (15-19 years).*
- *The 2019 ACRL Conference Scholarship campaign raised more than $66,000, exceeding the $50,000 goal by 32%. Of the 336 applications received, 149 were funded (44%)*

Technology

- ACRL Program Manager for Strategic Initiatives Allison Payne has been attending biweekly meetings with other ALA unit representatives to standardize functionality (menus, design, use, etc.) across the microsites within ALA Connect.
- *Starting in January 2019, ALA ITTS will work with division staff to standardize functionality (menus, design, use, etc.) across the microsites within ALA Connect.*
- *ACRL's contract with the virtual meeting platform WebEx will end on March 31, 2019. ACRL will continue to support high demand for virtual engagement from its membership groups by hosting virtual meetings through its two Zoom licenses and one Adobe Connect license.*

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Enabling Programs and Services
Key Performance Indicators (KPIs)
Report Period: April 5, 2019 – June 7, 2019

Enabling programs and services key performance indicators (KPI)

ACRL is committed to assessing progress in advancing the Plan for Excellence, but acknowledges that the entire plan does not need to be measured at one time. The following goals have been identified as the measurement focus for FY18 and the progress toward each to date is reported below.

Member Engagement

Goals: Increase ACRL membership .0094% in FY19 over FY18 (to 10,356) and ensure that 53.6% of new members who joined ACRL between May 2017 – March 2018 renew their membership in FY19. The target retention rate is based on the average new member retention rate in the last 5 ACRL conference years.

KPIs	Data					
Benchmark analysis of ACRL total membership number	**ACRL membership has increased 3.58% (368) since August 2018 when membership was 10,260.**					
		Apr. FY19	**Apr. FY18**	**Apr. FY17**	**Apr. FY16**	**Apr. FY15**
	Total membership	10,628	10,464	10,865	11,023	11,538
	Change year over year	1.57%	-3.69%	-1.43%	-4.46%	-0.94%

Continue to benchmark and analyze impact of new member outreach program	**First-year member renewal rate:**					

Year	1st Quarter	2nd YTD Quarter	3rd Quarter	4th Quarter	Year to Date
FY19	51.2%	48.7%	47.9%		48.9%
FY18	53.1%	52.2%	52.3%		52.4%
FY17	46.8%	50.8%	50.6%		49.3%
FY16	41.1%	53.2%	49.9%		48.7%
FY15	47.8%	52.3%	52.6%		50.9%
FY14	50.8%	52.9%	50.8%		51.5%
FY13	50.1%	56.1%	54.6%		53.7%
FY12	56.7%	57.9%	54.0%		56.0%
FY11	62.5%	60.1%	57.2%		59.0%
FY10	56.7%	63.3%	58.2%		59.5%
FY09	59.0%	61.9%	58.8%		59.9%

Non-conference years are shaded for comparison.

**An analysis of 425 first-year members who did not renew as of December 2018 shows that 37% (157) were regular members, 51% (216) were students, and 8% (34) were non-salaried

KPIs	Data
	librarians. 82% of first-year members who dropped their ACRL membership also dropped their ALA membership (and 38% of those were regular members and 50% were students); 5% kept their ALA membership but dropped ACRL in favor of other division/roundtable affiliations (and 32% of those were student members); 13% dropped all division and roundtable membership but retained their ALA membership (and 64% were students).
Benchmark by continuous years of membership	**ACRL personal membership distribution for FY19 to date is shown below.** *The average ACRL membership tenure is 4.3 years (and the median length of ACRL membership is 4 years).*

FY19 Q3 YTD	%	Number	FY18 Q3 YTD	%	Number
<1 year	14	1,448	**<1 year**	14	1,184
1-5 yrs	44	4,455	**1-5 yrs**	44	4,462
6-10 yrs	15	1,541	**6-10 yrs**	15	1,532
11-15 yrs	9	863	**11-15 yrs**	9	885
16-20 yrs	6	571	**16-20 yrs**	6	622
21+ yrs	12	1,186	**21+ yrs**	13	1,281
Total	100	10,064*	Total	100	10,157*

*These numbers include only personal members. Reports were run on June 7, 2019, and June 3, 2018 and reflect total personal members as of those dates.

ACRL Membership Distribution by Years of Membership: May 2009 vs. April 2019

**ACRL Membership Distribution:
May 2009* vs. April 2019**

■ 2009 ■ 2019

Y axis: % of total membership
X axis: # of years of ACRL membership
Based on survey data. 23.3% of ACRL members responded to the May 2009 membership survey (with a margin for error of +/- 1.74% at the 95% confidence level). Survey data is both statistically valid and representative of ACRL membership as a whole. Years of membership is not a proxy for work place experience. While 57% of our members have been with us 5 years or less, only 41% are new (or relatively new) to the profession according to the 2018 membership survey.

KPIs	Data
Assess the impact of the renewal reminder program on ACRL membership renewal rates.	Renewals for FY17 and FY19 year-to-date are illustrated below. As of April 2019, the renewal rate for ACRL members was 76.8%. Of that number, almost two-thirds (61%) renewed on or before their membership anniversary, and the number of late renewals has increased 5.7% over FY18. **ACRL Membership Renewal Rates: FY17 - FY19** On-Time Renewals: FY17 39.0%, FY18 39.8%, FY19 33% Early renewals: FY17 24.9%, FY18 25.9%, FY19 27% Late renewals (1-6 months): FY17 36.1%, FY18 34.3%, FY19 40%

Education

Goal: **85%** or more of respondents rate the quality of ACRL professional development offerings as excellent or above average. **70%** or more of respondents indicate at least a 20% higher confidence level in their knowledge of the topic.

KPIs	Data					
Quality assessment and learning outcomes		**1st Quarter**	**2nd Quarter**	**3rd Quarter**	**4th Quarter**	**FY19 Overall**
	Average overall quality assessment	92%	88%	94%		
	* Event specific details can be found in Document 1.4 the Executive Director's Plan for Excellence Activities Report.					
Participant learning	Self-reported learning outcomes data from professional offerings detailed above:					
		1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**	**FY19Overall**
	Average number of respondents who indicated at least a 20% higher confidence level in their knowledge of the topic	56%	88%	95%		

KPIs	Data
	Note: Event specific details can be found in Document 1.4 the Executive Director's Plan for Excellence Activities Report.
Likely to Recommend	40% Participants enthusiastically recommend ACRL professional development.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	FY18 Overall
Average number of participants who indicated a 9 or 10 rating for recommending this professional development, on a 10-point scale	56%	55%	72%		

- This includes every evaluation returned, even in a course had only 1 response.

ACRL Board Ground Rules

Approved Fall Board Meeting, November 16, 2018

1. Accept mutual responsibility for quality of meeting and assess effectiveness.
2. Be present, attentive, engaged and prepared. Avoid side conversations.
3. Lean into discomfort; discuss the undiscussable issues
4. Speak up if you have a question or to test assumptions.
5. Listen with care for the individual and differ respectfully.
6. Signal conclusion, identify next steps, and make clear assignments.
7. Assume positive intent/give benefit of doubt.
8. Have fun!

Make knowledge-based decisions using these four questions:

1. What do you know about our members/prospective members/customers—needs, wants, and preferences, that is relevant to this decision?*
2. What do we know about the current realities and evolving dynamics of our members' marketplace/industry/profession that is relevant to this decision?*
3. What do we know about the capacity and strategic position of our organization that is relevant to this decision?*
4. What are the ethical implications of this decision?

*What do you wish that you knew, but don't?

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ACRL Board Social Media Guidelines
Approved Fall Board Meeting, November 16, 2018

This document addresses ACRL Board members' use of their personal social media accounts in sharing information from Board work.

1. Purpose
Social media offers an opportunity for the ACRL Board to increase two-way communication with members. As such, we recognize the importance of social media not only for sharing information and updates, but in contributing towards greater transparency and member engagement.

2. Guidelines
Board members who engage with social media agree to do so in a professional manner and to act in accordance with the Board's Ground Rules, which are reviewed and updated each year at the Strategic Planning and Orientation Retreat. The following guidelines are intended to assist Board members in determining what type of social media posts are appropriate. Board members may:
   a. use their personal social media accounts to share Board information;
   b. share information/discussions and distinguish/label personal opinions clearly as their own;
   c. include general summaries of Board discussions without including specific comments or attributing those comments to individual Board members
   d. Once vote is taken, support decision in line with Board responsibilities;
   e. report on action items;
   f. leverage social media to gather feedback from members.

3. Responsibilities
Board members who choose to share Board information on social media are responsible for following member responses and closing the feedback loop, as follows:
   a. Twitter posts should use the #acrlboard hashtag, along with any individual hashtag(s) for specific discussions.
   b. Board members initiating discussion on social media should summarize and report member responses back to the Board promptly.
   c. Board members initiating discussion on social media should report back to responding members with the results of the discussion.

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ACRL Governance Meetings

ALA MW20 No Conflict Times

- Friday – January 24, 2020 4:00pm-7:00pm
- Saturday January 25, 2020 2:00 pm- 3:00pm
- Sunday, January 26, 2020 10:30am-11:30am

ACRL Governance Schedule

- Pre-MW Virtual
    - Board Update: 1:00 – 4:00 pm Central (within approx. 1 week prior to MW)
    - B&F Virtual Meeting: 1:00 – 3:30 pm Central (within approx. 1 week prior to MW)
    - Leadership Council 1:00 – 4:00 pm Central (within approx. 1 week prior to MW)
- Friday, January 24, 2020
    - Board I: 1:00 pm – 4:00 pm (dropped an hour)
    - Board dinner
- Saturday, January 25, 2020
    - Leadership Welcome reception 7:00-8:30 a.m.
    - Joint Board B&F: 9:00 – 11:00 am
    - Board II: 11:00 a.m.-noon
    - Board II continues: Saturday: 3:30 – 5:30 pm
- Sunday, January 26, 2020
    - B&F I: 8:00 am – 10:30 a.m.
    - ALA Budget Meetings: 1:00 – 3:30 pm
- Monday, January 27, 2020
    - Board stays available via email to weigh in on possible Council resolutions/actions. ACRL Councilor would email ACRL Board updates

ACRL Total Meeting Hours

	Current	Schedule
Board	Total = 13 Hours (Board Update: 4. Board I: 4; Board II: 3; Joint: 2)	Total = 11 Hours (Board Update Virtual: 3; Board I: 3; Board II: 3; Joint 2)
B&F	Total = 7 hours (B&F I: 2.5; B&F II 2.5; Joint: 2)	Total = 7 hours (B&F virtual: 2.5; B&F I: 2.5; Joint: 2

Training & Executive Coaching on:
- *Making Meetings Work Better*
- *Demystifying the Rules of Order*
- *Building Better Decision Making Teams*

Published Books:
- "*101 Boardroom Problems & How to Solve Them*"
- "*Complete Handbook of Business Meetings*"
- "*Mina's Guide to Minute Taking*"

Eli Mina, M.Sc., P.R.P.
Meeting Mentor, Registered Parliamentarian

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

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

Based on:

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

INTRODUCTION TO RULES OF ORDER   Eli Mina, PRP   www.elimina.com

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.

INTRODUCTION TO RULES OF ORDER   **Eli Mina, PRP**   www.elimina.com

HANDLING MAIN MOTIONS (RONR sections 4 and 10)

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

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

INTRODUCTION TO RULES OF ORDER   Eli Mina, PRP   www.elimina.com

FREQUENTLY USED SECONDARY MOTIONS

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

INTRODUCTION TO RULES OF ORDER   Eli Mina, PRP   www.elimina.com

COMPARISON BETWEEN RONR AND STURGIS

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

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

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

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

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

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

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The full compilation is available on ALA Connect.

ACRL Committees & Chapters Council
2018–19 Year-End Reports & 2019–20 Work Plans

Division-level Committees
Academic/Research Librarian of the Year Award Committee
ACRL 2019 Conference Coordinating Committee
Budget & Finance Committee
Equity, Diversity and Inclusion (EDI) Committee
(Dr. E.J.) Josey Spectrum Scholar Mentor Committee
Excellence in Academic Libraries Awards Committee
External Liaisons Committee
Government Relations Committee – Report Only
Immersion Program Committee
Leadership Recruitment and Nomination Committee
Membership Committee
Section Membership Committee
New Roles and Changing Landscapes Committee
President's Program Planning Committee
Professional Values Committee
Publications Coordinating Committee
Academic Library Trends and Statistics Survey Editorial Board
ACRL/LLAMA Interdivisional Academic Library Facilities Survey Editorial Board
C&RL Editorial Board
C&RL News Editorial Board
CHOICE Editorial Board
New Publications Advisory Board
Publications in Librarianship Editorial Board
Resources for College Libraries Editorial Board
Research Planning and Review Committee
Research and Scholarly Environment Committee
Standards Committee
Information Literacy Frameworks and Standards Committee
Student Learning and Information Literacy Committee
Value of Academic Libraries Committee

Chapters Council
Chapters Council

Implementing ACRL's Core Commitment to Equity, Diversity and Inclusion (EDI)

Unit Activities

- In October 2018, the Board approved a revised strategic plan to include a Core Commitment to Equity, Diversity and Inclusion.
  - **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.
- In September 2019, a Call for Volunteers was posted for a joint ACRL/ARL/ODLOS/PLA Task Force to create a framework, *Building Cultural Proficiencies for Racial Equity*, for public and academic librarians. It is anticipated that the project will be completed in a nine-month period, from October 2019 until June of 2020. More than 80 individuals volunteered.
- ACRL published an EDI LibGuide, which includes ACRL's accomplishments for its Core Commitment, including an EDI bibliography of ACRL articles and non-serial publications, EDI calendar, and online learning. This new LibGuide was promoted on ACRL Insider and marketing channels on June 21, 2019.

Scholarships & Funding

- ACRL awarded $12,000 in Immersion scholarships to support the participation of six academic and research librarians from under-represented backgrounds or working at under-represented institutions to attend the 2019 Immersion Program.
- Of the $124,210 in ACRL 2019 Conference scholarships awarded, $56,000 supported the participation of 78 academic librarians, support staff, and students from under-represented backgrounds or working at institutions serving under-represented groups.
- ACRL awarded $16,555 to 20 RBMS 2019 Conference scholarship recipients to support the participation of 13 academic librarians and students from under-represented backgrounds or working at under-represented institutions.
- ACRL provided $7,000 to support one ALA Spectrum Scholar in FY19.
- At Midwinter 2019, the Board approved $7,000 disbursement to fund an additional Spectrum Scholar from the ACRL Friends Advancement Fund in FY20.
- ACRL provided $6,500 in matching funds to support the Giving Tuesday fundraising efforts of the Office for Diversity, Literacy, and Outreach Services. (The funds were matched by donors by December 31, 2019).

Professional Development

- ACRL invited ACRL Presidential Forum speaker, Terryl Ross, Assistant Dean of Diversity, Equity, and Inclusion, University of Washington College of the Environment, to present at the ACRL Leadership Council during the 2019 ALA Midwinter Meeting.

- ACRL staff arranged EDI sessions for ACRL institute and roadshow presenters and the general membership including:
    - Jody Gray, Director, ALA Office of Diversity, Literacy, and Outreach Services (ODLOS) led "ACRL Presenter Training 3: Uncovering Privilege" at the ACRL 2019 Conference for ACRL RoadShow presenter teams, the ACRL Immersion team, and the members of ACRL's EDI and goal area committees.
    - Jody Gray, Director, and Kristin Lahurd, Assistant Director for Continuing Education, ALA Office of Diversity, Literacy, and Outreach Services (ODLOS) led two webinar training sessions for RoadShow presenters and the ACRL Immersion team: "ACRL Presenter Training 1: Cultural Competence" and "ACRL Presenter Training 2: Implicit Bias."
    - ODLOS Director Jody Gray held two ally trainings, "Advocating for Social Justice: The Role of the Ally," which was made available for all registrants for the ACRL 2019 Conference.
- The ACRL Diversity Alliance held an ACRL 2019 Preconference, "Taking Charge of Your Narrative." The Preconference attendees heard from nationally recognized speakers on developing a leadership narrative. In addition, participants worked through a career planning tool to develop a road map.
- The theme of ACRL's 2019 Conference, "Recasting the Narrative," directly supports the core commitment, and offers three keynote sessions, several invited papers, chair's choice, and many breakout sessions and posters related to EDI.
- The ACRL 2019 Conference offered numerous sessions on EDI; 9 sessions are listed here: "Belonging, Intentionality, and Study Space for Minoritized and Privileged Students;" "Challenging the 'Good Fit' Narrative: Creating Inclusive Recruitment Practices in Academic Libraries;" "Diversity, Equity, and Inclusion: A Conceptual Framework for Instruction;" "Expanding the Narrative of Intercultural Competence: A Study of Library Faculty and Staff;" "How Do We Help? Academic Libraries and Students with Autism Spectrum Disorder;" "Narratives of (Dis) Engagement: Exploring Black/African-American Undergraduate Students' Experiences with Libraries;" "Quantifying the #metoo Narrative: Incidence and Prevalence of Sexual Harassment in Academic Libraries;" "Recasting an Inclusive Narrative: Exploring Intersectional Theory;" "Sexual Harassment in the Library: Understanding Experiences and Taking Action."
- The ACRL 2019 Conference included its first land acknowledgment at its opening keynote and also provided a set of resources on the Conference website. https://conference.acrl.org/land-acknowledgement-resources/
- Anne Phibbs, a diversity consultant working with ALA, provided training at the Leadership Council at the 2019 ALA Annual Conference on micro-aggressions, implicit bias, and how to be an ally.
- ACRL cosponsored with Ohio State University and ARL the IDEAL '19: Advancing Inclusion, Diversity, Equity, and Accessibility in Libraries & Archives to be held August 6–7, 2019, in Columbus, Ohio. This sold out conference attracted more than 600 attendees and was very well received.
- On Jan. 31, 2019, ACRL e-learning is presenting the webcast "Be Proactive: Overcoming Biases and Microaggressions in the Workplace," http://www.ala.org/acrl/onlinelearning/overcomingbiases, based on the presenters' two-part series in *C&RL News*, "Minimizing and addressing microaggressions in the workplace,"

https://crln.acrl.org/index.php/crlnews/article/view/17370 and
https://crln.acrl.org/index.php/crlnews/article/view/17431/19237.

- The Call for Presentations for the ACRL 2021 Conference was reviewed and revised to be more inclusive. New to this cycle was an equity statement and participation limits. Individuals can present a maximum of two times during the ACRL Conference to allow a larger number of unique presenters.

Presidential Initiatives & Board

- EDI Discussion Series (full series, introduction): a series of EDI blog posts on ACRL Insider to accompany 2018-2019 President Lauren Pressley's president's program.
- ACRL hosted its Presidential Forum, Climbing the Stairs to Diversity & Inclusion Success, at the 2019 Midwinter Meeting, featuring Terryl Ross, Assistant Dean of Diversity, Equity, and Inclusion, University of Washington College of the Environment.
- The President's Program, "Equity, Diversity, Inclusion... and Leadership: Where Do We Go From Here?, was held at the ALA Annual 2019. Dr. Angela Spranger, author of *Why People Stay: Helping Your Employees Feel Seen, Safe, and Valued* addressed contemporary issues around diversity, leadership, and inclusiveness throughout the employment lifecycle.
- The Board contracted with DeEtta Jones & Associates to provide training to the Board and goal area committee leaders and facilitate a portion of the ACRL Board Strategic Planning & Orientation Session (SPOS) in 2019. ACRL leaders completed a series of webinars and with the consultants focused on how ACRL could incorporate EDI into its strategic plan. The Board also invited the leaders of the then Diversity Committee to SPOS
- For the 2020 SPOS, the Board has contracted with Kaleel Jamison Consulting Group(KJCG) to facilitate a day of work on inclusion and how to infuse it into ACRL's strategies.

Mentorships & Residencies

- The ACRL Diversity Alliance sent out renewals to its members and there are currently 33 members with 7 applications in process. Additional reminder notices are being sent.
- This fall, the Dr. E. J. Josey Spectrum Scholar Mentor Program Committee paired 17 ALA Spectrum Scholars interested in pursuing academic librarianship with a mentor from an academic library and also completed a brief early assessment of the cohort paired in the spring of 2018. A free mentoring tips webinar was offered exclusively for the mentors in this program by cross-cultural mentoring trainer Alanna Aiko Moore, Librarian for Ethnic Studies, Critical Gender Studies, and Sociology at UC San Diego Library and herself a 2003 ALA Spectrum Scholar.
- The Dr. E. J. Josey Spectrum Scholar Mentor Program Committee selected the recipients of the six Spectrum Scholar Travel Grants for the ACRL 2019 Conference.

Appointments & Member Support

- The process for appointments was made more inclusive and transparent. The Appointments Board Working Group made recommendations and updated materials to complete the following for the current cycle:
  - Appointments marketing was updated to include more welcoming language on the ACRL volunteer form, webpage, and social media.
  - The decline letter that is sent to non-appointed volunteers was reviewed and edited to expand on opportunities for engagement.

- o Members who volunteered for a committee or section appointment had the option to answer several demographics questions.
  - o Following the completion of the appointments process, ACRL compiled demographics data and Karen Munro shared a summary report on ACRL Insider and marketing channels on August 8, 2019.
  - o ACRL will continue to include these optional demographics questions, so ACRL can better understand and work to make the appointments process more inclusive.
- Membership group leaders will receive additional EDI updates during their annual online orientation that will take place in May 2019. Leaders will learn about ACRL's Core Commitment to EDI, appointments inclusivity, the Diversity Alliance, and other EDI initiatives.
- At Midwinter 2019, the Board made the following membership group updates:
  - o Revised the charge for the Budget & Finance Committee to align their charge with ACRL's Core Commitment to equity, diversity, and inclusion.
  - o Renamed the Diversity Committee to the Equity, Diversity and Inclusion Committee, and approved the addition of the past-chair position in the committee's composition rules.
  - o Extended the Diversity Alliance Task Force's terms through June 30, 2020.
- ACRL is issuing a call for new Immersion Program Facilitators with an emphasis on hiring individuals who have a wide range of knowledge and diverse lived experiences, inside and outside of libraries.

EDI Committee & Goal-Area Committees

Equity, Diversity and Inclusion Committee

Charge: To oversee and coordinate ACRL's Core Commitment to equity, diversity, and inclusion, as described in the strategic plan. Work with the Board and other units to initiate, advise and mobilize support for appropriate action related to issues of diversity, equity and inclusion in academic librarianship—including recruitment, advancement and retention of underrepresented groups to academic and research librarianship and the promotion of library and information services for diverse library users.

- At Annual 2019, the committee led a program, "The Sense of the Self: How Identity Informs Academic Librarianship." This session examined diversity and inclusion in librarianship as seen through an autoethnographic lens. It brought together library professionals across a range of roles and areas—such as those within public services, technical services, and administration—who have engaged in meaningful self-reflections of their experiences and personal identities and how these have directly informed their daily work.
- Joint ACRL/ODLOS Midwinter 2020 meetup.

New Roles and Changing Landscapes Committee (NRCL)

EDI Objective: Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.

- Diversity Pipeline project: planning underway. NRCL is working to form project teams to address how ACRL can help institutions be more diverse, equitable, and inclusive. The Committee has identified six areas where efforts can be made to help recruit people to and retain them in the academic library workforce, and will begin developing ideas and plans for each area: Pre-MLS, MLS, Non-MLS, First Job, Retention, and Advancement.

Research and Scholarly Environment Committee (ReSEC)

EDI Objective: Increase ACRL's efforts to influence and advocate for more open and equitable dissemination policies and practices.

- Created criteria for new Scholarly Communications Research Grants to emphasize research that demonstrates library contributions to institutional EDI goals.
  - o Criteria – Alignment with objectives: How well does the proposed project align with the priority areas suggested in the Open and Equitable Scholarly Communications report? How well does it align with the Research and Scholarly Environment goals and objectives and ACRL's Core Commitment to creating diverse and inclusive communities as stated in ACRL's strategic plan? If this research takes a critical perspective, does the proposal explain how it will further debate in the field and deepen our understanding?
- The research agenda, "Open and Equitable Scholarly Communications: Creating a More Inclusive Future," is grounded in equity and inclusion and all the work ReSEC has done related to it has carried forward that framing.
- Charged the Emerging Leaders project team to design for institutions not typically represented in the scholarly communication research landscape.

Student Learning and Information Literacy Committee (SLILC)

EDI Objective: Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.

- Plans SLILC conference programming and coordinates with other ACRL entities that provide professional development to build partnerships that infuse SLILC's goal into their work.
  - o Work with the Framework Roadshow to integrate EDI content into curriculum, or consider feasibility of creating new Roadshow for inclusive teaching practices.
  - o Internal Partners: Create a list potential partners within ACRL (e.g. LIRRT, RUSA, Chapters & Councils, Equity and Diversity Inclusion Committee, Diversity Standards, etc.).
  - o External Partners: Create a list of leaders, organizations, societies, etc. outside of libraries with expertise in inclusive, anti-racist pedagogy for potential professional development collaborations.
- Develop an OER Toolkit to support academic librarians as they advance equitable and inclusive pedagogical practices and environments that support student learning. The Team works to enable academic librarians to transform their teaching to be more inclusive and equitable by investigating, engaging with, and leveraging the open pedagogy landscape.
- Facilitate and produce publications that advance equitable and inclusive pedagogical practices and environments for libraries to support student learning.

Value of Academic Libraries Committee (VAL)

EDI Objective: Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

- Updated criteria for VAL travel scholarships for presenting work to the broader, higher education community.

- o New in 2019-2020 Criteria: Proposals can be about any of ACRL's four strategic goal areas and objectives or the Core Commitment to creating diverse and inclusive communities, as articulated in the ACRL Plan for Excellence.
- Updated criteria for Academic Library Impact Research Grants.
    - o New in 2018-2019 Criteria: Alignment with objectives: How well does the proposed project align with the priority areas suggested in the *Academic Library Impact* Report? How well does it align with the Value of Academic Library goals and objectives as stated in ACRL's strategic plan? If this research takes a critical perspective, does the proposal explain how it will further debate in the field and deepen our understanding? If this research addresses issues related to equity, diversity, and inclusion, does it align with ACRL's Core Commitment as stated in the strategic plan?
- In 2019-2020, VAL will identify and develop 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. Resources will be shared through blog posts and webinars.

Annual Conference 2019

Leadership Council & Membership Meeting
AGENDA
Friday, June 21, 2019 • 1:30 – 4:00 p.m. EDT
Washington Hilton, Lincoln Meeting Room

1:30–1:35	**1.0 Welcome & Introductions**	**Mary Ellen K. Davis** ACRL Executive Director
1:35–1:40	**2.0 President's Annual Update**	**Lauren Pressley** ACRL President
1:40–1:45	**3.0 Vice-President's Annual Update**	**Karen Munro** ACRL Vice-President
1:45–1:50	**4.0 Questions from the Membership**	**Lauren Pressley**

1:50–2:50	**5.0 Equity, Diversity, and Inclusion:**
	   How to be an Ally #3.0, #3.1, #3.2,
	   #3.3, #3.4
		Anne Phibbs
		Strategic Diversity Initiatives

2:50–3:50	**6.0 ALA Reorganization #2.0** The Steering Committee on Organizational Effectiveness (SCOE) team will present possible new models for ALA structure solicit feedback on strengths/weaknesses of each.	**Lessa Kanani'opua Pelayo-** **Lozada** SCOE Chair **Jim Meffert** Tecker International
3:50–3:55	**7.0 ACRL 2019 & ACRL Scholarship** **Campaign**	**Beth McNeil** ACRL 2021 Conference Chair
3:55–4:00	**8.0 Closing Remarks & Opening** **General Session**	**Lauren Pressley**

Please complete the electronic meeting evaluation that will be sent to the email address with which you registered.

Documents

Doc #	Description
Doc 1.0	ACRL Plan for Excellence
Doc 2.0	Steering Committee on Organizational Effectiveness (SCOE) Preliminary Recommendations
Doc 3.0	How to be an Ally Implicit Bias
Doc 3.1	How to be an Ally Scenarios
Doc 3.2	How to be an Ally Tips
Doc 3.3	Virtual Participation Questions
Doc 3.4	Anne Phibbs Bio

ACRL
*Advancing learning
Transforming scholarship*
Association of College & Research Libraries
A division of the American Library Association

Midwinter Meeting 2019

LEADERSHIP COUNCIL AGENDA
Friday, January 25, 2019 • 1:30 – 3:30 p.m. PST
Grand Hyatt Seattle, Leonesa II & III

1:30–1:35 p.m.	**Welcome & Introductions**	*Mary Ellen Davis* *ACRL Executive Director*
1:35–1:40 p.m.	**President's Update**	*Lauren Pressley* *ACRL President*
1:40–1:45 p.m.	**Vice-president's Update**	*Karen Munro* *ACRL Vice-president*
1:45–2:05 p.m.	**ALA Organizational Effectiveness/Governance Review Steering Committee Update**	**Lessa Pelayo-Lozada** Steering Committee Chair **Jim Meffert** Steering Committee Facilitator **Paul Meyer** Steering Committee Facilitator **Emily Daly, ACRL Board** Steering Committee Member
2:05–2:15 p.m.	**ACRL and Equity, Diversity & Inclusion** #1.0, #2.0	**Lauren Pressley**
2:15–3:15 p.m.	**Climbing the Stairs to Diversity & Inclusion Success**	*Dr. Terryl Ross* *Assistant Dean of Diversity, Equity, & Inclusion* *University of Washington* *College of the Environment*
3:15–3:25 p.m.	**ACRL 2019 & ACRL Scholarship Campaign**	*Beth McNeil* *ACRL 2021 Conference Chair*
3:25–3:30 p.m.	**Closing Remarks & Invite to AC 2019**	**Lauren Pressley**

Please complete the electronic meeting evaluation that will be sent to the email address with which you registered.

Documents

Doc 1.0   ACRL Statement on Diversity http://www.acrl.ala.org/acrlinsider/archives/13139

Doc 2.0   ACRL Plan for Excellence

Revisiting SCOE

September 10, 2019 ACRL Board of Directors About ACRL, ALA

With the start of fall, many of us are turning our thoughts to welcoming students and faculty back to campus. This year, fall is also a good time to revisit what's happening with the ALA Steering Committee on Organizational Effectiveness (SCOE), which has been working since last October to to learn more about members' needs and develop recommendations for the future of ALA.

You may recall SCOE from our ACRL Insider post in June. At that time, we drew your attention to the committee's work conducting a comprehensive review of ALA's governance, bylaws, fiscal structures, and options for member participation. We also touched on the general timeline for SCOE's work, noting that SCOE would consult with ALA and ACRL members and staff over the summer on its preliminary recommendations, and that we expected to see final recommendations emerge in September.

The ACRL Board of Directors is keeping close tabs on SCOE's work, and we are well served by the participation of ACRL Director-at-Large Emily Daly on the committee. While we haven't seen the final recommendations yet, we expect they will be delivered shortly.

In the interim, SCOE has shared a simple, bare bones overview of the SCOE Preliminary Recommendations that compares the existing and proposed models for key features of ALA including Executive Committee, Council, and the divisions–including ACRL. This overview document is the simplest possible explanation of what a future ALA might look like, and it is intended to be viewed alongside the full slide deck of recommendations or in conjunction with a virtual input session, which you can review online through the SCOE ALA Connect group (group membership is required):

July 8th Input Session

July 19th Input Session

You can also join the ALA Connect Group: "Organizational Effectiveness (SCOE) Project: Discussion Forum" to view additional docs or slides or listen to recordings (joining the group is required to view documents and recordings linked above). All members are encouraged to join the SCOE Discussion Forum and provide your thoughts on SCOE's work thus far.

It is worth noting that these recommendations are still in draft form. SCOE has met multiple times since Annual to consider and respond to members' feedback, and the committee will meet again in person in mid-September to finalize recommendations in preparation for a presentation to the ALA Executive Board in October.

We expect that SCOE will present its final recommendations to ALA Council at the 2020 ALA Midwinter Meeting. The way forward from there depends on the nature of the recommendations–some changes will require Council to vote twice, likely at the 2020 Annual Conference and 2021 Midwinter Meeting, followed by a vote of all ALA membership in Spring 2021. Other changes may be made on much shorter timelines, particularly if they don't require a Council or membership vote.

Steps and Timeline	
Committee review and development of preliminary recommendations	May 2019
Further review of recommendations	May - June
Staff input discussions	May
Presentations and discussion of next steps at the ALA Annual Meeting	June
Council focus groups	June
Staff input discussions	July
Integration of Chapters and Ethnic Affiliates, fiscal analysis, and further presentations/review of recommendations with members.	July – September
Development of final recommendations (SCOE Meeting)*	September
Presentation of recommendations to ALA Executive Board	October
Final fiscal, legal, and constitution and bylaws analysis	Oct, Nov
Develop final Council presentation	Nov, Dec
Determine implementation strategy	TBD
Presentation to Council	MW 2020
Council vote 1**	Annual 2020
Council vote 2	MW 2021
ALA membership vote	Spring 2021

*Timeline subject to change based upon member feedback.
**Per Bylaws, any changes to the constitution and bylaws of the ALA must be voted on twice by Council.

What's certain now is that SCOE is doing vital work on behalf of ALA and that ACRL will be affected by its recommendations. Again, we urge all ACRL members to engage with SCOE by joining and following the ALA Connect Group: "Organizational Effectiveness (SCOE) Project: Discussion Forum".

The ACRL Board will continue to monitor SCOE's work and keep our members informed. We look forward to the many positive changes to come from these recommendations, and we are committed to representing ACRL member needs and interests as the conversation develops.

ACRL Participation at ALA Conferences

Unit Name	Unit Type	ALA Midwinter Meeting 2019			ALA Annual Conference 2019			ALA Midwinter Meeting 2020		
		Not Meeting	Face-to-Face	Virtual Only	Not Meeting	Face-to-Face	Virtual Only	Not Meeting	Face-to-Face	Virtual Only
Chapters Council	Chapters		Face to Face			Face to Face				Virtual Only
Academic/Research Librarian of the Year Award Committee	Committee		Face to Face		Not Meeting					Virtual Only
ACRL 2019 Component Committees	Committee		Face to Face		N/A			N/A		
ACRL 2019 Coordinating Committee	Committee		Face to Face			N/A		N/A		
ACRL 2019 President's Program Planning Committee	Committee		Face to Face		Not Meeting			N/A		
ACRL 2020 President's Program Planning Committee	Committee	N/A	N/A	N/A		Face to Face				Virtual Only
ACRL 2021 Brainstorming/Coordinating Committee	Committee		Face to Face			Face to Face		N/A		
ACRL 2021 Component Committees	Committee	N/A							Face to Face	
ACRL 2021 Coordinating Committee	Committee	N/A							Face to Face	
Board of Directors	Committee		Face to Face			Face to Face			Face to Face	
Budget & Finance Committee	Committee		Face to Face			Face to Face			Face to Face	
Equity, Diversity and Inclusion Committee	Committee		Face to Face			Face to Face			Face to Face	
(Dr. E.J.) Josey Spectrum Scholar Mentor Committee	Committee	Not Meeting			Not Meeting			Not Meeting		
Excellence in Academic Libraries Award Committee	Committee			Virtual Only	Not Meeting					Virtual Only
External Liaisons Committee	Committee		Face to Face			Face to Face			Face to Face	
Government Relations Committee	Committee		Face to Face			Face to Face			Face to Face	
Hugh C. Atkinson Memorial Award Committee	Committee	Not Meeting			Not Meeting					Virtual Only
Immersion Program Committee	Committee		Face to Face			Face to Face			Face to Face	
Information Literacy Framework and Standards Committee	Committee			Virtual Only			Virtual Only	Not Meeting		
Leadership Recruitment & Nomination Committee	Committee			Virtual Only			Virtual Only	Not Meeting		
Liaisons Assembly Committee	Committee		Face to Face			Face to Face			Face to Face	
Membership Committee	Committee			Virtual Only			Virtual Only	Not Meeting		
New Roles and Changing Landscapes Committee	Committee		Face to Face			Face to Face			Face to Face	
Professional Development Committee	Committee	Not Meeting			Not Meeting			Not Meeting		
Professional Values Committee	Committee		Face to Face			Face to Face				Virtual Only
Publications Coordinating Committee	Committee			Virtual Only		Face to Face				Virtual Only
Research Planning and Review Committee	Committee			Virtual Only		Face to Face		Not Meeting		
Research and Scholarly Environment Committee	Committee		Face to Face			Face to Face			Face to Face	
Section Membership Committee	Committee			Virtual Only		Face to Face		Not Meeting		
Standards Committee	Committee		Face to Face			Face to Face			Face to Face	
Student Learning and Information Literacy Committee	Committee		Face to Face			Face to Face			Face to Face	
Value of Academic Libraries Committee	Committee		Face to Face			Face to Face		Not Meeting		
Assessment Discussion Group	Discussion Group		Face to Face		Not Meeting				Face to Face	
Balancing Baby and Book Discussion Group	Discussion Group		Face to Face			Face to Face			Face to Face	

ACRL Participation at ALA Conferences

Unit Name	Unit Type	ALA Midwinter Meeting 2019			ALA Annual Conference 2019			ALA Midwinter Meeting 2020		
		Not Meeting	Face-to-Face	Virtual Only	Not Meeting	Face-to-Face	Virtual Only	Not Meeting	Face-to-Face	Virtual Only
Continuing Education/Professional Development Discussion Group	Discussion Group	Not Meeting			Not Meeting			Not Meeting		
Copyright Discussion Group	Discussion Group		Face to Face			Face to Face			Face to Face	
First Year Experience Discussion Group	Discussion Group	Not Meeting				Face to Face		Not Meeting		
Global Library Services Discussion Group	Discussion Group	Not Meeting			Not Meeting				Face to Face	
Heads of Public Services Discussion Group	Discussion Group		Face to Face			Face to Face			Face to Face	
Hip Hop Librarian Consortium Discussion Group	Discussion Group	Not Meeting			Not Meeting			Not Meeting		
International Perspectives on Academic and Research Libraries Discussion Group	Discussion Group	Not Meeting				Face to Face		Not Meeting		
Leadership Discussion Group	Discussion Group	Not Meeting				Face to Face			Face to Face	
Learning Commons Discussion Group	Discussion Group	Not Meeting				Face to Face		Not Meeting		
Library and Information Science Collections Discussion Group	Discussion Group		Face to Face			Face to Face				Virtual Only
Library Support for Massive Open Online Courses (MOOCs) Discussion Group	Discussion Group	Not Meeting			Not Meeting			Not Meeting		
Media Resources Discussion Group	Discussion Group	Not Meeting			Not Meeting			Not Meeting		
MLA International Bibliography in Academic Libraries Discussion Group	Discussion Group			Virtual Only			Virtual Only		Face to Face	
New Members Discussion Group	Discussion Group	Not Meeting					Virtual Only	Not Meeting		
Personnel Administrators and Staff Development Officer Discussion Group	Discussion Group		Face to Face			Face to Face			Face to Face	
Philosophical, Religious, and Theological Studies Discussion Group	Discussion Group		Face to Face			Face to Face				Virtual Only
Scholarly Communication Discussion Group	Discussion Group		Face to Face			Face to Face			Face to Face	
Student Retention Discussion Group	Discussion Group	Not Meeting			Not Meeting			Not Meeting		
Undergraduate Librarians Discussion Group	Discussion Group		Face to Face			Face to Face		Not Meeting		
Academic Library Trends and Statistics Survey Editorial Board	Editorial Board		Face to Face			Face to Face			Face to Face	
ACRL/LLAMA Interdivisional Committee on Building Resources Committee Editorial Board	Editorial Board		Face to Face			Face to Face				Virtual Only
C&RL News Editorial Board	Editorial Board			Virtual Only		Face to Face				Virtual Only
CHOICE Editorial Board	Editorial Board		Face to Face			Face to Face			Face to Face	

ACRL Participation at ALA Conferences   ACRL SPOS19 Doc 17.0

Unit Name	Unit Type	ALA Midwinter Meeting 2019			ALA Annual Conference 2019			ALA Midwinter Meeting 2020		
		Not Meeting	Face-to-Face	Virtual Only	Not Meeting	Face-to-Face	Virtual Only	Not Meeting	Face-to-Face	Virtual Only
CLS CLIPP Committee	Editorial Board	Not Meeting				Face to Face				Virtual Only
College & Research Libraries Editorial Board	Editorial Board			Virtual Only		Face to Face				Virtual Only
New Publications Advisory Board	Editorial Board			Virtual Only		Face to Face				Virtual Only
Project Outcome for Academic Libraries Editorial Board - New	Editorial Board				N/A			Not Meeting		
Publications in Librarianship Editorial Board	Editorial Board			Virtual Only		Face to Face				Virtual Only
RBM Editorial Board	Editorial Board			Virtual Only		Face to Face				Virtual Only
Resources for College Libraries Editorial Board	Editorial Board			Virtual Only		Face to Face				Virtual Only
Academic Library Services for Graduate Students Interest Group	Interest Group		Face to Face			Face to Face				Virtual Only
Academic Library Services to International Students Interest Group	Interest Group	Not Meeting				Face to Face		Not Meeting		
Access Services Interest Group	Interest Group		Face to Face			Face to Face			Face to Face	
African-American Studies Librarians Interest Group	Interest Group	Not Meeting				Face to Face			Face to Face	
Asian, African, and Middle Eastern Studies Interest Group	Interest Group			Virtual Only		Face to Face		Not Meeting		
Contemplative Pedagogy Interest Group	Interest Group	Not Meeting			Not Meeting			Not Meeting		
Digital Badges Interest Group	Interest Group	Not Meeting			Not Meeting					Virtual Only
Health Sciences Interest Group	Interest Group	Not Meeting				Face to Face		Not Meeting		
History Librarians Interest Group	Interest Group	Not Meeting			Not Meeting					Virtual Only
Image Resources Interest Group	Interest Group	Not Meeting					Virtual Only			Virtual Only
Librarianship in For-Profit Educational Institutions Interest Group	Interest Group	Not Meeting			Not Meeting			Not Meeting		
Library Marketing and Outreach Interest Group	Interest Group		Face to Face			Face to Face		Not Meeting		
Research Assessment and Metrics Interest Group	Interest Group		Face to Face			Face to Face			Face to Face	
Residency Interest Group	Interest Group		Face to Face			Face to Face				Virtual Only
Systematic Reviews and Related Methods Interest Group	Interest Group	Not Meeting			Not Meeting					Virtual Only
Technical Services Interest Group	Interest Group		Face to Face			Face to Face			Face to Face	
Universal Accessibility Interest Group	Interest Group		Face to Face			Face to Face		Not Meeting		
Virtual Worlds Interest Group	Interest Group	Not Meeting			Not Meeting			Not Meeting		
Anthropology and Sociology Section (ANSS)	Section	Face to Face (Only a Social)				Face to Face		Face to Face - (Only a Social)		
Arts Section	Section			Virtual Only		Face to Face		Not Meeting		
College Libraries Section (CLS)	Section	Face to Face (Only a DG)				Face to Face				Virtual Only
Community and Junior College Libraries Section (CJCLS)	Section			Virtual Only		Face to Face		Not Meeting		
Digital Scholarship Section (DSS)	Section		Face to Face			Face to Face			Face to Face	
Distance Learning Section (DLS)	Section			Virtual Only		Face to Face		Not Meeting		

ACRL Participation at ALA Conferences ACRL SPOS19 Doc 17.0

Unit Name	Unit Type	ALA Midwinter Meeting 2019			ALA Annual Conference 2019			ALA Midwinter Meeting 2020		
		Not Meeting	Face-to-Face	Virtual Only	Not Meeting	Face-to-Face	Virtual Only	Not Meeting	Face-to-Face	Virtual Only
Education and Behavioral Sciences Section (EBSS)	Section			Virtual Only		Face to Face				Virtual Only
European Studies Section (ESS)	Section		Face to Face			Face to Face			Face to Face	
Instruction Section (IS)	Section	Not Meeting			Not Meeting			Not Meeting		
Literatures in English Section (LES)	Section			Virtual Only		Face to Face		Not Meeting		
Politics, Policy and International Relations Section (PPIRS)	Section			Virtual Only		Face to Face		Not Meeting		
Rare Books and Manuscripts Section (RBMS)	Section		Face to Face			Face to Face			Face to Face	
Science and Technology Section (STS)	Section		Face to Face			Face to Face			Face to Face	
University Libraries Section (ULS)	Section		Face to Face (Only DGs)			Face to Face			Face to Face - (Only 1 DG)	
Women & Gender Studies Section Discussion Forum (ACRL WGSS)	Section		Face to Face (Only a Forum)			Face to Face				Virtual Only
Academic Librarians Standards and Guidelines Review Task Force	Task Force	Not Meeting			Not Meeting				Face to Face	
ACRL/ALA/ARL IPEDS Task Force	Task Force	Not Meeting			Not Meeting			N/A		
RBMS-ARLIS/NA-SAA Joint Task Force on Development of the Art and Rare Materials BIBFRAME Ontology Extension	Task Force	Not Meeting			Not Meeting			Not Meeting		
Diversity Alliance Task Force	Task Force		Face to Face			Face to Face			Face to Face	
Impactful Scholarship and Metrics Task Force	Task Force		Face to Face			Face to Face			Face to Face	
Project Outcome for Academic Libraries Task Force	Task Force			Virtual Only	Not Meeting			N/A		
ACRL/RBMS-SAA Joint Task Force to Revise the Statement on Access to Research Materials in Archives and Special Collections Libraries	Task Force	Not Meeting				Face to Face		Not Meeting		

	ALA Midwinter Meeting 2019			ALA Annual Conference 2019			ALA Midwinter Meeting 2020		
Unit Type	Not Meeting	Face-to-Face	Virtual Only	Not Meeting	Face-to-Face	Virtual Only	Not Meeting	Face-to-Face	Virtual Only
Chapters	0	1	0	0	1	0	0	0	1
Committees	3	18	7	6	18	3	8	13	6
Discussion Groups	11	9	1	7	12	2	10	9	2
Editorial Board	1	3	6	0	10	0	1	2	8
Interest Groups	10	7	1	6	11	1	8	4	6
Sections	1	8	6	1	14	0	6	6	3
Task Forces	4	2	1	4	3	0	2	3	0
Totals	30	48	22	24	69	6	35	37	26

ACRL Virtual Meetings
2013 - 2019

Virtual Meetings	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Totals
ACRL Presents Professional Development	0	6	4	4	7	6	27
Board of Directors	0	0	1	2	2	2	7
Chapters Council Meetings	2	0	0	1	0	0	3
Discussion Group Meetings	0	0	1	3	5	0	9
Discussion Group Online Learning	0	0	0	3	6	2	11
Division Committee Meetings	11	18	17	24	39	51	160
Division Committee Online Learning	0	0	2	6	1	8	17
Division Committee Professional Development	0	0	0	1	1	1	3
Editorial Board Meetings	2	7	1	3	2	8	23
Interest Group Meetings	5	3	6	6	8	9	37
Interest Group Online Learning	2	4	6	7	7	11	37
Section Meetings	49	65	67	61	53	41	336
Section Online Learning	0	10	16	11	12	13	62
Section Professional Development	0	1	1	3	4	12	21
Section Task Force Meetings	0	0	0	0	2	3	5
Task Force Meetings	20	6	6	11	13	14	70
Task Force Online Learning	1	0	0	0	2	0	3
Task Force Professional Development	0	0	0	0	0	3	3
Totals	**92**	**120**	**128**	**146**	**164**	**184**	**834**

This report represents only meetings using ACRL virtual meeting software.

This report does not include small meetings hosted by members/staff on personal or other organizational accounts

This page included to accommodate double sided printing.

ACRL Research Planning and Review Committee

2018 top trends in academic libraries

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

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.[1] 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.[2] 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

Members of the ACRL Research Planning and Review Committee: Chris Palazzolo (chair) is head of collection development and social sciences librarian at Emory University, email: cpalazz@emory.edu; M. Kathleen Kern (vice-chair) is director of Miller Learning Center Library Commons at the University of Georgia, email: mkathleen.kern@gmail.com; Allison Benedetti is director of Powell, Arts and Music Libraries at UCLA, email: abenedetti@ucla.edu; Thomas Reed Caswell is director of public services at the University of North Florida, email: t.caswell@unf.edu; Nancy Falciani White is library director at Randolph-Macon College, email: NancyFalcianiWhite@rmc.edu; Michelle Leonard is associate university and science librarian at the University of Florida, email: mleonard@uflib.ufl.edu; Jenny Oleen is scholarly communication and copyright librarian at Western Washington University, email: jenny. oleen@www.edu; Eamon C. Tewell is reference and instruction librarian at Long Island University, email: eamont@gmail.com; Minglu Wang is data services librarian at Rutgers University, email: mingluwang@ gmail.com; and Andrew J. Wesolek is the head of digital scholarship at Clemson University, email: awesole@ clemson.edu

aims to provide more seamless access to licensed and open access content).[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.[4] These changes could have major impacts on smaller publishers, independent service providers, and academic libraries in the coming years.[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,[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 *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.[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.[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 collec-

tions' 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.[9] Highwire Press, meanwhile, has partnered with Google Scholar to develop CASA (Campus-Activated Subscriber Access).[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,[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.[12]

Fake news and information literacy

Though far from being a new phenomenon, *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,[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.[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*.[15] 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.[16] The problem of fake news is not restricted to facts as information alone is unlikely to change one's beliefs.[17] 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."[18] This is especially true as academic libraries collaborate on scholarly digital projects or involve institutional partners beyond the library or campus.[19]

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.[20]

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.[21] 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."[22]

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.[23] 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 indicated 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 EBSCO[30] 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.[33] 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.[34]

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.[35]

Relevant mining techniques and methods range from information extraction, information retrieval, natural language processing, classification, and clustering to different ways of text summarization.[36]

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.[37] Most libraries are determining the best means of managing, funding, and developing these small data set collections.[38]

There are challenges to the librarian and researcher since data sources are usually in silos and use different standards, rendering data integration difficult.[39] 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.[40]

Getting access to data remains a significant challenge. Many datasets are copyright-protected, and fair use rights could be limited by licenses.[41] 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.[42] 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.[43] 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.[44]

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.[45] 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.[46]

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.[47]

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.[48]

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.[49] Depending on how the open access investment is defined[50] 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.[51] 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).[52] 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.[53]

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.[54] 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.[55] Interestingly, some traditional measures, such as in-house usage, are being used to better understand patron engagement with onsite collections.[56]

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ENVIRONMENTAL SCAN 2019

By the ACRL Research Planning and Review Committee March 2019

Contents

Introduction

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

Student Characteristics

Student Demographics

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

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

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

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

Choice of Major

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

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

Generation Z

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

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

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

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

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

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

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

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

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

Implications

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

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

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

[11] "Instant Generation."

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

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

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

Faculty Demographics

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

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

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

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

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

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

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

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

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

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

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

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

Implications

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

Student Learning Environment

Collections and Spaces

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Information Literacy Instruction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Time to Degree and College Affordability

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Success Data

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

Implications

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

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

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

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

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

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

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

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

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

Equity, Diversity, and Inclusion

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Implications

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

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

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

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

Library Neutrality and Free Speech on Campus

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

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

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

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

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

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

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

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

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

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

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

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

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

Implications

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

Scholarly Communication Landscape

Open Access

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

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

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

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

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

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

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

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

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

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

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

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

Implications

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

Big Deal Cancellations

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

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

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

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

[88] "Big Deal Cancellation Tracking."

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

Implications

- It is unclear what impact Big Deal cancellations such as the UC System and Florida State 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 State, and others can inform libraries that are considering canceling a Big Deal package in terms of impact on campus, communications with researchers, library workloads, and ILL costs.

Community-Owned Infrastructure and Institutional Repositories

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

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

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

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

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

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

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

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

- Redefining parameters for commercial arrangements;

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

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

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

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

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

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

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

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

Implications

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

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

Research Evaluation and Metrics

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Implications

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

Conclusion

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

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

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

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

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

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

M. Kathleen Kern (Chair)
Director of Miller Learning Center Library Commons
University of Georgia

Allison Benedetti (Vice-Chair)
Director – Arts, Music, and Powell Libraries
UCLA Library

Ginny Boehme
Science Librarian
Miami University Libraries

Thomas Reed Caswell
Director of Public Services
University of North Florida

Yuan Li
Scholarly Communications Librarian
Princeton University

Alex McAllister
Humanities Librarian
Appalachian State University

Catherine B. Soehner
Associate Dean for Research, Marriott Library
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Eamon C. Tewell
Head of Research Support and Outreach - Science, Engineering and Social Science Libraries
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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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Is your board adding value or simply wasting its members' time?

The New Work of the Nonprofit Board

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

The New Work Requires New Practices

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

DRAWINGS BY MAXINE BOLL

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

with wine and cheese receptions held afterward.

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

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

important or unimportant, central or peripheral?

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

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

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

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

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

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

marketing strategy aimed at attracting more students able to pay.

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

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

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

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

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

Teaching an Old Board New Work

Old Work

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

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

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

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

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

New Work

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Focus on the Constellation, Not the Stars
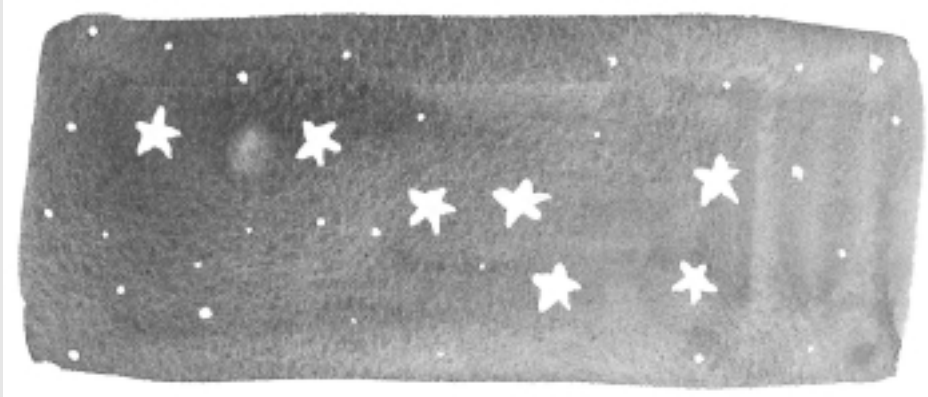
Historically, the practice of most large, well-established nonprofits has been to recruit stars as board members. The assumption was that a collection of exceptional individuals would equal an exceptional board. The new work of the board cannot be done by a powerful inner circle. Instead, everyone must 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 profes-

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

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

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

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

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

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

issues, the executive session gives us a chance to counsel one another."

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

Leading the Way

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

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

Too often, trustees assume that organizational success proves that the board has performed well, even when there is little evidence that the board played a significant role, and

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

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

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

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Board Governance as Leadership Summary

Based on work by Chait, Ryan & Taylor

Introduction

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

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

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

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Summary of the Fiduciary, Strategic & Generative Frames of Governance

Fiduciary: Focus is on "Conformance" – Control Mechanisms

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

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

Strategic: Focus is on "Performance" – Direction Setting

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

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

Generative: Board thinking leading to Organizational Robustness – Sense Making

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

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

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

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Example:

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

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

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

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

Summary of Board Behaviour in these forms of Leadership

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

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

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

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Organizational Effectiveness (SCOE) Project: Discussion Forum

Open Letter to SCOE Opposing the Elimination of ALA Council

Charles Kratz
Posted 15 days ago

September 10, 2019

The Steering Committee on Organizational Effectiveness (SCOE) recently released its initial recommendations for changes to the structure and policies of the American Library Association (ALA). One of the most dramatic changes being proposed by SCOE is the elimination of Council, ALA's legislative body. We are writing this letter as members of ALA to urge SCOE to remove this proposal from their recommendations.

Currently, ALA Council comprises 100 councilors-at-large elected by the general membership. In addition, the divisions, chapters, and large round tables (with membership of 1% or more of ALA personal membership) send one councilor each to the Council. Smaller round tables share representation through a single Small Round Table Councilor. This democratic structure is one of our greatest strengths, assuring a seat at the table for all groups represented by the organization. We note that ALA stands out in this respect in comparison to many other library associations around the world that do not have such institutionalized legislative bodies, and we lament the idea of taking a step backward in this regard.

The initial recommendation from SCOE proposes to do away with Council and instead places all decision-making authority into the hands of a 17-person Executive Board, of which only 12 members would be elected by the general membership. There would no longer be guaranteed representation from divisions, chapters, or round tables in the governance of the organization. Instead, input from these bodies would be relegated to "advisory" assemblies. And while we certainly hope the elected and appointed members of the Executive Board would take advisory

recommendations seriously and have the best interests of the organization at heart, we also know that providing "advice" is no substitute for true democratic representation.

We believe it is simply not possible for a 17-person board to adequately represent the array of diverse needs and perspectives within a national organization of over 58,000 members containing dozens of unique divisions, chapters, and round tables. We believe that the elimination of Council would be a devastating blow to democracy within our organization and to the values of Equity, Diversity, and Inclusion that we espouse. We therefore strongly encourage SCOE to remove the elimination of Council from its recommendations and encourage the current Council and membership to vote down any such proposals. It is up to us to preserve the democratic strength of the oldest and largest library association in the world.

Signed:

Film and Media Round Table
Government Documents Round Table
New Members Round Table
Retired Members Round Table
Social Responsibilities Round Table
Sustainability Round Table

Charles Kratz
Dean of Libraries
University of Scranton Harry & Jeanette Weinberg Memorial

RE: Open Letter to SCOE Opposing the Elimination of ALA Council

[Lessa Pelayo-Lozada](#)
Posted 4 days ago

Dear Charles and the leadership of FMRT, GODORT, IFRT, NMRT, RMRT, SRRT, and SustainRT,

I privately acknowledged receipt of the letter on behalf of SCOE through email but wanted to make sure that I also publicly acknowledged and thanked your leadership for engaging in this iterative process with SCOE. The committee was able to review and discuss your concerns at our meeting last week in Chicago and hope that our new iteration will address the points in your open letter.

As we continue our conversations about how to continue to improve our association and increase member participation, member influence, and member engagement, I do want to acknowledge the role that equity, diversity, and inclusion, as well as democracy have played in the foundational conversations of not only SCOE but of the questions we've asked members over the

years. How can we get our association to a place where these principles are at our core and not just add ons? How do we become a truly inclusive association that welcomes and listens to all voices? These are questions I think we as an association are working on together, and the input we've received from members shows the wide variety of opinions and ways we can achieve that future by moving forward together.

At this point, as we all wait in a bit of limbo while the committee works in the background, we hope that our process of receiving input and engaging members from as broad a group as we can and altering our recommendations based on that input will set an example for the type of participatory and engaged process we hope to see from all facets of our association -- with or without our recommendations.

Looking forward to sharing more and getting more feedback from everyone over the next six months.

All the best,
Lessa

Lessa Kanani'opua Pelayo-Lozada
ALA Executive Board Member
Chair, ALA Steering Committee on Organizational Effectiveness
Adult Services Assistant Manager, Palos Verdes Library District
she/her/hers

ALA Operating Agreement

A.4.3.4.1 Policies of the American Library Association in Relation to its Membership Divisions (Old Number 6.4.1)

1. Preamble
2. Current Organizational Values of ALA
   1. Unity
   2. Diversity
   3. Authority
   4. Autonomy
   5. Collaboration/Cooperation
3. Purpose, Scope, Implementation, Review Process, and Definitions
   1. Purpose and Scope
   2. Implementation
   3. Review Process
   4. Definitions
4. Use of ALA Services
5. Financial
   1. Dues
   2. Council Actions with Fiscal Implications
   3. Services and Charges
   4. Fund Balances
   5. Endowments
   6. Furniture and Equipment
   7. Division Budget Review
   8. Divisions with Small Revenue Bases/Number of Members
   9. Association Finances
   10. Other
6. Publishing Activities
7. Personnel
8. Division national Conferences, Preconferences, and Related Activities
9. Annual Conference and Midwinter Meeting
10. Special Projects of Divisions
11. Planning

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1. *Preamble*

   The American Library Association (ALA) is unique among American associations in the manner in which it is structured. It is one association, with indivisible assets and a single set of uniform administrative, financial, and personnel policies and procedures. It is governed by one Council, from which its Executive Board is elected, and is managed by an Executive Director who serves at the pleasure of that Board.

   It is also the home for eleven Divisions, each of which has:

   - a statement of responsibility developed by its members and approved by ALA Council;

- a set of goals and objectives established by its members, which drive its activities;
- an Executive Director and other personnel as necessary to carry out its programs;
- responsibility for generating revenue to support staff and carry out its programs; and,
- a separate Board of Directors, elected by its members, and responsible to ALA Council.

Divisions and all other units of ALA are inextricably interrelated in structure, personnel, resources, overall mission, and operations. All members of Divisions are first members of ALA. Their voluntary selection of Division membership is an indication of their special interests, in addition to their general concern for libraries and librarianship, and it demands the commitment of the Divisions to serve those special interests.

By this commitment, expressed in publications, conference programming, advisory services, and other educational activities germane to their mission statements, the Divisions serve the American Library Association as a whole. By supporting Division operations through the provision of space and services, ALA gives tangible evidence of its recognition of the importance of Divisions in meeting the needs of its members.

The nature of the relationships among the various ALA units is a dynamic one. Divisions and ALA are committed to maintaining a collaborative style of interaction and to remaining flexible enough to address the ever-changing issues facing libraries and librarians.

This collaborative model implies mutuality in all relationships, the ability of any aggregation of units to work together for the common good, and the coexistence of Division autonomy and ALA unity.

This policy document implies the need for a mutual understanding of the differences between Divisions and other ALA units, differences which are balanced by a similarity of interest and activity. It underscores the Divisions' willingness to support and contribute to ALA as a whole and their recognition of the interdependence of all ALA units.

These policies must be based on an appreciation by the total membership and by other ALA units of the Divisions' contributions to ALA as a whole. An activity carried out by a Division is an ALA activity. Division staff members are ALA staff members and represent ALA as well as their own Divisions in work with members and the general public. Division officers and members must recognize the value to the Division of the services provided by ALA, and ALA members and units must recognize the value to ALA as a whole of the services provided by Divisions.

Divisions are integrally involved in the decision-making process of the Association. They exercise their decision-making prerogatives through the following means:

- Full authority within those areas of responsibility designated by ALA Council (ALA Bylaws, Article VI, Section 2b)
- Representation on ALA Council to raise issues and to set policy (ALA Bylaws, Article IV, Section 2c; ALA Policy 5.3)
- Representation on the Planning and Budget Assembly (ALA Bylaws, Article VIII, Section 2)
- Negotiation of performance objectives of Division Executive Directors with the Associate Executive Director, Member Programs and Services (ALA Policy 6.4.1 VII)
- Day-to-day involvement of Division staff in the operations and deliberations of the Association Representation on Association-wide bodies including the Legislative Assembly, the Library Education Assembly, and the Membership Promotion Task Force

- Participation in the planning process.

In sum, this document is designed to continue a cooperative framework in which the inevitable questions of organizational relationships can be addressed and resolved.

2. *Current Organizational Values of ALA*

This statement reflects the current organizational values of the American Library Association and was developed through reference to existing ALA documents.

1. *Unity*

   ALA is one association. It has a single set of administrative, financial, and personnel policies and procedures, as well as indivisible assets. All members of Divisions are members of ALA. Divisions and all other ALA units are inextricably interrelated in structure, personnel, resources, overall mission, and operations.

2. *Diversity*

   ALA has a stake in the work of each of its Divisions. Division activities and services are of value and importance to the Association. They provide for a rich and diverse program that gives opportunities to all segments of the profession for involvement, leadership, and participation in activities that carry out the mission, goals, and priorities of the Association.

3. *Authority*

   Recognizing the significant contribution, resources, and expertise of its Divisions, ALA delegates to each Division the authority and responsibility to represent the Association in designated areas. Each Division provides unique programs and services to its members, to all members of the Association, to the profession of librarianship, to the broader educational community, and to the public at large.

4. *Autonomy*

   ALA provides leadership for the development, promotion, and improvement of library service. ALA values the strength and effectiveness of its Divisions. Divisions are best able to carry out their missions when their members have the autonomy, independence, and freedom to pursue goals and objectives of particular concern to them, as well as to participate democratically in the Division's direction, governance, and financial decisions.

5. *Collaboration/Cooperation*

   ALA and its Divisions have opportunities through the Association's unique governance and administrative structure to stimulate and build on one another's strengths and resources to advance shared, as well as diverse, goals.

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3. *Purpose, Scope, Implementation, Review Process, and Definitions*
    0. *Purpose and Scope*

       Divisions have a substantial degree of autonomy and responsibility; however, the corporate and legal entity is the American Library Association. Any responsibilities not specifically delegated to Divisions remain within the authority of the Executive Board and ALA Council. The principal intent of this document is to define the policies governing the relationship between ALA and its membership Divisions.

       In addition to the ALA Constitution and Bylaws and other ALA Policies, this document provides a framework of guiding principles for that relationship. As a policy document, its adoption and approval of revisions are the responsibility of the ALA Council. ALA has other policies and procedures that govern the relationships with other organizational units.

    1. *Implementation*

       Implementation of these policies will be carried out under the direction of the ALA Executive Director, working with the department heads and Division executive directors. Major operational decisions made in that implementation will be codified in documents referred to as "Operational Practices."

    2. *Review Process*

       To make this Agreement responsive to the needs of the Association, it shall be reviewed on an annual basis by those responsible for the governance of ALA and its membership Divisions. Changes may be recommended by Division leadership, ALA staff and management, or other interested parties at any time; however, BARC shall initiate the review process annually according to the following schedule:

       - Fall BARC Meeting-At this meeting, BARC develops agenda of major emerging issues and requests input from Divisions. The annual indirect cost study shall be available.
       - Midwinter-Divisions discuss any operating agreement issues identified by BARC and raise other operating agreement issues to be discussed by BARC at its Spring meeting. The Planning and Budget Assembly (PBA) may be used as a forum for PBA participants to identify operating agreement issues of concern.
       - Spring BARC Meeting-Mandated discussion of operating agreement issues raised by Divisions, ALA staff and management, and/or other interested parties. BARC recommends mechanism and time table for cooperative actions with Divisions to address proposed changes.
       - Annual-Operating agreement is a mandated item on PBA agenda. Division Boards review any BARC recommendations and respond to BARC. BARC forwards any necessary recommendations to Executive Board for action by Council. Any changes undertaken in this Operating Agreement shall be implemented consistent with the budget cycle of ALA and its Divisions and shall be done in such a manner as to minimize negative impact on the program of ALA and of the Divisions.

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Roles of Key Parties to operating agreement

- Division Boards: identify problem areas and issues; initiate actions necessary for revisions; work with Division staff and other Divisions as appropriate to explore problems and solutions; make recommendations to BARC to initiate revisions.
- BARC: identify problem areas and issues; communicate information concerning the operating agreement through PBA to Council and to ALA at large; work with Division leaders and ALA management to recommend solutions and consequent revisions to operating agreement.
- ALA Management: identify problem areas and issues and work with the Division Executive Directors to explore problems and solutions. Review policies and make recommendations as appropriate to BARC and Executive Board. Division
- Executive Directors: identify problem areas and issues and review as appropriate with management and Division Boards.

3. *Definitions*

The following definitions are guidelines for members and staff in the development, review, and implementation of these policies:

- *Policies*: Guiding principles that provide the framework for the relationship between ALA and its membership Divisions. Policies reflect the views and thinking of membership, and provide a guide to action to achieve the goals of the American Library Association. Policies are adopted by the Council of the American Library Association.
- *Operational Practices*: Definitions of the manner or method of implementing policies. Operational Practices (1) deal with terms under which services will be provided free of charge or at a cost; (2) define roles and responsibilities in policy implementation; and (3) reflect other issues contained in the ''Policies'' document that may require negotiation between departments and membership Divisions.

  Operational Practices are developed by the ALA Executive Director with the ALA Department Heads in consultation with the Division executive directors and appropriate personnel in the department responsible for the activity described. Department personnel will provide draft copies of those procedures for review and comment to appropriate ALA staff members whose work will be affected by those procedures. Copies of Operational Practices are supplied to appropriate membership units responsible for the governance of ALA and its membership Divisions.

  Detailed information about implementation of the policies outlined throughout this document are found in the Operational Practices for the Implementation of Policies of the American Library Association in Relation to Its Membership Divisions.

- *ALA Basic Services*: Those services made available to all ALA members at no additional charge beyond their ALA dues. Dues provide the primary support for basic services. Basic services may be supported by dues or other options as approved by the Executive Board. Basic ALA services include: American Libraries, information/advisory services, support for governance/member

groups, public/professional relations, administration of awards and scholarships, membership promotion/retention, executive/ administrative/financial services; offices: research, personnel resources, outreach services, government relations, intellectual freedom, accreditation; Library.

- *Division Basic Services*: Those services made available to all Division members at no additional charge beyond their Division dues. Dues provide the primary support for basic services. Basic services may be supported by dues or other options as determined by Division Boards. Basic Division services include: periodical publications designated as perquisites of membership, information/advisory services, support for governance/member groups, public/professional relations, administration of awards and scholarships, membership promotion/retention, executive/administrative/financial services.
- *Overhead*:
    1. Internal: that overhead rate applied to units of ALA, e.g., the annual overhead rate paid by divisions for revenue-generating activities identified in this policy document.
    2. External: that overhead rate applied for the purposes of external reporting, e.g., grants and taxes.
- *Fund Balance*: Accumulated net revenue.

4. *Use of ALA Services*

All ALA Divisions must use exclusively the following services provided by ALA: Human Resources, Membership Services, telephone, insurance, purchasing, Fiscal Services Department, Legal Counsel, and Archives. ALA Divisions must be housed in properties owned or leased by the Association.

5. *Financial*

Divisions are governed by prevailing ALA fiscal policies and procedures. Divisions shall participate in formulating and revising these policies and procedures.

0. *Dues*

Divisions have the right to establish their own personal and organizational dues structures and set membership perquisites. (ALA Bylaws, Article I, Section2; Article VI, Section 6)

Discount and special promotion dues authorized by the ALA Executive Board apply only to that portion of dues applying to ALA membership. Divisions receive proportionate reimbursements for "free" Division choices of continuing and life members. (ALA Bylaws, Article I, Section 2 A.7)

1. *Council Actions with Fiscal Implications*

Council resolutions that would impose specific assignments on a Division shall be reviewed by BARC with the Division Board of Directors to assess any financial implications of that assignment. BARC shall report back to Council with recommendations as to any budgetary adjustments necessary to implement such assignments prior to final Council action on that item. (ALA Policy 5.2)

2. *Services and Charges*

    The fiscal arrangements between ALA and its membership Divisions in regard to charges for services can be categorized in five ways. The five categories are defined below. Specific examples of the services in each category are given.

    1. ALA provides to Divisions at no direct charge the following services of ALA Departments and Offices:
        1. Staff Support Services Department
            - Office space and related services
            - Telephone services: switchboard, 800 number, and internal service, as defined in an Operational Practice
            - Distribution services
            - Basic furniture and equipment (as defined in an Operational Practice) for each regular Division staff member
            - Equipment maintenance on equipment supplied by ALA
            - Personnel services
            - Purchasing
            - Data processing (as defined in an Operational Practice)
            - Storage and warehouse space
        2. Member Programs and Services and Communications Departments
            - Conference Arrangements, including:
                - Staff travel costs and per diem for Midwinter Meetings and Annual Conferences
                - Equipment (e.g., AV and computers including the cost of labor), supplies, services, and space for programs, meetings and offices at the Midwinter Meeting and Annual Conference (as defined in an Operational Practice)
                - Exhibit space at Annual Conference
            - Membership services
            - Public information services, including the preparation and distribution of news releases
        3. Fiscal Services Department
            - Accounting
            - Financial systems
            - Planning and budgeting
            - Business expense (insurance, legal, audit)
            - Credit and collections
        4. Publishing Department
            - Copyright service
            - Rights and permissions
        5. Executive Office
        6. Washington Office
        7. Office for Intellectual Freedom

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8. Office for Literacy and Outreach Services
9. Office for Library Personnel Resources
10. Office for Research
11. Library and Research Center

2. ALA charges Divisions for the actual costs of the following services of ALA departments:

1. Staff Support Services
   - Specialized data processing, as defined in an Operational Practice
   - Equipment maintenance for equipment puchased by the Division over which the Division exercises sole use and control
   - Printing and duplication, as defined in an Operational Practice
   - Telephone services not specifiec in V.C.1.a., as defined in an Operational Practice
   - Postage for special mailings, as defined in an Operational Agreement

2. Fiscal Services
   - Overhead on non-dues revenue-generating activities. The rate will be set annually accouding to an ALA Operational Practice and will be assessed as explained below on non-dues revenue at a composite rate.
   - Overhead will be assessed at 100% of the ALA composite rate (at the end of a four-year phase-in period, beginning in 1991 and ending in 1994) on revenue from:
     - registration fees
     - exhibit space rental
     - meal functions, except for separately-ticketed events (The schedule for phase-in of the ALA composite overhead rate on revenues is:
     - 50% of the ALA composite rate in 1991 and 1992
     - 75% of the ALA composite rate in 1993
     - 100% of the ALA composite rate in 1994).
   - Overhead will be assessed at 50% of the ALA composite rate (at the end of a five-year phase-in period, beginning in 1991 and ending in 1995, in equal annual increments) on revenues from:
     - net sales of materials
     - subscriptions
     - advertising except in those publicataions which are provided to Division members as a perquisite of membership
     - other miscellaneous fees.
   - Overhead will not be assessed on revenues from:
     - dues
     - donations
     - interest income
     - ALA royalties to Divisions
     - travel expense reimbursements from outside organizations
     - separately-ticketed events at conferences (e.g., tours and meal functions)
     - advertising in those publications which are provided to Division members as a perquisite of membership

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3. Publishing
   - Subscription and order billing services
   - Central production services
   - Marketing services
3. ALA and the Divisions share the costs of the following:
   - Division Leadership Enhancement Program
   - Awards promotion
4. Divisions assume total responsibility for the following costs:
   - Division personnel compensation
   - Projects and activities of the Divisions except as specified in this agreement
   - Membership group support (governance - boards, committees, etc.)
   - Furnishings and equipment purchased by Divisions and over which they have sole control and use. *See also* Section IX, Annual Conference and Midwinter Meeting.
5. Divisions may:

   Purchase services or products from other ALA units and outside agencies, consistent with ALA policy.

3. *Fund Balances*
   0. ALA Divisions build and maintain fund balances appropriate to their needs. A fund balance is defined as accumulated net revenue.
   1. Divisions will not receive interest on fund balances or deferred revenue.
4. *Endowments*

   Divisions may establish endowments or add to existing Division endowments from any source including existing fund balances once the Division has reached a minimum fund balance as determined by the Division and approved in accordance with the budget review process and approved financial plan. The establishment of Division endowments will follow the guidelines outlined in ALA policy. The use of the interest from these Division endowments will be subject to Division Board approval and applicable ALA policy.

5. *Furniture and Equipment*

   ALA will provide basic furniture and equipment to each regular Division staff member.

   Divisions will retain sole control and use of all furniture and equipment purchased with Division funds.

   Divisons may acquire additional furniture and equipment in two ways:

   0. Above the capitalization limit:
      0. Divisions have authority to purchase capital equipment outright by paying the full price to ALA, with ALA taking the depreciation.
      1. Divisions can purchase furniture and equipment through ALA budget request process by paying the sceduled depreciation, subject to ALA priorities and approvals.
   1. Below the capitalization level, Division have the authority to purchase equipment outright.

6. *Division Budget Review*

   Division Boards have responsibility for developing and approving budgets and multi-year program and financial plans, which are then reviewed by ALA management and BARC. Annual budgets are approved by the ALA Executive Board. Divisions also have the responsibility to alert the Association to any planned activities that could have a potential negative impact upon the fiscal stability of the Association.

7. *Divisions with Small Revenue Bases/Number of Members*
   ALA Council has assigned specific responsibilities to Divisions. To carry out these responsibilities, each Division requires a base of operating revenue. ALA recognizes that each Division must have staff and must provide basic services to its members as defined in Section III. When a Division's current revenue from dues and other sources excluded from overhead is not sufficient, ALA recognizes its obligation to provide supplemental financial support up to a maximum of 50% of the funding required. This support would be provided only as a result of a well-planned process that is an integral part of the annual budget process that includes review by BARC and approval by the Executive Board. This type of support would not be available to a Division, which, at the end of a fiscal year happened to find itself in a deficit position. Annually BARC and the Executive Board will determine and approve the specific amount of funding required to provide a minimum level of staff and basic services, compare this amount to the Division's estimated revenue, and allocate an appropriate General Fund supplement.

   Divisions must generate from dues and other revenue excluded from overhead at least 50% of the funding required to provide basic services. If a Division is unable to meet this 50% level for two consecutive years, its status as a Division must be referred to Council by the Executive Board, with an appropriate recommendation. Money from the General Fund will not be used to offset expenses for non-dues revenue-generating products and services. Divisions may retain the net revenue from these activities to initiate and support other similar activities in the future.

8. *Association Finances*

   The Divisions will be kept informed about the Association's financial health and will be involved in meaningful consultation when there is potential impact on Divisions, collectively or individually.

9. *Other*
      0. Credit and Collections
         Management will provide effective credit and collection policies and services to the Divisions. Divisions will be charged for their bad debts in accordance with ALA policy.
      1. Unrelated Business Income Taxes (UBIT)

         To the extent that Divisions incur unrelated business income, they will assume responsibility for paying the resulting taxes.

6. *Publishing Activities*

http://www.ala.org/aboutala/governance/policymanual/updatedpolicymanual/section1/operatingagreement

The ALA Publishing Committee has the responsibility for control of the ALA imprint.

A Division may publish materials in three ways: through ALA Publishing Services, on its own, or through an outside publisher. Materials prepared by a Division for other than its own publication must be offered to ALA Publishing Services for first consideration. A Division has the right to accept or reject ALA's offer and pursue other publishing opportunities.

Divisions exercise editorial and managerial control over their periodicals.

The ALA Publishing Committee shall be informed of plans for any new Division periodicals prior to publication.

A Division may purchase production and distribution services from ALA's central production unit. A Division may also purchase marketing services from the Publishing Services Department.

ALA Publishing Services pays royalties to Divisions for Division-generated materials. Divisions may negotiate with ALA Publishing Services on royalties and other variables of publishing. An ''Intra-mural Agreement of Publishing Responsibility'' is signed by the Division Executive Director and the Director of Publishing Services for each publishing project.

ALA has the sole right to record and market tapes of programs at ALA conferences with the advance consent of the units and speakers. Divisions receive royalties from the sale of tapes of a Division's conference programs. Divisions have the right to record and market tapes of Division preconferences, programs at ALA Annual Conferences which ALA chooses not to record, Division national conferences and regional institutes.

7. *Personnel*

   All ALA personnel are responsible to the ALA Executive Director, and through the Executive Director to the entire membership. Unlike other ALA personnel, Division Executive Directors are also responsible to Division Boards and through those Boards to the memberships of their respective Divisions.

   All ALA employees are subject to ALA's personnel policies. Each Division shall be responsible for generating the income required for the salaries, wages, and benefits of Division employees.

   Each Division Executive Director serves as an ALA Program Director, a senior professional position, and is responsible for advising on ALA plans and preparing recommendations on priorities and alternatives, especially as they relate to the Division's priorities, goals, and objectives. The Division Executive Director meets regularly with other ALA staff members and communicates, cooperates, and coordinates Division activities with those of other ALA units.

   The assignment of the appropriate grade for Division staff is made according to ALA personnel policies. The determination of the appropriate staffing pattern (number and position descriptions) shall be made by the Division Executive Director and the Division Board in consultation with the ALA Executive Director.

The recruitment, appointment, and termination of Division Executive Directors shall be a process involving consultation by the ALA Executive Director with the Division Board of Directors or its designates.

Each Division's Board of Directors shall annually review the performance of the Division's Executive Director based upon a single set of goals and objectives as agreed upon by the Division Board, Associate Executive Director, Member Programs and Services, and Division Executive Director. The Division Board shall convey its recommendation to the Associate Executive Director, Member Programs and Services, to whom the ALA Executive Director has delegated the responsibility for evaluating the performance of Division Executive Directors. The Associate Executive Director, Member Programs and Services, shall discuss the confidential report of the performance review with the Division's President upon request.

Division Executive Directors shall have the authority to select, evaluate, and recommend termination of all Division employees, consistent with ALA personnel policies and procedures. Assignments of Division staff to ALA internal committees are arrived at in the context of Division priorities and are kept at a reasonable level.

8. *Division National Conferences, Preconferences, and Related Activities*

   Divisions may conduct preconferences, workshops, institutes, seminars, and Division national conferences, in accordance with ALA Policy, at intervals determined by Division program priorities and supported by sound financial management. A Division is responsible for all costs incurred in planning and carrying out such activities. (ALA Policy 7.2.2)

   Division National Conferences shall be defined as "non-business conferences removed in time and place from the American Library Association's Annual Conference" and Midwinter Meeting in order ' 'to view and explore areas of divisional concerns in depth." Proposals for Division National Conferences should be made to the ALA Executive Board at least two years in advance of the anticipated meeting date following a prescribed proposal outline. ALA state and regional chapters in the geographical area of a proposed conference shall be notified in writing of a desired conference prior to submitting the request to the Executive Board. Such notice shall seek the cooperation of the chapters with respect to scheduling and programming to the extent feasible. The Division shall contact the host Chapter prior to determining date availability with the host city. The Division shall contact the chapters in the geographical area immediately after determining date availability with the host city. In the event of a conflict with the ALA state or regional chapters and the proposed divisional conference, the ALA Executive Board shall make the decision in consultation with the chapters.

9. *Annual Conference and Midwinter Meeting*

   ALA provides the support necessary for Divisions to conduct business and plan and present Conference programs. Some Conference program costs may be borne by the Division except financial support for staffing and equipment as described in Section V.C.1.b. Recognizing that conference programming benefits all attendees, financial support in the form of General and Special Allocations from ALA to Divisions and other units for Annual Conference programming shall be provided; this support will be arrived at as the result of an explicit and equitable

process in which the Divisions participate. Meal functions and special events must be self-supporting.

10. *Special Projects of Divisions*

Divisions may seek external (non-ALA) funding to pursue projects to enhance Division program priorities. Division Boards of Directors have the responsibility for assessing programmatic impact and must approve all requests for funding external projects. Additionally, all proposals and contracts for such funds are signed by the Executive Director of ALA in the name of the Association. All special projects are reviewed, approved, and conducted in accordance with established ALA policies and procedures and the conditions of the grant or contract. All costs for projects funded through grants or contracts from outside agencies or organizations should be covered by project funding.

11. *Planning*

Each Division has autonomy in its own planning processes within its area of responsibility as designated by ALA Council, subject to present and future ALA policies. They have the responsibility to develop and implement a planning process to guide their program and allocate their resources within the areas of responsibility assigned to them by the ALA Council. Since Divisions contribute to the formulation of ALA goals, it may be expected that many of the priorities and activities reflected in the plans will also be a part of Division priorities and activities. Further, each Division has responsibility for providing ALA with a multi-year financial plan consistent with ALA's existing financial policies and resting on multi-year program plans reflecting the priorities of the Division's members. Divisions have a responsibility to assist and inform the ALA Executive Board of their strategic plans on a regular basis, and to inform the ALA Executive Board of their work through timely and comprehensive reporting.

http://www.ala.org/aboutala/governance/policymanual/updatedpolicymanual/section1/operatingagreement

ACRL 2019 Evaluation Overview

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This document contains a summary of the ACRL 2019 conference evaluation report, with a focus on equity, diversity, and inclusion related questions and responses.

The ACRL 2019 conference evaluation audience included 3,102 individuals who registered for the ACRL 2019 conference, "*Recasting the Narrative,"* held in Cleveland, Ohio, April 10-13, 2019. There were **1,347 completed returns for a response rate of 43.4%.**

Overall Experience

More than **9 out of 10 attendees (93.0%)** characterized their experience at ACRL 2019 as either "very positive" (45.1%) or "positive" (47.9%).

The majority of respondents (90.0%) would recommend the ACRL Conference to a colleague.

89.6% of respondents strongly agreed or agreed (the top two responses) that the conference provided a **welcoming and inclusive environment**; 88.2% of respondents strongly agreed or agreed that they **learned something** they would quickly apply to their work. Another 87.2% of respondents strongly agreed or agreed that they **were inspired** to think of their own unique solution/innovation to apply to their work. 64.5% of respondents strongly agreed or agreed that they **established one or more connections** with people they did not know and plan to maintain.

The **top three factors** that influenced people's decision to attend ACRL 2019 were to keep up to date professionally (59.2%); to seek out new approaches to their work (46.39%); and the program content (39.1%).

When asked to identify the **two best aspects of the conference**, the majority of respondents indicated: 1. networking/connecting with colleagues, and 2. programs. Additional responses included keynote speakers, academic focus, location, and presence of EDI throughout presentations.

Programs

The **learning opportunities** that were rated as "very valuable" to the largest percentage attending were panel sessions (56.1%), contributed papers (41.9%), and poster sessions (37.4%).

71.0% of respondents indicated they attended sessions where "all or nearly all" the **presenters were knowledgeable**, 42.5%; had **good presentation skills**, 48.9%; **left appropriate time** for discussion, and 41.9% **presentation materials** were well done.

When asked to rate **how effectively the conference addressed needs concerning specific topics**, 53.9% felt the conference "very effectively" addressed equity, diversity, and inclusion; and 38.5% felt the conference "very effectively" addressed teaching and learning. The following percentage of respondents felt the conference "somewhat effectively" covered the following; outreach (47.3%), professional/staff development (46.5%), assessment (44.3%), and administration, leadership, and management (42.0%). We continue to make strides diversifying program content and providing more balance across topics.

Top Two Issues

The leading issues that respondents face today *as **librarians/information professionals*** include access to adequate resources; declining financial support; keeping up with and managing change; increasing workload; equity, diversity and inclusion; demonstrating value and relevance; and human resources issues (e.g., professional development, insufficient staff, compensation, burnout, work/life balance, job/advancement opportunities). There were 121 mentions (13.0% of responses) of EDI as a top issue facing librarians/information professionals today.

The leading issues respondents feel are ***facing libraries in higher education today*** including declining support for and increasing costs of academic/research libraries; demonstrating relevance and value of academic libraries; keeping up with and managing change; equity, diversity, and inclusion; changing landscapes in higher education; declining enrollments, perception of what libraries do. There were 162 mentions (18.3% of responses) of EDI as a top issue facing libraries in higher education today.

Evaluation Question #4. How effectively did the conference address your needs concerning the following:

	Very Effectively	Somewhat Effectively	Not Very Effectively	Not Effectively At All	Not interested in this topic	Total
Access services	7.5%	20.7%	7.9%	2.1%	61.9%	1210
Administration, management, and leadership	21.9%	42.0%	6.8%	1.1%	28.3%	1230
Assessment	24.0%	44.3%	7.9%	1.4%	22.4%	1209
Collections	6.0%	31.4%	11.4%	3.7%	47.6%	1194
Outreach	29.4%	47.3%	5.0%	0.9%	17.4%	1213
Professional/staff development	21.6%	46.5%	9.0%	1.6%	21.3%	1200
Reference	14.0%	37.4%	12.6%	4.1%	32.0%	1211
Scholarly communication	22.3%	36.6%	6.0%	0.7%	34.4%	1211

Special collections/ archives	2.8%	14.6%	9.7%	3.4%	69.5%	1202
Teaching and learning	39.5%	40.6%	5.8%	1.2%	12.9%	1222
Technical services	3.7%	11.0%	8.4%	6.1%	70.8%	1206
Technology and tools	14.1%	40.1%	11.9%	3.0%	31.0%	1203
Equity, diversity, and inclusion	53.9%	33.7%	3.1%	0.6%	8.7%	1233
						1259

EDI-related comments:

- Diversity and Inclusion need not be a separate event. Consider asking presenters to include how diversity and inclusion is thought about within their research/paper/idea, rather than having separate presentations just on that topic. Otherwise, it feels too separated from everyday work. Also, sometimes people aggressively asked poster presenters about how diversity was included in an idea, but the presenter was asked to think about that or incorporate that, so it seemed like they felt attacked.
- Diversity, Equity and Inclusion sessions were varied and well done.
- Equity, diversity, and inclusion presentations, or parts of presentations, focused almost totally on racial and ethnic issues. There is so much more to equity, diversity, and inclusion than this. On my own campus there is a lot of ignorance about students with learning and development disabilities, and I wouldn't be surprised if this is the case elsewhere. Academic libraries can do more to focus on the understanding of this community.
- Equity, diversity, inclusion - is this the only thing relevant to ACRL? Too much
- Everything marked "somewhat effectively" are things that I am interested in, but wasn't able
- Hard to give comment on most topics; I focused on equity/diversity/inclusion and teaching/learning and was very pleased with conference offerings in these areas.
- I certainly appreciated the messages of inclusion, but it seemed to be the focus of *a lot* of the presentations, to the exclusion of presentations on the things that might help me do my job more effectively.
- I loved the EDI focus of this conference and that should continue regardless of the chosen theme.
- I think speakers were very effective about incorporating EDI into other topics and there were lots of librarians of color presenting--yay!
- I thought the diversity and inclusion topics were excellent, but was constantly surprised at the lack of discussion around disability.
- I thought the program was too heavy on "Equity, diversity, and inclusion".
- I would say there needs to be a reckoning on doing/promoting EDI work without centering white scholars only
- It seemed OER and EDI were the biggest topics for sessions this year
- Keep the focus on EDI. You're doing great work.
- The "Moving Beyond Race 101" session was spectacular. Would love to see more sessions that follow a similar and interactive format. And also have those sessions be located in a space where folks can interact with each other more effectively.
- The EDI focus was entirely geared to whites. A big mistake.

- The entire conference was only about Equity, diversity, and inclusion. You over did it! You need more variety. I felt like I was being preached to constantly.
- There was far too much emphasis on social justice issues. I'm progressive, but that's not why I attend LIBRARY conferences. I wish ACRL would back off on the politics.
- Way too much DEI...important topic, but it eclipsed other important topics. Almost didn't feel like a library conference, but rather a DEI conference.
- We are still taking the issues relating equity, diversity, and inclusion but we are not offering concrete solutions
- While panels covered EDI well, fellow attendees did not.
- I was incredibly moved by how many library workers of color were presenters. It's a nice change from previous conferences.
- Great sessions on Diversity and Inclusion!
- I appreciate the conference hot topics . They were open minded, realistic, things everyday librarians deal with in the workplace. Thank you for allowing a platform for real social justice issues to be discussed.
- The theme of ACRL 2019 allowed for many conversations about diversity, inclusion and equity narratives in terms of the present and the future. Explorations of themes around narratives in general were thoughtful and critical in a way that reminds me of the reason I chose librarianship.I feel there were many ideas I can take back to my institution and bring into my work. While some may have been uncomfortable, I did not hear of any hostile or aggressive incidents like at other conferences. It makes me hopeful and inspired to be a part of positive change needed in the profession.
- I enjoyed the themes of equity, diversity, and inclusion.
- ACRL 2019 was the most diverse, welcoming and inclusive conference I have attended in my 27 year career in academia.
- ACRL and ALA really need to keep pressing on EDI issues.

TO: ALA Executive Board

RE: Equity, Diversity, and Inclusion Implementation Working Group (EDI-IWG)

ACTION REQUESTED/INFORMATION/REPORT: Report

ACTION REQUESTED BY: Melissa Cardenas Dow, Co-Chair EDI-IWG, and Martin Garnar, Co-Chair EDI-IWG

CONTACT PERSON:

Jody Gray, Director ODLOS, 312-280-5295, jgray@ala.org

DRAFT OF MOTION: NA

DATE: June 10, 2019

BACKGROUND:

The final report of the Equity, Diversity, and Inclusion Implementation Working Group. Report shares reflections on the journey, presents principles to guide the work of the association, and offers final thoughts on the association's next steps.

ATTACHMENTS:

Final Report of the Equity, Diversity, and Inclusion Implementation Working Group

Introduction

In 2016, the ALA Equity, Diversity, and Inclusion Implementation Working Group (EDI-IWG) was formed with a charge to "implement the recommendations of the Task Force on EDI with the units designated by the Task Force final report." The EDI-IWG membership was composed of representatives from units with major roles identified in the recommendations, including the Committee on Diversity; the Conference Committee; the Training, Orientation, and Leadership Development Committee; the ODLOS Advisory Committee; the Librarians Build Communities Membership Initiative Group; and, for the sake of continuity, a few at-large members who had previously served on the Task Force.

Over the last three years, we, the members of the EDI-IWG, have worked closely with the ALA Office for Diversity, Literacy, and Outreach Services (ODLOS) to monitor the implementation of those recommendations, and we are pleased to present this final report. This report builds on and is a capstone to prior EDI-IWG updates from ODLOS. Here, we share reflections on our journey, present principles to guide the work of the association, and offer our final thoughts on the association's next steps.

Reflections

Members of the EDI-IWG were asked to reflect on three questions about the process of working towards the Task Force's recommendations:

1. What did you learn?
2. What barriers and/or successes existed?
3. How do you think the work should progress?

When all our responses came together, we identified the main points highlighted below. We offer some selections from our individual responses to help provide context for these main points and hope they will help frame the principles and recommendations that follow.

Silos within ALA present potential barriers to implementation across the organization, but there's interest and momentum to cross those barriers.

"The association is so much more siloed and segmented than I could have ever imagined, but there are a lot of people who are willing to do the work and who want to do the work to make the association and librarianship better."

"There are some siloed conversations and movements that have the potential to become dynamic and inclusive of all types of libraries. [We] almost need a "One Purpose" approach that all divisions can buy into and work collaboratively on together."

"If we work on building trust and relationships within the larger association, that could help lay the foundation for any coordination efforts."

"The ultimate success is in the visibility of the topics at this point, and we just need to keep the momentum in a forward motion and work as a unit across the association, not just in our silos."

"Many of us discussed the barriers within ALA related to the complexity of the organization (multiple mentions of silos), and we're heartened by the embracing of EDI by the membership as well as the organization. ODLOS will be key to future success and needs to be properly resourced. We are so used to having few resources that we've become accustomed to scarcity. We are concerned about the fragmentation of the work, so how do we support a core community of EDI practice? The challenge is to offer coordination without being viewed as controlling, and we need to work on building trust within the association and the profession."

Shared definitions and positive (re)framing lay the groundwork for change. Truly lasting change takes time and patience.

"I have learned that focusing on definitions is foundational since most people use these as driving forces of the varying work in equity, diversity, and inclusion."

"I think we still need to figure out how to reframe this discussion away from being a problem to solve, as it stigmatizes the very communities being ignored as being problematic."

"I've learned that this work will be ongoing, slow, and incremental-- but that people are deeply interested, especially in this political climate, where racism, misogyny, and polarizing viewpoints around issues of EDI have been nakedly on display."

"We are a large organization, and change comes slowly. There are some structural issues within the association and the profession that favor dominant cultures/communities, and I don't know how to fix them, but the good news is that I'm not trying to do this by myself."

Existing communication channels provide a good starting point, but success will require a commitment to ongoing, relationship-based leadership.

"I think the single most important thing is to strengthen the nascent communication network we've developed to make sure all the groups involved in EDI continue to talk to each other so that they can (1) build on each other's work, (2) build each other up when times are tough, and (3) work together with ODLOS instead of in their silos."

"There is strong will to see that this conversation is sustained and impactful to the organization, which is helpful in ensuring the conversations will continue."

 "Since EDI is part of ALA's Strategic Plan and part of its core values, ALA needs to put money where its mouth is and designate more financial and staff resources to this endeavor."

"I think the key to initial success will be leveraging existing communication channels and organizational structures."

"We need to think about our desired end result and then think about what it would take to get there. One possible vision of the future: ODLOS is respected as the home of EDI expertise and is the first-place people go when thinking about EDI before starting on their own projects. We also need to figure out how best to coordinate efforts across the association and to develop trust through relationship-building."

Guiding Principles for the Association

The following principles encapsulate the rigorous intellectual, reflective, and anecdotal work conducted over the past five years by both the Task Force and the Implementation Working Group for Equity, Diversity, and Inclusion. We invite all staff and members of the American Library Association to adopt and embrace the following principles, in order to foster and sustain a culture of EDI in perpetuity.

- Communication
  - Proactively share information across the association, keeping members and staff informed about our work related to EDI.
  - Model EDI in our communication methods by using accessible technology and inclusive language.
  - Find, share, and publicize gaps concerning EDI issues within the Association, and communicate progress made towards addressing these gaps.
  - Enlist feedback from groups within and members at all levels throughout the association, soliciting perspectives and ideas for projects that serve to address EDI concerns.
- Courage
  - Accept and acknowledge our own implicit biases as well as those of others that can surface during exploration of EDI issues within our association.
  - Confront unconscious bias, power dynamics, microaggressions, white privilege, and other forms of discrimination with respect for one another.
- Centralization
  - Recognize the importance of not duplicating efforts and pledge to work with ODLOS to ensure that our EDI initiatives are not isolated.
  - Commit to work in partnership with ODLOS to capitalize on our shared expertise.
- Cultural competency/humility
  - Acknowledge that our ability to be of best service to our patrons and coworkers is strengthened by our quest to understand our differences.
  - Affirm that a critical component of cultural competency is a mentality and holistic approach that is imbued with humility.
  - Recognize that cultural competence must be understood as never complete and must continually adapt to situations and circumstances.
  - Respect each patron and colleague as the expert on their own life, knowing that we bring our whole selves to every interaction.
- Consistency
  - Make decisions informed by our principles, not based upon our resources.
  - Expect consistent messaging and actions around EDI across all ALA units.
  - Depend on the same level of responsiveness related to EDI issues no matter where we are in the association.
- Cooperation & Collaboration
  - Foster a sense of cooperation and collaboration by reaching out from our various siloed units to connect and engage with other divisions, round tables, ethnic affiliates, committees, interest groups, and all other units.
  - Incorporate EDI principles into our respective unit's charges for this shared work.

- o Collaborate with Library and Information Science (LIS) programs to educate and prepare new generations of LIS students with the tools and resources needed to make equity, diversity, and inclusion driving factors throughout their library careers and beyond.
  - o Honor and amplify the work of our ethnic affiliates and collaborate when appropriate.
- Coordination
  - o Continue to embed the principles of equity, diversity, and inclusion in all facets of ALA operations, programs, and business ventures.
  - o Hold ALA leadership accountable in coordinating EDI principles as a matter of everyday business.
- Commitment
  - o Demonstrate our association's focus on EDI by committing financial and staff resources to this endeavor.
  - o Enhance recruitment, mentoring, and networking activities by and within all parts of ALA to build a diverse and inclusive profession.
  - o Review information policy positions and strategies revising them as needed to clearly articulate the values of equity, diversity and inclusion.
  - o Celebrate EDI principles as part of our everyday work.
- Change
  - o Review our own internal structures to see where our organization creates barriers to access, professional development, and leadership growth.
  - o Embrace and ensure flexibility, openness, and responsiveness to new voices and ideas for individual members and the association as a whole.
  - o Stay engaged and active and encourage members in the organization by welcoming and implementing sustainable changes.
- Caring
  - o Celebrate our differences, encourage contributions by all, and affirm the grace, dignity, and worthiness of each of us within the association and library profession.
  - o Extend our deepest gratitude, respect, and affinity for all of our past, present, and future colleagues throughout the association and profession who experience, confront, and/or propose solutions for challenges and barriers to equity, diversity, and inclusion.
  - o Nurture sustainable practice, recognizing that we all need space for reflection and healing from the emotional labor of empathizing with patrons and each other.

Conclusion

Gleaned from our reflections and observations through our years of work in this group and through the reports of work done by others who came before, we must first acknowledge the tremendous amount of investment of time, energy, and treasure generously provided by member leaders of the American Library Association. Since the Task Force on Equity, Diversity, and Inclusion final report came out in 2016, many have stood up to help, learn, and grow the association, building upon the foundation that was set by diversity advocates in our association many years before. The work that we have done is not new and many have been doing this work for a long time, for small gains along the way. Though the work and efforts given by many have been numerous and plentiful, especially in the last three years, we must also acknowledge that the

work of infusing ALA's structure and practices with social justice perspectives that center equity, diversity, and inclusion is still ongoing.

The years-long investments by ODLOS and ALA's members have resulted in beneficial, yet surface-level changes. The lasting change we desire is unevenly realized. Without our collective acceptance of our individual unconscious biases and their deep connection to well-meaning, yet still racist and discriminatory actions, we will continue to struggle and obtain needed, yet less-than-hoped-for results.

Still, our collective acknowledgements give us great and ample reasons to recognize and celebrate the positive impact of our collective, cumulative efforts.

Respectfully submitted,

Melissa Cardenas-Dow, Co-Chair, 2016-2019
Martin Garnar, Co-Chair and Committee on Diversity Representative, 2016-2019
Libby Holtman, Training, Orientation, and Leadership Committee Representative, 2017-2019
Mike Marlin, Executive Board Representative and Member, 2016-2019
Hannah Lee Park, Conference Committee Representative, 2016-2019
Lessa Kanani'opua Pelayo-Lozada, ODLOS Advisory Committee Representative and Member, 2016-2019
LaJuan Pringle, Member-at-Large, 2016-2019
Sara Kay Zettervall, Librarians Build Community MIG, 2016-2019
Jody Gray, ALA Staff Liaison, 2016-2019

We would also like to thank Max Macias (At-Large, 2016-2018), Leslie Scott (TOLD Representative, 2016-2017), and Julie Todaro (Executive Board Liaison, 2016-2017) for their service and contributions.

Reports

- Equity at Issue: Library Services to the Nation's Four Major Minority Groups, Report of the President's Committee on Library Services to Minorities, 1985-86 CD#30
  http://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/diversity/EquityatIssue_FullReport_1985.pdf
- Task Force on Equity, Diversity, and Inclusion Final Report, June 2016
  http://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/TFEDIFinalReport_ALA_CONNECT.pdf
- Strategic Direction: Equity, Diversity, and Inclusion Implementation Plan, October 2017
  http://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/diversity/EDI-SD-Implementation-FINAL.pdf
- 2016 Report on Equity, Diversity, and Inclusion Recommendations, EDI-Implementation Working Group, Midwinter 2017
  http://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/diversity/EDIRecommendationsReportJune-December2016-Final%20Version.pdf
- 2017 Report on Equity, Diversity, and Inclusion Recommendations, EDI-Implementation Working Group, Midwinter 2018
  http://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/diversity/EBD_5.8_EDI%20Recommendations%20Report_MW2018_Final.pdf

- 2017 Report on Equity, Diversity, and Inclusion Recommendations, EDI-Implementation Working Group, Midwinter 2019
  http://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/diversity/EBD%2012.16_2018%20Recommendations.pdf

Appendix A: Map of Guiding Principles to Implementation Plan Strategies

Each of the Guiding Principles supports at least one of the ten strategies identified in the October 2017 implementation plan for the strategic direction of equity, diversity, and inclusion. The principles with their linked strategies are listed below, followed by the full text of the implementation plan.

- Communication: Strategy 5
- Courage: Strategies 1, 3, & 9
- Centralization: Strategies 8 & 10
- Cultural competency/humility: Strategy 9
- Consistency: Strategy 5
- Cooperation & Collaboration: Strategies 2 & 6
- Coordination: Strategy 10
- Commitment: Strategies 5 & 7
- Change: Strategies 4 & 5
- Caring: Strategy 9

Summary

The American Library Association recognizes that equity, diversity, and inclusion (EDI) impacts all aspects of work among members of the Association, within the field of librarianship, and within the communities served by libraries. This work includes addressing, dismantling, and transforming policies, structures and biases throughout the organization and the field of librarianship. ALA, through its actions and those of its members, is instrumental in creating a more equitable, diverse, and inclusive society.

Goals

Goal 1: Commit to ameliorating marginalization and underrepresentation within the Association and the communities served by libraries through increased understanding of the effects of historical exclusion.

Goal 2: Expand the work of ALA and its allies in building a diverse and inclusive profession.

Goal 3: Provide context and understanding of the concepts of equity, diversity, and inclusion and recognize their intersectional and complex nature.

Goal 4: Empower ALL ALA members to participate in the life of their organization.

Goal 5. Establish resources and support so libraries and librarians can be effective advocates for the inclusion of all individuals in the life of their community.

Goal 6: Establish ALA as a major voice for the values of equity, diversity, and inclusion in all areas of information policy.

Goal 7: Provide safe, respectful space for diverse voices and perspectives.

Strategies

Strategy 1: Conduct or provide professional development opportunities that address issues of equity, diversity, and inclusion.

Strategy 2: Review ALA alliances and coalitions to increase focus on equity, diversity, and inclusion.

Strategy 3: Build a national advocacy campaign based on existing advocacy assets which focus on the values of equity, diversity, and inclusion; empower all ALA members to advocate within their workplace, their community and beyond.

Strategy 4: Gather, develop, and disseminate research documenting the value of equity, diversity, and inclusion.

Strategy 5 Review information policy positions and strategies and revise as needed to clearly articulate the values of equity, diversity and inclusion.

Strategy 6: Work with graduate programs in Library and Information Science (LIS) to increase focus on equity, diversity and inclusion within LIS programs and within the subject matter of the curricula.

Strategy 7: Enhance recruitment, mentoring and networking activities by all parts of ALA (including ALA Chapters) – building on and expanding all components of the Association (including Spectrum), as well as its affiliates and chapters – to build a diverse and inclusive leadership for the Association and the profession.

Strategy 8: Ensure that the values of equity, diversity and inclusion are embedded in all continuing education, including ALA and ALA Division conferences, relating to all aspects of the profession and its practice.

Strategy 9: Develop continuing education specifically focused on understanding and addressing unconscious bias, power dynamics, microaggressions, white privilege and other topics related to equity, diversity and inclusion.

Strategy 10: Critically examine the way that equity, diversity, and inclusion are addressed and coordinated throughout the Association.

Appendix B: Librarians Build Communities Final Report

Origins and Emerging Leaders Projects

This section is a summary of the more complete history found at http://www.ala.org/aboutala/lbc/story.
Librarians Build Communities (LBC) was inspired by a successful volunteer effort following Hurricane Katrina, in which ALA sponsored two days of volunteer efforts during the 2006 ALA Annual Conference in New Orleans. Between 2007 and 2010, ALA members used the New Orleans effort as a model for volunteer events at ALA conferences in Washington, D.C.; Anaheim, CA; and Chicago, IL. These efforts shared a focus on working with libraries and schools in need of help in the conference cities. This practice continued under the Librarians Build Communities banner and came under the sponsorship of Don Wood and the ALA Chapter Relations Office.

Beginning in 2011, the Chapter Relations Office fostered a series of LBC projects for ALA Emerging Leaders teams. The 2012, 2013, and 2014 Emerging Leaders teams that worked on LBC built on the foundation laid in 2011 to begin to create a replicable model for library volunteerism. This included investigating, creating, and sharing processes and platforms in two areas: individual connections between librarians willing to volunteer to help other libraries in need, and official volunteer events during ALA Annual Conferences and Midwinter Meetings. Throughout development, these resources were promoted via Chapter Relations to state library associations, some of which created LBC-based programs at their own state library conferences.

Membership Initiative Group

The 2014 Emerging Leaders team working on LBC made a goal of turning the models and platforms developed by previous groups into an official ALA effort that would have long-term sustainability. To that end, they successfully petitioned for the creation of a Librarians Build Communities Membership Initiative Group (LBC MIG). As a MIG, they established an official ALA web presence that incorporated the foundational work of previous teams (http://www.ala.org/aboutala/lbc/) and Facebook page (https://www.facebook.com/LibrariansBuildCommunities/) that garnered over 1500 members.

The MIG's three-year term began at ALA Annual in Las Vegas in 2014, with commitments from members of the 2014 EL team to continue oversight and decide whether to renew the MIG in 2017. The MIG produced reports in 2014, 2015, and 2016 detailing volunteer events at the state and national level, as well as efforts to promote the MIG and recruit additional ALA members to take on LBC leadership roles. The MIG's formation happened just before the riots in Ferguson, MO, that drew attention to the key role public libraries can play in supporting communities in turmoil. This helped focus attention within ALA on the importance of the grassroots, community-building efforts of groups like the LBC.

Participation in the EDI-IWG and Legacy

In 2016, the ALA Equity, Diversity, and Inclusion Task Force concluded two years of work and made a series of recommendations to ALA staff and members. LBC's work was incorporated into the recommendations, leading to a member of the LBC (Sara Zettervall) to be invited to join the next phase of ALA's EDI work, the Implementation Working Group (IWG). As the sponsor of the EDI-IWG, the Office for Diversity, Literacy, and Outreach Services (ODLOS) also offered financial and logistical support to the LBC volunteer effort at the 2016 ALA Annual Conference in Orlando, FL.

In spite of many successes over the years, LBC faced a number of challenges, both as an EL project and as a MIG. The name was very similar to two recent ALA presidential initiatives (Libraries Build Communities and Libraries Transform), which could be confusing for members. While LBC always enjoyed strong support from ALA staff members, it saw less success in recruiting member volunteers for ongoing leadership. EL team members moved on to other responsibilities without finding enough dedicated replacements to continue LBC oversight, in spite of multiple and varied recruitment efforts. Similarly, LBC lacked funding and found homes within ALA units that were not membership divisions. As LBC became a more official effort, it also became clear that there were potential legal risks for ALA in transporting conference attendees to participate offsite. At the same time, both ODLOS and the CRO developed their own resources for librarians to respond to colleagues in crisis: Libraries Respond (http://www.ala.org/advocacy/diversity/libraries-respond) and Helping United States Libraries After Disasters (http://www.ala.org/aboutala/offices/cro/getinvolved/helpinglibraries).

In light of these developments, and in close consultation with the EDI-IWG, remaining LBC leadership, ODLOS, and the CRO, the decision was made to allow the LBC MIG to sunset at the end of its three-year term. However, the LBC retains its official ALA web pages, which alongside the above-mentioned resources, provide guides and resources that are always available to ALA members. The LBC Facebook page was opened for members to post to the timeline about relevant issues, rather than being controlled by the MIG, and is monitored by the Director of ODLOS. In addition, the EDI-IWG has interwoven LBC values into its work. For example, grassroots community impacts during conferences are now supported through ODLOS local guides to connect conference attendees with diversely-owned businesses (e.g., https://sites.google.com/view/ala-dc-diverse-businesses/).

If ALA members rise en masse to plan, promote, and execute conference volunteer events in the future, LBC can be resurrected, or a new effort can build on this existing work. For now, the spirit of LBC lives on in its tools, resources, and influence on ALA's EDI work.

Report submitted 06/05/2019 by Sara Zettervall, LBC Representative to the Equity, Diversity, and Inclusion Task Force Recommendations Implementation Working Group

IS YOUR ORGANIZATION SAFE ENOUGH TO SOAR? CREATING INTERACTION SAFETY

Judith H. Katz & Frederick A. Miller

What are the costs of…

- Ideas not shared?
- Questions not asked?
- Problems not reported?
- Conflicts that fester and go unresolved?
- Possible solutions not offered?

Imagine you are a leader of a growing organization challenged by rapidly changing market conditions; by a workforce that is changing in age, values, and motivation; and by intensifying global competition. You call a meeting of your organization's best and brightest. In addressing the room full of your organization's top performers, you outline your view of the challenges the organization is facing for continued growth.

You state clearly that a new direction and new ideas will be required to remain competitive and that constant innovation will be the key not just to the organization's

success but to its very survival. You close your remarks by saying that everyone's best thinking will be needed, and you ask for questions, comments, and suggestions for how to maximize your organization's competitive advantages.

You wait in anticipation, knowing these are the best minds in your organization. And…

Crickets would be more welcome than the silence that follows.

Unfortunately, this scene plays out all too often in meeting rooms of too many organizations. Even when specifically invited and encouraged to speak out, many people are reluctant to share their perspectives—especially when they might differ from the ideas and positions of others in the room.

Many People Are Reluctant to Share Their Ideas

Years ago, the words "Any questions?" at the end of a senior leader's presentation signaled the end of the meeting. Today, however, such silence is no longer golden.

Today's organizational processes and market intricacies are too complex and in constant motion for any single leader or individual to have all the answers or even all the right questions. Organizations need the best thinking and active contribution of all their people, from the top floor to the shop floor, from the board room to the show room. But whether in one-on-one interactions, staff meetings, or email interactions, many people avoid exposing their ideas and opinions in front of their leaders and managers (and even their fellow team members) because they simply do not feel safe enough to do so.

Organizations can only be as productive as the interactions that take place between their people. The safety to engage in honest, open, productive interactions is critical to organizational performance. But organizational environments that create the sense of safety needed for those kinds of interactions are rare.

Needed: A Focus on *Interaction Safety*

Many organizations pay attention to the physical safety of their team members, but many pay less attention to fostering safety in the interactions team members have with one another. In many organizations, the default assumption regarding how people interact is that it is every man or woman for himself or herself … that is each individual's responsibility to figure out how to share their ideas and to create safety for themselves. And for many people, the way they feel safe in meetings and one-on-one interactions is to be quiet.

Over the past four decades, as we have worked with organizations to create workplaces in which people can do their best work—in which people feel valued, a sense of belonging, respected and seen for who they are—we have found that interaction safety is foundational.

There is a body of research showing the correlation between psychological safety and team performance; for example, the work of Harvard Business School professor Amy C. Edmondson, in journal articles going back 20 years, and in her recent book *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*. Edmondson's work was referenced in a well-known 2016 article by Charles Duhigg in *The New York Times*, "What Google Learned From Its Quest to Build the Perfect Team."

The concept of interaction safety uses these data as a springboard for discussion about the type of work environment that fosters this sense of safety, the conditions necessary for it to flourish, and the effect it has on individual, team, and organization performance.

Interaction safety results in a supportive but challenging environment that encourages reasonable risk-taking and speaking up, that inspires every individual to be brave enough to reach for higher goals and more ambitious possibilities.

It is an environment that supports people to feel safe enough to share not just their best ideas and thinking, but their still-in-formation thoughts and ideas. It is an environment that accelerates building the trust that is

All team members will work to add value.

so vital for collaboration in one-on-one interactions, among teams, across departments, and throughout an organization.

When people feel the presence of interaction safety, they feel supported to make their fullest contributions to the mission and strategies of the organization. They know they will not be penalized, ostracized, demoted, made small, discounted, or shunned because of well-intended ideas, opinions, suggestions, observations or feedback.

When interaction safety exists, the default assumptions are…

- We are all on the same team and the same side of the table.

- All team members will work to add value.

- The best solutions are those that consider all angles and incorporate all relevant perspectives.

- The best route to success is by building on one another's ideas rather than dismissing them.

- We can achieve more together than any of us can achieve alone.

Interaction Safety Is Most Obvious When It's Not There

When interaction safety is absent, people act small. They avoid interactions with anyone they are not completely comfortable with. They avoid exposing their opinions, ideas, or actions to the possible judgment of others. They don't share their knowledge or information, even when those things are needed to move a conversation, project, or the organization forward.

When interaction safety is absent, people act small.

When people don't feel safe, they…

… cannot perform at their best.

…Walk on eggshells and avoid anything outside their comfort zones.

…Fear being judged or made small.

…Are reluctant to join, to trust, to accept new or different ideas or people.

Most leaders feel responsible for the physical safety of the people who report to them. To truly create an environment of trust and collaboration, leaders also need to take the time to create an environment in which all team members feel safe enough to interact freely, share their best ideas, and do their best work. When interaction safety is the norm, people feel free to report problems, to have honest conversations, and to actively seek out and embrace different points of view.

Four Levels of Interaction Safety

After decades of working to create more productive, inclusive, and collaborative workplaces and after hundreds of focus groups, thousands of interviews, and countless hallway interactions, we have come to see the creation of *interaction safety* as a developmental process.

The creation of interaction safety requires conscious leadership and purposeful organizational actions to bring about changes in the organization's interactions and culture. Understanding where you and your organization are can provide a road map for moving to greater levels of interaction safety. (See Figure 1: Four Levels of Interaction Safety.)
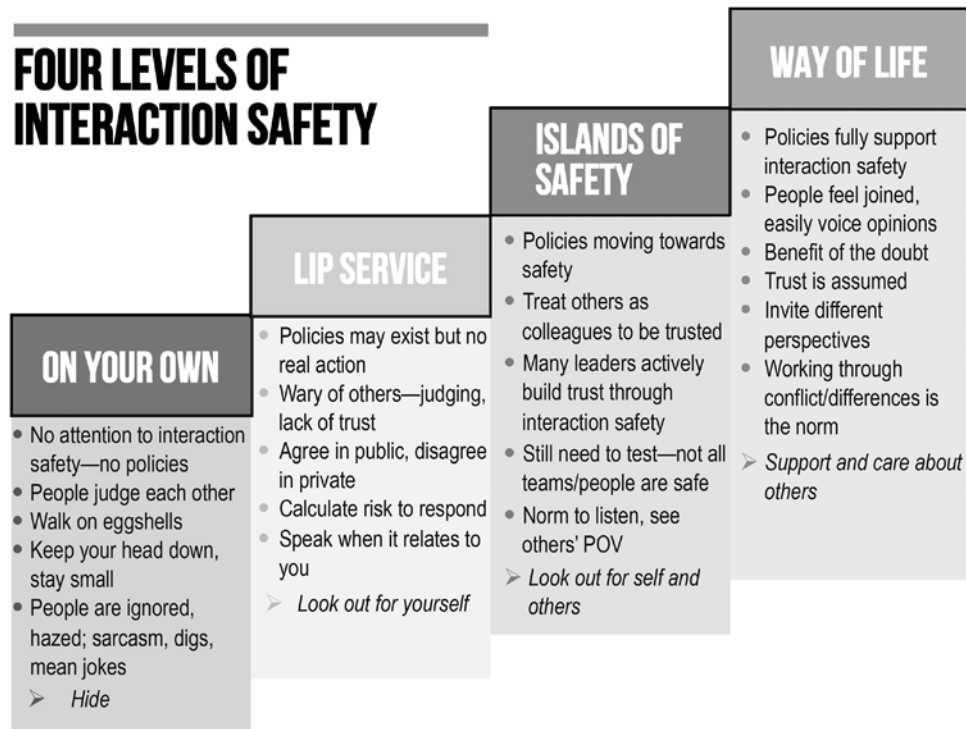
FOUR LEVELS OF INTERACTION SAFETY

WAY OF LIFE
- Policies fully support interaction safety
- People feel joined, easily voice opinions
- Benefit of the doubt
- Trust is assumed
- Invite different perspectives
- Working through conflict/differences is the norm
➢ *Support and care about others*

ISLANDS OF SAFETY
- Policies moving towards safety
- Treat others as colleagues to be trusted
- Many leaders actively build trust through interaction safety
- Still need to test—not all teams/people are safe
- Norm to listen, see others' POV
➢ *Look out for self and others*

LIP SERVICE
- Policies may exist but no real action
- Wary of others—judging, lack of trust
- Agree in public, disagree in private
- Calculate risk to respond
- Speak when it relates to you
➢ *Look out for yourself*

ON YOUR OWN
- No attention to interaction safety—no policies
- People judge each other
- Walk on eggshells
- Keep your head down, stay small
- People are ignored, hazed; sarcasm, digs, mean jokes
➢ *Hide*

FIGURE 1. FOUR LEVELS OF INTERACTION SAFETY

Just to be clear—interaction safety is not about institutionalizing political correctness, doing away with conflict, or accepting underperformance. It is about raising the bar on everyone's expectations for how they can contribute in every workplace interaction.

Level One: *On Your Own*

There is **no focus** on interaction safety in the workplace. Typical behaviors range from overt bullying, verbal or physical harassment, and abuse to less overt actions of sarcasm, shaming, and put-downs.

- Incidents are addressed reactively, as "one-offs," and usually blamed on a "bad apple."

- People are expected to fend for themselves, and often pitted against each other.

- People often feel judged and that they must constantly prove themselves.

- Individuals who report incidents may be labeled as "troublemakers" and/or "too sensitive."

- People hide and play it safe.

- There are few, if any, HR policies that address interaction safety.

- Making the workplace safe for more productive interactions is not on leaders' radar.

Level Two: *Lip Service*

There is **some focus** on interaction safety. The organization has begun to recognize the importance of an environment that has interaction safety, but has done little to actively support its creation.

- When incidents occur, the focus is on assigning blame to "misbehaving" individuals rather than eliminating root causes.

- HR policies may exist but there is no real action when a problem arises.

- People agree in public but disagree in private.

- People look out for themselves.

- Some people who create an unsafe environment for interactions continue to be promoted.

- People experience a disconnect between the organization's espoused values and the actual behaviors of managers and leaders.

Level Three: *Islands of Safety*

There is a ***great deal*** of focus on interaction safety and the organization is actively working to make it a reality, but there is not widespread acceptance or trust across the organization. The organization is enacting HR and management policies that support a culture of interaction safety, but those policies are not practiced consistently throughout the organization.

- The organization enacts policies and provides education with the specific purpose of supporting interaction safety.

- When incidents occur, the organization reacts quickly and takes action focused on root causes.

- There are pockets where individuals feel safe in their interactions, but interaction safety is not a norm throughout the organization.

- Many leaders actively work to build trust through interaction safety.

- Many senior leaders see interaction safety as foundational to higher performance, but some still do not see its connection to the core business of the organization.

Level Four: *Way of Life*

Interaction safety is the ***way of life*** in the organization and understood as a critical factor for overall success. It is part of the fabric of the organization and a foundation that supports competitive advantage in productivity, collaboration, innovation, and people doing their best work individually and collectively. People feel free to bring their full selves to the workplace, to contribute, to grow, and to partner without reservation.

- When incidents that violate interaction safety occur, they are seen as outside the norms of the organization, and the role of environmental factors as well as individual behavior are examined closely

to determine what actions may be needed to prevent reoccurrence.

- Everyone is regarded as having value to contribute.

- People feel joined, easily share their ideas and perspectives, and build on the ideas of others.

- Trust and giving and getting the benefit of the doubt are assumed.

- Different points of view are sought after and welcomed.

- Leaders see interaction safety as inextricably connected to the work of the organization and achievement of its goals.

- Leaders actively engage team members on how to sustain and improve the levels of interaction safety for higher performance.

Where Is Your Organization?

We would like to report that most organizations recognize the importance of creating greater levels of interaction safety in their workplace, but as Figure 2 shows, our experience suggests otherwise.

Moving to the Next Level: A Model for Change

To move from your organization's current level to Level Four requires conscious leadership and advocacy at all levels of the organization.

The cycle of change related to interaction safety (as seen in Figure 3) cannot get started without

FIGURE 2. WHERE ORGANIZATIONS ARE

Interaction Safety Cycle

© Miller & Katz 2018
Safe Enough to Soar

FIGURE 3. CYCLE OF CHANGE

dissatisfaction with the current environment. When enough people—a *critical mass* of thought leaders, whether titled or not—become dissatisfied with the status quo, change becomes possible.

Change cannot gain momentum without **risk-taking**. Even mentioning reasons for dissatisfaction can be risky in many organizations. Sharing stories, supporting others who are telling their stories, reporting evidence of problems, and joining with others to advocate

Change cannot gain momentum without risk-taking.

for change are risk-taking behaviors that can lead to positive change.

When enough people believe the current situation is holding them and/or the organization back and start speaking up (even if just to their colleagues), the organization has the impetus for change.

Talk and feelings don't make change. Change requires **action:** calling out situations, behaviors, and people that create an unsafe environment. It means that behaviors that create greater interaction safety must be encouraged and rewarded. If enough substantive actions are taken, the organization's level of interaction safety will move to the next level.

Six Steps to Greater Interaction Safety

To create interaction safety in your organization, you first need to be clear about what interaction safety means, not just to you but also to the people around you. What are the behaviors and cues that identify interaction safety or a lack of interaction safety in your organization? In what situations do people feel most or least safe to share their thinking, and when do you, as a leader, feel safe and unsafe? It is very important to remember that even if *you* feel safe as a leader, the people with whom you are interacting may not feel that way.

Following are six core steps you, your team, and your organization can take to move to deeper levels of trust, inclusion, and collaboration. They will facilitate your organization's developmental process in moving through the levels of interaction safety.

1. Make it clear through your interactions that greater interaction safety is your goal as a leader and critical for every person's ability to contribute.

2. Assess what level of interaction safety currently exists (most of the time) and identify actions needed to move to the next level.

3. Ask each person what she or he needs for greater interaction safety.

As people speak up,

fewer mistakes are made.

4. Obtain agreement from your leadership team and from the organization overall on where you want to be and how you will achieve that objective.

5. Start practicing the new behaviors for greater interaction safety.

6. Assess how you are performing related to interaction safety on an ongoing basis, invite feedback from your direct reports and others, celebrate what you are doing well, and keep working to continuously improve.

Conclusion

Interaction safety is a key to building trust, inclusion, and collaboration in the workplace. It takes conscious actions by leaders to create an environment where ideas flow, where people feel free to speak up, where individuals and teams can do their best work together.

When interaction safety is a part of the organizational culture, more ideas are shared and greater efficiencies in process and improvements in quality happen. Information is shared quickly, silos break down, and problems are made visible. As people speak up, fewer mistakes are made. Collaboration spurs innovation and the organization becomes a magnet for talent. When people feel safe enough to share, individuals and the organization soar.

Adapted from Miller, F. A. and Katz, J. H. (2018) *Safe Enough to Soar: Accelerating Trust, Inclusion and Collaboration in the Workplace.* Oakland: CA, Berrett-Koehler.
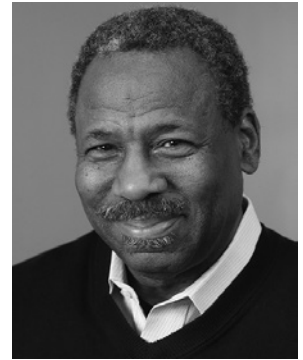
Thought leaders in organization development for more than 35 years, Judith H. Katz, EdD, and Frederick A. Miller, Executive Vice President and CEO (respectively) for The Kaleel Jamison Consulting Group, Inc., have created numerous breakthrough concepts related to people, culture, and inclusion. Both recipients of the OD Network Lifetime Achievement Award (Katz, 2014; Milller, 2007)*, they have co-authored the books* Safe Enough to Soar: Accelerating Trust, Inclusion and Collaboration in the Workplace *(2018);* Opening Doors to Teamwork and Collaboration: 4 Keys That Change EVERYTHING *(2013);* Be BIG: Step Up, Step Out, Be Bold *(2008)*; and The Inclusion Breakthrough: Unleashing the Real Power of Diversity *(2002).*

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THE KALEEL JAMISON
CONSULTING GROUP

The Path to Inclusion
Inclusion as the *HOW* ®

Judith H. Katz and Frederick A. Miller

In today's world—with its constant change, intense competition, global reach, and innumerable unknowns—no individual or team, acting alone, can possibly guide an organization to success. More than ever, organizations must unleash the thinking and perspectives of most people—some would say *all* people—to thrive: not just people individually, but people collectively, enhancing their interactions so they can connect and co-create. In other words, organizational success depends on people *Joining* with one another.

All too often, however, organizations and the people who work in them start not from a Joining mindset, but from the opposite position: a *Judging* mindset. Judging inhibits the acceptance of new street corners (or perspectives) and ideas—often the very street corners and ideas that could move the organization toward higher performance. This is why, as organizations move from a fixed, controlled, few-included, conformity-based monoculture to an **Inclusion as the *HOW*** culture, it is not enough simply to *say* that everybody is important and has a voice; it is not enough simply to hire

a diverse group of people in the hope of gaining different perspectives. The Judging mindset will ensure that their street corners will not be heard or seen as clearly or strongly as possible, and the organization will not be able to capitalize on the value they could bring.

In short, there must be a shift in mindset from *Judging* to *Joining*. While the shift takes place within individuals, organizations must reorient, reset, and redesign their systems to reinforce the Joining mindset.

The Path to Inclusion
Inclusion as the *HOW* ®
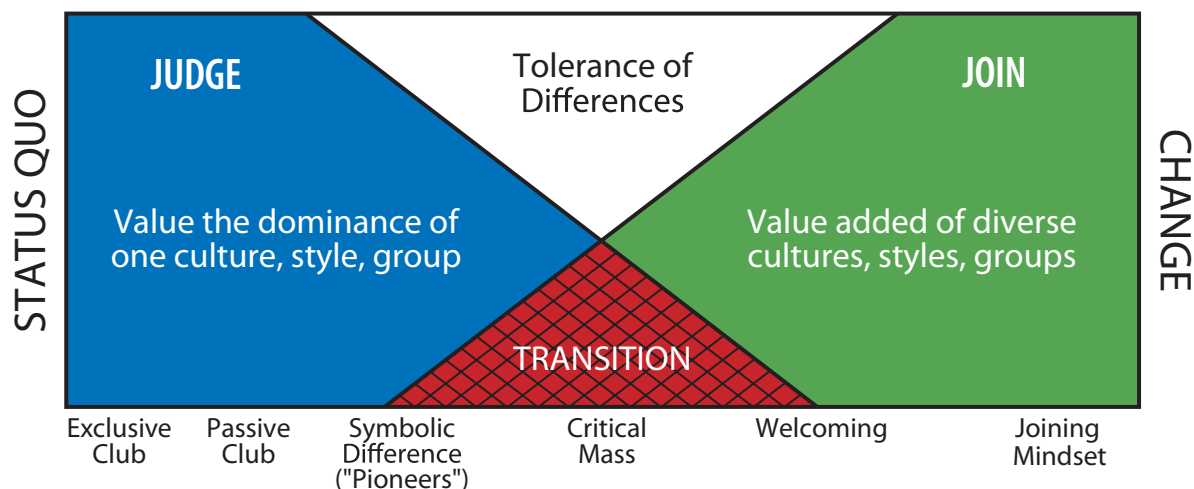
Adapted from "Racial Awareness Development in Organizations," 1981. Bailey Jackson, Ed.D., Rita Hardiman, Ed.D., and Mark Chesler, Ph.D. Adapted by Judith H. Katz and Frederick A. Miller. *The 1995 Pfeiffer Annual: Volume 2, Consulting*, copyright © 1995, Pfeiffer and Company. Originally published in 1995 and reprinted by permission of the publisher. Revised in 2002. The Kaleel Jamison Consulting Group, Inc. 518.271.7000. *www.kjcg.com*.

This move cannot happen by edict—by turning on a light switch, as it were. Rather, it requires a strategic process that changes interactions by changing people's mindsets toward Joining and their behaviors into Inclusive Behaviors. In the Path Model to **Inclusion as the HOW**, we have identified five basic stages through which organizations typically move in their journey from exclusive monoculture club to **Inclusion as the HOW** organization:

- **Exclusive Monoculture Club – Passive Club.** Most of today's large organizations started as small, monocultural clubs because the founders hired people with whom they felt comfortable. As these organizations grew, their policies and culture tended to reflect the initial people's needs and experiences. Living in this same culture day after day, with others who (within a certain range) thought and did things similarly, people all too easily assumed that their street corner was "the way things are," "the only way," or "the one right way." They Judged other approaches as inferior to theirs or just not as informed as theirs.

In most organizations today, the exclusion may be "passive" (there are no exclusionary statements in their bylaws or policies), but the Judging mindset is the same. So is the impact: only the "true club members" are heard, and sameness—in expression, language, behaviors, and interactions—is valued. All others are Judged as not measuring up or needing to figure out how to be more like the traditional group.

- **Symbolic Difference.** Here a handful of people who are different from the traditional group are accepted into the workforce; as they perform well, and as people in the traditional group interact with them, leaders begin to see their value *as people*, as "club worthy," but still with a caveat: "you are not us." That valuing, in other words, still does not extend to the differences they bring. In this phase, differences are not so much Judged as ignored—people act as though they do not notice the differences—and people are still implicitly asked to "fit in."

- **Critical Mass.** At this point, people clearly see the Judging mindset as no longer effective, but they may not trust others sufficiently to Join with them. Tolerance—which can be seen as a midpoint between Judging and Joining—is touted as a virtue at the same time that people begin recognizing the need to move beyond Tolerance. In fact, Tolerance only means that people are holding their breath and not really Joining with others.

- **Welcoming.** This is a truly transformative place in which all people begin to shift toward seeing the need to Join others. It means *not* bringing a Judging mindset to each initial interaction. It also means letting go of mistrust—and the past—to build a new future together. During this phase, people more actively welcome other street corners and differences, and they begin to create the systems and structures that will enable individuals and groups to bring their differences *and* their similarities. Individually people are curious about others' perspectives and seek them out to ensure they are seeing the full 360-degree view of the issue or opportunity at hand.

- **Inclusion as the HOW Organization.** Here people, organizations, and the systems that support them embrace the paramount importance

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What is Inclusion as the *HOW?*

Inclusion as the *HOW* leverages inclusion as a means for achieving higher operational performance and accelerating bottom-line results. It is a way of life that underpins everything the organization does: how it develops strategy, sets goals, makes decisions, runs meetings, solves problems, and engages people, and how people interact.

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of Joining as a fundamental *HOW* for every interaction and activity in the organization. Differences in title, function, style, background, age, nationality, location, and level, among others, are sought out to ensure that all the views needed to solve problems and address key organizational objectives are heard. Systems and policies support the differences that people bring: these systems and policies might include the rewarding and recognizing of teamwork and collaboration (which honors the ability of people to Join together to achieve goals) and promotional criteria (which spell out and incentivize HOW individuals and teams get results: through the joining of individual and collective effort).

Reaching this last stage is transformational for the organization. As people fully embrace the Joining mindset, they collaborate and co-create across departments, teams, and functions. Knowledge flows back and forth. The focus is on gathering the Right People for the Right Work at the Right Time. Waste in interactions is minimized, and the unknowns that the organization faces become known. At this stage, the organization has unleashed the vast range of talents, skills, and experiences of all people. It has, in short, positioned itself to thrive in the new marketplace.

This page included to accommodate double sided printing.

From: **Mary Ghikas** <mghikas@ala.org>
Date: Mon, Oct 14, 2019 at 1:51 PM
Subject: [alacoun] Midwinter
To: ALA Council List <alacoun@lists.ala.org>
Cc: Earla Jones <ejones@ala.org>

I am posting the following message on behalf of Earla Jones, Director, ALA Conference Services. mg

----
The Conference Committee met in June, during the Annual Conference and the following summary captures the plan in place for the Future of Midwinter:

The Future of Midwinter

The future of Midwinter transition will begin in January 2021 in Indianapolis, which will still be under the Midwinter brand and we will use this opportunity to possibly test different programming concepts. The meeting in Indianapolis will be a continued effort to utilize a smaller campus for meetings and events with designated space for ALA Governance (Council, Board, Committees), Division and Round Table Boards, and Award Juries (books, media, notables).

A newly branded event will launch in January 2022 in San Antonio followed by New Orleans in 2023.

The new event will feature education, networking and engagement activities that support ALA's core values, key action areas and strategic directions. This will include issue forums focused on Advocacy, Information Policy, Professional & Leadership Development, and Equity Diversity & Inclusion. There will be 3 primary content streams that include the Future of Libraries, Readers Advisory, and EDI programming. The current plan is for every other year to include an EDI collaboration to contribute content to the program. A sub-theme of the conference will have a leadership development emphasis to attract and capitalize on the growing need for resources and programming specifically for the rising stars and future leaders within the association.

Focusing on the traditional core of libraries – books, literacy, and multimedia collections, award celebrations will include the Youth Media Awards, Andrew Carnegie Medals Announcements, RUSA Book and Media Awards Ceremony and Reception, and the I Love My Librarian event.

The exhibit hall will be designed to create meaningful education and networking platforms that encourage connections with the exhibitors that provide products and services to ALA members. Exhibitors should anticipate a schedule with more dedicated/non-compete hours on Friday, Saturday and Sunday.

Note—During the conference committee meeting it was recognized and discussed that members will need guidance on how to meet differently moving forward. A subcommittee, to be chaired by Patty Wong, was formed to work on tips for members and committees to conduct their business more efficiently in a virtual capacity.

As we are carefully and continuously designing the landscape of this project, there will be more details forthcoming on this exciting engagement opportunity for the members and stakeholders of ALA.

Thanks,

EJJ

Earla J. Jones, MS, CMP

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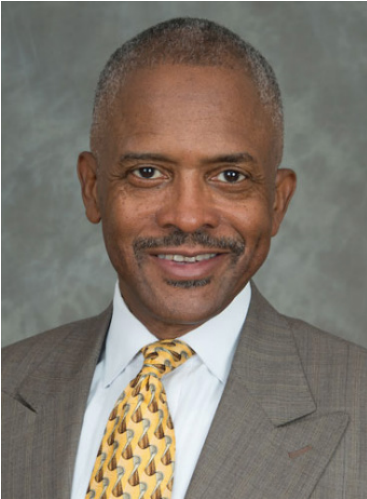
Keith's professional background and experience is eclectic. He has achieved success as an HR executive, OD consultant and lawyer. Keith has extensive experience in government (including SES levels), corporate and nonprofit settings. His approach is grounded in leadership development, systems change, diversity and inclusion, conflict resolution and team effectiveness. Keith tailors his approach based on the full range of professional and personal considerations that are relevant to sustainable success for his clients.

Keith has extensive corporate experience, having served as the Vice President—Employee Strategies & Practices in Freddie Mac's Human Resources Division following 17 years of service in Freddie Mac's Legal Division. Keith also held the position of Director—Diversity & Inclusion at Finnegan, Henderson, Farabow, Garrett & Dunner, a global firm specializing in intellectual property law.

In addition to his organizational consulting and coaching work, Keith is an adjunct faculty member at Georgetown University's School of Continuing Studies, the University of Southern California, and American University, respectively, where he teaches various graduate level courses.

Keith completed his Ph.D. in Human & Organization Development at Fielding Graduate University. He has a Masters of Arts in Human & Organizational Systems from Fielding as well as a Masters of Science in Organizational Development from American University. Keith is a graduate of Rutgers University Law School and he completed his undergraduate work at Cornell University where he received his B.A.

Martha Kesler

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Martha earned her Master of Science in OD from American University/ NTL Institute for Applied Behavioral Science; she also holds a Master's in the Management of Change from The Johns Hopkins University. For more than 25 years, Martha has led organization development initiatives for a broad range of customers across all market segments. She brings deep experience and expertise integrating strategy, leadership and team development, organization design and performance management, paving the pathway to high performing, sustainable, organizations.

Martha operates from the fundamental belief that most people genuinely want to do the best job they can and deliver the greatest value possible. Her work is focused on removing the barriers that impede potential and creating organization environments in which success can thrive.

Martha has held senior level positions including Director of Customer Value for Nortel Networks, an international telecommunications juggernaut.

While at Nortel, she developed the methodology she used to lead the Customer Value Organization in shifting the business model and culture to one of proactive engagement with a customer-centric focus. Martha served as Chief Engineer for The Strategy and Enterprise Transformation Technical Center at The MITRE Corporation where she also consulted with senior leaders in more than a dozen federal agencies. She has also worked extensively for not-for profit organizations, particularly in board development and the establishment of corporate governance.

Martha and her husband moved to Montana four years ago and live with their dog, Rooster, who loves to swim in Buffalo Creek which runs through their property. Martha enjoys family time in the outdoors, particularly raft trips, taking in and participating in the fine arts, and enjoys creating culinary delights.

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Karen has over 30 years of experience in higher education and academic libraries. She manages ACRL Consulting Services and serves as an adjunct consultant for strategic planning services and library reviews. At Dominican University, she teaches in the areas of assessment, collection management, foundations of the profession, and literacy and learning. She has held academic library positions focusing on administration, collection development, reference, and instruction at the University of Wisconsin, University of Maryland, Columbia University, and Bard College, as well as Program Coordinator of Education and Training at the Chicago Library System, one of Illinois' former regional multi-type library consortia.

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