ACRL *Advancing learning*
Transforming scholarship

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

Association of College and Research Libraries
Strategic Planning and Orientation Session (SPOS) Part 1

Tuesday, May 30, 2023
12:00pm-4:00pm Central Time

Zoom Meeting (link TBA)

SPOS Agenda

Time	Item (topic and presenter)
12:00-12:15pm	Welcome and Overview
12:15-1:00pm	**Conversation 1 – Our World – What's Going On?** • SWOT Analysis • ALA Pivot Strategy and Other Wild Cards • Stakeholder Analysis • Key Issues and Implications for the Coming Year
1:00-1:30pm	**Conversation 2 – Our Identity and Direction – Who Are We and Where Are We Going?** • Review and Affirm Core Ideology – Mission and Values • Envisioned Future Goal and Vivid Descriptions
1:30-1:45pm	**Break**
1:45-3:15pm	**Conversation 3 – Our Progress – How Are We Doing?** • Review and assessment of previous year's progress. • Goals, Objectives, Strategies, Metrics. • Lessons Learned
3:15-3:45pm	**Conversation 4 - Where Do We Need to Go Next** • Setting Of Priorities for Coming Operational Planning Year • Action Plans and Monitoring Systems
3:45-4:00 pm	**Meeting Wrap-Up – Action Items and Next Steps** Reflect on today's work, next step going forward.

Expected meeting outcome:

Review, refresh, and update the ACRL Strategic Plan.

Documents:

- Doc 1.0 ACRL Plan for Excellence
- Doc 2.0 ACRL Environmental Scan (March 2023)
- Doc 3.0 ACRL Top Trends in Academic Libraries (June 2022)
- Doc 4.0 ACRL 2023 Conference Evaluation excerpt
- Doc 5.0 ALA 5-Year Pivot Strategy Update
- Doc 6.0 ALA 2022 Membership Survey Report - academic librarian response (May 2023, **confidential**)
- Doc 7.0 ACRL Goal Area Committee 1-page reports (April 2023)
- Doc 8.0 Ithaka S+R US Library Survey 2022: Navigating the New Normal. Executive Summary (March 2023)
- Doc 9.0 2023 EDUCAUSE Horizon Report | Teaching and Learning Edition. Executive Summary (May 2023, **confidential**)

Upcoming ACRL Governance Meetings

- **[ACRL Budget & Finance Committee Virtual Meeting I (optional)](#):** June 5, 01:00 PM - 03:00 PM (CT), [Zoom login](#)
- **[ACRL Budget & Finance Committee Virtual Meeting II (optional)](#):** June 15, 01:30 PM - 03:30 PM (CT), [Zoom login](#)
- **ACRL [Board Pre-Annual Virtual Meeting](#),** June 16, 2023, from 1:00 PM to 3:00 PM (CT), [Zoom login](#)
- **ACRL Board Strategic Planning and Orientation Session Part 2**. Thursday, June 22, 8:00AM - 4:00PM Central, ALA Headquarters, 225 N Michigan Ave, Suite 1300, 13-121 Training Room, Chicago, IL 60601.
- **ACRL Board Update**. Friday, June 23, 8:00AM - 10:00AM, Palmer House Salon 12.
- **ACRL Board Orientation**. June 7, 2023, 12:00 PM – 1:00 pm Central.
- **ACRL Board of Directors Part 1**. Saturday, June 24, 8:00AM – 9:30 AM Central, Palmer House Salon 12.
- **ACRL Board of Directors Part 2**. Saturday, June 24, 2:00PM - 3:30PM Central, Palmer House Salon 12.

Upcoming ALA Governance Meetings (optional) @ ALA Annual 2023

ALA Executive Board accompanying documents can be found on the [ALA Executive Board Document Inventory 2022-2023](#).

- **ALA Executive Board Meeting**, Friday, June 23, 9:00 - 12:00 p.m. Central [Click here to join](#). Meeting ID: 935 0923 3161; Passcode: 933626
- **ALA Executive Board Meeting**, Monday, June 26, 1:00 - 5:00 p.m. Central [Click here to join](#). Meeting ID: 935 0923 3161; Passcode: 933626
- **ALA Executive Board Meeting**, Tuesday, June 27, 8:00 - 10:30 a.m. Central [Click here to join](#). Meeting ID: 935 0923 3161; Passcode: 933626

ACRL Board Ground Rules

Approved Fall Board Meeting, November 18, 2019.

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. Enjoy yourself.

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?

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.

ACRL Plan for Excellence

Approved April 20, 2011. Effective July 1, 2011
Reaffirmed September 2013. Revised November 2022.

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
- Equity, Diversity and Inclusion

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

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

Timeless Core Ideology

Core Purpose

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

Core Organizational Values

ACRL is committed to:

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

Core Commitment

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

Long-term Envisioned Future

Vision

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

Vivid Description of a Desired Future

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

Five-Year Goals and Objectives

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.
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.

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.

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.

Equity, Diversity and Inclusion

Goal: Academic and research libraries will practice cultural humility, promote community accountability, and be unwavering in their ongoing, iterative commitment to remedy systemic inequalities in their contexts.

Objectives:

1. Enhance members' capacity to acknowledge, interrogate, and dismantle white supremacist structures and other systems of oppression.
2. Provide professional development and resources to attract, hire, support, retain, and promote workers from marginalized communities, which helps build inclusive working environments that center trust and belonging.
3. Build relationships and coalitions to cultivate "collective ownership, accountability, and responsibility" (Cultural Proficiencies for Racial Equity: A Framework, 2022).

2023 Environmental Scan

ACRL Research Planning and Review Committee

Contents

Introduction

Every two years, the ACRL Research Planning and Review Committee conducts an environmental scan to summarize the key themes and trends in higher education and their potential implications for academic libraries. Committee members determined this year's themes based on a review of news media, academic literature, grey literature, and other sources from 2021 and 2022. While themes such as scholarly communications, student assessment, and shared print continue to have impact, new themes around legislative interference, controlled digital lending, and digital transformation have also emerged. Common threads can be found across these themes including an increased focus on diversity, equity, and inclusion, the enduring legacy of COVID, and the continued impact of technology. The extensive footnotes provide a wealth of additional information and avenues of inquiry for those interested.

Economics & Administration of Higher Education

With campuses nationwide returning more fully to in-person instruction during this past year, student enrollment and graduation rates have shown signs of recovery. According to data collected by the National Student Clearinghouse (NSC) Research Center, the decline in undergraduate enrollment experienced in fall 2022 was closer to pre-pandemic rates–a decline of 1.1% compared to 2.1% in fall 2021 and 3.2% in fall 2020. While enrollment at four-year institutions declined slightly, community colleges, on the other hand, experienced a 0.9% increase in freshmen enrollment this fall. In contrast, enrollment at Historically Black Colleges and Universities grew by 2.5% this year, but enrollment at Hispanic-Serving Institutions was slowly recovering, with a 1.2% decline this fall compared to 4.8% in fall 2021.[1] While there has been improvement, enrollment has continued to decline overall over the last two years. It appears that the pandemic simply exaggerated an existing downward trend in higher education enrollment.

In addition to demographic trends, factors such as a decline in underrepresented groups' enrollment, lower rates of high school graduates, continued growth of online degree programs, unsuccessful transitions from two-year to four-year institutions, and competition from the job market have created challenges for universities and colleges in providing affordable and sustainable education for a diverse student population.[2] On the other hand, based on preliminary

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[1] Sedmak, Todd, "Fall Undergraduate Enrollment Declines at a Slower Pace but Nearing Pre-Pandemic Rates," National Student Clearinghouse (blog), October 20, 2022. https://www.studentclearinghouse.org/blog/fall-undergraduate-enrollment-declines-at-a-slower-pace-but-nearing-pre-pandemic-rates/.

[2] Knox, Liam, and Sara Weissman, "As the Pandemic Wanes, All Eyes Are on Enrollment," Inside Higher Ed, October 17, 2022. https://www.insidehighered.com/news/2022/10/17/enrollment-trends-new-and-old-emerge-pandemic

federal data, the pandemic did not have an impact on the graduation rate, which has continued to increase each year in recent decades.[3]

Student debt continues to be a concern. The American Council on Education found promising signs that "higher education as a whole is trying to minimize undergraduate student loan debt," but noted that graduate student debt has grown rapidly at the same time.[4] Although there are fewer graduate borrowers than undergraduate borrowers, the total amount disbursed to graduate students was much higher than expected.[5] To alleviate the pandemic effect on the student loan burden and make higher education more affordable, in August 2022, President Biden and Secretary of Education Cardona announced plans to support student borrowers through debt cancellation of up to $20,000 for eligible Pell Grant recipients and other actions that will provide nearly $48 billion in loan relief to over 1.8 million borrowers.[6] However, implementation of this loan relief is currently blocked by court orders. While waiting for the Supreme Court to review this case, the U.S. Department of Education extended the pause on student loan repayment, interest, and collection.[7]

Even with the financial aid provided to Pell Grant recipients, data shows that there are fewer affordable public higher education options for low-income students than 10 years ago. According to the National College Attainment Network, higher education has become less affordable over time–by 2019-2020, only 40% of community colleges and 24% of four-year institutions in their study were deemed affordable.[8]

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[3] Nick Perez, "Whose Pandemic-Era Graduation Rates Beat, or Fell Below, the Average?," The Chronicle of Higher Education, December 1, 2022, sec. News. https://www.chronicle.com/article/whose-pandemic-era-graduation-rates-beat-or-fell-below-the-average.

[4] "Facts in Hand: Who Is Borrowing for College?," American Council on Education, May 2022. https://www.acenet.edu/Documents/Facts-in-Hand-May-2022.pdf.

[5] American Council on Education, "Facts in Hand: Who Is Borrowing for College?,"

[6] The White House, "FACT SHEET: President Biden Announces Student Loan Relief for Borrowers Who Need It Most," The White House, August 24, 2022. https://www.whitehouse.gov/briefing-room/statements-releases/2022/08/24/fact-sheet-president-biden-announces-student-loan-relief-for-borrowers-who-need-it-most/.

[7] Press Office, U.S. Department of Education, "Biden-Harris Administration Continues Fight for Student Debt Relief for Millions of Borrowers, Extends Student Loan Repayment Pause | U.S. Department of Education," Accessed November 23, 2022. https://www.ed.gov/news/press-releases/biden-harris-administration-continues-fight-student-debt-relief-millions-borrowers-extends-student-loan-repayment-pause.

[8] The National College Attainment Network, "The Growing Gap 2022: Public Higher Education's Declining Affordability," Accessed December 1, 2022. https://public.tableau.com/app/profile/bill.debaun.national.college.access.network/viz/TheGrowingGap2022PublicHigherEducationsDecliningAffordability/Dashboard.

At the same time, government funding for higher education has generally been maintained during the pandemic, and state funding is expected to increase this year.[9] However, higher education institutions have not been affected equally. Wealthy institutions have found opportunities to acquire and merge with other institutions as well as grow their wealth through endowments.[10] Before the pandemic, there was also a nationwide rise in consolidations among regional public universities and colleges to increase efficiency. In 2021, Ithaka S+R analyzed a series of case studies on this consolidation trend and revealed complexities related to the implementation process and the impact on equity.[11] These mergers showed early signs of success in evidence of student enrollments, retention, and graduation rates. However, the process was not without resistance from stakeholders.

Given that higher education institutions are experiencing financial and organizational changes, how will these changes impact student lives, and what policies can be established to better serve students during these unpredictable times? While Ithaka S+R found evidence of success in their consolidation studies, they also warned that underserved students (for example, students of color and lower-income students) are at higher risk of being left out during these changes as well as faculty and staff of color. Especially when a minority-serving institution is involved in a consolidation, careful planning, preparation, and engagement is needed to create opportunities to benefit underserved and underfunded students, programs, faculty, and communities.[12]

A survey of senior administrators at U.S. colleges and universities revealed that their immediate top priorities for fall 2021 included supporting student well-being and developing strategies for meaningful diversity, equity, and inclusion.[13] Conversely, they ranked external pressures and challenges such as strengthening civic and democratic engagement and contesting the spread of misinformation near the bottom of their list of concerns along with re-envisioning and supporting liberal arts programs. The finding was partially confirmed by another national survey of campus

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[9] Annahita Jimmerson, "Annual Grapevine Compilation of State Fiscal Support for Higher Education Results for Fiscal Year 2022: PRESS RELEASE," https://shef.sheeo.org/wp-content/uploads/2022/06/SHEEO_Grapevine_FY22_PressRelease.pdf

[10] Lindsay Ellis, Nell Gluckman, Dan Bauman, and Francie Diep, "4 Emerging Trends You Should Know About," The Chronicle of Higher Education, February 11, 2022, sec. News. https://www.chronicle.com/article/4-emerging-trends-you-should-know-about.

[11] Jones, Sosanya, "A Georgia Case Study: A Look at the University System Consolidations with an Eye Towards Race, Ethnicity, and Equity," Ithaka S+R, August 30, 2021. https://doi.org/10.18665/sr.315852; Schonfeld, Roger, and Jane Radecki, "Consolidating the University of Wisconsin Colleges: The Reorganization of the University of Wisconsin System," Ithaka S+R, August 30, 2021. https://doi.org/10.18665/sr.315853; Kurzweil, Martin, Melody Andrews, Catharine Bond Hill, Sosanya Jones, Jane Radecki, and Roger Schonfeld, "Public College and University Consolidations and the Implications for Equity," Ithaka S+R, August 30, 2021. https://doi.org/10.18665/sr.315846.

[12] Kurzweil et al., "Public College and University Consolidations and the Implications for Equity."

[13] Scott A. Bass, Laura McMahon Fulford, and Ashley Finley, "Academic Year 2021-2022: Are College Campuses Ready?," Association of American Colleges & Universities and American University, 2021. https://dgmg81phhvh63.cloudfront.net/content/user-photos/Research/PDFs/Survey-Report-Final-9.23.pdf.

stakeholders about the most crucial challenges confronting higher education after the pandemic.[14] Facing financial constraints and overcoming persistent inequalities are the top concerns identified by stakeholders from all types of institutions. When asked about the top priorities for their institutions regarding undergraduate teaching and learning, nearly 70% highlighted the need to improve and increase diversity at their institution.

According to an international survey of researchers and research office leaders across the U.S., the UK, and Australia, research funding remains a top priority, together with an increasing focus on research collaboration and interdisciplinary work among researchers.[15] Overburdened researchers need stronger research support in various areas, but research office leaders reported limited time and resources to provide the needed services. Research office leaders also reported difficulties in maintaining online portals of research expertise and demonstrating research impact using both traditional and other metrics.

A key area in which libraries and research offices have started to develop collaborations is providing support for compliance-related areas, such as open access compliance.[16] Ithaka S+R observed optimistically that the global research enterprise continued to grow during and after the pandemic. For example, as a result of relief bills in the U.S., funding agencies boosted academic research in science, technology, engineering, mathematics, and medicine. University leaders generally described their institutional strategies as geared more toward the goal of growing the size, quality, and impact of their research enterprise rather than enrollment.[17] Another Ithaka S+R report calls special attention to "research cores," defined as "shared research enablement facilities that are used on a cross-department basis," which have become a key component to the research enterprise.[18] Similar to information technology and library departments on campus, research cores are going through a period of internal centralization and cross-institutional coordination. Combining cost recovery with subsidization, seeking grants and other sources of public funds, emphasizing sharing and access, and being adaptive to user needs, the business model of research cores might offer inspiration to other departments within the research enterprise.[19]

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[14] Finley, Ashley. "Campus Challenges and Strategic Priorities in a Time of Change: A National Survey of Campus Stakeholders." Association of American Colleges and Universities, 2021.

[15] "Supporting Academic Research Understanding the Challenges: Findings from a 2022 Study of Researchers and Members of Research Offices in the UK, the U.S. and Australia." Exlibris and Alterline, 2022. https://discover.clarivate.com/supporting_academic_research_2022_alterline_report/.

[16] "Supporting Academic Research Understanding."

[17] Cooper, Danielle, Catharine Bond Hill, and Roger Schonfeld. "Aligning the Research Library to Organizational Strategy." Ithaka S+R, April 14, 2022. https://doi.org/10.18665/sr.316656.

[18] "Cooper et al., "Aligning the Research Library."

[19] Bai, Yuzhou, and Roger Schonfeld. "What Is a Research Core? A Primer on a Critical Component of the Research Enterprise." Ithaka S+R, December 6, 2021. https://doi.org/10.18665/sr.316205.

Implications

- When providing support for undergraduate student learning and success, libraries have to assess the unique needs of underserved user groups. Libraries are uniquely positioned and have the ability to develop accommodations and services to meet these needs.
- Supporting affordable higher education and reducing student costs are two strategic opportunities for academic libraries to directly impact the lives of students in higher education.
- As higher education institutions focus on growing their research enterprise, library leaders should identify and strengthen areas where libraries could make unique contributions to research support, separately or in collaboration with other departments.

Polarization, Politicization, and Civic Discourse

Darrell M. West, writing for the Brookings Institution, recently stated that "Democratic systems require the free flow of information, mechanisms to hold leaders accountable, and healthy civic discourse. Many of these features are under attack right now in the knowledge sector, with ominous consequences for universities, nonprofits, and think tanks."[20] The philosopher John Dewey over one hundred years ago argued that it is education that continually creates the next generation of democratic citizens.[21] Academic librarians and information professionals in higher education both play a role in representative democracy through our roles as educators but are also affected by the state of civic discourse, academic freedom, and other aspects of the contemporary political climate. This is an exceptionally important topic as Americans are divided, politically polarized, and quickly losing faith in American democracy.[22]

Some examples of the current relationship between state legislatures and higher education include a failed attempt to eliminate tenure in Iowa's three public universities[23] and Florida Bill SB 7044, allowing the Florida Board of Governors, the governing body for the State University System of Florida, to adopt regulations requiring "each tenured state university faculty member

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[20] West, Darrell M, "Why Academic Freedom Challenges Are Dangerous for Democracy." *Brookings* (blog), September 8, 2022. https://www.brookings.edu/blog/brown-center-chalkboard/2022/09/08/why-academic-freedom-challenges-are-dangerous-for-democracy/.

[21] Dewey, John, *Democracy and Education: An Introduction to the Philosophy of Education*, New York: Macmillan, 1916.

[22] Epstein, Reid J, "As Faith Flags in U.S. Government, Many Voters Want to Upend the System," *The New York Times*, July 13, 2022, sec. U.S. https://www.nytimes.com/2022/07/13/us/politics/government-trust-voting-poll.html.

[23] Gruber-Miller, Stephen, "Iowa Legislature Won't Ban Tenure at Public Universities This Year after Bill Fails to Advance," *The Des Moines Register*, April 1, 2021. https://www.desmoinesregister.com/story/news/politics/2021/04/01/iowa-legislature-bill-ban-tenure-public-universities-professors-fails-advance/4836676001/.

to undergo a comprehensive post-tenure review every 5 years."[24] This would include addressing "performance metrics," "compensation considerations," and "productivity." Additionally, Tennessee House Bill 2670 states that a "public institution of higher education shall not:...Conduct any mandatory training of students or employees if the training includes one (1) or more divisive concepts."[25] Such divisive concepts include "a meritocracy is inherently racist or sexist" and "All Americans are not created equal and are not endowed by their Creator with certain unalienable rights, including, life, liberty, and the pursuit of happiness." The legislation also notes it "shall not be interpreted to:...Infringe on the rights of academic freedom of faculty in public institutions of higher education."[26]

Overall "36 states have adopted or introduced laws or policies that restrict teaching about race and racism"[27] though such legislation primarily concerns K-12 education. The nonprofit PEN America labels such attempts "educational gag orders," noting that as of August 2022 such bills are increasingly targeting LGBTQIA2S+ identities, becoming more punitive, and "have targeted higher education more frequently" in 2022 than in 2021.[28] As illustrated by two recent essays in the *Chronicle of Higher Education*,[29] while there is a long history of cooperation between government and higher education, there has also long been tension and political interference. In the current climate of polarization and politicization, heightening tensions continue to impact policy, promotion and tenure, legislation, the perceived value of college degrees, and funding.[30]

Academic Freedom Debate

Free speech debates often occur through ideological or political lenses. Scholars have argued that interpretations of "freedom of speech" have been perverted by alt-right groups conflating free

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[24] Florida Senate, Senate Bill 7044, Pub. L. No. SB 7044 (2022). https://www.flsenate.gov/Session/Bill/2022/7044/?Tab=BillText.

[25] Tennessee General Assembly, House Bill 2670, Pub. L. No. HB2670 (2022). https://wapp.capitol.tn.gov/apps/Billinfo/default.aspx?BillNumber=HB2670&ga=112.

[26] Tennessee General Assembly, House Bill 2670.

[27] Stout, Cathryn and Wilburn, Thomas, "CRT Map: Efforts to Restrict Teaching Racism and Bias Have Multiplied across the U.S.," Chalkbeat, February 1, 2022. https://www.chalkbeat.org/22525983/map-critical-race-theory-legislation-teaching-racism.

[28] Young, Jeremy C. and Friedman, Jonathan, "America's Censored Classrooms," PEN America, August 17, 2022. https://pen.org/report/americas-censored-classrooms/.

[29] Fischer, Karin, "A Playbook for Knocking Down Higher Ed," *The Chronicle of Higher Education*, October 18, 2022. https://www.chronicle.com/article/a-playbook-for-knocking-down-higher-ed.

[30] Pelletier, Kathe, McCormack, Mark, Reeves, Jamie, Robert, Jenay, Arbino, Nichole, Al-Freih, Maha, Dickson-Deane, Camille, et al, "2022 EDUCAUSE Horizon Report, Teaching and Learning Edition," Boulder, CO: EDUCAUSE, 2022. https://library.educause.edu/resources/2022/4/2022-educause-horizon-report-teaching-and-learning-edition.

speech with hate speech,[31] turning campuses into politicized battlefields.[32] Nowhere is this more evident than when politically-motivated students on college campuses "engage with provocation and discuss speech rights in relation to diversity issues."[33] Students across the U.S. are also becoming more active in dialogues and demonstrations about racial and social justice issues such as labor, Black Lives Matter, and voters' rights.[34] In order to attract and serve an increasingly diverse student body, colleges and universities attempt to demonstrate support for diversity, equity, inclusion, and accessibility (DEIA) by adopting DEIA[35] recruiting statements and competency requirements for their administrators and faculty, but some critics claim such actions amount to "compelled speech" and violate academic freedom and the First Amendment.[36]

DEIA, Retention, and Virtue Signaling

Though colleges and universities in recent years have increasingly been signaling support for DEIA via their mission statements and efforts to recruit a diverse workforce, isolating and "tokenized" campus cultures continue to negatively impact retention.[37] When institutions acknowledge but fail to address systemic inequalities and white supremacy within their organizations, DEIA efforts may amount to virtue signaling and hand-waving (i.e., an insincere attempt at demonstrating solidarity with a social issue). DEIA work within higher education and specifically white workers and educators behind DEIA initiatives have come under scrutiny for self-proclaimed "expertise."[38] One statement "reject[s] the historical and increasing trend of white library, archives, and information workers and educators at all levels appropriating the

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[31] Kidder, Jeffrey L., and Amy J. Binder, "The Politics of Speech on Campus," *Sociological Forum* 36, no. 2 (June 2021): 338–58. https://doi.org/10.1111/socf.12681.

[32] Oleksiyenko, Anatoly V., and Liz Jackson, "Freedom of Speech, Freedom to Teach, Freedom to Learn: The Crisis of Higher Education in the Post-Truth Era," *Educational Philosophy and Theory* 53, no. 11 (September 19, 2021): 1057–62. https://doi.org/10.1080/00131857.2020.1773800.

[33] Kidder and Binder, "The Politics of Speech on Campus."

[34] Paterson, James, "Student Activism on the Rise," *NEA Today* (blog), March 9, 2021. https://www.nea.org/advocating-for-change/new-from-nea/student-activism-rise.

[35] We acknowledge there are many variations of acronyms including DEI, EDI, DEIA, etc. We have chosen one for editorial consistency.

[36] Trivedi, Isha, "More Colleges Are Adding Diversity to Tenure Standards. But the Debate's Not Settled," *The Chronicle of Higher Education*, August 12, 2022. https://www.chronicle.com/article/more-colleges-are-adding-diversity-to-tenure-standards-but-the-debates-not-settled.

[37] Kafka, Alexander C, "When Building a Diverse Leadership, Emphasize Culture, Not Quotas," *The Chronicle of Higher Education*, September 21, 2021. https://www.chronicle.com/report/free/emphasize-culture-not-quotas.

[38] Brown, Alexandria, Cheng, James, Espinal, Isabel, Fiedler, Brittany Paloma, Gabiola, Joyce, Leung, Sofia, Mody, Nisha, Moore, Alanna Aiko, Neely, Teresa Y., and Ossom-Williamson, Peace, "Statement Against White Appropriation of Black, Indigenous, and People of Color's Labor," WOC+Lib. Accessed September 11, 2022. https://www.wocandlib.org/features/2021/9/3/statement-against-white-appropriation-of-black-indigenous-and-people-of-colors-labor.

work and professionally profiting from the lived experiences of BIPOC [Black, Indigenous, and People of Color].”[39]

Despite historic and ongoing evidence of racial disparity in college admissions,[40] the Supreme Court is currently hearing “two cases challenging the constitutionality of race-conscious admission.”[41] There exists a real possibility that affirmative action will be declared unconstitutional in the near future.[42]

Anti-LGBTQIA2S+ Legislation

Over the past three years, there has been an upsurge in anti-trans rhetoric in the media,[43] reported cases of violence, and hostile legislation.[44] The 2022 UCLA Williams Institute’s “Educational Experiences of Transgender People” survey results “demonstrate that experiences of discrimination against transgender people are not unique to high school and also occur in higher education settings.”[45] Over a third of trans respondents “experienced bullying, harassment, or assault,” about 25% “said that lifetime adverse treatment…impacted their academic success,” and “more than half of transgender students” reported poor mental health during their time in higher education.[46] Although the recent *Dobbs* decision overturning *Roe v. Wade* has largely been discussed in terms of its impact on reproductive health, alongside organized efforts to criminalize youth access to gender-affirming care,[47] the decision brings into question the basic

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[39] Brown, Alexandria et al., “Statement Against White Appropriation.”

[40] Redden, Elizabeth, “Confronting Racism in Admissions,” Inside Higher Ed, October 26, 2020. https://www.insidehighered.com/admissions/article/2020/10/26/will-conversation-turn-action-when-it-comes-issues-racial-equity.

[41] Nadworny, Elissa, “Race in College Admissions Is Back in Front of the Supreme Court. Here’s What to Know,” *NPR*, October 29, 2022, sec. Education. https://www.npr.org/2022/10/29/1132449699/college-admissions-affirmative-action-supreme-court.

[42] Hoover, Eric, “Affirmative Action’s Big Win Always Had an Asterisk,” *The Chronicle of Higher Education*, September 2, 2022. https://www.chronicle.com/article/affirmative-actions-big-win-always-had-an-asterisk.

[43] Diaz, Jaclyn, “Florida’s Governor Signs Controversial Law Opponents Dubbed ‘Don’t Say Gay,’” *NPR*, March 28, 2022, sec. Efforts to restrict rights for LGBTQ youth. https://www.npr.org/2022/03/28/1089221657/dont-say-gay-florida-desantis.

[44] Human Rights Campaign, “As 2022 State Legislative Sessions Begin, A Review of 2021’s Record-Breaking Anti-LGBTQ+ Sessions,” Erie Gay News. Accessed December 9, 2022. https://www.eriegaynews.com/news/article.php?recordid=202202hrc2021legisreview.

[45] Conron, Kerith J., O’Neill, Kathryn K., and Vasquez, Luis A., “Educational Experiences of Transgender People: Findings from a National Probability Survey,” UCLA Williams Institute, April 2022. https://williamsinstitute.law.ucla.edu/publications/transgender-higher-ed/.

[46] Conron et al., “Educational Experiences of Transgender.”

[47] Freedom For All Americans, “Legislative Tracker: Anti-LGBTQ Bills Filed in the 2022 Legislative Session,” Freedom for All Americans. https://freedomforallamericans.org/legislative-tracker/anti-lgbtq-bills/.

rights people have over their own bodies[48] and further compounds the threat to decades of progress made by trans activists to receive gender-affirming healthcare. A 2021 poll conducted by The Trevor Project found that "two-thirds of LGBTQ youth [aged 13-24] report that recent debates about state laws restricting the rights of transgender people have negatively impacted their mental health," and additionally found that "the impact is even greater among trans and non-binary youth" (85%).[49]

Within 2022, at least six anti-LGBTQIA2S+ bills implicated colleges and universities.[50] According to Human Rights Campaign data, 13 out of the 23 states to introduce anti-LGBTQIA2S+ bills have signed bills into law.[51] These bills promote exclusionary K-12 practices[52] which "aim to fully disenfranchise trans people from public life beginning in childhood,"[53] threaten the use of inclusive practices across school districts with "endless litigation" and "financial costs,"[54] and "interrupt and mediate the college-going process for trans girls."[55] Many colleges and universities are well-positioned to "create policies to protect transgender students on campus,"[56] and there are opportunities to internally examine practices and policies to better support LGBTQIA2S+ students, staff, and faculty on campuses.

Critical Race Theory Bans

Critical race theory (CRT) has come under siege as a "divisive concept" in K-12 classrooms and has even been described as "state-sanctioned racism."[57] Within the past year, colleges, universities, and educators have increasingly been targeted for teaching CRT and adjacent topics. In 2022 alone, "46% of all educational gag orders…implicate higher education directly," with

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[48] Facci, AC, "Why We Use Inclusive Language to Talk About Abortion," *American Civil Liberties Union* (blog), June 29, 2022. https://www.aclu.org/news/reproductive-freedom/why-we-use-inclusive-language-to-talk-about-abortion.

[49] Gonzalez, Oriana, "Poll: Most LGBTQ Kids' Mental Health Negatively Impacted by Anti-Trans Legislation," Axios, January 10, 2022. https://www.axios.com/2022/01/10/mental-health-lgbtq-youth-anti-trans-bills.

[50] Freedom For All Americans, "Legislative Tracker."

[51] Human Rights Campaign, "Anti-LGBTQ+ Bills in 2022."

[52] Georgetown University Office of Advancement, "Anti-LGBTQ+ State Laws Will Have an Impact on Higher Ed, Experts Say," *THE FEED* (blog), March 17, 2022. https://feed.georgetown.edu/access-affordability/anti-lgbtq-state-laws-will-have-an-impact-on-higher-ed-experts-say/.

[53] Gill-Peterson, Jules, "Anti-Trans Laws Aren't Symbolic. They Seek to Erase Us From Public Life," Them, April 18, 2022. https://www.them.us/story/anti-trans-laws-public-erasure-dont-say-gay.

[54] Gill-Peterson, "Anti-Trans Laws."

[55] Georgetown University Office of Advancement. "Anti-LGBTQ+ State Laws."

[56] Brink, Meghan, "Federal Judge Blocks Title IX Guidance on Transgender Students," Inside Higher Ed, July 19, 2022. https://www.insidehighered.com/news/2022/07/19/federal-judge-blocks-ed-dept-title-ix-guidance-trans-students.

[57] Flaherty, Colleen, "An 'Oasis' From What?," Inside Higher Ed, March 1, 2022. https://www.insidehighered.com/news/2022/03/01/grove-city-college-facing-backlash-diversity-work.

violations resulting anywhere from restricting public schools and some colleges "from hiring anyone who teaches [CRT] in any context" to "loss of access to state funding" entirely.[58] The CRT Forward Tracking Project reports there have been "about 100 instances where states, countries, or the federal government tried to limit or eliminate CRT from college classrooms," with data showing that every state except for Delaware has "anti-CRT measures implemented at some level."[59] However, as argued by CRT Forward Tracking Project's director Taifha N. Alexander, these efforts intentionally mischaracterize CRT in order to "ensure that the nation can't realize its full potential as a multiracial democracy."[60] Further, opponents that view America as a "colorblind" or "post-racial" society may conclude that CRT is antithetical to progress,[61] ignoring the reality that systems of oppression continue to exist. Pushback on topics covered within CRT, critical theory in general, intersectionality theory, and queer theory elicit a slew of questions for the future of higher education and the implications for academic libraries, such as "whose history" is taught, "who gets to make these decisions," and "how critical" educators and librarians can be.[62]

Civic Discourse

These developments pose a threat to academic freedom within higher education and contribute to the further decline of civic discourse. To counter the increasing polarization and politicization, groups within and outside of higher education have undertaken various efforts to create more productive and less polarizing civic discourse through community-building and other strategies. These efforts describe work within institutions and between institutions and the general public. In the book *Generous Thinking*, Dr. Kathleen Fitzpatrick, Director of Digital Humanities at Michigan State University, argues for academicians to think more constructively than competitively–to cultivate listening over speaking and community over competition.[63] Civic Switchboard, an IMLS-supported effort, aims to "further democratize data" and support "equitable access to information" by hosting open discussions, writing on topics like civic data partnerships, and pursuing other initiatives.[64] The Constructive Dialog Institute, a non-profit

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[58] Young, Jeremy and Friedman, Jonathan, "In Higher Education, New Educational Gag Orders Would Exert Unprecedented Control Over College Teaching," *PEN America* (blog), February 1, 2022. https://pen.org/in-higher-education-new-educational-gag-orders/.

[59] Goodman, Sylvia, "Researchers Did a Deep Dive Into Efforts to Restrict Critical Race Theory. Here's What They Found," *The Chronicle of Higher Education*, August 3, 2022. https://www.chronicle.com/article/researchers-did-a-deep-dive-into-efforts-to-restrict-critical-race-theory-heres-what-they-found.

[60] Goodman, "Researchers Did a Deep Dive."

[61] Sprunt, Barbara, "The Brewing Political Battle Over Critical Race Theory," *NPR*, June 29, 2021, sec. Politics. https://www.npr.org/2021/06/02/1001055828/the-brewing-political-battle-over-critical-race-theory.

[62] Angulo, AJ, and Jack Schneider, "Between Recent Political Controversies and Long-Standing Education Histories," *History of Education Quarterly* 62, 2 (2022): 133–35. https://doi.org/10.1017/heq.2022.1.

[63] Fitzpatrick, Kathleen, *Generous Thinking: A Radical Approach to Saving the University*, Baltimore: Johns Hopkins University Press, 2019.

[64] Civic Switchboard, "Civic Switchboard," 2022. https://civic-switchboard.github.io.

organization founded in 2017, publishes open access studies and reports on topics related to cultivating intellectual humility, reducing polarization, and fostering constructive responses to conflict. For example, one report examined an online learning program's ability "to foster openness to diverse perspectives and equip students with evidence-based practices for engaging in dialogue across differences."[65]

Implications

- Academic libraries have the opportunity and ability to advocate for intellectual freedom, improve civic discourse, and foster constructive dialogue across differences–all of which could have direct and real consequences for democracy.
- Library administrators should work with campus administrators in developing and enacting policy that is both socially responsible and supportive of academic freedom.
- Academic libraries should increase awareness of social justice issues through programming and outreach with campus and community stakeholders.
- Library administrators should ensure when developing and implementing inclusive policies that they are considerate of multiple vectors of identity and axes of oppression.
- Librarians should critically examine current institutional commitment to practices and policies that support LGBTQIA2S+ and BIPOC students, faculty, and staff beyond one-shot internal DEIA workshops or trainings.

Teaching & Learning

Pedagogy

Mirroring a broader trend in higher education, library pedagogies have also been evolving toward inclusive practices, evidence-based teaching, and critical discourses.[66] Recent examples of this trend in library information literacy include using critical discourse analysis to modify the language in library orientation sessions toward greater inclusivity,[67] using a culturally-responsive

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[65] Duong, Mylien, Welker, Keith, and Mehl, Caroline, "Turning Down the Heat on Campus: How an Online Educational Program Can Reduce Polarization and Improve Dialogue in College Classrooms," New York: Constructive Dialogue Institute, August 10, 2022. https://constructivedialogue.org/articles/turning-down-the-heat-on-campus.

[66] Davis, Tangier, and Aireale J. Rodgers, "Can Evidence-Based Teaching Techniques Address the Education Debt That Students of Color Are Owed?," Ithaka S+R, May 16, 2022. https://sr.ithaka.org/publications/can-evidence-based-teaching-techniques-address-the-education-debt-that-students-of-color-are-owed/.

[67] Dandar, Devina, and Lacey, Sajni, "Critical Discourse Analysis as a Reflection Tool for Information Literacy Instruction," *Journal of Information Literacy* 15, no. 1 (January 11, 2021): 3. https://doi.org/10.11645/15.1.2826.

teaching pedagogy to investigate teaching practices and develop new models,[68] an entire special issue of *College & Research Libraries* dedicated toward critical reflection on the library one-shot instruction session,[69] and efforts to understand and recognize the first year student populations that often participate in library instruction.[70]

Another continuing trend in library pedagogy has been an effort to extend and innovate on ACRL's *Framework for Information Literacy for Higher Education*.[71] Recent publications highlight librarian efforts to teach and assess the framework effectively online including the use of flipped classroom models[72] and examination of librarian roles in instruction during the pandemic.[73]

Focusing Assessment Efforts on Student Success

Assessment toward demonstrating the value and impact of services is not a new phenomenon in libraries. This trend has been in progress for well over a decade and efforts in this area contributed to the publication of the ACRL's Value of Academic Libraries Report.[74] However, recent cultural and technological shifts have pushed assessment efforts in a student-centered direction with a more holistic approach to data collection. A recent EDUCAUSE trends report explores the cultural transformation in post-pandemic higher education toward a focus on the student experience.[75] This transformation is developing alongside a trend toward increasing

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[68] Cowden, Chapel, Priscilla Seaman, Sarah Copeland, and Lu Gao, "Teaching with Intent: Applying Culturally Responsive Teaching to Library Instruction," *Portal: Libraries and the Academy* 21, no. 2 (2021): 231–51. https://doi.org/10.1353/pla.2021.0014.

[69] For one example of an article in this special issue, see Pho et al., "You Only Get One Shot."

[70] LeMire, Sarah, Stephanie J. Graves, Sarah Bankston, and Jennifer Wilhelm, "Similarly Different: Finding the Nuances in First Year Students' Library Perceptions," *The Journal of Academic Librarianship* 47, no. 4 (July 2021): 102352. https://doi.org/10.1016/j.acalib.2021.102352.

[71] Hsieh, Ma Lei, Patricia H. Dawson, and Sharon Q. Yang, "The ACRL Framework Successes and Challenges since 2016: A Survey," *The Journal of Academic Librarianship* 47, no. 2 (March 2021): 102306. https://doi.org/10.1016/j.acalib.2020.102306.

[72] Humrickhouse, Elizabeth, "Flipped Classroom Pedagogy in an Online Learning Environment: A Self-Regulated Introduction to Information Literacy Threshold Concepts," *The Journal of Academic Librarianship* 47, no. 2 (March 2021): 102327. https://doi.org/10.1016/j.acalib.2021.102327.

[73] Gross, Melissa, Heidi Julien, and Don Latham, "Librarian Views of the ACRL Framework and the Impact of Covid-19 on Information Literacy Instruction in Community Colleges," *Library & Information Science Research* 44, no. 2 (April 2022): 101151. https://doi.org/10.1016/j.lisr.2022.101151.

[74] Oakleaf, Megan J., *The Value of Academic Libraries: A Comprehensive Research Review and Report,* Chicago, IL: Association of College and Research Libraries, American Library Association, 2010. https://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val_report.pdf.

[75] O'Brien, John, "Higher Education in Motion: The Digital and Cultural Transformations Ahead," EDUCAUSE, October 18, 2022. https://er.educause.edu/articles/2022/10/higher-education-in-motion-the-digital-and-cultural-transformations-ahead.

accessibility of institution-level data and breaking down data silos within institutions.[76] The convergence of these trends has led to a wave of recent studies that tie library services, particularly instruction, to student success in powerful ways. These include studies of the impact of library instruction,[77] library use,[78] and credit-bearing information literacy courses.[79] However, this increased focus on quantitative indicators and move toward online learning in the pandemic has also drawn scrutiny that the results are not impactful enough to justify the attendant student privacy concerns.[80] These concerns are also discussed in the higher education data and learning analytics sections of this report.

Implications

- Instruction librarians have many ways to update information literacy pedagogical practices and assessments using critical discourses and theories or through the lenses of diversity, equity, inclusion, and accessibility.
- Libraries may have more opportunities to explore student success initiatives in novel ways–using qualitative and quantitative methods to investigate the relationships between library resources and instructional sessions and various dimensions of student academic achievement and success. There may also be an increased expectation at the institutional level that library assessment will draw from institutional data sources.
- As institutions continue to develop student success initiatives, academic libraries will need to identify how their resources, services, and programming support and further such strategic institutional efforts.

Enduring Influence of COVID

Even as COVID-19 begins to shift from being a pandemic to an endemic status, the changes wrought by the pandemic on services, facilities, and staffing are showing longevity. Like other

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[76] Reeves, Jamie, and Mark McCormack, "2022 Higher Education Trend Watch." EDUCAUSE, November 1, 2021. https://www.educause.edu/ecar/research-publications/higher-education-trend-watch/2022.

[77] Rowe, Jennifer, Julie Leuzinger, Carol Hargis, and Karen Harker, "The Impact of Library Instruction on Undergraduate Student Success: A Four-Year Study," *College & Research Libraries* 82, no. 1 (2021): 7. https://doi.org/10.5860/crl.82.1.7.

[78] Mayer, Jennifer, Rachel Dineen, Angela Rockwell, and Jayne Blodgett, "Undergraduate Student Success and Library Use: A Multimethod Approach," *College & Research Libraries* 81, no. 3 (2020). https://doi.org/10.5860/crl.81.3.378.

[79] Jones, Wilma L., and Tara Mastrorilli, "Assessing the Impact of an Information Literacy Course on Students' Academic Achievement: A Mixed-Methods Study," *Evidence Based Library and Information Practice* 17, no. 2 (June 15, 2022): 61–87. https://doi.org/10.18438/eblip30090.

[80] Robertshaw, M. Brooke, and Andrew Asher, "Unethical Numbers? A Meta-Analysis of Library Learning Analytics Studies," *Library Trends* 68, no. 1 (2019): 76–101. https://doi.org/10.1353/lib.2019.0031.

aspects of society, higher education institutions and libraries are finding themselves adjusting to shifts in opinions and practices that will outlast the pandemic itself.

Facilities

As COVID-based restrictions eased throughout late 2021, and library users and staff began to return to their campus locations, pre-pandemic routines and in-person services have been re-examined and modified. Whether related to internal management or user engagement, key methods of service delivery and information access have remained more firmly entrenched in the online arena. As researchers have begun studying the impact of the pandemic, some important themes affecting physical spaces have been emerging.[81]

Most importantly, COVID brought into sharper relief the connections–and disjunctions–between physical and online services as well as the disparities between well-resourced and less-resourced institutions. One recent assessment comparing the pre-pandemic and post-pandemic use of digital resources at three academic institutions found that digital services were not so much "increased" during the pandemic, but rather the inaccessibility of physical services placed much more emphasis and stress on existing digital services.[82] At the same time, libraries noticeably altered their own staff management and communication methods, with stronger internal communication technologies and platforms being implemented by institutions. However, the rapid implementation of these changes in response to the pandemic have been documented as key stressors on staff and users.[83] Looking forward, the pandemic has also prompted conversations about preparing for future pandemics and similar disruptions and fully integrating updated procedures into overall library operations.[84]

How existing physical spaces can best support these evolving user needs and service models will be a central concern for the next decade of facility planning and usage. A few trends appear to be shaping those conversations.

First, the deeper integration of digital services and databases will continue to re-shape library reliance on centralized, in-person settings as more service options remain permanently online or

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[81] Ashiq, Murtaza, Farhat Jabeen, and Khalid Mahmood, "Transformation of Libraries during Covid-19 Pandemic: A Systematic Review," *The Journal of Academic Librarianship* 48, no. 4 (July 2022): 102534. https://doi.org/10.1016/j.acalib.2022.102534.

[82] Connell, Ruth Sara, Lisa Wallis, and David Comeaux, "The Impact of COVID-19 on the Use of Academic Library Resources," *Information Technology and Libraries* 40, no. 2 (June 15, 2021). https://doi.org/10.6017/ital.v40i2.12629.

[83] Ashiq, Jabeen, and Mahmood, "Transformation of Libraries during Covid-19 Pandemic," Table 3.

[84] Burgos Aguilar, Jose Vladimir, "Covid-19 Showed That the Academic Library Requires Digital Evolution," *Times Higher Education*, March 8, 2022. https://www.timeshighereducation.com/campus/covid19-showed-academic-library-requires-digital-evolution.

become embedded in locations external to a centralized facility.[85] Similar to commercial workplaces, libraries will likely be asked to even more rigorously assess how their spaces are actually being utilized going forward,[86] to determine the "right size" for these needs, and to continue experimenting more with layouts and space configurations to support a diversity of acoustical, privacy, and technology needs.[87] Allowing end users to reconfigure spaces, whether to create more quiet zones to ensure "visual and acoustic privacy" or more spontaneous small group study sessions with moveable whiteboards continues to be a driving concern.[88] These changes could be supported by design techniques such as increased use of demountable partitions instead of permanent interior walls and more widely distributed power and IT infrastructures throughout common spaces.

Second, institutions will continue to examine their services from a resiliency perspective. Strengthening online capacity will be complemented by modifying facilities to provide core services on-site even if user and staff capacity are significantly reduced. Projects that are in the capital planning or design stages are looking at how to accommodate not only potential future health emergencies but also increasingly extreme weather events, water shortages, and other potential disruptions. Facilities will also be asked to more carefully consider the institution's overall digital footprint and help provide a more integrated experience of both.[89]

Space and use allocations are being more closely scrutinized, forcing architects, staff, administrators, and users to consider what is essential and look for ways to reclaim space for other uses.[90] At the University of Missouri, for example, the administration is looking to reduce its general building space by 20% through demolition or divestment by 2024. The key drivers for this trend are reduced long-term operations and maintenance (O+M) costs as well as increased

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[85] Murdoch, Blake, "Privacy and Artificial Intelligence: Challenges for Protecting Health Information in a New Era," *BMC Medical Ethics* 22, no. 1 (December 2021): 122. https://doi.org/10.1186/s12910-021-00687-3.

[86] Barrero, Jose Maria, Nicholas Bloom, and Steven J. Davis, "Why Companies Aren't Cutting Back on Office Space," *Harvard Business Review*, January 25, 2022. https://hbr.org/2022/01/why-companies-arent-cutting-back-on-office-space.

[87] Kim, Daejin, Sheila Bosch, and Jae Hwa Lee, "Alone with Others: Understanding Physical Environmental Needs of Students within an Academic Library Setting," *The Journal of Academic Librarianship* 46, no. 2 (March 2020): 102098. https://doi.org/10.1016/j.acalib.2019.102098.

[88] DeFrain, Erica, Jennifer Thoegersen, and Miyoung Hong, "Standing Out or Blending In: Academic Libraries in the Crowded Informal Learning Space Ecosystem," *College & Research Libraries* 83, no. 1 (2022). https://doi.org/10.5860/crl.83.1.45.

[89] Oketch, Linet, and Peter Wamae, "Disaster Preparedness and Planning for Service Sustainability: Case of Egerton University Digital Library, Main Campus," *International Journal of Current Aspects* 5, no. 3 (October 23, 2021): 54–82. https://doi.org/10.35942/ijcab.v5i3.198.

[90] Wesel, Lisa. "Unassigned Space at Colleges and Universities," Tradeline, August 18, 2021. https://www.tradelineinc.com/reports/2021-8/unassigned-space-colleges-and-universities.

efficiency of all campus facilities.[91] One outcome from their effort has been an increase in their efficiency evaluations from triennially to yearly, as well as a shift of some portion of O+M costs onto individual academic and support units like the libraries.[92]

With the move to a more digitally driven footprint, libraries are also more frequently evaluating the extents of their physical and digital collections, making increasingly difficult decisions about what and how much to support. Rising long-term operating costs for access to digital assets are leading some institutions to leverage interlibrary loan (ILL) and similar arrangements to help provide content without increasing their physical or financial footprints.[93] Within their facilities, libraries continue to host more specialized programs, collections, and services as well as an increasing number of "partnering" arrangements that co-locate other campus services inside the physical library space. Richard Jones, an architect based in Salem, MA, notes these arrangements are not new but their recent emphasis can be attributed in part to the "…perception that libraries 'don't need books' and in part to the library looking to increase foot traffic and vitality to ensure future viability."[94]

Helping fuel this focus on space utilization and partnerships on the capital planning side, high levels of inflation continue to impact projects currently in planning, design, and construction as we head into 2023. From the Association of General Contractors (AGC), construction-related inflation appears to be continuing to rise and is not forecast to return to more historical norms even into 2024. According to the AGC, these increases are not only being driven by material price increases but also by increasing shortages in labor markets, especially for specific trade contractors.[95]

Trying to balance all of these trends and concerns raises numerous questions for further consideration: What centralized, in-person resources are indispensable and what can be migrated fully online or more distributed physically throughout a campus? What kinds of technology gaps and digital divides among users are exposed by an increasing reliance on digital resources and services? How do institutions balance the need for appropriate physical space in an era of high

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[91] Manning, Steve, "Why Mizzou Is Cutting One Million Square Feet of Space," Higher Ed Facilities Forum, February 23, 2022. https://info.higheredfacilitiesforum.com/blog/why-mizzou-is-cutting-one-million-square-feet-of-space.

[92] Manning, "Why Mizzou."

[93] Aguilar and Vladimir, "Covid-19 Showed That the Academic Library."

[94] Interview by Gregory Walker with Richard Jones, Founding Principal for Jones Architecture, Salem, MA.

[95] Associated General Contractors of America, "Construction Materials Costs Rise 10.1 Percent Between November 2021 And November 2022 With Double-Digit Increases In Numerous Building Products," AGC. Accessed January 17, 2023. https://www.agc.org/news/2022/12/09/construction-materials-costs-rise-101-percent-between-november-2021-and-november-2022-double-digit.

inflationary pricing, while not becoming too reliant on digital assets over which there is less long-term financial control?

Staffing

The staffing landscape in today's academic libraries continues to evolve as COVID, budget restraints, work-life balance, remote and hybrid work opportunities (or lack thereof), toxic work environments, and job satisfaction issues affect those who are currently working or considering working in libraries. While some of these issues are not new to the profession, the response to them from leaders, managers, and employees is changing.

One of the more notable issues being discussed is staff burnout resulting from overwork and inadequate resources to do their best work. "The Great Resignation," a term coined by Anthony Klotz to describe the millions of people in the U.S. who quit their jobs since the start of the pandemic,[96] became a reality for many libraries to face. Some librarians moved on while others stayed and had to take on increased workloads.[97] This has led to "quiet quitting," another new workplace term that became popular in library blogs and social media circles. An alternative to resignation, quiet quitting involves opting out of tasks beyond one's assigned duties and/or becoming less psychologically invested in work. Primary work responsibilities continue to be accomplished, but there is less willingness to engage in activities that require staying late, showing up early, or attending non-mandatory meetings.[98]

As libraries looked to fill vacancies, many used this opportunity to redefine roles and recruit new job titles. Dankowski identified five emerging roles: sustainability librarian, user experience librarian, director of equity, diversity, and inclusion, open educational resources librarian, and data visualization librarian.[99] These new roles reflect a greater emphasis on student needs and awareness of shifts in both institutional and societal culture.

The question of flexible work arrangements (FWA) has taken center stage in many academic libraries; onsite, remote, and hybrid options are being more frequently discussed by managers and requested by staff. These arrangements prompt questions about their impact on job satisfaction, recruitment and retention, performance and achievement, engagement, visibility,

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[96] Cohen, Arianne, "How to Quit Your Job in the Great Post-Pandemic Resignation Boom," *Bloomberg.Com*, May 10, 2021. https://www.bloomberg.com/news/articles/2021-05-10/quit-your-job-how-to-resign-after-covid-pandemic.

[97] Ewen, Lara, "Quitting Time," *American Libraries*, June 1, 2022. https://americanlibrariesmagazine.org/2022/06/01/quitting-time/.

[98] Klotz, Anthony C., and Mark C. Bolino, "When Quiet Quitting Is Worse Than the Real Thing," *Harvard Business Review*, September 15, 2022. https://hbr.org/2022/09/when-quiet-quitting-is-worse-than-the-real-thing.

[99] Dankowski, Terra, "5 Library Jobs on the Rise," *American Libraries*, June 1, 2022. https://americanlibrariesmagazine.org/2022/06/01/5-library-jobs-on-the-rise/.

and the use of library space, and research continues in these areas. At the same time, FWA have brought inequities among staff to the forefront–different employees may have more or less access to these arrangements based on their job responsibilities and the extent of their computer and internet access at home.[100]

As library employees think about their futures and examine the pros and cons of librarianship as a profession, they are comparing salaries, benefits, flexible work arrangements, growth opportunities, work environment, and culture. As staff question whether they want to remain in libraries, leaders and managers are challenged to ensure that library culture reflects their mission, values, and priorities, and to assess how FWA are impacting that culture. Employers can provide staff with the necessary equipment to work remotely, but if they fail to engage staff, communicate value, and recognize contributions, employees will not be invested in the institution's long-term success.[101]

Implications

- Academic libraries will need to assess their space needs and consider repurposing library space in light of reduced in-person services, enhanced digital services, increased need for flexible user spaces, and expanded use of remote and hybrid work options.
- Library staff are embracing concepts like flexible work arrangements and work-life balance when seeking employment opportunities. Library administrators will need to focus on workplace culture to align it with library and staff values, improve inclusion and belonging, address workload and morale issues, and offer opportunities for growth and advancement to attract and retain employees.

Scholarly Communication

Open Data and Data Maximization

Scholarly communications have seen changes related to shifts in values and a focus on remote work brought on by the pandemic, as other areas have. While the speed of these shifts has been unprecedented, scholars and distributors both have worked to cope and have adapted somewhat

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[100] Hosoi, Mihoko, Lauren Reiter, and Diane Zabel, "Reshaping Perspectives on Flexible Work: The Impact of COVID-19 on Academic Library Management," *Portal: Libraries and the Academy* 21, no. 4 (2021): 695–713. https://doi.org/10.1353/pla.2021.0038.

[101] Pottelsberghe, Brian van, "The Timely Purpose and Benefit in Reinforcing Institutional Culture among Hybrid and Onsite Library Team Members," *Legal Reference Services Quarterly* 41, no. 1 (January 2, 2022): 48–50. https://doi.org/10.1080/0270319X.2022.2082810.

successfully to new hybrid conferences, data sharing precedents, and university-wide financial stressors.[102]

While preprint servers (which contain scholarly works not yet published or peer-reviewed) are likely to continue growing, in part due to the pandemic consequence of slower than usual peer review,[103] the National Institutes of Health (NIH) also made waves with its new requirements for the submission of a Data Management and Sharing Plan (DMS) with funding applications in order to maximize data sharing.[104] Widespread data sharing related to COVID-19 research during the pandemic played a crucial role in vaccine creation,[105] highlighting the value of such a policy and the importance of connection and collaboration within academic and scientific research.

Previously, the NIH requirements only applied to applications with $500,000 or more in costs per year; this new policy will expand the data covered by the requirements. Furthermore, it will support researchers in their thinking and planning related to the many complex facets of managing clinical and other research data.[106] This move marks a broader trend, as numerous publishers provide guidelines for data sharing for submitted articles, or require data availability statements, which allow readers easier access to accompanying data if not included as supplemental material.[107]

Similarly aiming to maximize public access to both publications and research data, the White House Office of Science and Technology Policy (OSTP) released a memo in August 2022 providing guidance to federal agencies that fund research and development. Commonly referred to as the "Nelson Memo,"[108] it specifically recommends that all federal agencies update their public access policies in order to ensure that 1) all publications and supporting data produced by

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[102] Nicholas et al., "Early Career Researchers in the Pandemic-Fashioned 'New Scholarly Normality,'"; Jorgenson, Wolinetz,and Collins, "Incentivizing a New Culture of Data Stewardship: The NIH Policy for Data Management and Sharing."

[103] Nicholas, Dave, Eti Herman, Cherifa Boukacem-Zeghmouri, Antony Watkinson, David Sims, Blanca Rodríguez-Bravo, Marzena Świgoń, et al., "Early Career Researchers in the Pandemic-Fashioned 'New Scholarly Normality': A First Look into the Big Changes and Long-Lasting Impacts (International Analysis)," *El Profesional de La Información* 31, no. 4 (July 2022): 1–21. https://doi.org/10.3145/epi.2022.jul.18.

[104] Gonzales, Sara, Matthew B. Carson, and Kristi Holmes, "Ten Simple Rules for Maximizing the Recommendations of the NIH Data Management and Sharing Plan," Edited by Scott Markel. *PLOS Computational Biology* 18, no. 8 (August 3, 2022): e1010397. https://doi.org/10.1371/journal.pcbi.1010397.

[105] Jorgenson, Lyric A., Carrie D. Wolinetz, and Francis S. Collins, "Incentivizing a New Culture of Data Stewardship: The NIH Policy for Data Management and Sharing," *JAMA* 326, no. 22 (December 14, 2021): 2259–60. https://doi.org/10.1001/jama.2021.20489.

[106] Gonzales et al., "Ten Simple."

[107] Gonzales et al., "Ten Simple."

[108] Tavernier, Willa Liburd, "The Nelson Memo: Public Access to Research and What This Means for Researchers | IUB Libraries Blogs," 2022. https://blogs.libraries.indiana.edu/scholcomm/2022/09/20/the-nelson-memo-public-access-to-research-and-what-this-means-for-researchers/.

their institution be able to be accessible for free public access "without an embargo," 2) that they establish "transparent procedures" to ensure the integrity of the research through public access policy, and 3) that "equitable delivery of federally funded research results and data" is coordinated with the OSTP.[109]

While greater public accessibility and more thoughtful and sustainable data management practices are positive movements for scholarly communications on the surface, researchers have cited a variety of obstacles to the new policies. Issues include concerns with inadequate repository infrastructure, battling pre-held beliefs regarding data ownership and access, and the time commitment required for responsible application.[110] Academic librarians will certainly be called upon in instances where researchers need assistance in planning, creating, and housing data management plans and data in the near future, and should be prepared to offer support and aid where appropriate.

New Roles and Tools

Scholars are requiring more support from librarians in new stages of their research process, in addition to still needing librarians to fill traditional roles such as locating and selecting source material. Michalak and Rysavy found that supports for researchers' workflows was a top need on campus,[111] and Gonzales et al. noted that librarians are more frequently providing the skills and services to support research throughout the entire lifecycle of a project, including data preparation, cleaning, and preservation.[112] Consistent advancement of technological tools have also allowed librarians to take on new responsibilities and have also presented new opportunities for open access publishing and institutional repository improvements.[113] Librarians' parts in the wave of post-pandemic publishing have also been seen outside of academic circles, as some campuses such as the University of Washington have chosen to focus on bridging the gap between academia and the public by hosting community-engaged public events in collaboration with scholarly communication departments, subject liaisons, and commons spaces.[114]

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[109] The White House, "OSTP Issues Guidance to Make Federally Funded Research Freely Available Without Delay | OSTP," Accessed February 2, 2023. https://www.whitehouse.gov/ostp/news-updates/2022/08/25/ostp-issues-guidance-to-make-federally-funded-research-freely-available-without-delay/.

[110] Jorgenson et al., "Incentivizing a New Culture."

[111] Rysavy, Monica D. T., and Russell Michalak, "Supporting Library Users' Research Workflows with EdTech Tools," *Journal of Library Administration* 62, no. 5 (July 4, 2022): 689–98. https://doi.org/10.1080/01930826.2022.2083444.

[112] Gonzales et al., "Ten Simple."

[113] Kern, Verletta, "Going Public: Library Support for Knowledge Translation and Mobilization for the Public Good," *Journal of Library Administration* 62, no. 3 (April 3, 2022): 312–33. https://doi.org/10.1080/01930826.2022.2043689.

[114] Kern, "Going Public."

However, the new opportunities and experiences that technology has provided library workers and scholarly communications in general are not without issues in maintaining and sustaining such tools. Through various analyses, one study found a significant lack of consistency in DOI resolutions, noting that their findings "provide strong indicators that scholarly content providers reply to DOI requests differently."[115] As DOIs have increasingly become the standard for online identifiers within scholarly citations, more investigation is needed into the absence of consistency and the required maintenance to make DOIs as persistent and sustainable as possible.

Implications

- To meet increasing demands to share data, librarians have tremendous opportunities to advance research through the creation and integration of workflow support, data management tools, technical infrastructure, and social events to foster collaborations between different scholarly communities.
- Success in this area for libraries will depend on addressing many issues including: developing and maintaining repository architecture, supporting long-term preservation of and access to research data, and streamlining data management workflows for researchers.

Library Collections

Collection development and management continues to rapidly evolve. Academic libraries have recently witnessed an accelerated shift to digital spaces and services during the pandemic, an increased focus on diversity, equity, and inclusion in library collections, continued interest and experiments in controlled digital lending, and expanded shared print programs. As we pursue these opportunities and tackle challenges, libraries will need to strike an appropriate balance as "Key values of access, ownership, and preservation must be pragmatically managed within the boundaries of space, budgets, and licenses."[116]

Accelerated Shift to eBooks & Digital Collections

In response to the COVID-19 pandemic, many academic libraries shifted their collecting strategies to focus on eBooks and digital collections in order to support remote learning. While libraries had already been steadily increasing the share of eBooks that they were purchasing, the

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[115] Klein, Martin, and Lyudmila Balakireva, "An Extended Analysis of the Persistence of Persistent Identifiers of the Scholarly Web," *International Journal on Digital Libraries* 23, no. 1 (March 1, 2022): 5–17. https://doi.org/10.1007/s00799-021-00315-w.

[116] Geuther, Christina, Casey D. Hoeve, and Faye O'Reilly, "Trends in Content Development and Licensing of Electronic Resources," *Journal of Electronic Resources Librarianship* 33, no. 1 (January 2, 2021): 1–12. https://doi.org/10.1080/1941126X.2021.1871195.

pandemic resulted in a more dramatic shift–eBook purchases grew from 54% of monograph acquisitions in FY20 to 69% in FY21.[117] Many more libraries set their approval profiles to e-preferred, and there was increased use of evidence-based acquisition (EBA) and demand-drive acquisition (DDA) models. These trends are expected to continue.

In a recent survey of academic library staff, strong majorities reported that they expect e-resources acquisitions to continue increasing, special collections acquisitions to remain the same, and print acquisitions to continue declining.[118] While this shift expanded access while libraries were closed and students were studying remotely, some librarians and researchers did not agree with this strategy and raised important concerns. The Seminar of the Acquisition of Latin American Library Materials (SALALM) issued a resolution noting the impact of e-preferred policies on international collections and urging libraries to continue purchasing print books to support regional diversity in collections.[119] Other organizations related to area studies endorsed the SALALM statement or crafted similar statements of their own. Other authors have noted concerns that EBA and DDA models could also have a negative impact on collecting diverse perspectives and voices.[120]

As the digital shift accelerates, librarians with collection development and licensing duties need to assess many factors beyond the quality and relevance of the content including the availability of MARC records and usage statistics, purchase and access models, provisions for perpetual access, accessibility issues, and preservation mechanisms.[121] As libraries and research methods evolve, licenses increasingly require language related to "text and data mining; Voluntary Product Accessibility Tests (VPATs); accessibility; confidentiality of user data; and standards for usage statistics including COUNTER and SUSHI" as well as "precautionary language for libraries facing budget constraints."[122]

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[117] Elwell, Jon T., and Ashley Fast, "Library Analytics: Shaping the Future—COVID-19 One Year Later: Trends in Library Book Acquisitions," *Against the Grain* 33, no. 3 (2021): 56–57.

[118] Green, Ashlea, "Post Covid-19: Expectations for Academic Library Collections, Remote Work, and Resource Description and Discovery Staffing," *The Journal of Academic Librarianship* 48, no. 4 (July 2022): 102564. https://doi.org/10.1016/j.acalib.2022.102564.

[119] Seminar for the Acquisition of Latin American Library Materials (SALALM), "SALALM Resolution: Collection Development in the Time of Covid-19," SALALM, June 11, 2020. https://salalm.org/salalm-collections-covid.

[120] Blume, Rachel, "Balance in Demand Driven Acquisitions: The Importance of Mindfulness and Moderation When Utilizing Just in Time Collection Development," *Collection Management* 44, no. 2–4 (July 3, 2019): 105–16. https://doi.org/10.1080/01462679.2019.1593908.

[121] Geuther et al., "Trends in Content Development."

[122] Geuther et al., "Trends in Content Development," 2-3.

Diversity Audits

Academic libraries have recognized the need to better incorporate and highlight the voices of BIPOC and LGBTQIA2S+ communities within their collections. Collections staff have begun deeper discussions of strategies for assessing their collections and improving their collecting processes through the lens of diversity, equity, inclusion, and accessibility. One strategy that has emerged is the diversity audit. While diversity audits of library collections have a longer history in public and school libraries, they are a relatively new phenomenon in academic libraries.

Academic libraries can conduct diversity audits using a few different methodologies: comparing their collections and peer institution collections to diversity literary awards lists, using selected subject headings to conduct peer comparisons for benchmarking, and assessing a subset of the collection for author diversity in gender, sexuality, race, ethnicity, or other characteristics.[123] As emphasized by Emerson and Lehman, it is important to rely on author self-identification or reliable secondary sources to determine these characteristics–making such determinations based on one's own judgment would be highly problematic. For accountability, these must not be one-time projects. As Proctor notes, "Assessing the collection for content relating to under-represented groups should not be a one-time effort. Building and shaping library collections require ongoing, evolving assessments."[124] Auditing new acquisitions each year can provide both a smaller project for getting started and an opportunity to track progress on a library's efforts to expand representation within their collections over time. Emerson & Lehman suggest recording this data when cataloging new items to make data collection each year more efficient.[125]

Controlled Digital Lending

Operating under a legal framework outlined in *A White Paper on Controlled Digital Lending of Library Books*,[126] controlled digital lending (CDL) enables libraries to loan digital copies of books to patrons in ways that are designed to leverage first sale and fair use rights while respecting copyright. Lending practices are designed to control access to the content and include the following requirements: "owned-to-loaned ratios are maintained, physical items are sequestered, specific time limits are placed on loans through the use of resource management

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[123] Kristick, Laurel, "Diversity Literary Awards: A Tool for Assessing an Academic Library's Collection," *Collection Management* 45, no. 2 (April 2, 2020): 151–61. https://doi.org/10.1080/01462679.2019.1675209.

[124] Proctor, Julia, "Representation in the Collection: Assessing Coverage of LGBTQ Content in an Academic Library Collection," *Collection Management* 45, no. 3 (July 2, 2020): 233. https://doi.org/10.1080/01462679.2019.1708835.

[125] Emerson, María Evelia, and Lauryn Grace Lehman, "Who Are We Missing? Conducting a Diversity Audit in a Liberal Arts College Library," *The Journal of Academic Librarianship* 48, no. 3 (May 1, 2022): 102517. https://doi.org/10.1016/j.acalib.2022.102517.

[126] Hansen, David R., and Kyle K. Courtney, "A White Paper on Controlled Digital Lending of Library Books," Preprint. LawArXiv, September 24, 2018. https://doi.org/10.31228/osf.io/7fdyr.

systems, and the technological solutions that are employed ensure that DRM [Digital Rights Management] protocols are in place."[127]

During the pandemic, many libraries have experimented with controlled digital lending through the HathiTrust Emergency Temporary Access Service or their own course reserve systems in order to meet researcher and student needs. Many library consortia and working groups have been studying controlled digital lending, considering it as a model for providing access to items requested through interlibrary loan,[128] and starting to develop guidelines and standards. For example, the Mellon Foundation has provided funding to the National Information Standards Organization (NISO) to support the development of a recommended practice for controlled digital lending.[129]

However, the legal rationale for this service has not yet been tested in court. As a pioneer in controlled digital lending, the Internet Archive developed systems to allow it to lend digital proxies for print books under strict restrictions aligned with emerging guidelines. The COVID-19 pandemic inspired the Internet Archive to launch the National Emergency Library in March 2020, temporarily lifting their owned-to-loaned limit in order to provide access to millions of books that could not otherwise be accessed while libraries were closed during lockdown. This action led a coalition of publishers to file a lawsuit, prompting the Internet Archive to close the National Emergency Library in June 2020 and once again limit access to one borrower at a time. Since then, the case has been working its way through the courts. Authors, legal scholars, professional organizations, and trade associations have been lining up on both sides of the argument in *Hachette v. Internet Archive* as both parties filed motions for summary judgment.[130]

This case is poised to have profound implications for the future of controlled digital lending in libraries. Publisher arguments seem to target not just the National Emergency Library but also the underlying foundation of controlled digital lending itself. As described by the Chair of Library Futures, a project of NYU Law's Engelberg Center, the case pits libraries' traditional role in lending books that they own against the publishers' desire to license eBooks on their terms. Yet, with the limits imposed by CDL, the digital loan has no more impact on the market

[127] Currier, Chad, and Alissa Centivany, "Controlled Digital Lending," *Proceedings of the Association for Information Science and Technology* 58, no. 1 (October 2021): 83. https://doi.org/10.1002/pra2.438.

[128] BLC Controlled Digital Lending Working Group, "Consortial CDL: Implementing Controlled Digital Lending as a Mechanism for Interlibrary Loan," 2021.

[129] NISO, "NISO Awarded Mellon Funding for Controlled Digital Lending Project | NISO Website," NISO, September 2021. https://www.niso.org/press-releases/2021/09/niso-awarded-mellon-funding-controlled-digital-lending-project.

[130] Albanese, Andrew, "Publishers, Internet Archive Trade Reply Briefs in Book Scanning Case," PublishersWeekly.com. Accessed October 18, 2022. https://www.publishersweekly.com/pw/by-topic/industry-news/libraries/article/90246-publishers-internet-archive-trade-reply-briefs-in-book-scanning-case.html.

than a physical loan.[131] Currier and Centivany further document the arguments for and against controlled digital lending within the context of the U.S. and Canada, ultimately concluding "that the promise of the lending model should outweigh its potential risks. Applying ethical principles guided by the overarching policy motivating copyright law, we suggest that CDL initiatives must not be thwarted by the overzealous application of legal rules."[132]

Off-Site Storage, Shared Print & Collective Collections

Since Harvard implemented its high-density storage system in 1986, and California State University Northridge installed the first Automated Storage & Retrieval System in 1992, libraries have been utilizing these storage models to address space challenges. Some high-density storage facilities are for an individual institution, while others are consortial or collaborative; these facilities may also sometimes offer space to libraries outside the founding collaboration, as Texas A&M University and the University of Texas did with their Joint Library Facility in 2017.[133] Where libraries originally used off-site storage as a way to create space for new acquisitions by storing low-use materials, they are increasingly used to clear shelves in order to reconfigure spaces for students, study, collaboration, and new services.[134] As the collections in these facilities have grown, demand for the stored materials has also increased. As noted by Laskowski and Maddox Abbott regarding the facility at the University of Illinois at Urbana-Champaign, "Rather than warehousing a static collection of never-leaving library materials, Oak Street Library houses a vibrant, circulating collection of items."[135]

The shift of these high-density facilities from storage to service has also required new consideration of staffing models and workflows.[136] However, even these high-density facilities are becoming poised to reach capacity. With little hope for more funding to build extensions, libraries will increasingly need to tackle the "unique challenges of deaccessioning materials from

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[131] Barlow, Charlie, Kyle Courtney, Tom Cramer, David R. Hansen, Jill Morris, Jill Hurst-Wahl, and Genya O'Gara, "Statement on Using Controlled Digital Lending as a Mechanism for Interlibrary Loan," CDL Co-op, 2021. https://nrs.harvard.edu/URN-3:HUL.INSTREPOS:37371630.

[132] Currier and Centivany, "Controlled Digital Lending", 80-81.

[133] Valdes, Zachary, and Wyoma vanDuinkerken, "Leveraging Collaborative Repository 'Resource-In-Common' Model to Find Space – and Solace – In Downsizing Legacy Print Collection: A Case Study," *Collection Management* 47, no. 1 (January 2, 2022): 2–19. https://doi.org/10.1080/01462679.2021.1875094.

[134] Kovalcik, Justin, and Mike Villalobos, "Automated Storage & Retrieval System," *Information Technology and Libraries* 38, no. 4 (December 16, 2019): 114–24. https://doi.org/10.6017/ital.v38i4.11273.

[135] Laskowski, Mary S., and Jennifer A. Maddox Abbott, "Collaborative Collection Building: Greater than the Sum of Its Parts," *Journal of Library Resource Sharing* 30, no. 3–5 (October 20, 2021): 63. https://doi.org/10.1080/1072303X.2022.2063467.

[136] Kovalcik and Villalobos, "Automated Storage & Retrieval System."

library storage" while also continuing to expand shared print programs to extend capacity.[137] This calls for more intentionality and collaboration in collection building and management across storage facilities in support of shared print programs and collective collections.

Collective collections, as defined by Lavoie, Dempsey, and Malpas, "are the combined holdings of a group of libraries, analyzed and possibly managed as a unified resource." Put another way, "Collective collections are library collections at scale."[138] Shared print initiatives are an essential and growing component of healthy collective collections. As digital access expanded, usage patterns shifted, and space needs multiplied, libraries turned to shared print programs to collaboratively secure the long-term retention of print materials. Just as libraries have long collaborated on collection development since they could not purchase everything on their own, they now collaborate on collection management because they cannot preserve everything on their own–but they can secure access to a broad and deep collection of materials together. Focused initially on serials through regional initiatives such as the Eastern Academic Scholars' Trust (EAST), Florida Academic Libraries Repository (FLARE), and Western Regional Storage Trust (WEST), shared print programs have expanded to include monographs through initiatives like the HathiTrust Shared Print Program, which has secured commitments for the long-term retention of 18 million items representing 5.4 million unique titles.[139] As these shared print programs have grown, national organizations such as the Rosemont Shared Print Alliance[140] and the Partnership for Shared Book Collections[141] have emerged to facilitate collaboration and coordinate recommended practices. -

Working groups are currently investigating and developing best practices related to resource sharing, retention periods, numbers of copies, discovery and disclosure of items, and more. In particular, metadata standards and accurate metadata have emerged as core elements within these programs. As stated by Lavoie, Dempsey, and Malpas, "The value of collective collections is inextricably linked to data comprehensiveness and quality."[142]

Libraries are making decisions about what to retain based on information in records for items in shared print collections, and shared print initiatives are striving to retain an optimal number of

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[137] Johnson, Charlotte M., "Revisiting the Library Storage Literature Review," *Collection Management*, February 24, 2022, 7. https://doi.org/10.1080/01462679.2022.2043978.

[138] Lavoie, Brian, Lorcan Dempsey, and Constance Malpas, "Reflections on Collective Collections," *College & Research Libraries* 81, no. 6 (2020): 981. https://doi.org/10.5860/crl.81.6.981.

[139] Weltin, Heather, and Natalie Fulkerson, "Old Texts, New Networks: HathiTrust and the Future of Shared Print," In *Transforming Print: Collection Development and Management for Our Connected Future*, 65–79. ALA Editions, 2021. http://deepblue.lib.umich.edu/handle/2027.42/169166.

[140] "Rosemont Shared Print Alliance," Accessed February 2, 2023. https://rosemontsharedprintalliance.org/.

[141] "The Partnership For Shared Book Collections," Accessed February 2, 2023. https://sharedprint.org/.

[142] Lavoie, Dempsey, and Malpas, "Reflections on Collective Collections," 994.

copies. Therefore, it is essential to have accurate metadata so people can feel confident in their retention and withdrawal decisions. Inventories can be one tool for improving the accuracy of contributor records in order to increase confidence when items are incorporated into shared print collections,[143] and work has also been done to develop and enhance tools for collections analysis to support shared print collaborations.[144] Such work on guidelines, standards, and tools is expected to continue.

Implications

- Incorporating diversity audits strategically into the workflows of cataloging, acquisitions, or other aspects of collection management may serve as a tangible way for academic librarians to advance equity, diversity, inclusivity, and accessibility.
- E-preferred monograph acquisition models will require libraries to resolve sharing-related challenges, for example providing access to full eBooks through interlibrary loan.
- Libraries should monitor developments related to controlled digital lending, specifically the outcome of the *Hachette v Internet Archive* case, while preparing to experiment with this emerging service.
- Space constraints and shared print collaborations call for libraries to adopt a more intentional approach to building and managing collections in their high-density and off-site storage facilities. Libraries should monitor and participate in the development of emerging shared print standards and guidelines.

Emerging Technologies

Digital Transformation

The term "digital transformation" was coined in 2011 by the consulting firm Capgemini, in partnership with MIT.[145] Betsy Reinitz, EDUCAUSE's director of enterprise information technology (IT) programs describes digital transformation as "the process of optimizing a college or university through shifts in culture, workforce and technology" to deploy digital solutions that

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[143] Michaels, Sherri, and Becca Neel, "Conducting an Inventory with Shared Print in Mind," *Collection Management* 46, no. 2 (April 3, 2021): 142–56. https://doi.org/10.1080/01462679.2020.1818343.

[144] Jemison, Dana, Lucy Liu, Anna Striker, Alison Wohlers, Jing Jiang, and Judy Dobry, "Enhancing Print Journal Analysis for Shared Print Collections," *The Code4Lib Journal*, no. 51 (June 14, 2021). https://journal.code4lib.org/articles/15649.

[145] Lampron, Dave, "Why Saying 'Digital Transformation' Is Wrong," Techopedia.com, 2022. www.techopedia.com/why-saying-digital-transformation-is-no-longer-right/2/34652.

enable an institution's mission and goals serving students and the community.[146] Digital technologies associated with data analytics are intrinsic parts of streamlining processes and improvement of operational efficiency in the work of organizations. Nonetheless, security[147] and privacy[148] concerns still exist. Digital transformation can also be about doing things differently—creating a new business or operational model by using modern information and computer technologies. It leverages existing knowledge to change the essence of an organization—its culture, management strategy, technological mix, and operational setup.[149] It also improves the user experience as expectations around products and services change.[150] [151]

Dobrica Savić notes that digital transformation necessitates the library workforce of tomorrow to develop new competencies including "Digital literacy or technical knowledge" and "Transdisciplinary approach[es]" where previous tasks concerning collecting and processing materials are left to harvesting software tools or evaluating information is primarily accomplished through Artificial Intelligence (AI) algorithms.[152] Savić notes that some researchers see the possibility of a major change in libraries where they have highly automated collections of electronic texts manipulated by sophisticated AI-based applications, offering text understanding and interpretation, aggregation of ideas, intelligent argumentation, and complex presentation of existing concepts.[153]" Technology may fundamentally alter standard services and resources offered by libraries.

The digital transformation perspective places technology at the core of an organizational strategy; yet it is nonetheless "about changing personal beliefs and organizational culture"[154] where people can use technology as a way to meet the goals they had previously set. It is not technology that drives change; it is the people who know how to use digital technology, create IT

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[146] Hayhurst, Chris, "How Higher Ed Institutions Manage Long-Term Digital Transformation Projects," EdTech Magazine, 2022. https://edtechmagazine.com/higher/article/2022/02/how-higher-ed-institutions-manage-long-term-digital-transformation-projects.

[147] Davis, Clayton, "Does a Lack of AI Security Mean More Cyberattacks Are Coming?," Database Trends and Applications, November 1, 2021. https://www.dbta.com/Editorial/Trends-and-Applications/Does-a-Lack-of-AI-Security-Mean-More-Cyberattacks-are-Coming-149731.aspx.

[148] Murdoch, "Privacy and Artificial Intelligence," 122.

[149] Savić, Dobrica, "Keeping Libraries Relevant in a Digitally Transformed World," Online Searcher, 2022. https://www.infotoday.com/OnlineSearcher/Articles/Features/Keeping-Libraries-Relevant-in-a-Digitally-Transformed-World-150913.shtml.

[150] Boulton, Clint, "What Is Digital Transformation? A Necessary Disruption," CIO, 2021. https://www.cio.com/article/230425/what-is-digital-transformation-a-necessary-disruption.html.

[151] Newton, George, "Machine Learning and Its Impact on Digital Transformation," *Coruzant Technologies* (blog), October 30, 2021. https://coruzant.com/ai/machine-learning-and-its-impact-on-digital-transformation/.

[152] Savić, "Impact of Digital Transformation."

[153] Savić, "Impact of Digital Transformation."

[154] Lampron, "Why Saying 'Digital Transformation' Is Wrong."

sustainable solutions, and leverage existing knowledge collaboratively to make their work more impactful.

Organizations have adopted and integrated new digital technologies to add greater value to their services. Technological developments, such as big data, artificial intelligence, machine learning, automation,[155] data analytics, blockchain, augmented reality and the Internet of Things are a few technologies driving transformative change.[156] These enablers may likely have a profound impact on how academic departments and administrators strategize about the future of research, student learning, and service.

Deja, Rak, and Bell state that "Academic librarians have become important actors in the context of digital transformation."[157] In response to the pandemic, academic librarians had to adapt to online education as they began to work remotely. They emerged "as experts, collaborators, and connectors to services and resources across the university."[158] Times were also difficult for teaching faculty at universities, who needed to adopt new ways of engaging with students and assessing learning, as well as technologies to teach online.[159] In light of this environment, digital transformation has emerged as an opportunity for "academic research libraries [that] have moved to working more collaboratively with users."[160] At a high level, it raises the question of how to maintain the adequate balance between supporting operational stability and seeking innovative solutions to enhance services in alignment with the organization's strategic plan. And, "for many academic libraries, the biggest challenge has been the transfer of comprehensive information services to the online space."[161]

Advances in hardware and software technologies and products, such as cloud services, computing processing power, and automation systems can have a transformational impact on

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[155] Savić, "Impact of Digital Transformation."

[156] Digital Adoption, "What Are the 4 Main Areas of Digital Transformation?," Digital Adoption, March 8, 2020. https://www.digital-adoption.com/what-are-the-4-main-areas-of-digital-transformation/; Deja, Marek, Dorota Rak, and Brigitte Bell, "Digital Transformation Readiness: Perspectives on Academia and Library Outcomes in Information Literacy," *The Journal of Academic Librarianship* 47, no. 5 (2021): 102403. https://doi.org/10.1016/j.acalib.2021.102403.

[157] Deja et al., "Digital Transformation Readiness."

[158] Longmeier, Meris, and Sarah Murphy, "Framing Outcomes and Programming Assessment for Digital Scholarship Services: A Logic Model Approach," *College & Research Libraries* 82, no. 2 (2021): 142. https://doi.org/10.5860/crl.82.2.142.

[159] Day, Terence, I-Chun Catherine Chang, Calvin King Lam Chung, William E. Doolittle, Jacqueline Housel, and Paul N. McDaniel, "The Immediate Impact of COVID-19 on Postsecondary Teaching and Learning," *The Professional Geographer* 73, no. 1 (January 2, 2021): 1–13. https://doi.org/10.1080/00330124.2020.1823864.

[160] Deja et al., "Digital Transformation Readiness."

[161] `Rafiq, Muhammad, Syeda Hina Batool, Amna Farzand Ali, and Midrar Ullah, "University Libraries Response to COVID-19 Pandemic: A Developing Country Perspective," *The Journal of Academic Librarianship* 47, no. 1 (2021): 102280. https://doi.org/10.1016/j.acalib.2020.102280.

organizations, including higher education. In the face of these challenges, determinants for successfully executing digital transformation strategies and planning[162] lie in an organization's ability to configure the right team of people who have the skills and qualities to work together and who can bring change.[163] At the same time, it can make people skeptical about the future of their work when digital technologies reshape the workplace[164] and change organizational structures.[165]

Learning Analytics

Data continues to have an ever-increasing impact on higher education institutions, both in the function of the institution and the research produced therein. Big data and learning analytics attempt to inform "admission decisions, retention and enrollment management, student life and engagement, academic and career advising, student learning and assessment, and academic program planning."[166] This section will discuss the impact data has on the digital transformations of higher education institutions and the need for more intensive scrutiny of learning analytics practices.

The Society for Learning Analytics Research defines learning analytics as "the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which is occurs." [167] Due to the impact of the COVID-19 pandemic, many institutions have invested more heavily in online learning management systems, which offer the ability to collect data on student learning and

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[162] Digital Adoption, "What Are the 4 Main Areas."

[163] Davenport, Thomas H., and Thomas C. Redman, "Digital Transformation Comes Down to Talent in 4 Key Areas," *Harvard Business Review*, May 21, 2020. https://hbr.org/2020/05/digital-transformation-comes-down-to-talent-in-4-key-areas.

[164] Marsh, Elizabeth, Elvira Perez Vallejos, and Alexa Spence, "The Digital Workplace and Its Dark Side: An Integrative Review," *Computers in Human Behavior* 128 (2022): 107118. https://doi.org/10.1016/j.chb.2021.107118.

[165] Dąbrowska, Justyna, Argyro Almpanopoulou, Alexander Brem, Henry Chesbrough, Valentina Cucino, Alberto Di Minin, Ferran Giones, et al., "Digital Transformation, for Better or Worse: A Critical Multi-level Research Agenda," *R&D Management* 52, no. 5 (2022): 930–54. https://doi.org/10.1111/radm.12531.

[166] Cornelisz, Ilja, "Big Data on Campus. Data Analytics and Decision Making in Higher Education," Karen L. Webber, Henry Y. Zheng, Johns Hopkins University Press, Baltimore, MD, 2020. *Higher Education Quarterly* 76, no. 4 (October 2022): 893–97. https://doi.org/10.1111/hequ.12373.

[167] Society for Learning Analytics Research (SoLAR), "What Is Learning Analytics?," Accessed February 2, 2023. https://www.solaresearch.org/about/what-is-learning-analytics/.

learning habits.[168] Higher education institutions are generating massive datasets that can be analyzed and used to their benefit by focusing on data-informed digital transformations.

One way institutions use learning analytics is to offer real-time student support by "collecting, analyzing, and providing feedback on a variety of campus educational data."[169] In this way, professors and academic leaders can track student performance and attempt to intervene before failure, therefore boosting student success metrics like retention rates as well as student well-being. Umer et al. states that "Predicting student performance is one of the most researched topics of EDM [Educational Data Mining]."[170] Data and learning management systems can use both "past performance" measures and attendance tracking to identify students who are at risk of failing or receiving poor marks in time for teachers to potentially intervene.[171]

However, there are concerns about the invasiveness of collecting such data: "learning analytics opens up a student's life to granular examination in ways that clearly challenge existing professional norms, policies, and privacy protection".[172] Institutions have to be conscious of the way they interact with these students: "when crudely done [interventions] can discourage students so much that they drop out, and may disproportionately discourage students who are first-generation or who don't feel as welcome in a college environment."[173] Studies have found that the use of learning analytics as a proactive measure, like messaging students directly about the possibility of failing a class or other forms of communication with specific student populations, can feel invasive or discriminatory.[174] Predictions and analyses from big data sets can mirror or further racial, socio-economic, or other biases already present in such data. Paris et al. state that "learning technology in higher education is a site of critical concern, binding together issues of technocratic rationality, privacy, and surveillance," citing sources to reinforce

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[168] Umer, Rahila, Teo Susnjak, Anuradha Mathrani, and Lim Suriadi, "Current Stance on Predictive Analytics in Higher Education: Opportunities, Challenges and Future Directions," *Interactive Learning Environments*, June 6, 2021, 1–26. https://doi.org/10.1080/10494820.2021.1933542.

[169] Tang, Ziye, "Big Data Analysis and Modeling of Higher Education Reform Based on Cloud Computing Technology," Edited by Hangjun Che. *Security and Communication Networks* 2022 (August 19, 2022): 1–11. https://doi.org/10.1155/2022/4926636.

[170] Umer et al., "Current Stance on Predictive."

[171] GovTech, "7 Ways Smart Universities Use Data and Analytics," August 21, 2015. https://www.govtech.com/education/7-Ways-Smart-Universities-Use-Data-and-Analytics.html.

[172] Jones, Kyle M.L., and Lisa Janicke Hinchliffe, "Ethical Issues and Learning Analytics: Are Academic Library Practitioners Prepared?," *The Journal of Academic Librarianship*, October 2022, 102621. https://doi.org/10.1016/j.acalib.2022.102621.

[173] Young, Jeffrey R, "Can Analyzing Clicks in Digital Systems Predict Which Students Are Struggling? It Depends. - Edsurge News," EdSurge, October 14, 2022. https://www.edsurge.com/news/2022-10-14-can-analyzing-clicks-in-digital-systems-predict-which-students-are-struggling-it-depends.

[174] Swaak, Taylor, "The Puzzle of Student Data," The Chronicle of Higher Education. The Chronicle of Higher Education, 2022. https://www.chronicle.com/chronicle-intelligence/report/the-puzzle-of-student-data.

the findings that "both historical and contemporary surveillance technologies are deployed on less powerful groups to control these groups and extract economic value from them."[175]

Using big data and analytics can potentially help institutions gain a better understanding on how students succeed academically and what affects their ability to learn. However, in order to ensure positive outcomes, Paris et al. suggest that institutions create "more robust intellectual property protections for students and instructors, and greater institutional transparency in all dealings, especially when it comes to student data."[176] As the academic library finds its role in this process, it is important to recognize that learning analytics can be seen as extending on traditional styles of assessment practiced in the library and that "to *not* participate in learning analytics may limit a library's ability to serve students' educational interests."[177] Since librarians are traditionally sensitive to privacy concerns and intellectual freedom, this change in assessment and evaluation style will necessitate an expansion of librarians' skill sets and responsibilities.

Academic libraries are expected to be at the forefront of supporting educational and research needs, a challenge which "triggers not only the expansion of traditional library services, but also leads to adoption of a set of new roles and responsibilities," including, but not limited to data management plan assistance, research data management, expansion of data literacy qualifications of existing personnel, and integrating the research and educational process into library services.[178] Jones and Hinchliffe conclude their study by recognizing "important professional problems: a gap in privacy literacy, loose ethical guardrails depending on research or evaluation practices, and a need for more training."[179] In addition to spearheading movements towards Open Educational Resources (OERs), Open Access (OA), OA Publishing, and more, libraries are expected to work with institutional research data repositories and provide access to datasets generated on campus. In a research report published in 2022, Ruediger et al. found that, "quantitative data has gained stature as perhaps the most critical information literacy, the need for libraries to expand the support they provide for data and quantitative literacies has become acute."[180]

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[175] Paris, Britt, Rebecca Reynolds, and Catherine McGowan, "Sins of Omission: Critical Informatics Perspectives on Privacy in e-Learning Systems in Higher Education," *Journal of the Association for Information Science and Technology* 73, no. 5 (September 12, 2021): 708–25. https://doi.org/10.1002/asi.24575.

[176] Paris et al., "Sins of Omission."

[177] Jones & Hinchliffe, "Ethical Issues and Learning Analytics."

[178] Tzanova, Stefka, "Changes in Academic Libraries in the Era of Open Science," Edited by Carina Bossu and Tamara Heck. *Education for Information* 36, no. 3 (September 25, 2020): 281–99. https://doi.org/10.3233/EFI-190259.

[179] Jones & Hinchliffe, "Ethical Issues and Learning Analytics."

[180] Ithaka S+R., "Fostering Data Literacy," Accessed February 2, 2023. https://sr.ithaka.org/publications/fostering-data-literacy/.

Blockchain

Khan et al. defined blockchain technology as "a distributed and decentralized public digital ledger, which is employed to save dynamic transaction data and static records across several computers so that each record could not be modified retroactively without the collusion of the network and alteration of all subsequent blocks."[181] Still used in cryptocurrency and various other applications including healthcare and voting systems,[182] blockchain technology attempts to provide secure, persistent, reliable, transparent, and decentralized data transfer capabilities.

There have been myriad recent applications to libraries. LibChan is a blockchain-based Distributed Library Management System used to loan physical materials. Patrons can provide the library books directly to other library users without bringing a physical book back to the library.[183] Ethereum is a platform that supports cryptocurrency but can also be used for building blockchain-based smart contracts to lend and borrow books using a web application.[184] Lee's team proposed a new e-book circulation system which uses an Ethereum blockchain network to store sensitive data and provide a user-friendly reading experience in multiple devices.[185]

Additionally, Publica is a platform using blockchain technology to innovate how books are funded, distributed, and read by offering "author-centric peer-to-peer financial relations" between authors and supporters.[186] There is Orvium, a blockchain-based Scholarly Publications & Digital Rights Management platform. Anyone can register and publish on Orvium, receive tokens, and create a unique, verifiable record accessible to anyone with the goal to help researchers publish faster and expand scholarly networks.[187] Finally there is ARTiFACTS, a blockchain-based platform for researchers to securely and permanently record scientific and scholarly artifacts right within their workflow from the earliest stages of research with the aim for researchers to secure the provenance of their work.[188]

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[181] Khan, Asad Ullah, Zhiqiang Zhang, Milad Taleby Ahvanooey, and Wajid Rafique, "Opinion Mining towards Blockchain Technology Adoption for Accessing Digital Library Resources," *Aslib Journal of Information Management* 74, no. 1 (January 3, 2022): 135–57. https://doi.org/10.1108/AJIM-01-2021-0016.

[182] Khan et al., "Opinion Mining towards Blockchain."

[183] Kiran Kumar, G, and Suresh Jakati., "Applications of Blockchain Technology in Libraries: An Overview," *International Journal of Applied Research* 8 (9): 81–84. https://www.allresearchjournal.com/archives/2022/vol8issue9/PartB/8-9-32-443.pdf.

[184] Tella, Adeyinka, Halimah Odunayo Amuda, and Yusuf Ayodeji Ajani, "Relevance of blockchain technology and the management of libraries and archives in the 4IR," *Digital Library Perspectives* (2022).

[185] Tella et al., "Relevance of blockchain technology."

[186] "Publica." n.d. Publica.com. Accessed November 8, 2022. https://publica.com/.

[187] Kumar et al., "Applications of Blockchain Technology."

[188] ARTiFACTS, "A Blockchain Platform for Scientific and Academic Research • ARTiFACTS," Accessed February 3, 2023. https://artifacts.ai/.

Future applications for blockchain technology are myriad, but most blockchain application projects in libraries are still in the development phase. The following applications tend to be more promising and could be implemented in libraries soon. Blockchain technology could assist access services and interlibrary loan programs become more efficient through better records management.[189] It may also allow new distributed, large-scale metadata systems[190] and peer-to-peer sharing of digital contents.[191]

Artificial Intelligence

Artificial Intelligence (AI) tools and services have been growing rapidly. Of particular note are ChatGPT and Dall-E, both products of the company OpenAI, which states that "OpenAI's mission is to ensure that artificial general intelligence (AGI)—by which we mean highly autonomous systems that outperform humans at most economically valuable work—benefits all of humanity."[192] As of early 2023 these tools are open to the public but will be monetized later.[193] Dall-E can create unique images and make realistic edits to existing images–all from providing natural language prompts like "a stained glass window depicting a robot." Another image generating AI system, Midjourney, created surprisingly beautiful and realistic images from a prompt involving avante-garde filmmaker Alejandro Jodorowsky and the movie Tron– eliciting many questions about aesthetics, art, authorship, and human creativity.[194]

The AI tool ChatGPT can also be given natural language prompts like "write a haiku about driving to work" or "write 400 words about the relationship between Hamlet and Gertrude" and provide text responses with sometimes surprisingly accurate and seemingly human responses. It can also input natural language prompts and output code or respond to tasks like pretending to offer career advice. The implications of a widely available AI system that can plausibly produce human text is already causing disruption in academia and education broadly. The International

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[189] Ma, Zixin, and Ziwei Xia, "Exploration of University Library Management Mode from the Perspective of Blockchain Technology," *Frontiers in Business, Economics and Management* 3, no. 2 (2022): 47-49.

[190] Tella et al., "Relevance of blockchain technology."

[191] Omame, Isaiah Michael, and Juliet C. Alex-Nmecha, "Application of Blockchain in Libraries and Information Centers," In *Handbook of Research on Knowledge and Organization Systems in Library and Information Science*, pp. 384-397. IGI Global, 2021.

[192] OpenAI, "About OpenAI," December 11, 2015. https://openai.com/about/.

[193] Gordon, Cindy, "Will 2023 Be The Year That OpenAI's ChatGPT Breaks Free?," Forbes. https://www.forbes.com/sites/cindygordon/2022/12/29/will-2023-be-the-year-that-openais-chatgpt-breaks-free/.

[194]Pavich, Frank, "Opinion | This Film Does Not Exist," *The New York Times*, January 13, 2023, sec. Opinion. https://www.nytimes.com/interactive/2023/01/13/opinion/jodorowsky-dune-ai-tron.html.

Conference on Machine Learning (ICML) announced a policy that "Papers that include text generated from a large-scale language model (LLM) such as ChatGPT are prohibited unless the produced text is presented as a part of the paper's experimental analysis."[195] New York City's Department of Education blocked access to ChatGPT on its network.[196] Instructors in schools like Rutgers and George Washington University are phasing out assignments that are take-home, open-book, or use prompts like "write five pages about X" in response to the ability of ChatGPT to help students accomplish such learning activities.[197] Other educators are embracing ChatGPT as a tool to improve students' writing.[198]

Worth noting is that ChatGPT falls prey to an issue scientists label as "hallucination" where ChatGPT has no conception of what is actually true or real–with OpenAI warning users that ChatGPT "may occasionally generate incorrect information."[199] Gary Marcus, Professor Emeritus at New York University has stated that ChatGPT is not an AI that will revolutionize many disciplines but a master of pastiche and mimicry.[200] More troubling is the ability for ChatGPT to take prompts relating to misinformation about healthcare and provide text output citing statistics and a journal article from the Journal of the American Medical Association when no such article or statistics exist.[201] Propagandists and state-sponsored misinformation and disinformation campaigns could potentially become much cheaper and easier to flood social media channels creating "a world in which we are unable to know what we can trust."[202]

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[195] Vincent, James, "Top AI Conference Bans Use of ChatGPT and AI Language Tools to Write Academic Papers," The Verge, January 5, 2023. https://www.theverge.com/2023/1/5/23540291/chatgpt-ai-writing-tool-banned-writing-academic-icml-paper.

[196] Vincent, James, "New York City Schools Ban Access to ChatGPT over Fears of Cheating and Misinformation," The Verge, January 5, 2023. https://www.theverge.com/2023/1/5/23540263/chatgpt-education-fears-banned-new-york-city-safety-accuracy.

[197] Huang, Kalley, "Alarmed by A.I. Chatbots, Universities Start Revamping How They Teach," *The New York Times*, January 16, 2023, sec. Technology. https://www.nytimes.com/2023/01/16/technology/chatgpt-artificial-intelligence-universities.html.

[198] Kelly, Samantha Murphy, "Teachers Are Adapting to Concerns about a Powerful New AI Tool | CNN Busines,." CNN, January 19, 2023. https://www.cnn.com/2023/01/19/tech/chatgpt-teachers-adjusting/index.html.

[199] Metz, Cade, "The New Chatbots Could Change the World. Can You Trust Them?," *The New York Times*, December 10, 2022, sec. Technology. https://www.nytimes.com/2022/12/10/technology/ai-chat-bot-chatgpt.html.

[200] Marcus, Gary, "How Come GPT Can Seem so Brilliant One Minute and so Breathtakingly Dumb the Next?," Substack newsletter. *The Road to AI We Can Trust* (blog), December 1, 2022. https://garymarcus.substack.com/p/how-come-gpt-can-seem-so-brilliant.

[201] Marcus, Gary, "AI Platforms like ChatGPT Are Easy to Use but Also Potentially Dangerous," Scientific American. Accessed February 2, 2023. https://www.scientificamerican.com/article/ai-platforms-like-chatgpt-are-easy-to-use-but-also-potentially-dangerous/.

[202] Marcus, "AI Platforms like ChatGPT."

Google, Microsoft, and various Silicon Valley companies are investing heavily into comparable AI tools.[203] The Digital News Project report quotes a research firm which estimates that automated or semi-automated media will produce "25% of all internet data" in the next few years.[204]

Implications

- Federally funded research institutions are required to make all research publications and datasets publicly accessible by 2025 and libraries have tremendous potential to provide meaningful and lasting leadership in this area.
- Academic libraries can be an important transformative force in supporting digital transformation in terms of digital change at universities with consequences for online instruction, library operations, and digital resources and services.
- Academic librarians are increasingly required to gain skills beyond the traditional qualifications to include knowledge involving data and learning analytics, research data services, open educational resources, and digital publishing.
- While blockchain technology is in its early stages and faces numerous challenges regarding privacy, complexity, cost, and scalability, academic librarians that develop the technical expertise, policy, and training could lead future developments in metadata, research data, acquisitions, and other areas.
- While generative and providing unique images and text outputs, recent AI technology can also be used for unethical applications like spreading misinformation and disinformation. There may be opportunities in academic librarianship to address these challenges through research, pedagogical interventions, policy development, or in facilitating interdisciplinary scholarly dialogue on the subject.

Conclusion

The trends of higher education continue to shape the contours of academic librarianship. Concerns of equity, diversity, inclusivity, and accessibility have become less a distinct grouping of concepts and instead are becoming intermeshed with various dimensions of research, learning, and service. The same trend exists in academic libraries as DEIA concepts are becoming more infused in pedagogy, collection, staffing, and so on.

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[203] Huang, "Alarmed by AI Chatbots."

[204] Newman, Nic, "Journalism, Media, and Technology Trends and Predictions 2023," Reuters Institute for the Study of Journalism. Accessed February 2, 2023. https://reutersinstitute.politics.ox.ac.uk/journalism-media-and-technology-trends-and-predictions-2023.

Yet the relationship between higher education and academic libraries cuts both ways. The topics and currents identified in this report all provide opportunities for academic libraries to make their mark on higher education. The past few years have provided increasingly more junctures for academic libraries to develop policy, practices, theory, and research in new and emerging areas of higher education. While this requires librarians to develop new knowledge, skills, and abilities–this also means that academic librarians can make important, discrete contributions on topics like political polarization, open data requirements, AI, and myriad other areas.

Yet such innovation and impact have a cost. Library administrators will need to set priorities among these potential opportunities in order to ensure sustainable workloads for increasingly limited staffing. Devoting time and resources to pursuing new avenues will need to be evaluated in terms of the opportunity cost of providing fewer resources to existing, and perhaps successful, core responsibilities, services, and resources. The 2023 Environmental Scan aimed to help administrators and practitioners alike to make informed decisions concerning the most critical intersections of higher education and academic libraries.

Appendix: ACRL Research Planning and Review Committee, 2022-2023

Michael Flierl (Chair)
Associate Professor
The Ohio State University

Brian Quigley (Vice-Chair)
Head, Engineering & Physical Sciences Division
University of California, Berkeley

Tom Caswell
Associate Dean for Academic Engagement
University of Central Florida

Laura Costello
Director for Strategic Planning and Assessment
Rutgers, The State University of New Jersey

Cindy Li
Associate Director of Tech & Innovation
Pratt Institute

Monica Maher
Online Learning & Education Librarian
University of Nebraska Omaha

Cristalan Ness
Social Sciences Resident Librarian
University of Michigan

Mary Piorun
Director, Library Services
University of Massachusetts Chan Medical School

Patrice-Andre "Max" Prud'homme
Director, Digital Curation
Oklahoma State University

Kristin Van Diest
Digital Publishing Librarian
Texas State University

Gregory Walker
Partner
Houser Walker Architecture

Minglu Wang
Research Data Management Librarian
York University

Anna Yang
Science Librarian
Santa Clara University

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2021–22 ACRL Research Planning and Review Committee

Top trends in academic libraries
A review of the trends and issues

This article summarizes trending topics in academic librarianship from the past two years—a time of tremendous upheaval and change, including a global pandemic, difficult reflections concerning racial justice, and war between nation states. Rapid changes and uncertainty from these events have created a significant amount of shifts to academic libraries, higher education, and society in general. Such shifts have yielded new perspectives and innovations in how librarians approach delivering services, supporting student success, managing staff and physical spaces, embracing new technology, and managing data. This report attempts to provide a snapshot of developments worth noting.

COVID-related trends

The impact of the COVID-19 pandemic on academic library services has been significant, and these changes, in many cases, are ongoing. The issues identified below transcend the period covered by this review as libraries face a fundamental shift that will extend far into the future and beyond the pandemic. In early 2020, nearly all academic[1] and public[2] libraries closed temporarily and shifted towards virtual services. Despite in-person closures, libraries continued online services,[3] kept their communities informed,[4] and adopted innovative collaborations[5] and technologies to adapt to changing circumstances. These closures and the institutional changes that enabled them had a significant and diverse impact on librarianship, including rethinking long-held paradigms,[6] increased professional stress around institutional budgets,[7] and the ability to work remotely.[8] The pandemic also surfaced long-standing issues of inequality[9] and inaccessibility[10] in libraries. Despite the challenges raised by closures, libraries continued to deliver core services and creative solutions, including virtual reference with increasing complexity,[11] a renewed focus on digital literacy with the rise in online learning,[12] and born-digital collection development.[13]

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Library staffing challenges

Since early 2020, the pandemic and racial justice protests have drawn increased attention to several trends in library and higher education staffing. Inequities between librarians and other library staff were heightened. One study found many lower-income and lower-status staff were required to work in-person to a greater degree than librarians and administrators.[14] The contradiction between the necessity of these "frontline" and "essential" positions and their lower-rates of financial compensation has become difficult to ignore. Such staff, often quite ably, perform duties that had previously been the purview of credentialed librarians.[15] Additionally, the Bureau of Labor Statistics note that while workers of color represent 25% of the higher education workforce, more than half of individuals who lost jobs during COVID-19 have been nonwhite.[16] Lingering pandemic impacts, such as budget cuts and hiring freezes, have led to inadequate staffing,[17] even as services have largely returned to pre-pandemic levels. Of note is that, partly in response to university pandemic austerity measures, Northwestern University's library workers announced their unionization with SEIU Local 73, which has been recognized by the university.[18, 19]

Low morale continues to be an area of concern in librarianship,[20, 21] particularly for librarians of color, nonlibrarian staff,[22] and members of underrepresented groups. Stress from caretaking responsibilities for workers who lost childcare or other forms of support during the pandemic has exacerbated issues of esprit de corps and well-being in the workplace. For academic librarians, who are pre-tenure or otherwise expected to contribute publications and presentations to library scholarship (and already at a high-stress time in their careers),[23] the pandemic has created additional challenges to those with caretaking responsibilities, particularly women.[24, 25] These workers already experience burnout at higher rates.[26] Future research concerning recruitment and retention may also investigate the benefits and repercussions of library staff working remotely and wanting to continue doing so.

Space utilization

COVID has thrust the physical spaces of libraries, along with most campus facilities, into the forefront of faculty, staff, and student consciousness over the past two years. Balancing demands for the use of current spaces, increases to construction pricing that may extend projects into 2023, and aligning current capital budgets to this reality continue to impact decisions about how existing spaces will evolve in the near future.

Beyond maintaining appropriate distancing or providing adequate sanitization, librarians operating physical facilities are asking questions, including whether and how to operate in-person collaboration spaces safely (for both users and staff), how to provide resources consistently during waves of openings and closures, and how to assess and address patron and staff levels of comfort interacting in a physical space. Rapidly changing methods of service delivery, information access, and materials storage are continuing to generate questions that may possibly reshape the reliance on centralized, in-person settings as more options move online or become embedded externally.[27]

Simultaneously, key trends in library design continue to be reassessed and may help inform librarians in the near future. For instance, one study from the University of Nebraska-Lincoln argues that recent trends in library space have overcommitted to collaborative learning spaces at the cost of providing valued space for intensive academic work.[28] Daejin Kim, Sheila

Bosch, and Jae Hwa Lee investigated, pre-COVID, how collaboration spaces are used and found that furniture or spaces intended for multiple people are frequently being used by single individuals.[29] Similar studies looking at more nuanced patron needs find that, much like evolving workplace trends, users want a wide variety of space types with different acoustical, privacy, and technology needs according to the work undertaken.[30] Recent studies in other academic settings point to taking this moment of change to pilot new layouts or space configurations that align better with current service needs and that are more activity-based rather than based on type of occupant or user.[31] A multiplicity of trends dominate discussions surrounding space. Accordingly, it is clear that local institutional factors ranging from budget to different use cases will continue to influence how space is allocated, constructed, and used.

Collaborative collections and growth of shared print

While there is a long history of libraries working together to preserve and provide access to rich collections, collaboration around shared print programs has rapidly accelerated in recent years. By creating a collaborative collection, which "elevates the concept of a library collection to scales above a single institution, extending its boundaries to encompass the resources concentrated among a group of libraries,"[32] these programs help research libraries to fulfill their mission to preserve the scholarly record in an era of changing usage, limited funding, and space constraints.

With an initial focus on print journals, shared print programs have matured and evolved to include print monographs more recently. According to Susan Stearns and Alison Wohlers,[33] "over 300 academic and research libraries in the U.S. and Canada participate in some form of shared print program, committing to archive or retain tens of millions of monographs and hundreds of thousands of serial and journal print titles." A major factor in the growth of shared print monograph initiatives was the launch of the HathiTrust Shared Print Program, which "has now secured commitments on more than 5.4 million individual titles held in the HathiTrust Digital Library."[34]

However, as these programs have grown, so has the need for more coordination, standards, and infrastructure. Several groups have been launched in recent years to tackle these issues. In 2015, the Rosemont Shared Print Alliance was founded to coordinate among regional shared print journal programs in order to archive more titles and ensure sufficient copies are preserved.[35] As a complementary organization, the Partnership for Shared Book Collections was founded in 2019 to collaborate around shared print monographs, aiming to "reduce the cost of retaining the scholarly record" and "develop and promote evidence-based best practices."[36] Recently the California Digital Library, the Center for Research Libraries, and HathiTrust announced a collaboration around shared print infrastructure intended to develop standards, workflows, and tools to support collaborative efforts and embed shared print work into the lifecycle of collection development and management.[37] In addition, groups such as the Big Ten Academic Alliance, the University of California Libraries, and the Canadian Collective Print Strategy Working Group have embarked on their own initiatives to take more strategic and intentional approaches to collection development and management in light of their shared print collaborations.[38]

Finally, it is worth noting that controlled digital lending (CDL) is an emerging trend where libraries "circulate temporary digital copies of print books they own in a one-to-one ratio of 'loaned to owned,' removing the print copy from circulation while the digital copy is in use."[39] ACRL has signed a statement in support of CDL.[40] CDL advocates argue that reasonable interpretation of copyright law should insulate libraries from legal exposure; however, the legality of CDL remains an open question.[41]

Open everything

The open access (OA) movement to "make scholarly works both freely available and reusable" continues to be important for librarians, educators, and administrators in higher education.[42] Yet, as Ángel Borrego, Lluís Anglada, and Ernest Abadal, state, the "landscape of scholarly communication is characterized by increasing costs and limited access to research output."[43] Numerous barriers exist ranging from economics to policy that prevent wide-scale adoption in higher education of executing scholarly communication strategies that would be considered open access. Issues with increasing subscription costs for academic journals are well documented.[44] While librarians typically report favorable beliefs about OA there is a noted lack of OA policy.[45] A report from Hannah Rosen and Jill Grogg, states "while both formal and informal policies exist. . ." regarding OA scholarship, data, and open educational resources, most institutions do not have policies in place "resulting in a scatter-shot approach to open content of all types and less than cohesive institutional strategies."[46]

In addition to further opportunities regarding OA training and outreach, librarians also have opportunities to help with the "identification of, and sometimes deposit into the institutional repository of works that are sitting outside the peer reviewed literature," often called gray literature.[47] Barriers continue to exist for accessing and using open access information. Some scholars are concerned that open access materials are not understandable to the general public, defeating the point of making such materials open and accessible in the first place.[48] For such reasons there is an increasing call for articles to use a "significance statement," which describes an article concisely in plain language understandable to a lay audience.[49]

The COVID-19 pandemic has provided opportunities for various types of OA content to become more widely available and served as "proof of concept" for what is possible.[50] For instance, OA resources were viewed as important for providing off-campus access to library materials in some developing countries.[51] Some publishers recognized the public health importance of providing timely information related to COVID-19 and committed to open access publication of articles relating to it.[52] Worthy of note were the use of preprint servers by scientists, which "in effect [were] crowdsourcing rapid expert peer-review."[53] Europe developed an open access publishing initiative—Plan S—in 2018 with support from national research agencies and 12 European countries. As of 2020, notable journals like *Nature* announced they would facilitate Plan S committing to publishing with full open access in the future.[54]

The Scholarly Publishing and Academic Resources Coalition (SPARC) tracks "Big Deal" cancellations, which continue to occur. For instance, Purdue University canceled a $3.3 million contract for 2020 opting instead for a one-year, title-by-title contract for 2021, while New Mexico State University pointed out both inflationary journal prices and COVID-19

considerations while cutting their collections budget by $800,000 for fiscal year 2021.[55] Some universities and consortia are seeking "transformative agreements," which promote open access publishing by their authors and allow those authors to maintain copyright. Transformative agreements facilitate a more transparent journal licensing process and aim to shift the focus of "scholarly journal licensing from cost containment towards open access publication."[56]

Many facets of the OA movement continue to develop. As libraries continue more aggressive journal subscription negotiations, which may include transformative agreements, as well as possible Big Deal cancellations,[57] more questions will develop about the future of access to scholarly materials. This is multivariable including open data, open educational resources, and OA policies, tools, and advocacy. Combined with the results of unanticipated experiments born from COVID-19, OA continues to be a focal point for academic librarians and administrators.

Artificial intelligence

Artificial intelligence (AI) is being increasingly embedded in academic libraries tools and services. Pattern recognition,[58] AI-powered text recognition, transcription, and searching of historical documents[59] are prime examples that facilitate search and discovery. Keenious, cofounded by the Horizon 2020 program of the European Union, is a research tool for document and writing analysis, attempting to make online research easier.[60] Cactus Communications (CACTUS) recently announced a new AI-powered tool, Paperpal Preflight, "to improve the scholarly publishing experience for researchers, peer reviewers, and journal editors" during the manuscript submission process.[61]

The adoption of AI in virtual reference services provides a new online model for libraries by using "chatbots."[62] Recent attempts to automate standard library operations, such as cataloging, through expert systems have focused on simpler tasks like descriptive cataloging.[63] A team of researchers from the National Library of Norway describes an experiment that uses AI methods to automatically group articles and assign Dewey Decimal numbers to aid in cataloging.[64]

The Library of Congress is experimenting with neural networks and the use of computer vision. The intent is to create new online search prototypes that can sort through large amounts of data in new ways, such as examining and contextualizing millions of digitized items that humans could not do alone.[65] Other experimental work like the Newspaper Navigator aims to explore the visual and textual content via AI.[66] At Yale's Digital Humanities Lab, data-mining techniques are used to illuminate the conventions of portraiture and other visual genres in the 19th century.[67] Leaders, such as Eun Seo Jo and Timnit Gebru, have drawn archives as a model for data collection and annotation in order to inform how decisions that surround fairness, accountability, transparency, and ethics are addressed in machine learning systems.[68]

In the Netherlands, concerns that surround data, information ethics, and data-driven public management have been captured under the Data Ethics Decision Aid (DEDA) to use a deliberative rather than rule-based approach to ethical concerns and advance the development of responsible data practices.[69] It is also important to acknowledge cybersecurity concerns as AI becomes more and more embedded in systems routinely used in libraries.[70]

While AI technologies could be harnessed to provide more tailored search results, monitor social distancing, and integrate the library into personal assistants,[71] it can also help academic libraries demonstrate real value to institutions if it is used judiciously. Asaf Tzachor et al. expressed concerns stemming from urgency in adopting these technologies along with the challenging ethical issues and risks that can arise in a crisis—the COVID-19 pandemic prevention and response is one example.[72] At the same time, AI's potential has remained largely untapped among research libraries. A recent Ex Libris survey revealed that while nearly 80 percent of research librarians are exploring the use of AI and machine learning, only about 5 percent are currently leveraging the technology.[73]

Data

Higher education faces increased challenges with the surging interest in big data. The need to invest in training skilled employees, increase repository capacity, and assign and clarify responsibilities[74] remains critical as libraries and librarians continue to take on leadership roles[75] and provide data services. Those vanguard libraries that were the first to offer services have begun to evaluate programs,[76] services,[77] and tools[78] and make adjustments focusing both on usability for the owner of the data to upload and share data sets and discoverability of those data sets for the end user. The body of literature associated with research data management services in libraries and skill development has reached the point where literature reviews and scoping reviews are looking back in time to draw conclusions and offer suggestions to advance the field and the libraries' role.[79]

Data mining proves itself as an emerging field as well, especially when linked to the Internet of Things (IoT). A recent study using both Clarivate Analytics Web of Science and Sciverse Scopus revealed that knowledge discovery in databases are paving the way to make data increasingly more meaningful.[80] Along these same lines, data analytic methods are constantly changing with the ever-increasing volume of data generated. As a result, "cloud-based AI activities are expected to increase five-fold by 2023,"[81] which could translate into a greater capacity "to store data in a cost-effective manner and glean more actionable insight from IoT data."[82]

Data curation remains an overarching role for the library.[83] The term *active curation,* involvement of the curator from collection and development of the data set to its final analysis and storage,[84] will continue to expand as librarians become more embedded in the data life cycle. Additionally, institutions of higher education continue to show a growing interest in data science education. Based on the study conducted at Purdue University in 2017 to examine the roles of academic libraries to support data science education curriculum, results showed that "hard-core" scientific courses for third- and fourth-year STEM students were most common as opposed to offerings in data-oriented skills, such as data management, data ethics, and data communications.[85] At schools of information, a group of instructors who teach data curation have expressed the importance of integrating both research and teaching in the curriculum. The objective would give students opportunities to develop core competencies, learn about data librarianship and practices to support preservation and access, and broaden their professional horizons by gaining a greater awareness with multidimensional problems of working with data.[86]

Finally, in light of the growing prominence of data, data visualization skills continue to be highly valued, and visual results can be interpreted as a research product and form of expression. Libraries are taking a greater interest in data visualization as they seek to tell their own story, including assessment, value of the library, collection analysis, and internal capacity building.[87]

Critical librarianship

Critical librarianship continues to be an important theoretical perspective for information professionals. Rooted in critical theory (originally denoting a group of Marxist philosophers but over time scholars in many fields now employ *critical theory* or *critical approaches),* critical librarianship challenges traditional concepts in librarianship.[88] For instance, critical librarianship argues that libraries are not neutral and challenges librarians to take active steps toward antiracist and antioppresive practices both for the benefit of users but also for the benefit of the profession itself.[89] As libraries continue to aim for accessibility and more welcoming spaces, scholars familiar with critical librarianship, urge library workers to take meaningful action to include its teachings in their daily practice–referred to as *praxis.*[90] With little diversity in the library professions,[91] and many critiques of popular approaches to information literacy, for instance the ACRL Framework for Information Literacy for Higher Education's lack of acknowledgement of the underlying power structures in which academia operates,[92] critical librarianship argues that there are numerous opportunities for librarians to fight inequity, racism, sexism, and other problems through concrete action.

One facet of critical librarianship and critical pedagogy is critical information literacy (CIL). CIL literature discusses why and how information professionals should ask questions about power dynamics within academia, equal access to information, and the economic incentives around how information and data are created, stored, and used. CIL scholarship also critiques academia itself. As with other teaching and learning theories, CIL is constantly evolving and must be adapted for students in different course levels and in different course subjects.[93] Margaret Rose Torrell examined implementing CIL when using a writing across the curriculum approach with undergraduates, and highlighted the benefits of having more than a one-shot session with students.[94] Marcia Rapchak employed CIL with graduate students who were "eager to engage in discussion and material," such as case studies, essays, and self assessments.[95] L Sofia Y. Leung and Jorge R. López-McKnight taught LIS students and found that including and centering intersectionalities such as race and gender in their pedagogical approach allowed them to be better teachers.[96] Erin Fields and Adair Harper incorporated CIL and open pedagogy into a university course and found that by using non-academic sources and student work, their students were more empowered to work within and assess the current information landscape.[97]

Critical approaches to librarianship and information literacy will likely continue to be an area of exploration for LIS scholars.

Final note

We foresee numerous challenges in the next few years, including potential budget reductions as well as questions about returning to the physical office after an extended period of virtual work. We are also excited that new opportunities for collaboration, additional

interest in critical perspectives, and incorporation of different approaches to manage shared collections will allow academic librarians to continue leading the way in student success and learning, organizational impact, and rigorous scholarly inquiry.

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ACRL 2023 CONFERENCE EVALUATION EXCERPT[1]
_____

Methodology

The audience for this survey included 2,858 individuals who registered for the ACRL 2023 conference, "*Forging the Future,*" held in Pittsburgh, Pennsylvania, and online, March 15-18, 2023. On March 18, 2023, registrants were e-mailed the link to the online evaluation. As of April 18, there were **1,053 completed returns from in-person attendees for a response rate of 49.2% and 265 completed returns from virtual attendees for a response rate of 36.9%.** In comparison, the ACRL 2021 response rate was 28.5%; ACRL 2019 was 43.4%.

Two Top Issues

The leading issues that respondents face today *as **librarians/information professionals*** include:
- budgets/budget cuts;
- burnout, compensation, morale;
- workload (related: staffing shortages); and
- keeping up to date.

Budgets and budget cuts were overwhelmingly identified as the leading issue *facing **libraries in higher education today**.* Additional challenges include:
- communicating and demonstrating library value/impact;
- human resources issues (e.g., staffing shortages, turnover, workplace climate);
- equity, diversity, and inclusion (including racism and white supremacy culture); and
- hostile political climate (including censorship and attacks on higher education).

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[1] This abbreviated conference evaluation report excerpts out information that is most pertinent for the May 30 virtual strategic planning session.

The Path to Transformation
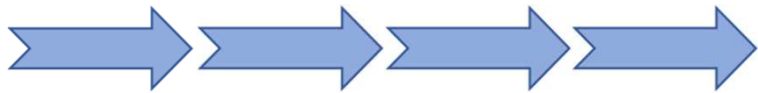
ALA American Library Association

Pivot Strategy
2021 – 2025

Key Pivot Points:

- Increased Alignment

- Increased Membership

- Increased Revenue

    =

Stronger Association Stronger Libraries

LIBRARIES TRANSFORMING COMMUNITIES — FOCUS ON SMALL AND RURAL LIBRARIES — ALA American Library Association — A SPECIAL GRANT OPPORTUNITY FOR SMALL AND RURAL LIBRARIES — Apply January 4 – March 4, 2021

Facing Change at Every Level

- **Forward Together** (Association Governance)
- **Operating Agreement** (Functional Governance)
- **Pivot Strategy** (Performance Governance)

A Cyclical Relationship
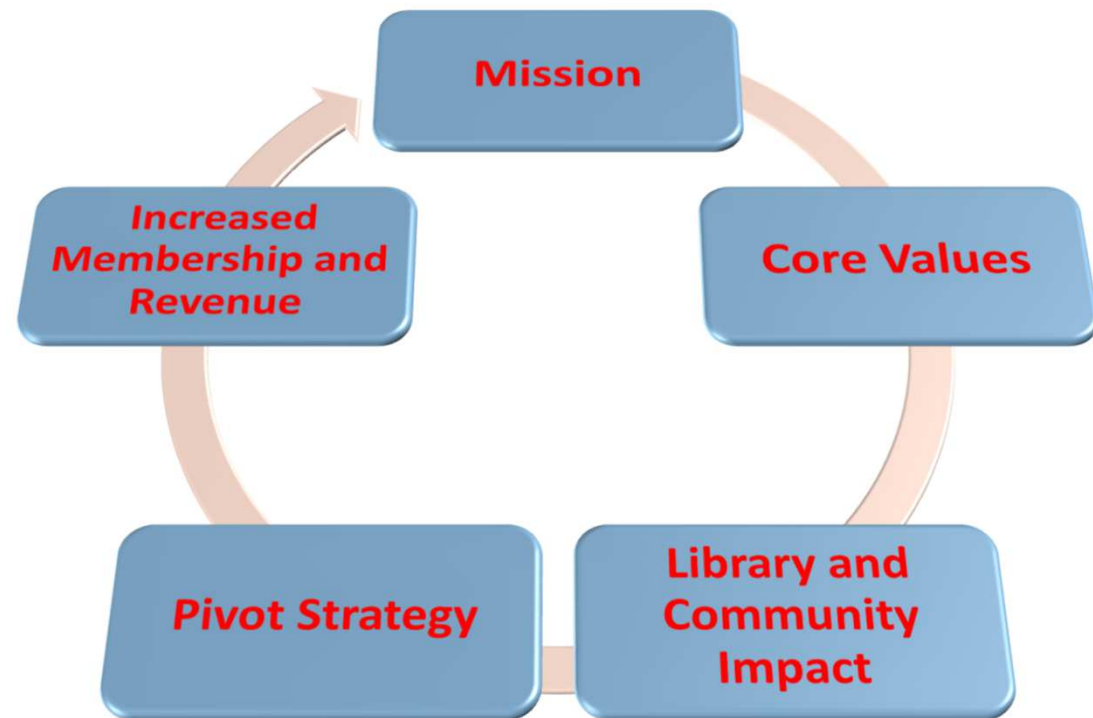
Turning Mission into Impact

I. **ALA Mission**

II. **ALA Core Values** (Emphasizing Diversity and Inclusion)

III. **Library and Community Change**: Reach, Mobility, Resilience, and Social Justice:
- Information and Digital Access (including Universal Broadband);
- Equity, Diversity, and Inclusion in Libraries and the LIS Workforce; and
- Preservation of Library Services (across library types and services)

IV. ***ALA Pivot Strategy: The Pathway to Transformation***

Overarching Goals:
- Increase Alignment Across Six Impact Streams by 2025: Conference and Events; Continuing Education; Contributed Revenue; Data and Research; Membership; and Publishing
  - ➢ General tactical Goals; Cross Functional Goals; Unit Goals
- Increase Membership by 5% by 2025
- Increase Revenue annually by 10% over expenses by 2025

V. **Tangible Impact**

ALA MISSION

The **mission** of the American Library Association is to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.

CORE VALUES

- Access
- Confidentiality/Privacy
- Democracy
- Diversity
- Education/Lifelong Learning
- Intellectual Freedom

- The Public Good
- Preservation
- Professionalism
- Service
- Social Responsibility
- Sustainability

Creating Library and Community Change

Expanding Reach, Mobility, Resilience, and Social Justice through:

- **Information and Digital Access (including Universal Broadband);**
- **Equity, Diversity, and Inclusion in Libraries and the LIS Workforce;**
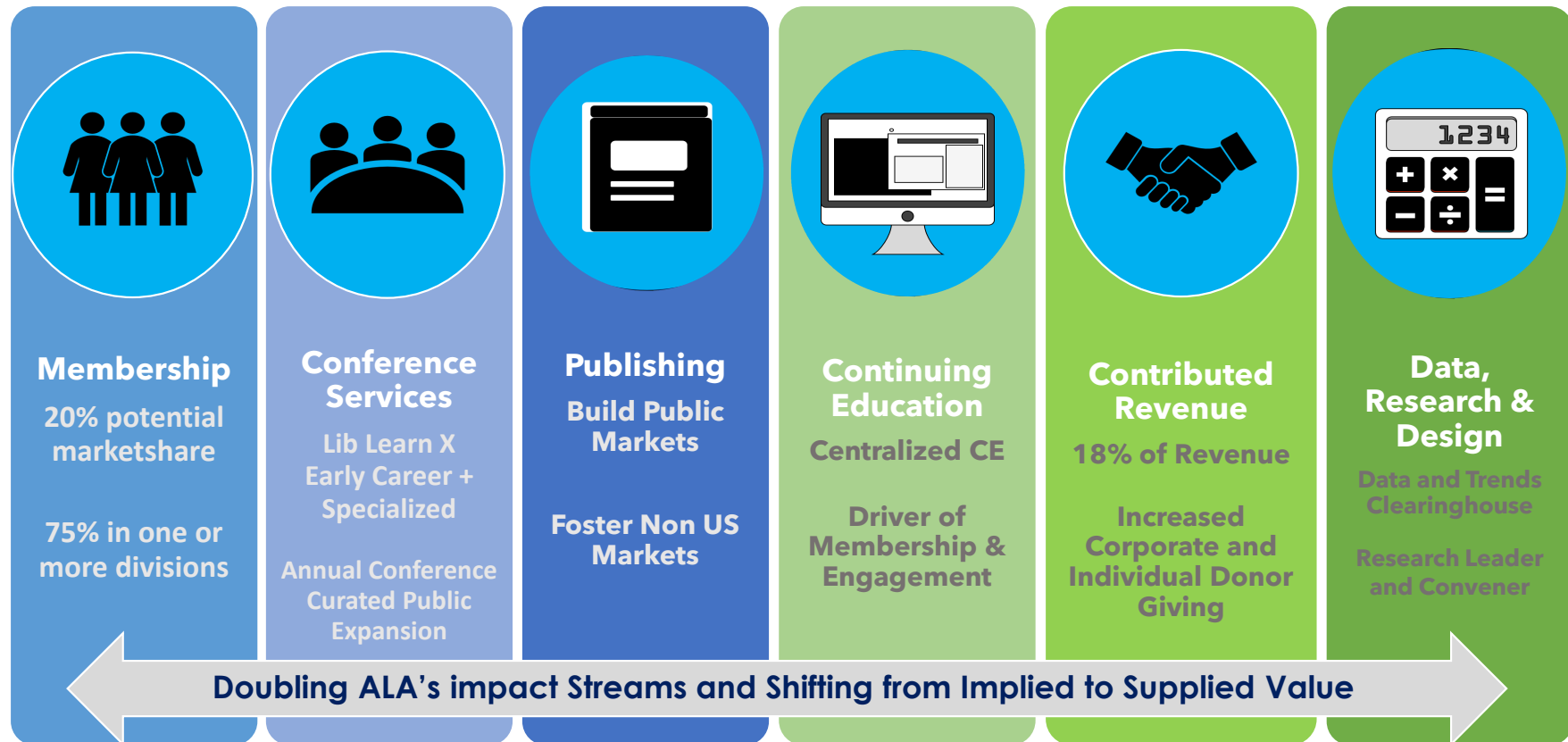- **And Preservation of Library Services (across library types, settings, and services)**

ALA Pivot Strategy:
The Pathway to Transformation

Overarching Goals:

- Increase Alignment Across Six Impact Streams by 2025: Conference and Events; Continuing Education; Contributed Revenue; Data and Research; Membership; and Publishing
  - ➤ General Tactical Goals
  - ➤ Cross Functional Goals
  - ➤ Unit Goals

Two Major Association-wide Goals:

1. Increase Revenue by 10% over expenses; 2. Increase Membership by 5%

Membership

20% potential marketshare

75% in one or more divisions

Conference Services

Lib Learn X Early Career + Specialized

Annual Conference Curated Public Expansion

Publishing

Build Public Markets

Foster Non US Markets

Continuing Education

Centralized CE

Driver of Membership & Engagement

Contributed Revenue

18% of Revenue

Increased Corporate and Individual Donor Giving

Data, Research & Design

Data and Trends Clearinghouse

Research Leader and Convener

Doubling ALA's impact Streams and Shifting from Implied to Supplied Value

Audience/Revenue Expansion

Increase Alignment Across Six Impact Streams by 2025
Tactical Goals

FY 21	FY 22	FY 23	FY 24	FY 25
• $: Neg rev/exp gap • CR$: 6% ($2M) from Dev • Mem: 15% Marketshare • Rev Strms: 3 (Conf, Mem, Pub) • Specific GF Units $ generating • Div: 8 with 65% of Mem • Confs: 2 • Culture: "Big" ALA + Div • Decentralized CE, COMMS, Dev, Purchasing • Mitigate IT as a cost center • Move to centralized teams for greater staff productivity and coordination • ASAE/Association Forum benchmarking exercise • Aligning for impact/elimination of redundancy	• $: Neu rev/exp gap • CR$: 10% (focus ind giv + fdn) • Mem: 15% Marketshare • Rev Strms: 5 (CE, Con $, Conf, Mem, Pub + Non-US markets) • All GF Units tracked to $ generating • Div: 8 with 65% of Mem • Conf: 1 • LibLearnX Event • Culture: One ALA • Centralizing CE, COMMS, Dev, Purchasing • IT realigned and driver of revenue • ALA aligning to ASAE/Assn industry standards • Testing public markets for internal products (printing. Booklist, etc.)	• $: Neu rev/exp gap • CR$: 12% (focus ind giv + fdn) • Mem: 18% Marketshare • Rev Strms: 6 (CE, Con $, Conf, Mem, Pub + Non-US markets, Data services) • All GF Units tracked to $ generating • Div: 8 with 68% of Mem • Conf: 1 • LibLearnX Event • Culture: One ALA • Centralized CE, COMMS, Dev, Purchasing • IT realigned and driver of revenue • ALA aligned to ASAE/Assn industry standards • Testing public markets for internal products • Testing Public facing Annual Conference	• $: Pos rev/exp gap • CR$: 15% (add corp) • Mem: 18% Marketshare • Rev Strms: 6 (CE, Con $, Conf, Mem, Pub + Non-US markets, Data services) • All GF Units tracked to $ generating • Div: 8 with75% of Mem • Conf: 1 • LibLearnX Event • Centralized CE, COMMS, Dev, Purchasing • IT realigned and driver of revenue • Testing public markets for internal products • Pub facing Annual Conference • Overall Non-US Market Expansion for products and services	• **$: Pos rev/exp gap** • **CR$: 18% (add corp)** • **Mem: 20% Marketshare** • **Rev Strms: 6 (CE, Con $, Conf, Mem, Pub + Non US, Data services)** • **All GF Units tracked to $ generating** • **Div: 8 with75% of Mem** • **Main Conf: 1** • **LibLearnX Event** • **Centralized CE, COMMS, Dev, Purchasing** • **IT realigned and driver of revenue** • **Testing public markets for internal products** • **Pub facing Annual Conference** • **Overall Non-US Market Expansion for products and services** • **Testing 7th Revenue Stream**

Key: $ = Budget; CRS$ = Contributed Revenue; Mem = Membership; Rev Strms: Revenue Streams; GE = General Fund;

Financial Alignment

In the Pivot Strategy Approach to Alignment all Units track to Membership and Revenue Generation

FY22 Budget Objectives

- Align expenditures with revenues
- Increase revenue sources
- Develop budget surplus
- Focus on financial stability
- Develop new budget metrics

Facilitating Changes: Move from "Expense-based" to "Revenue-based" budget; Planning against three (high, mid, low) budget scenarios; Recalibration of fixed expenses to revenue model rather than "planned loss".

Examples of Cross Functional Teams

1. Awards
2. Communications
3. Conference Services
4. Continuing Education
5. Data, Design, and Research
6. External Relationship Management
7. Governance
8. Grants and Sponsorship
9. IT
10. Membership
11. Program Assessment
12. Professional Development
13. Publishing
14. Staffing Synergies and Productivity
15. Strategy and Performance Management

Data, Research, and Design (Unit and Team)

- Establish ALA as a trusted source for current statistics, metrics, research, and trends by creating a research office with staff expertise in data management, research methodologies, and analysis.

- Position ALA as the leader in developing a national research agenda for the profession, as a respected convener of productive dialogue around critical or issues and establish a presence in federal and international library data and research initiatives.

- Invest in a robust database platform to manage member, donor, and customer relationships through systematic and ongoing internal research.

Two Driving and Connected Goals

- Increase Membership by 5% by 2025

- Increase Revenue annually by 10% over expenses by 2025

Tangible Impact

Our Impact Must Flow from Our Mission and Drive it
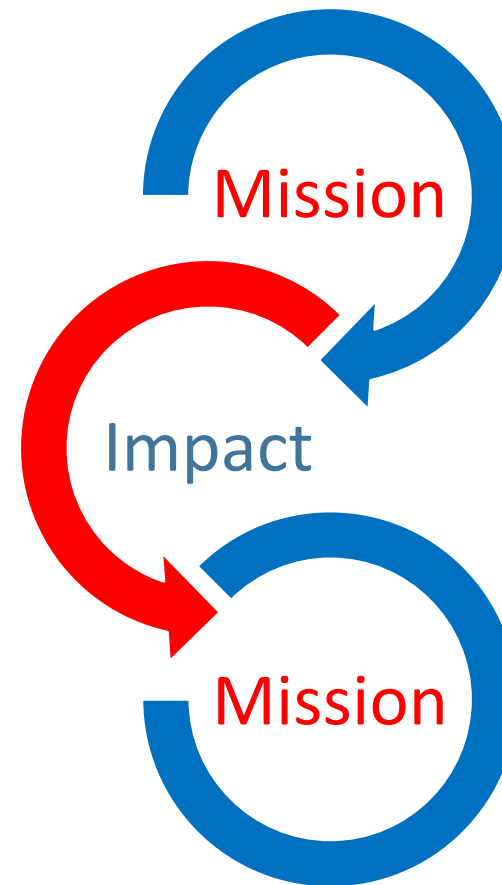
Questions ?

update, 4/12/23

from ACRL EDI Committee to ACRL Leadership Council

updates related to [the 2022-2023 Work Plan goals](#):

1. participate in developing and implementing [the new EDI Committee GAC goal](#)
   a. Several EDI Committee members, with Board members, are beginning to develop an "ACRL Presents" webcast on the GAC goal.
      i. This webcast was briefly suspended to avoid a timing conflict with the ACRL 2023 Conference.
   b. We shared information about this EDI Committee GAC goal at the ACRL 2023 Conference Engagement Fair.
   c. Committee Leadership is collecting resources to share (via Committee LibGuide) to support this goal.
2. sustain and grow the BIPOC membership initiative
   a. Committee has encouraged membership recipient participation in ACRL through viewing the "Get Involved" webinar and submitting volunteer applications when possible.
   b. We provided an ACRL 2023 Conference Community Chat for these recipients.
      i. We are holding additional Community Chats on 4/13/23 and 5/12/23 so recipients can connect to EDI Committee members and ACRL Board members.
   c. The review of the application process for the 2024-2026 cohort was briefly suspended– we hope to make this a summer project.
      i. Note: this is an "off-year" for the applications, and our next two-year cohort will start in July/August 2024.
3. sustain and grow liaison work for EDI across ACRL
   a. We are finalizing our survey about engagement with EDI across the association (with separate surveys for members and membership groups).
   b. We are finalizing a brief introductory video to preface and provide context for the surveys.

Prompting question from Board: What is the most impactful project that the committee has been working on?

As EDI work is intersecting work, we believe our impactful work this year has been at the nexus of goals 1 and 3– we are actively interested in how the liaison model work– transforming our Committee space into a clearinghouse of information about and support for EDI work– fulfills [the goal-area committee (GAC) goal as articulated in the Plan for Excellence](#).

New Roles and Changing Landscapes

ACRL's New Roles and Changing Landscapes goal area aims to aid the academic and research library workforce in effectively fostering change in academic libraries and higher education environments. Through this goal, ACRL seeks to deepen the Association's advocacy and support for the full range of the academic library workforce; 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; and increase diversity, cultivate equity, and nurture inclusion in the academic library workforce. Current projects include:

- **Academic Library Advocacy Toolkit.** With ACRL's Value of Academic Libraries Committee, published this toolkit in February 2023 to provide techniques, tips, and strategies for academic library advocacy that use a variety of sources and impact factors.
- **Add-on Roles and Flexible Assignments.** Designing and launching a survey designed to explore the emerging roles of academic librarians in order to benchmark their functions and identify training needs; determine librarians' job satisfaction relative to the new and emerging roles; evaluate the impact librarians believe their role is having on the academic enterprise; and provide employment indicators for librarians in the workforce or entering the workforce in order that they be better positioned to make informed career choices. The survey will be distributed in late spring/summer 2023.
- **Equity, Diversity, and Inclusion Pipeline.** Creating a Retention Toolkit aimed at providing effective employee retention strategies for academic libraries, scheduled to publish in summer 2023.
- **Fostering Change.** This initiative aims to build a community of change agents in academic libraries and provide tools to help library workers spark, lead, and sustain change no matter their organizational position. The open access, team-based guide is freely available and the facilitators are working on additional e-learning to follow the successful completion of Cohorts in 2021 and 2022.
- **Inclusive Leadership.** Proposing a new definition inspired by the Center for Creative Leadership's definition of inclusive leadership: "Inclusive library leaders are individuals who are aware of their own biases, actively seek out and consider different perspectives to inform their decision-making, collaborate more effectively with others through cultural competency, center empathy and compassion in their approach to leadership, and seek to advance equitable outcomes." To learn more see the recording of the February 7, 2023, webcast "ACRL Presents: Inclusive Leadership," and submit feedback on the proposed definition here.
- **Library Space.** Hosting a free webinar on June 1, 2023, at 1 p.m. Central, "ACRL Presents: Creating Welcoming Spaces in Academic Libraries."
- **Open Educational Resources and Affordability RoadShow.** Intended for academic librarians and library staff interested in learning about OER and/or developing OER initiatives, this is available as an "Off-RoadShow" virtual workshop.
- **User Experience.** Working with the Value of Academic Libraries Committee to create a webinar or webinar series of Trend Talks to debut in 2023, on potential topics including working with international, graduate, and first-year students.

Student Learning & Information Literacy Committee
Goal Area Committee Report for the ACRL Leadership Council
April 2023

Submitted by:
Melissa Mallon (Chair)
Amanda Folk (Vice-Chair)

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

Current activities:
The Student Learning and Information Literacy Committee's (SLILC) work is subdivided into three project teams. The teams operate on a matrix model to emphasize productivity and work across the committee. SLILC focuses on programming and publications that center on equity, diversity, and inclusion as values and practices for teaching librarians.

Professional Development Team
- Finalizing plans for a session in late spring on OER and open educational pedagogies. This will be a hands-on workshop on building information literacy resources using OER platforms; participants will learn about tools such as H5P and Pressbooks, and then work collaboratively to create a shared resource.
- Monitoring ACRL's acquisition of TATIL for potential professional development cross-over with SLILC.

Publications Team
- Solicited, edited, and published four "Perspectives on the Framework" columns for *C&RL News*. Columns focused on issues related to diversity, equity, and inclusion (e.g. creating accessible learning modules to teach about art and politics through a social justice lens); working with the Engagement team on analyzing column statistics.
- A 2-volume set, *Exploring Inclusive & Equitable Pedagogies: Creating Space for All Learners*, will be published by ACRL Publishing in late spring 2023. Several editors and contributed chapter authors are current and past SLILC members.

Engagement Team
- Continuous review of SLILC website for currency and accuracy; worked with ACRL staff liaison to review and prepare webpages for site migration.
- Connects the work of the PD and Publications teams with the ACRL membership and beyond.

Date: April 11, 2023

To: ACRL Leadership Council

From: Jung Mi Scoulas, PhD. University of Illinois Chicago
Chair of ACRL Value of Academic Libraries Committee for 2022-2023

Subjects: ACRL VAL Update

Summary of Update:

The Value of Academic Libraries (VAL) committee is composed of five subcommittees: (1) Changing Landscape; (2) Learning Analytics/Privacy; (3) Equity, Diversity, Inclusion & Social Justice (EDI &SJ); (4) Communication; and (5) Assessment Proficiencies. The VAL committee also provided primary leadership for the ACRL Library Advocacy Toolkit Task Force. Highlights from VAL's work this year are outlined below.

- The Library Advocacy Toolkit Task Force, chaired by Becky Croxton, is a joint working group of VAL and the New Roles Changing Landscapes (NRCL) committees. Since the toolkit (https://acrl.libguides.com/advocacytoolkit/) was launched in February 2023, there have been 5,780 views (as of 4/6/23). To promote and maintain the toolkit, VAL and NRCL leadership agreed to form an ongoing joint subcommittee with representation from both committees to include VAL and NRCL vice chairs. Each committee will include this joint subcommittee on their 2023-2024 work plan. Next steps include building out the Success Stories component of the toolkit and promoting the toolkit through various channels, including articles in library newsletters and/or journals, webinars and/or presentations, continued email/listserv campaigns, among others.

- The Assessment Proficiencies subcommittee, also led by Becky, recently completed the first full draft of updated Proficiencies for Assessment in Academic Libraries (https://tinyurl.com/draft1assessmentproficiencies) The Assessment Proficiencies working group is now reviewing and incorporating reviewer feedback. A final draft will be shared with the ACRL Standards Committee in May, and it will be presented to ACRL Board members for approval during the ALA conference.

Questions that VAL wants to receive feedback from ACRL Leadership council?

- Starting from the 2021-2022 academic year, VAL committee members have been collaborating with other subcommittee members from the Goal level committees, including working jointly with the New Roles Changing Landscape Committee for the Library Advocacy Toolkit and with the EDI committee for Assessment Proficiencies. To ensure the sustainability of their work, they are seeking the best ways to communicate and share information efficiently with their collaborating members. What would be the most effective methods to achieve this goal?

ACRL Research and Scholarly Communication Committee

April 25, 2023 | Board Updates

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 more representative and inclusive ways of knowing.

Continued partnerships with SPARC/Open Access Working Group. Hosting the Scholarly Communication Discussion group listserv and meetings.

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.

Partnering with SPARC to host the ACRL/SPARC Forum. Again in 2023, the forum will not be held during the ALA Annual. It will be held at an as yet undetermined later time in Summer 2023.

Updating and maintaining the Scholarly Communication Toolkit.

Revamping/reconfiguring the Scholarly Communications Roadshow.

3. Increase ACRL's efforts to influence and advocate for more open and equitable dissemination policies and practices.

ACRL-SPARC Forum

Forum will not take place during ALA Annual Meeting; it will be later in the Summer. Topic will focus on [Nelson Memo](#) and federal funding agencies responses and plans.

What is the most impactful project that the committee has been working on?
  I. **Upcoming project - Special C&RL issue about 2019 research agenda Open and Equitable Scholarly Communications: Creating a More Inclusive Future (guest editors: Kara Malenfant, Amanda Nichols Hess, and Nathan Hall)**
      a. **On track to publish in early 2024**
  II. **Continued partnership with SPARC and the OA working group- especially in light of Nelson Memo: https://www.whitehouse.gov/wp-content/uploads/2022/08/08-2022-OSTP-Public-Access-Memo.pdf**

US Library Survey 2022: Navigating the New Normal

Executive Summary

The Ithaka S+R Library Survey has examined leadership and strategic perspectives in the field by surveying library deans and directors nationally on a triennial basis since 2010. The research project's overarching goals are to provide the library community with a valuable data source to inform decision making and track the emerging opportunities and challenges leaders face in steering their organizations. In fall 2022, we surveyed library leaders at not-for-profit four-year academic institutions across the United States, with a response rate of 42 percent based on 612 responses.

In this sixth iteration of the project, we continued to track high-level issues of strategy, leadership, budget, staffing, and institutional alignment. We also introduced new batteries of questions related to broader trends in higher education, including remote and hybrid learning, talent retention, and research data management, and expanded our coverage of open access and diversity, equity, inclusion, and accessibility (DEIA).

Key Findings

- **Priorities continue to shift from collections to services.** A third of library deans and directors project an overall decrease in expenditures directed towards general collections, especially print resources. Services to support research and teaching and learning are growing priorities, and doctoral institutions in particular are interested in building or expanding research data management services.

- **For roughly half of respondents, convincing campus leaders of the library's value proposition remains a challenge.** While over 72 percent of library deans and directors report high levels of confidence in their own ability to articulate their library's value proposition in a way that aligns with the goals of the institution, only 51 percent are confident other senior administrators believe in this alignment.

- **Student academic success remains a top priority across institution types.** Deans and directors see the library contributing most strongly to increasing student learning and helping students develop a sense of community, rather than to other metrics such as addressing student basic needs or improving post-graduation outcomes.

- **Information literacy may not have kept up with today's needs.** While information literacy instruction is a core priority, less than half of respondents are confident their library has a well-articulated strategy for combating misinformation or disinformation.

ITHAKA S+R

- **Many library deans and directors are grappling with talent management and recruitment challenges**. Nearly a fifth of respondents anticipate reducing staff in access services and technical services, metadata, and cataloging within the next five years. Furthermore, deans and directors are currently struggling to recruit personnel for roles in technology and programing, DEIA, cataloging and metadata, and indicate they are most likely to consider outsourcing cataloging and metadata and technology and programming skills.

- **Confidence in library and institutional DEIA initiatives is waning.** While directors indicate these strategies are a high priority, only a quarter are confident their libraries have well-developed DEIA strategies, down from over a third in fall 2020.

- **Deans and directors see an increasingly open future—one they believe will result in an increase in costs for their institution.** Roughly one quarter of deans and directors across institution type believe transformative agreements are a great mechanism for moving their institutions into the future of open access. Yet, a third of directors do not see libraries and publishers as allied with one another when it comes to open access developments. Directors believe an increasingly open future will not result in cost-savings.

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