

Association of College and Research Libraries  
**Virtual Spring Board Virtual Meeting**

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Wednesday, April 6, 2022

~~11:15 a.m. 12:00 p.m.~~–2:00 p.m. Central

## Agenda

Time	Item (Document number follows topic description)
11:15–11:16 a.m.	<b>1.0 Call to order (Garrison)</b>
11:16–11:20 a.m.	<b>2.0 Opening remarks &amp; Welcome (Garrison)</b> ACRL President Julie Garrison will welcome the Board and guests and ask if there are items for New Business.
11:20–11:22 a.m. <i>Action</i>	<b>3.0 Adoption of the Agenda (Garrison)</b>
11:22–11:30 a.m. <i>Information</i>	<b>4.0 Officer Reports</b> <ul style="list-style-type: none"> <li>● President’s Report (Garrison) #1.1</li> <li>● Vice-President’s Report (Ellis) #1.2               <ul style="list-style-type: none"> <li>○ Joint NRCL &amp; VAL Academic Library Workers Advocacy Toolkit</li> </ul> </li> <li>● Past-President’s Report (Cawthorne) #1.3               <ul style="list-style-type: none"> <li>○ Short-term Priority Setting Board Working Group Update</li> </ul> </li> <li>● Representative Reports (Cawthorne) #11.0</li> <li>● Councilor’s Report (Bryant) #1.4</li> <li>● Executive Director’s Plan for Excellence Activities Report. (Malone) #1.5, #1.6               <ul style="list-style-type: none"> <li>○ Plan for Excellence EDI Goals &amp; Objectives Working Group</li> </ul> </li> </ul>

<b>Time</b>	<b>Item (Document number follows topic description)</b>
11:30–11:40 a.m. <b>Information/Discussion</b>	<b>5.0 Outreach to NALCo (Malone)</b> The Board will receive an update on ACRL’s plans to reach out to BIPOC library communities, including the National Associations of Librarians of Color (NALCo) and will discuss next steps.
11:40–11:50 a.m. <b>Action</b>	<b>6.0 Rescind Open Microphone Policy (Garrison) #6.0</b> The Board will review and take action on rescinding the open microphone policy.
11:50 a.m.–12:50 p.m. <b>Discussion/Action</b>	<b>7.0 Awards Task Force (Garrison) #8.0, #9.0, #10.0</b> In January 2022, the Board approved thirteen recommendations from the ACRL Awards Task Force. The Board will revisit these actions and will discuss implementation of next steps and will consider if the Board should continue to move forward with all thirteen recommendations.
12:50–1:10 p.m. <b>Discussion</b>	<b>8.0 ACRL Diversity Alliance Task Force (Cunningham) #7.0, #7.1, #7.2</b> The Board will give feedback on the task force’s proposal for new membership levels of the ACRL Diversity Alliance. In June 2022, the task force will submit their final report and recommendations.
1:10–1:13 p.m. <b>Action</b>	<b>9.0 Consent Agenda Board of Directors (Garrison)</b> [In order to allocate more Board time to the matters of highest priority, it is recommended that we develop a consent agenda for more routine matters on which there is little perceived need for debate or on which more meaningful debate will take place in other forums and need not be repeated in the Board’s discussions. We will act on these items as a group. <b>Any item may be removed</b> from the consent agenda if <b>any member</b> of the Board of Directors requests separate consideration of the item. Any separate agenda item can be suggested for inclusion in the consent agenda.] The following items are placed on the consent agenda:  <b>Approval:</b> <ul style="list-style-type: none"> <li>• Companion Document to the ACRL Framework for Information Literacy for Higher Education: Journalism #2.0, #2.0a, #2.0b</li> <li>• Companion Document to the ACRL Framework for Information Literacy for Higher Education: Visual Literacy #2.1, #2.1a, #2.1b</li> <li>• Budget and Finance Chair Term #2.2</li> <li>• Renew ACRL Technical Services Interest Group #2.3, #2.3a</li> </ul> <b>Confirmation of virtual vote:</b> <ul style="list-style-type: none"> <li>• FY22 Unbudgeted Expenses for Benchmark Improvements</li> </ul>

<b>Time</b>	<b>Item (Document number follows topic description)</b>
1:13–1:15 p.m. <b>Action</b>	<b>10.0 Consent Agenda Executive Committee (Garrison)</b> The following items are placed on the consent agenda:  <b>Confirmation of virtual vote:</b> <ul style="list-style-type: none"> <li>• ACRL 2021 Fall Executive Committee Proceedings</li> <li>• RBMS Virtual Conference</li> </ul>
1:15–1:25 p.m.	<b>BREAK</b>
1:25–1:40 p.m. <b>Information/Discussion</b>	<b>11.0 ALA Operating Agreement (Andrew Pace) #13.0</b> ALA Operating Agreement Work Group Co-Chair and Steering Committee on Organizational Effectiveness (SCOE) Representative Andrew Pace will meet with the Board to discuss the work and recommendations of the ALA OAWG.
1:40–1:55 p.m. <b>Information/Discussion</b>	<b>12.0 ACRL &amp; Choice FY22 Quarterly Reports (Allen/Malone) #4.0, #4.1</b> The Board will receive an update and have an opportunity to ask questions about the written report covering ACRL and Choice financial performance for the first quarter of the fiscal year.
1:55–2:00 p.m.	<b>13.0 New Business (Garrison)</b> <ul style="list-style-type: none"> <li>• TBD</li> </ul>
2:00 p.m. <b>Action</b>	<b>14.0 Adjournment (Garrison)</b>

## 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 #acrllboard 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 Spring Board Virtual Meeting: Document Inventory

**Blue** = New Document

**Black** = Included in packet

*Each document is bookmarked within the PDF.*

<b>Doc #</b>	<b>Document</b>
Doc 1.1	President's Report
Doc 1.2	President-Elect's Report
Doc 1.4	Councilor's Report
Doc 1.5	Executive Director's Plan for Excellence Activities Report (PEAR)
Doc 1.6	Enabling Programs and Services: Key Performance Indicators (KPIs)
Doc 2.0	Board action form Journalism Companion Document to the ACRL Framework for Information Literacy
Doc 2.0a	Journalism Companion Document to the ACRL Framework for Information Literacy
Doc 2.0b	Transmittal Form Journalism Companion Document to the ACRL Framework for Information Literacy
Doc 2.1	Board action form Visual Literacy Companion Document to the ACRL Framework for Information Literacy
Doc 2.1a	Visual Literacy Companion Document to the ACRL Framework for Information Literacy
Doc 2.1b	Transmittal Form Visual Literacy Companion Document to the ACRL Framework for Information Literacy
Doc 2.2	Board action form: Budget & Finance Chair Term
Doc 2.3	Board action form: Renewal Technical Services Interest Group
Doc 2.3a	Petition Renewal Technical Services Interest Group
Doc 3.0	ACRL Plan for Excellence
<a href="#">Doc 4.0</a>	<a href="#">FY22 First Quarter Report Cover Memo</a>
Doc 4.1	FY22 First Quarter Report
Doc 6.0	Board action form: Rescind Open Microphone Policy
Doc 7.0	Board Discussion Form: Proposed Diversity Alliance Membership Levels
Doc 7.1	Proposed Diversity Alliance Membership Levels
Doc 7.2	2022 Diversity Alliance Commitment Letter
Doc 8.0	Board action form: Awards Pause
Doc 9.0	Board action from: New Awards Task Force
Doc 10.0	Awards Recommendations Next Steps
Doc 11.0	ACRL Representative Reports
Doc 12.0	ALA Operating Agreement Background and Questions
<a href="#">Doc 13.0</a>	<a href="#">ALA Operating Agreement Work Group Update</a>

<b>FYI</b>	<b>Document</b>
FYI-1	Task Force Status Chart
FYI-2	<a href="#">Board Working Group Status Chart</a>
FYI-3	<a href="#">LLX22 Committee Meeting Minutes</a>
FYI-4	<a href="#">ALA Executive Board Spring Virtual Meeting Agenda</a>
FYI-5	<a href="#">ALA Budget Analysis &amp; Review Committee (BARC) and F&amp;A Spring Virtual Meeting Agenda</a>
FYI-6	<a href="#">Transforming ALA Governance (TAG) Task Force Update</a>
FYI-7	<a href="#">ALA IT Report</a>
FYI-8	<a href="#">ALA Connect Commercial Posting</a>

Association of College & Research Libraries  
225 N Michigan Ave, Suite 1300  
Chicago, IL 60601  
800-545-2433, ext. 2523  
acrl@ala.org, <http://www.acrl.org>



## ACRL Officer Report

**Position: President**

**Name: Julie Garrison**

**Report period: February 1, 2021 – March 30, 2022**

**Date submitted: March 21, 2022**

### Strategic priority activities

- Continued to work with ACRL 2022 President's Program Committee to select and secure speakers.
- Assisted in preparation of Spring 2022 Board Committee meeting agendas.
- Organized a conversation about the Operating Agreement with a small group to surface primary components important to ACRL to convey to ALA's Operating Agreement Working Group.
- Reviewed the twelve recommendations in the Awards Task Force report to help determine next steps and outline a new implementation task force charge.
- Led development of the Leadership Council agenda and program.

### Ambassador activities

- Participated as a panelist at the CDL Implementers Forum on March 16, 2021
- Part of welcome and introduction to ARL, ACRL, ALA, SAA, ASALH and the 1890 Land-Grant Institutions and Tuskegee University Library Deans/Directors Association, Inc., program providing viewing of *Hidden in Full View* and *The Silent Shore: A Story of Truth, Racial Healing, and Transformation*, March 30, 2022

### Association service

- Attended ACRL Presidents Zoom meetings most Fridays.
- Made thank you calls to ACRL donors as requested.
- Participated in ALA Advocacy activities, met with staff from Representative Peter Meijer and Senator Debbie Stabenow's offices to advocate for LSTA and IAL appropriations funding

### Press coverage

- Spoke with Lee Lawrence from the *Christian Science Monitor*

- Quoted in *Chronicle of Higher Education's* Library of the Future report:  
<https://store.chronicle.com/products/library-of-the-future>

#### **Upcoming scheduled activities**

- ACRL Board of Directors Virtual Meeting, April 6, 12:00 – 3:00 pm EDT
- ACRL Leadership Council, April 11, from 2:00-4:00 pm EDT
- ACLS Meeting, Philadelphia, PA, April 28-30, 2022
- Panel Presenter at Academic Libraries of Indiana virtual meeting, May 13, 2022
- SPOS, Washington D.C., June 23, 2022
- ALA Annual Conference, Washington D.C., June 22-27, 2022

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## **ACRL Officer Report**

**Position: Vice-President/President-Elect**

**Name: Erin L. Ellis**

**Report period: January-March 2022**

**Date submitted: March 23, 2022**

### **Strategic priority activities**

- Solicited recommendations, extended invitations, and offered appointments for members to serve on two task forces: Member Accommodation/Compensation and Nominations and Policies Audit.
- Facilitated a discussion with fellow Board members in response to a desire for a statement supporting academic libraries/professional librarians in light of recent activity at Texas A&M.
- With feedback from fellow Board members, drafted a proposal and initiated a joint working group with members from New Roles Changing Landscapes and the Value of Academic Libraries committees to develop an Advocacy Toolkit.

### **Ambassador activities**

- Made thank you call to an ACRL Conference Scholarship Fund donor
- Met with Appointments committee after the volunteer submission form closed. Elois facilitated a conversation about process and we both answered questions from the committee.
- Met with LRNC to share information about the new Member Accommodation/Compensation and Nominations and Policies Audit task forces and to answer questions/contribute thoughts to their upcoming deliberations.
- Reviewed initial appointment recommendations/worksheets from the Appointments Committee and started approving recommendations.
- Initiated conversation and invited a new Budget & Finance committee chair to serve starting this summer.

### **Association service**

- ACRL Presidents' Calls, most Fridays
- Attended "ARL, ACRL, ODLIS Cultural Proficiencies for Racial Equity: A Framework Update" web session
- Attended CNI Spring Meeting virtual sessions

**Upcoming scheduled activities**

- CNI Spring Meeting, San Diego, Mar. 28-29
- ACRL 2022 Spring Board Virtual Meeting, April 6
- ACRL NRCL/VAL joint working group meeting, April 8
- ACRL 2022 Leadership Council & Membership Meeting, April 11
- Society of Scholarly Publishing Annual Meeting, Chicago, June 1-3
- ALA Annual Conference, Washington, DC, June 23-28

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## **ACRL Officer Report**

**Position: ACRL Division Councilor**

**Name: Jacquelyn A. Bryant**

**Report period: February 2022 - June 2022**

**Date submitted: March 23, 2022**

### **Strategic priority activities**

- ACRL Board EDI Short Term Priorities Work Group: conducted focus groups, final report submitted by Work Group Chair, Jon Cawthorne
- Participated in Board discussions/votes as needed

### **Association service**

- ACRL Committee on Professional Values meetings (Monthly)
- ACRL Government Relations Committee meetings (Monthly)
- ALA Council Orientation Committee Meetings (Monthly)
- Information Session for ALA Councilors (March 2nd)
- ALA Council Meeting (March 10th)
- ALA Virtual Membership Meeting (March 17th)

### **Upcoming scheduled activities**

- ALA Virtual Council Discussions (March 30th, April 20th, May 11th)
- ACRL Spring Virtual Board Meeting (April 6th)
- ACRL Leadership Council Meeting (April 11th)
- ALA Virtual/F2F Council Orientation, ALA Information Session and Membership Meeting, ALA Council I (June 25th)
- ALA Virtual Council II, Council Forum (June 26th)
- ALA Virtual Council III, Council Forum (June 27th)

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## Plan for Excellence Quarterly Activity Report (PEAR) Report Period: January 1, 2022 – March 18, 2022

This is the first-quarter report of a cumulative report for FY2022. Data format:

- New entries are in regular font.
- Previously reported entries are in *italic*.

### Strategic Goal Areas

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#### Value of Academic Libraries

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

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

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

- A working group comprised of members from the NRCL and VAL committees has been formed to create an Academic Library Workers Advocacy Toolkit, designed to help librarians and library workers advocate for themselves, the profession, and the necessity of academic libraries. An interim report will be due in June 2022, with project completion slated for January 2023.
- In March 2022, ACRL signed a letter of support for an IMLS grant proposal that seeks to pilot the integration of library data in institutional learning analytics, center student voices in this emerging use of data, and develop shareable models for academic librarians preparing to engage these practices to increase data-informed decision-making in libraries.
- The University of Wisconsin La Crosse licensed the virtual workshop "*Putting the Standards for Libraries in Higher Education into Action*." 24 individuals participated in the Off-RoadShow offered February 11 and February 25, 2022.
- The University of Alberta licensed the virtual workshop "*Putting the Standards for Libraries in Higher Education into Action*," April 27-29, 2022. The VAL committee has oversight of this workshop.
- Georgia Gwinnett College licensed the virtual workshop "*Assessment in Action: Demonstrating and Communicating Library Contributions to Student Learning and Success*," May 16-17, 2022. The VAL committee has oversight of this workshop.

- *The Value of Academic Libraries committee continues its efforts to refocus attention on using data to support data-driven decision making and making sure academic libraries have a place at the table at the larger institutional level so that the work of libraries is not just recognized but understood to be a critical component of the student experience.*
- *The Northeast Florida Library Information Network licensed the virtual workshop “Putting the Standards for Libraries in Higher Education into Action,” March 24-25, 2022. The VAL committee has oversight of this workshop.*

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

- A working group of ACRL VAL & Professional Values Committees is working to repurpose an ALA AC proposal on Ethical Engagement in Learning Analytics: Lessons Learned by Campus Colleagues, which was not accepted, into an *ACRL Presents* webinar over the summer. The webinar will feature panelists outside libraries with deep experience in data analytics, data analysis, and data cyberinfrastructure. This is part of the committee's effort to refocus attention on using data to support data-driven decision making and making sure academic libraries have a place at the table at the larger institutional level.
- A VAL subcommittee is planning an April 8 online panel about assessment and Equity, Diversity, Inclusion, & Social Justice.
- A VAL subcommittee is planning a mid-May online panel about the Value of Libraries during the COVID-19 Disruption.
- Project Outcome for Academic Libraries has 4,194 users as of March 15, 2022. To date, 720 academic libraries have created surveys and collected 104,462 responses. On January 14, 2022, we hosted the webinar “Closing the Loop: Using Project Outcome to Assess and Improve a First-Year English Composition Information Literacy Program,” which 272 people registered for, 103 of which attended live. To celebrate International Love Data Week, we co-hosted a “Project Outcome 101” webinar with PLA, which 758 people registered for, 368 of which attended live.
- A VAL subcommittee on learning analytics/privacy discussed the possibility of forming an Interest Group and will continue to explore this idea and whether to move forward with gathering at least 75 digital signatures.
- *Project Outcome (PO) for Academic Libraries has 4,032 users as of December 31, 2021. To date, 684 academic libraries have created surveys and collected 94,157 responses. This fall, Project Outcome partnered with the ALA Public Programs Office to create tutorials and resources for Libraries Transform grant recipients who wish to use the toolkit. Project Outcome for Academic Libraries also presented a workshop at the Sharjah Library Conference in the United Arab Emirate.*

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

- A working group of VAL, with representation from the EDI committee, continues work to update the ACRL Proficiencies for Assessment Librarians & Coordinators, brainstorming possible outside experts to consult as well as assessment librarians to involve.

- *The Value of Academic Libraries committee observed that the ACRL Proficiencies for Assessment Librarians and Coordinators (approved by the ACRL Board of Directors in January 2017), for which they are the originating body, do not include EDI perspectives and proficiencies that should be there. At the same time, ACRL's EDI Committee has been seeking to design a process for reviewing ACRL's standards, guidelines, and frameworks with an equitable lens, in concert with the Standards Committee. On November 18, members of all three groups met to begin planning how best to update these proficiencies and discuss ways in which this process could be replicated by other groups in the future.*

### Student Learning

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

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

- Companion Documents for the ACRL Framework for Journalism and Visual Literacy are currently under review by the ACRL Board.
- On January 27, 2022, the ACRL Board approved the “Companion Document to the ACRL Framework for Information Literacy for Higher Education: Sociology.”
- SLILC received final drafts from chapter authors for a new book, *Exploring Inclusive & Equitable Pedagogies: Creating Space for All Learners*. The completed manuscript was sent to ACRL at the end of January.
- The ACRL Framework Sandbox, an openly accessible platform and repository for librarians and their educational partners to discover, share, collect and use ongoing work related to the ACRL Framework in practice and professional development, was visited more than 1,303 times in this period. The Sandbox now provides access to 302 resources, including more than 3 resources that were added or revised in this period.
- The PRIMO Committee (Peer-Reviewed Instructional Materials Online) is in the process of identifying and updating links for active projects. Inactive projects (that are no longer accessible via the web) will be archived separately so authors can still refer to it for scholarship purposes.
- Three offerings of the virtual workshop, “*Engaging with the ACRL Framework: A Catalyst for Exploring and Expanding Our Teaching Practices*,” have been scheduled: University of British Columbia, April 11-15, 2022; Brigham Young University, May 2-6, 2022; and University of New Orleans, June 6-10, 2022.
- *The ACRL information Literacy Framework Sandbox, an openly accessible platform and repository for librarians and their educational partners to discover, share, collect and use ongoing work related to the ACRL Framework in practice and professional development, was visited more than 30,906 times in this period. The Sandbox now provides access to 299 resources, including more than 7 resources that were added or revised in this period.*
- *PRIMO: Peer-Reviewed Instructional Materials Online is an openly accessible peer-reviewed database of instructional materials created by librarians maintained by the ACRL Instruction Section, to teach people how to discover, access, evaluate, and ethically use information. The database now lists over*

350 URLs to projects that have been added to the PRIMO database, including 7 resources added this year.

- *The Student Learning and Information Literacy Committee published two “Perspectives on the Framework” columns in C&RL News (in October and December).*

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

- The 2021 Trends questionnaire (part of the ACRL Academic Library Trends and Statistics Survey currently in the field) seeks to identify the broad range of instruction-related activities undertaken by academic libraries as well as changes in delivery modes and types of educational activities offered before, during, and after the COVID-19 pandemic.
- *Gale Cengage announced a new product, [Learning Centers](#) for Primary Resources which is based on the Association of College and Research Libraries (ACRL) and Society of American Archivists (SAA) [Guidelines for Primary Source Literacy](#) learning objectives which were developed by RBMS and approved by the ACRL board in 2018.*
- *ACRL launched Benchmark: Library Metrics & Trends tool in October. The new platform allows subscribers to view metrics relevant to student learning and information literacy under the “Educational Role.”*
- *The ACRL National Survey of Student Engagement Task Force has made good progress in developing a close-to-final draft of a new information literacy module for the National Survey of Student Engagement.*

## Research and Scholarly Environment

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

Objective 1: Increase the ways ACRL is an advocate and model for more representative and inclusive ways of knowing.

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Objective 2: Enhance members’ capacity to address issues related to scholarly communication, including but not limited to data management, library publishing, open access, and digital scholarship, and power and privilege in knowledge-creation systems.

- ACRL’s Research and Scholarly Environment Committee began exploring with the editors the possibility of a special issue of *College and Research Libraries* that would spotlight new research advancing the priority areas established by ACRL’s 2019 research agenda *Open and Equitable Scholarly Communications: Creating a More Inclusive Future*. Guest editors could model their process after that used by the Value of Academic Libraries Committee for special issue Vol 81, No 3(2020) on ACRL’s research agenda *Academic Library Impact: Improving Practice and Essential Areas to Research*.
- The Scholarly Communication Off-RoadShow is being offered as a three-part webcast series in May 2022.

- *ACRL Scholarly Communication discussion group co-conveners (also appointed as members of the ACRL Research and Scholarly Environment Committee), worked with ACRL and SPARC staff to begin planning the June 2022 ACRL-SPARC Forum at the ALA Annual Conference.*
- *The American Theological Library Association licensed the virtual workshop “Open Educational Resources and Affordability,” March 9-11, 2022.*

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

- *ReSEC's rapid response team is working to draft comments for ACRL in response to a White House Office of Science and Technology Policy request for information on Federal Scientific Integrity Policy Framework, due April 4.*
- *See below, under advocacy, for activities of the Library Copyright Alliance and Open Access Working Group.*

### New Roles and Changing Landscapes

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

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

- *On February 7, 2022, members of NRCL’s user experience subgroup offered the ACRL Presents webcast “[Hybrid Challenges in the New Normal](#).” There were 160 registrants.*
- *NRCL’s user experience subgroup will offer an ACRL Presents webcast on February 7, 2022, on hybrid work challenges in the new normal.*
- *The Committee’s newest subgroup is centered on creating recommendations and competencies for emerging flexible and add-on roles in academic libraries. They have completed a draft survey, “[New and Emerging Roles of Academic Librarians Working in Academic Libraries](#),” based on the survey from the C&RL article “[Reinventing Ourselves: New and Emerging Roles of Academic Librarians in Canadian Research-Intensive Universities](#),” with approval from the original authors. The draft survey is currently under IRB review and will be distributed in spring 2022.*

Objective 2: Equip the academic library workforce to effectively lead, manage, and embrace change, advocate for their communities, and serve as a catalyst for transformational change in higher education.

- *A working group comprised of members from the NRCL and VAL committees has been formed to create an Academic Library Workers Advocacy Toolkit, designed to help librarians and library workers advocate for themselves, the profession, and the necessity of academic libraries. An interim report will be due in June 2022, with project completion slated for January 2023.*
- *The Open Educational Resources and Affordability RoadShow team presented their virtual workshop to The American Theological Library Association March 9 through 11, 2022.*
- *The 2021 Fostering Change Cohort launched on September 20, 2021, and concluded on December 17, 2021. There were 23 participants comprising 5 institutional teams. On the cohort’s conclusion, participants were sent a certificate, gift ebook of ACRL’s *Becoming a Library Leader*, and an evaluation*

*of the program to be completed by January 31, 2022. Facilitators will begin planning the next offering of the cohort with the NRCL change subgroup in spring 2022.*

- *The Open Educational Resources and Affordability RoadShow was adapted by the curriculum designers/presenters as a licensed virtual “Off-RoadShow” over summer 2021, and became available for institutions, consortia, and chapters in September. They are booked to present their Off-RoadShow to the American Theological Library Association in March 2022.*

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

- NRCL’s diversity subgroup, with the EDI Committee, presented the ACRL Presents webcast “Supported to Stay: A Discussion of Retention Experiences and EDI-Informed Approaches” on March 3, 2022. In order to encourage frank discussion, the session was not recorded, but a [resource list](#) was sent to 252 registrants.
- *NRCL’s diversity subgroup is collaborating with ACRL’s EDI committee on an ACRL Presents webcast on retention to be offered in spring 2022.*

### Core Commitment to Equity, Diversity and Inclusion (EDI)

Activities supporting the Core Commitment are listed by goal area or enabling programs and services.

Activities that directly support the Core Commitment or do not fit within another category are listed here.

- The Joint ALA/ARL Building Cultural Proficiencies for Racial Equity Framework Task Force continues to meet regularly with facilitation by Christina Fuller-Gregory, assistant director of libraries, South Carolina Governor’s School for the Arts and Humanities. The task force held two well-attended virtual update sessions in February 2022. As the comment period closed on March 2 for the first draft, the Comment Review Working Group will be reviewing feedback in March/April. Depending on the amount of feedback, it is expected that a final draft will be sent to the four organizations for adoption by June 2022. For ACRL, the final document will go through the ACRL standards process, with review by the ACRL Standards Committee before being submitted to the ACRL Board.
- As a result of the board making EDI a goal area committee, board liaisons from the GACs met twice during February to work on Goals and Objectives.
- Executive Director Malone posted to the membership a series of EDI articles to commemorate Martin Luther King, Jr.’s birthday, Black History Month, National Developmental Disabilities Awareness Month, and Women’s History Month.
- ALA, ACRL, the Association of Research Libraries (ARL), the Society of American Archivists (SAA), the Association for the Study of African American Life and History (ASALH), and the 1890 Land-Grant Institutions and Tuskegee University Library Deans/Directors Association, Inc., sponsored a virtual screening of the short film [Hidden in Full View](#), the story of the lynching of Matthew Williams in Salisbury, Maryland, in 1931. The screening will take place from 2:00 p.m.–3:30 p.m. EDT on Wednesday, March 30, 2022.
- In March, ACRL signed a letter of support for an IMLS grant proposal that seeks to study BIPOC paraprofessionals in academic libraries.

- On March 3, the ACRL New Roles and Changing Landscapes Committee and the ACRL Equity, Diversity, & Inclusion Committee jointly hosted an ACRL Presents webinar, “[Supported to Stay: A Discussion of Retention Experiences and EDI-informed Approaches](#).” Due to the potentially sensitive topic of the session and the goal for an honest discussion, the session was not recorded.
- In March, a [call for applications](#) was launched for the second round of ALA/ACRL memberships for BIPOC library workers. Through the program, up to 25 individuals will receive complimentary ALA/ACRL membership paid by ACRL.
- The ACRL Diversity Alliance Task Force is hosting a series of webinars. The first two webinars, “[ACRL Diversity Alliance: Kindly Hire Me: The Process and Impact of Inclusive Hiring](#),” and “[Residency Interest Group's \(RIG\) Diversity Residency Toolkit & Resident-Centered Framework](#)” were held in February 2022.
- The ACRL 2023 Scholarship Committee expanded the preference given to applications from underrepresented groups that have been historically marginalized or excluded due to race, ethnicity, gender identity and expression, sexual orientation, economic background, age, and/or ability.
- The ACRL 2023 proposal rubric was revised to provide expanded preference to proposals from underrepresented groups that have been historically marginalized or excluded due to race, ethnicity, gender identity and expression, sexual orientation, economic background, age, and/or ability.
- ACRL initiated a statement in support of HBCU libraries after the series of bomb threats made to multiple HBCUs. ACRL was joined by ALA in this statement.
- *On January 19, 2022, a coordinated marketing push ([ALA press release](#)) launched to publicize the ACRL/ARL/ODLOS/PLA Building Cultural Proficiencies for Racial Equity Framework Task Force’s start of the six-week comment period. In addition to the four organizations’ typical audiences, effort will be made to solicit feedback from stakeholders, such as rural libraries. Two public forums (Feb 16 for all libraries and Feb 23 for public libraries) will be held during the request for comment period.*
- *In January 2022, ACRL became an institutional member of the American Indian Library Association (AILA); Asian/Pacific American Librarians Association (APALA); Black Caucus of the American Library Association (BCALA); Chinese American Library Association (CALA); REFORMA The National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking.*
- *In November 2021, the ACRL Board of Directors approved up to \$15,000 to fund 72 ALA and ACRL memberships for BIPOC library workers serving underrepresented groups. Funding will support memberships for year two of the first cohort (47 members), as well as funding for cohort two (25 members). The call for applicants for cohort two is expected to launch in spring 2022 and information will be posted widely on ACRL communication channels, including [ACRL Insider](#).*
- *ACRL exhibited at REFORMA’s virtual National Conference VII, from Nov 4 - 7, 2021.*
- *The ACRL Membership Committee worked with Core to sponsor a well-attended webcast on Nov 18, 2021: “Core/ACRL: Bringing Intentionality and Inclusivity to the Academic Library Interview.”*
- *As an in-kind contribution to the Joint Council of Librarians of Color (JCLC) Fundraising & Sponsorship Committee for their November 2021 silent auction in support of the upcoming 2022 JCLC Conference, ACRL donated one face-to-face and one virtual registration for the ACRL 2023 Conference.*

- ACRL established a new Experience and Inclusion Committee for the ACRL 2023 Conference. The committee's charge is as follows: "To recommend to the conference chair, ACRL staff, and the other component committees' innovations and inclusive practices to enhance the experience of attending the in-person event for all participants. These innovations may include social, networking, and inclusion aspects, health and wellness, and/or accessibility efforts that ACRL works with professional consultants and providers to execute."
- ACRL Director Jay Malone met with numerous members and groups in order to understand better EDI needs in ACLR. These include Yasmeen Shoresh (9/16/21); ARL Staff (11/16/21); Twanna Hodge (11/18/21); Alexia Hudson-Ward (12/14/21); and Wanda Brown (12/16/21) among others. Malone has also scheduled listening meetings with the chairs of the EDI committee.

## Enabling programs and services activities

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The regularly recurring operations relevant to the ability of ACRL to lead academic and research librarians and libraries in advancing learning and scholarship are reported below.

### Advocacy

#### Strengthening partnerships with other organizations

- On March 10, 2022, ACRL joined with 13 others to support the *Affordable College Textbook Act*, reintroduced by U.S. Senate Majority Whip Dick Durbin (D-IL) and U.S. Senators Angus King (I-ME), Tina Smith (D-MN), and Kyrsten Sinema (D-AZ), along with U.S. Representative Joe Neguse (D-CO-02). The legislation is designed to help students manage costs by making high quality textbooks easily accessible to students, professors, and the public for free.
- On February 16, 2022, ACRL joined ALA, ARL, and the Library Futures Institute in an amicus brief by the Software Preservation Network in the case *Apple Inc. v. Corellium LLC* urging the circuit court to affirm that security research is a fair use. Corellium makes software that emulates the Apple operating system to facilitate security research. Apple sued for infringement, and the court found that Corellium's emulation software was a fair use. Apple appealed to the 11th Circuit. The amicus brief has two basic parts: a legal argument that providing access to software for research can be (and often is) transformative fair use, and a policy argument that broad fair use rights are especially important for preserving digital cultural heritage. A fair use win at the appellate level would affirm that access for research is a protected fair use of software.
- On January 19, 2022, ACRL joined ALA, ARL, and 15 other organizations and individuals who promote functional fair uses of copyrighted works and advocate for equitable access in signing onto an amicus brief in *Green v. Department of Justice*, an Electronic Frontier Foundation lawsuit which challenges Section 1201 of the Digital Millennium Copyright Act as an unconstitutional restraint on fair use. This amicus explains that the Copyright Office's triennial review has failed to adequately protect functional fair uses in the areas of accessibility for those with disabilities, security research, and right to repair and has imposed an unreasonably burdensome process on triennial review participants.
- Together with ARL and ALA, as part of the Library Copyright Alliance, ACRL took the following actions:
  - On February 8, 2022, issued a statement of interest in participating in consultations concerning technical measures to the Copyright Office's notice of inquiry.
  - On January 24, 2022, submitted comments in response to the US Copyright Office's notice of inquiry concerning the merits of providing an option to defer examination of copyright registration application

materials until a later request by the applicant. LCA opposed the creation of a deferred examination option.

- On January 12, 2022, issued a position statement recommending a new approach to foreign commercial-scale infringement which supports balanced copyright frameworks overseas to improve the legitimacy of copyright law.
- On January 12, 2022, issued a position statement opposing a proposal to establish the Copyright Office as an executive branch agency within the Department of Commerce, led by a presidentially appointed Register of Copyrights.
- On January 5, 2022, submitted reply comments to the US Copyright Office on the Publishers' Protection Study after previously submitting comments on Nov 29.
- In a show of support for colleagues in the Ukraine, ACRL joined other AHA divisions in issuing a press release: [ALA stands with Ukrainian library community | News and Press Center. Jay Malone monitored expressions of support in the academic community, e.g. Association for Slavic, East European, and Eurasian Studies, and shared these with ALA.](#)
- *On December 2, ACRL joined 13 other members of the Open Access Working Group (representing national and regional library, publishing, funding, research and advocacy organizations) in a statement applauding the ratification of UNESCO's Recommendation on Open Science during its 41st General Conference.*
- *On November 18, Mary Jane Petrowski and Kara Malenfant met with staff from the U.S. Census Bureau's Office of Strategic Alliances and the Economic Management Division at their invitation regarding the Census product Post-Secondary Employment Outcomes, experimental tabulations that highlight employment and earnings outcomes for college and university graduates.*
- *On October 28, 2021, ACRL joined an amicus brief by the Electronic Frontier Foundation (together with the American Library Association, the Association of Research Libraries, and the Freedom to Read Foundation among other public interest groups, small tech companies, and representatives of the start-up community) in support of a petition for rehearing in Hepp v. Facebook et al.*
- *On October 26, ACRL staff members Kara Malenfant and Erin Nevius joined ALA's Alan Inouye in a meeting with staff from Apple responsible for government relations, strategic initiatives, and sales to the higher education market. Apple invited the perspective of ALA and ACRL as they look to engage higher education, enhance digital learning resources and affordability, and better understand how librarians engage in the development of undergraduate curricular resources.*
- *Together with ARL and ALA, as part of the Library Copyright Alliance, ACRL took the following actions:*
  - *On November 29, LCA submitted comments regarding the compliance review by the Copyright Claims Attorney (CCA) of claims before the Copyright Claims Board under the Copyright Alternative in Small-Claims Enforcement Act. The comments address the uncertainty concerning whether the CCA should consult the opt-out list when performing a review of whether a claim complies with the statute's requirements.*
  - *On November 24, LCA responded to the Copyright Office Notice and Request for Comment about the current protections for local news publications, believing a press publisher's right is not warranted. Roundtables were held, and LCA planned to supply comments on January 5, 2022.*

- *On October 27, LCA issued a statement welcoming new exemptions to Section 1201 which are necessary for libraries and their users to exercise their fair use rights.*

## Education

### Immersion Institutes

- *The in-person Immersion Program remains on hold. The Immersion facilitators are currently working to transition portions of the Immersion curriculum into virtual offerings to be held in summer 2022.*

### Licensed Workshops

- In-person workshops remain on hold. Five virtual workshops are available for institutions to host on request: "[Engaging with the ACRL Framework](#)", "[Building Your RDM Toolkit](#)", "[Putting the Standards for Libraries in Higher Education into Action](#)", "[Open Educational Resources and Affordability](#)", and "[Assessment in Action](#)," with the "Scholarship of Teaching and Learning" transitioning to virtual workshops soon.
- Virtual workshops offered during this reporting period:
  - OER Off-RoadShow - American Theological Library Association, March 9-11, 2022
  - Standards Off-RoadShow - University of Wisconsin La Crosse, February 11 & 25, 2022

### ACRL Conference

- The ACRL 2023 Call for Participation is scheduled to launch by the end of March 2022.
- The ACRL 2023 proposal rubric was revised to provide expanded preference to proposals from underrepresented groups that have been historically marginalized or excluded due to race, ethnicity, gender identity and expression, sexual orientation, economic background, age, and/or ability.
- The ACRL 2023 Scholarship Committee expanded the preference given to applications from underrepresented groups that have been historically marginalized or excluded due to race, ethnicity, gender identity and expression, sexual orientation, economic background, age, and/or ability.
- *ACRL 2023, "Forging the Future," will be offered as a hybrid conference, with the in-person conference held in Pittsburgh, March 15-18, 2023, and a complementary virtual component offered over the same dates. John Culshaw, University Librarian at the University of Iowa, is the ACRL 2023 conference chair. Co-chair and committee appointments were finalized over summer and fall 2021.*
- *The conference purpose statement was drafted and confirmed in November 2021. The conference website and Call for Participation are scheduled to launch by February 2022.*
- *ACRL has contracted with Pathable, with the platform serving as the conference website, hybrid/virtual conference platform, conference app, and scheduler.*

### Conferences, Pre Conferences, and Workshops

- *The [RBMS 2022 Conference](#) was announced in early December. Entitled *What now?: Reflection, Reckoning, and Recovery*, it will take place June 21 – 24, 2022 at Yale University, New Haven, CT. In this hybrid gathering, we hope to take a hard look at our field in the wake of the pandemic. Conversations will focus on continuing actions for racial, social, and environmental justice, along with examining*

opportunities to focus our efforts toward effecting necessary change. The [Call for Proposals](#) will close January 24, 2022. The website includes the latest information on content, in-person and virtual registration options, and travel plans (currently, proof of vaccination is required for in-person attendance). More than \$20,000 in [scholarships](#) are available and we encourage anyone in need of support to apply. The deadline for scholarship applications is also January 24, 2022.

Annual Conference Programs

- ACRL received 73 program submissions for the 2022 ALA Annual Conference. The ACRL Professional Development Committee reviewed proposals and selected 15 programs for presentation. Based on the large number of submissions, the acceptance rate for 2022 Annual Programs was only 21%.

Online learning (see additional webinars in the CHOICE section of this report)

ACRL offered the following e-Learning events during the reporting timeframe:

Title	Type	Date	Individual Reg	Group Reg	Quality	Learning Outcomes	Recommended (9 to 10 ratings)	# of eval respondents
Research and Writing: Success with High Impact Practices and Collaboration	Webcast	1/13/22	32	3	75%	88%	31%	16
What it Takes to Become an Informal Leader: Opportunities, Challenges, and Benefits	Webcast	2/10/22	10	3	88%	90%	54%	4

In addition to a number of webcasts and courses on the schedule for spring and summer 2022, ACRL is partnering with Core to co-offer the webcast, “Cognitive Load and Instruction Design,” in June 2022 as a pilot jointly-offered online learning event.

The new ALA e-Learning store launched November 10, 2021. The new store serves as a centralized portal that is fully accessible, mobile-friendly, and includes a robust search capability and dynamic product listings. Along with the transition to the new store, ALA implemented standardized registration rates for webinars. New rates are:

ACRL member: \$50

ALA member: \$71

Nonmember: \$79

Bulk discounts have replaced ACRL’s group rate (\$295), with discounts based on the number of seats an institution purchases.

Number of Seats	Discount
2-5	15%
6-9	25%
10+	special discounted pricing available

ACRL offered the following e-Learning events during the reporting timeframe:

Title	Type	Date	Individual Reg	Group Reg	Quality	Learning Outcomes	Recommended (9 to 10 ratings)	# of eval respondents
Copyright Decision Making, Step-by-step	Webcast	10/26/21	10	1	100%	98%	60%	5
Leading from the Middle: Changing approaches to library leadership and communication	Course	11/22-12/17/21	37		100%	92%	64%	10

## Member Engagement

### Membership units/Governance

- The Call for Volunteers closed on February 15. ACRL President-elect Erin Ellis will be working with the ACRL Appointments to complete 2022-2023 appointments for division-level committees, and it is expected that the majority of appointments will be completed in the Spring. As there are often many more volunteers than openings, all volunteers who did not receive an appointment will be sent in May/June a thank you letter with additional ways of engagement. For section appointments, training was provided for Section Vice-Chairs in January, then leaders began making appointments February 18. Section leaders have until March 31 to finalize their section appointments for the 2022-2023.
- *In December 2021, ACRL President Julie Garrison published a [summary report](#) on the 2020-2021 division-level committee appointments process, which included race and gender demographics for volunteers.*
- *The ACRL 2022 Call for Volunteers went out on December 3, 2021, and was posted in [ACRL Insider](#).*
- *The ACRL Membership Committee sponsored a well-attended webcast (“ACRL Get Involved: Everything You Need to Know About Volunteering for an ACRL Division-Level Committee, Section Committee, Interest and Discussion Group”) on the volunteer appointments process.*
- *ACRL Director Jay Malone has been penning a series of articles for membership that focus on EDI and the value of academic libraries.*

### Awards

- *The ACRL Board of Directors approved a pause to the 2022 Awards Program and formed a [task force](#) to review the program. During this review period, ACRL will not promote or jury any of its annual awards, and award committees will instead work with and provide input to a task force charged to make recommendations for the program’s future. This pause provides an opportunity to fully assess the*

*awards program's impact on the profession, future sustainability, and connection to ACRL's core commitment to equity, diversity, and inclusion.*

## Membership

### Special events at ALA Conferences

- The ACRL President's Program, featuring some excellent panelists, will take place on Saturday, June 25th.

### Consulting services

- Continued planning and began external review at a very large research university.
- Continued planning for external review at a community college.
- Negotiated contract for facilitative support for library leaders at a large research university and began planning.
- Submitted proposal for external review and strategic planning at a small private university.
- *Reviewed and revised pricing structure, flat since 2018, to ensure client fees cover all costs and to make modest increase to adjunct consultant honorarium.*
- *Prepared to launch a new service, Facilitative Support for Library Leaders, to help institutions address organizational development needs surfaced by the COVID-19 pandemic. A highly experienced leadership consultant will serve as an external sounding board, guiding a series of conversations designed to help clients make sense of work they have already accomplished, leverage it, and create action plans for next steps. This new ACRL Consulting service will help library leaders and leadership teams clarify issues and generate new insights, while also nurturing reflective practices to carry forward.*
- *Held discussion with a very large research university, submitted a proposal, negotiated a contract for an external review, and began planning.*
- *Negotiated contract for an external review at a community college and began planning.*
- *Held discussion with a large university and submitted a proposal for an external review.*
- *Held discussion with a large research university and submitted a proposal for facilitative support.*

### Fundraising

- FY22 fundraising from September 1, 2021 – March 18, 2022, raised \$18,284 from 155 donors. As of March 18, 2021, the Friends of ACRL fund balances were: \$39,2943 (Advancement Fund), \$56,913 (ACRL Conference Scholarship Fund), and \$26,636 (RBMS Scholarship Fund).
- *The Giving Tuesday campaign (Nov. 23 – Dec 31, 2021) raised \$7,707 from 66 donors. Between Oct 23 – Dec 31, 2021, ACRL received \$11,529 in donations. As of Dec 31, 2021, the Friends of ACRL fund balances were: \$38,458 (Advancement Fund), \$55,868 (ACRL Conference Scholarship Fund), and \$23,266 (RBMS Scholarship Fund).*

## Publications

### Non-periodical Publications

- ACRL has published 12 new books in fiscal year 2022. The most recent are:

- How to be a Peer Research Consultant: A Guide for Librarians and Students, by Maglen Epstein and Bridget Draxler
- Once Upon a Time in the Academic Library: Storytelling Skills for Librarians, edited by Maria Barefoot, Sara Parme, and Elin Woods
- Implementing Excellence in Diversity, Equity, and Inclusion: A Handbook for Academic Libraries, edited by Brian Lym and Corliss Lee with Tatiana Bryant, Jonathan Cain, and Kenneth Schlesinger
- The Community College Library: Assessment, edited by Janet Pinkley and Kaela Casey (a 30% discount code was sent to ACRL CJCLS members upon publication)
- The Community College Library: Reference and Instruction, edited by Janet Pinkley and Kaela Casey (a 30% discount code was sent to ACRL CJCLS members upon publication)
- The next books to published will be:
  - The Rise of AI: Implications and Applications of Artificial Intelligence in Academic Libraries (Publications in Librarianship #78), edited by Sandy Hervieux and Amanda Wheatley
  - Teaching Business Information Literacy, edited by Genifer Snipes, Marlinda Karo, Ash E. Faulkner, and Lauren Reiter
  - Interim Leadership in Libraries: Building Relationships, Making Decisions, and Moving On, edited by Jennifer E. Knievel and Leslie J. Reynolds
- *ACRL has published seven new books in fiscal year 2022 through December. The most recent are:*
  - *Ethnic Studies in Academic and Research Libraries, edited by Raymond Pun, Melissa Cardenas-Dow, and Kenya S. Flash*
  - *Academic Library Mentoring: Fostering Growth and Renewal, 3 volume set, edited by Leila June Rod-Welch and Barbara E. Weeg*
    - *Vol. 1: Fundamentals and Controversies*
    - *Vol. 2: Mentoring of Library Faculty and Librarians*
    - *Vol. 3: Mentoring of Students and Staff*
- *The next books to publish will be:*
  - *How to be a Peer Research Consultant: A Guide for Librarians and Students, by Maglen Epstein and Bridget Draxler*
  - *Once Upon a Time in the Academic Library: Storytelling Skills for Librarians, edited by Maria Barefoot, Sara Parme, and Elin Woods*
  - *Implementing Excellence in Diversity, Equity, and Inclusion: A Handbook for Academic Libraries, edited by Brian Lym and Corliss Lee with Tatiana Bryant, Jonathan Cain, and Kenneth Schlesinger*

### Library Statistics

- The 2021 ACRL Academic Library Trends and Statistics Survey will close on March 31, 2022.
- ACRL and PLA launched a new peer comparison tool in late October 2021, [Benchmark: Library Metrics and Trends](#). All current subscribers to ACRL Metrics were migrated to the new platform.
- The 2021 ACRL Academic Library Trends and Statistics Survey data collection opened on October 12, 2021 and will close on February 28, 2022.

- The 2020 print edition of ACRL Academic Library Trends and Statistics was published in September 2021. This will be the last print edition of the survey.

Standards, Guidelines, and Standards

- The ACRL Board of Directors approved a new [Companion Document to the ACRL Framework for Information Literacy for Higher Education: Sociology](#) (PDF) at its January 2022 virtual meeting.
- The ACRL Board of Directors approved a new [Companion Document to the ACRL Framework for Information Literacy for Higher Education: Research Competencies in Writing and Literature](#) (PDF) at its November 2021 virtual meeting.

	Q1 (Sept.-Nov.)	Q2 (Dec. – Feb.)	Q3 (March – May)	Q4 (June – August)	Total
<b>Framework for Information Literacy for Higher Education Stats</b>					
Online visits	29,388	27,107			56,495
Print distribution	20	20			40
<b>Standards for Libraries in Higher Education Stats</b>					
Online visits	4,586	3,359			7,945
Print distribution	30	30			60
<b>ACRL Insider Stats</b>					
Posts	56	66			122
Page Views	50,403	34,328			84,731
<b>ACRLog Stats</b>					
Posts	11	15			26
Page Views	27,660	21,545			49,205
<b>ACRL TechConnect Stats</b>					
Posts	0	0			0
Page Views	NA	NA			
<b>VAL Blog Stats</b>					
Posts	0	0			0

	Q1 (Sept.-Nov.)	Q2 (Dec. – Feb.)	Q3 (March – May)	Q4 (June – August)	Total
Page Views	1,705	1,384			3,089
<b>College &amp; Research Libraries</b>					
Online Access Stats (total access across content formats)	340,103	266,824			606,927
<b>C&amp;RL News</b>					
Online Access Stats (total access across content formats)	395,620	293,072			688,692
<b>RBM</b>					
Online Access Stats (total access across content formats)	47,085	29,703			76,788
<b>Social Media</b>					
Facebook Followers	8,376	8,367			NA
Twitter Followers	22,081	22,202			NA
Pinterest Followers	400	405			NA
Instagram Followers	1,324	1,355			NA
YouTube Subscribers	2,198	2,285			NA

### College & Research Libraries

- Issues published on regular schedule.
- *Kristen Totleben was appointed to the post of C&RL editor-designate in July 2021 and will serve an initial three-year term as editor of the journal beginning July 1, 2022. Totleben has been working with ACRL staff, the C&RL Editorial Board, and outgoing editor Wendi Kaspar on the editorial transition this fall.*

### C&RL News

- Issues published on regular schedule.
- *C&RL News adopted an online-only publication model beginning in January 2022. The December 2021 issue was the final print issue of the magazine. C&RL News is freely available as an open access online publication. ACRL staff have been working with the C&RL News Editorial Board on enhancing the online version of the magazine for the online-only publishing environment. A full issue PDF was added to the online version this fall for readers who prefer an all-in-one experience as opposed to reading individual articles. The PDF version of the full magazine (and individual articles) was converted from a two-column to a single-column presentation beginning with the January 2022 issue for easier online reading. Staff and the editorial board will continue to evaluate C&RL News contents and presentation over the course of the year.*

### RBM

- Issues published on regular schedule.
- The RBM Editorial Board continues to work on identifying a new reviews editor for the journal.
- *Reviews Editor Jennifer Sheehan stepped down from the post this fall. The RBM Editorial Board is conducting a search for a new reviews editor.*

### Operations

#### Staff

- In February 2022, Elois Sharpe and Lauren Carlton were both promoted from program coordinators to program officers. In addition to Elois's current governance and membership work, she will now manage ACRL Board elections and IFLA appointments. Lauren will now serve as staff liaison to ACRL Sections as well as manage the Section Elections and ACRL Educational/President's Program for ALA Annual Conference.
- In January 2022, ACRL posted a combined [job ad](#) for two open positions: ACRL Program Officer for Professional Development, ACRL Program Coordinator. In February, the Program Coordinator position was relaunched as its own [job ad](#). After strategic changes were approved by the Board with the Awards program, the Program Officer position is being re-imagined.
- *In late November 2021, ACRL Professional Development and Outreach Specialist Chase Ollis left ACRL to take on a new role as Communications Manager in ALA's Communication and Marketing Office. Ollis spent 8 years as an integral member of the ACRL team where he most recently managed ACRL's*

*RoadShow program, served as staff liaison to ACRL’s extensive awards program, and managed ACRL’s Conference Scholarship program.*

- *ACRL’s FY22 budget includes funding for Ollis’s recently vacated position along with one vacated in June, which is being re-envisioned. We look forward to hiring new colleagues in the coming months.*

**ACRL Staff & ALA**

- ACRL (including Choice) staff continue serving on ALA cross-functional teams.
- ACRL Senior Strategist for Special Initiatives Kara Malenfant continues serving on the ALA Rapid Response Team: Freedom to Read & Learn Campaign.
- ACRL Senior Strategist for Special Initiatives Kara Malenfant continues serving as a staff member of the ALA Operating Agreement Working Group.
- ACRL Director Jay Malone participated in an ALA-wide series of budget presentations for the FY23 budget.
- ACRL Director Jay Malone will discuss, in person, ACRL activities with the ALA board on April 9<sup>th</sup>.
- *ACRL Associate Director Mary Jane Petrowski continues chairing the staff panel for the ALA Director of Institutional Advancement & Partnerships.*
- *ACRL Director Jay Malone began working with ALA Development Director Anne Manly to raise ALA’s ranking on Guidestar.*

**CHOICE**

**January–February 2022**

With the new year comes new projects and new staff. In what has become customary for Choice at this time of the year, we’re planning a significant product launch, work continues on large sponsorship projects, and we’ve debuted a new season of podcasts. Our operations team has filled an open position and the editorial team has launched searches for two staff members. Meanwhile, we continue to see year-over-year growth across key audience engagement categories.

*For both our staff and our readers, the final two months of the year typically bring a burst of end-of-term activity followed by a lull stretching over the last weeks of December. Nonetheless, even during December, the quietest month of the year, Choice360, our content “hub,” continued to draw strong engagement, particularly compared to the same period a year ago.*

**TABLE 1: CHOICE360 YEAR-OVER-YEAR ENGAGEMENT STATISTICS**

	Jan-Feb '22	FY22 YTD	Jan-Feb '21	FY21 YTD	M/M%	Y/Y%	
Sessions	50,136	178,231	25,655	50,165	95%	255%	
Page Views	86,302	305,125	50,796	126,748	70%	141%	
Users	42,143	155,888	20,195	48,175	109%	224%	
		Dec 2021	FY22 YTD	Dec 2020	FY21 YTD	M/M %	Y/Y %
Choice360	Sessions	21,192	128,095	6,930	34,510	206%	271%
	Page Views	39,065	218,823	18,824	75,952	108%	188%
	Users	17,645	113,745	5,290	27,980	234%	307%

During this reporting period we hosted five Authority File podcasts, produced eight webinars, and added six hundred and nine reviews to *Choice Reviews*. Taken as a whole, the first six months of the academic year have been a period of strong engagement with our content, as shown here in Table 2:

*Although the reporting period for this document effectively comprises no more than six working weeks, during the period we hosted sixteen Authority File podcasts, produced eleven webinars, and added six hundred and eighty-two reviews to Choice Reviews. Taken as a whole, the first four months of the academic year have been a period of strong engagement with our content, as shown here in Table 2:*

**TABLE 2: CHOICE ENGAGEMENT STATISTICS, ACADEMIC YTD**

Choice Reach	
September 2021-February 2022	
Choice360	305,125 page views
<i>Choice Reviews</i>	54,345 user sessions; 452,073 page views
Webinars (25 webcasts)	22,727 registrations; 9,887 attendances
Podcasts (29 episodes)	6,887 downloads
Newsletters (12)	20,593 subscriptions; 8,205 unique subscribers
Choice Media Channel	72,721 webinar screenings

Choice Reach	
September-December 2021	
Choice360	218,823 page views
<i>Choice Reviews</i>	37,140 user sessions; 268,449 page views
Webinars (17 webcasts)	15,497 registrations; 6,710 attendances
Podcasts (24 episodes)	5,178 downloads
Newsletters (10)	20,264 subscriptions; 8,020 subscribers
Choice Media Channel	48,126 webinar screenings

## Toward Inclusive Excellence

Since its launch in March 2021 *Toward Inclusive Excellence (TIE)* our DEIA-focused content channel, continues to make great strides. The TIE team, consisting of Editor in Chief Alexia Hudson-Ward along with Choice editorial, marketing, and operations staff, have created a multi-channel presentation of topics important to the academic library community and beyond.

In January we launched *A List of DEIA Resources for Higher Education – Winter 2022 Edition*, this pdf is the second installment of Choice/Toward Inclusive Excellence's rolling list of equity, diversity, and inclusion resources created with the help of Association for College and Resource Librarians (ACRL) and a number of Choice reviewers. A third update to this list is planned for Spring 2022. To date we have had 200 downloads of this second list.

In late February a new TIE Podcast was launched, *TIE Podcast Spring Semester: A Conversation with Deborah Caldwell-Stone*. In this episode, host Alexia Hudson-Ward and Deborah Caldwell-Stone, Director of the American Library Association's Office for Intellectual Freedom and Executive Director of the Freedom to Read Foundation, discuss the drastic increase in book banning and challenges in recent years with.

We have many new ideas being fleshed out for 2022 including TIE's one-year celebration on social media, two new spring podcasts, and a Diversity Officer Round Table webinar and a white paper in the Fall.

Since its launch in March 2021 *Toward Inclusive Excellence (TIE)* our DEIA-focused content channel, continues to make great strides. The TIE team, consisting of Editor in Chief Alexia Hudson-Ward along with Choice editorial, marketing, and operations staff, have created a multi-channel presentation of topics important to the academic library community and beyond.

During the reporting period, in addition to our weekly blog posts, we published a *List of DEIA Resources for Higher Education*, the first of a planned series of recommended readings on equity, diversity and inclusion, to be published quarterly. To date we have had 507 downloads of this document, with a second installment set to publish in January. Download the resource list at <https://www.choice360.org/tie-post/a-list-of-deia-resources-for-higher-education/>

The launch of the *Toward Inclusive Excellence* content strand on Choice360.org has also created several new advertising and underwriting opportunities. Choice's careful oversight of advertising and sponsor messaging is especially important for TIE; consequently, we have developed a set of guidelines for language and visual placements used to describe and depict underwriters of TIE's blog, webinar, and podcast formats. These guidelines are intended to internally govern how CHOICE solicits and credits third-party financial support within the context of TIE.

### Choice Reviews and Choice magazine

During the period, Choice reviewers and editors added 609 reviews to the *Choice Reviews* database.

- Number of reviews as of 28 February 2022: 220,928
- *Choice Reviews*: Subscribing Institutions: 808. Registered users: 12,929
- *Choice* magazine: Subscribing Institutions: 471

**TABLE 3: CHOICE REVIEWS USAGE STATISTICS, ACADEMIC YTD**

	Sessions	Page Views	Searches	Readings	Unique Reviews Read
Sep	9,344	60,929	29,114	34,074	10,377
Oct	10,407	74,345	36,321	37,325	12,157
Nov	9,810	71,080	34,764	36,428	10,455
Dec	7,579	62,095	31,514	34,017	8,939
Jan	7,548	58,867	29,356	34,531	10,153
Feb	9,657	70,412	33,486	36,888	10,792
<b>Total</b>	54,345	397,728	174,555	213,263	62,873

Our feature-length review series of racial justice titles has moved to a monthly frequency (from bimonthly) and in January we featured *Colorblindness Is Identity Theft: Acknowledging Racist Histories to Create Diverse Futures*, by Zacharia Nchinda Nchinda. February features *The 1619 Project: A New Origin Story*, by Nikole Hannah-Jones, et al. These extended reviews are also published on our website, Choice360.org, as open content available to all readers at <https://www.choice360.org/choice-picks/category/reatured-review/>.

Our feature-length review series of racial justice titles continued in November with a 1,500-word review of *Four Hundred Souls: A Community History of African America, 1619-2019*, by Ibram X. Kendi and Keisha N. Blain (One World, 2021). January 2022 will feature a review of *The Scholar and the Struggle: Lawrence Reddick's Crusade for Black History and Black Power*, by David A. Varel (North Carolina, 2020). These extended reviews are also published on our website,

Choice360.org, as open content available to all readers at <https://www.choice360.org/choice-picks/category/reatured-review/>.

### Outstanding Academic Titles 2020

Choice announced the 2021 Outstanding Academic Title winners on December 1. Specially curated lists of the 2021 Outstanding Academic Titles continue to be utilized as content to populate a weekly newsletter and drive traffic to Choice360.org. The weekly newsletter subscriptions have grown to 920+, with continually strong open and click rates. Ten percent of our Choice360.org page visits are attributed to these curated mini-list posts.

*Published at the beginning of December, Choice’s Outstanding Academic Titles (OAT) list for 2021 features 440 print and digital resources from 132 publishers. It represents about 12% of the titles we reviewed during the year (almost 4,000 out of the more than 11,000 received). While the complete list is available only to subscribers, we release selected titles, thematically grouped, periodically during the following year. These snippets can be seen on Choice360.org at <https://www.choice360.org/choice-pick/choice-outstanding-academic-titles/>. Subscriber sign-ups to the companion OAT newsletter have grown to more than 850, with continually strong open and click rates. Twelve percent of our Choice360.org page visits are attributed to these OAT “mini list” posts.*

### Choice Bibliographic Essays:

Our most recent essay is “Transgender Studies: Literature in an Evolving Field,” authored Robert Ridinger (Northern Illinois University). It examines the patterns of monograph publication, archive creation, website use, and journal formation across the three decades of the evolution of transgender studies. *This and other of our over one hundred bibliographic essays can be accessed at <https://www.choice360.org/choice-picks/category/bibliographic-essays/> and are available as LibGuides at <https://ala-choice.libguides.com/>.*

*Our most recent essay is “Histories of Women’s Reproduction in Latin America and the Caribbean,” coauthored by Bonnie Lucero (University of Houston-Downtown) and Elizabeth O’Brien (Johns Hopkins University). It exposes a growing body of scholarship on the history of women’s reproduction in Latin America and the Caribbean, scholarship growing out of a much longer tradition of feminist research on women’s history and, more recently, on gender and sexuality in the region. Although the primary focus is on English-language monographs and volumes, the essay also references important foreign-language texts, especially those on significant regions such as Brazil, Cuba, and Mexico.*

*This and other of our over one hundred bibliographic essays can be accessed at <https://www.choice360.org/choice-picks/category/bibliographic-essays/> and are available as LibGuides at <https://ala-choice.libguides.com/>.*

### Ask an Archivist

“Ask an Archivist” is an ongoing series of interviews conducted by Choice staff with directors, curators, and others responsible for special collections or exhibits of note in academic libraries. Two such interviews were published during the last quarter of 2021.

#### *February: “Gather Out of Star-Dust: The Harlem Renaissance and The Beinecke Library”*

In this interview, co-curators Melissa Barton and Kassidi Jones discuss “Gather Out of Star-Dust: The Harlem Renaissance and The Beinecke Library.” Originating as a highly popular exhibition in 2017, the web version uses the same narrative framework, but also provides supplementary resources and an adaptability unique to the digital format. Melissa and

Kassidi explain the roots of this exhibit—the James Weldon Johnson Memorial Collection from 1941—and the archivist’s responsibility to capture the past. Interview conducted by Sabrina Cofer, our Digital Media Producer.

Ask an Archivist interviews from 2016 to the present can be found at <https://www.choice360.org/features/category/ask-an-archivist/>.

In other editorial news, we’ve begun the hiring process this period to fill two positions: a digital media assistant and a social sciences editor spot that has been open for the last two years. We’re looking forward to being back to a full staff in the editorial department!

*“Ask an Archivist” is an ongoing series of interviews conducted by Choice staff with directors, curators, and others responsible for special collections or exhibits of note in academic libraries. Two such interviews were published during the last quarter of 2021.*

*October: “The A is for Arab Exhibit.” In this interview, Choice sits down with Amita Manghnani, associate director of the Asian/Pacific/American Institute at NYU, and Laura Chen-Schultz, the institute’s deputy director, to discuss “A Is for Arab,” a traveling exhibition showcasing pervasive stereotypes of Arabs and Muslims in US media. Interview conducted by Fatima Mohie-Eldin, our editor for social and behavioral sciences and the editor of the TIE weekly blog posts.*

*December: “The American Left Ephemera Digital Collection,” a conversation with Edward Galloway and David Grinnell of the University of Pittsburgh Library System regarding the [American Left Ephemera Digital Collection](#). Founded by Pittsburgh history professor Dr. Richard Oestreicher, the archive consists of pamphlets, posters, flyers, and other short-term objects created or used by 20th-century American Leftist movements. Interview conducted by Sabrina Cofer, Choice digital media producer.*

Ask an Archivist interviews from 2016 to the present can be found at <https://www.choice360.org/features/category/ask-an-archivist/>.

### Resources for College Libraries

During this reporting period, RCL and RCL Career Resources subject editors added 602 titles to the database. The 18-month deselection project concluded with approximately 12,500 titles across RCL and RCL Career Resources subjects, bringing the total RCL Plus holdings down to 93,249. Seven new subject editors joined the project for the 2022 editorial year (as follows, with RCL/RCL Career Resources subject and institutional affiliation): Rachel Bohlmann (American Studies, University of Notre Dame); Betsy Young (Building and Construction Trades, Austin Community College); Eileen Kramer (Engineering and Technology, Georgia Perimeter College); Hélène Huet (French and Italian Languages and Literatures, University of Florida); Larissa Garcia (Graphic and Apparel Arts, Northern Illinois University); Sam Hansen (Mathematics, University of Michigan); and Kioumars Ghereghlou (Middle Eastern History, Languages, and Literatures, Stanford University). With ProQuest partners, we developed a product roadmap for the year that included upgrades to the database user interface.

*RCL and RCL Career Resources subject editors added 245 titles during this period (14 October – 31 December). As our ongoing database-wide deselection initiative enters its final phase, the RCL Plus database currently holds 94,302 titles in total. During this time, the project editor provided administrative support for the conclusion of the 2021 editorial calendar and beginning of the 2022 revision cycle, including: distributing editorial acknowledgment and honoraria payments, preparing 73 new edition reports, and sending new subject editor agreements to continuing subject editors. The RCL editorial board held its midyear meeting in early December, and recruiting began to fill editorial vacancies.*

## Choice360.org

During the reporting period, members of the Choice team began planning the launch of a new content channel similar in format to *Toward Inclusive Excellence*. This new channel will focus on library technology and will incorporate blog posts, podcasts, webinars, and other content appropriate for providing practical, actionable, and instructional information to academic librarians who need to implement technology-based solutions to services and resources. During the period, Choice conducted an audience survey to gauge interest and topic focus to help shape the scope of the channel.

## Choice Research

*Choice and OverDrive Professional have agreed to collaborate on an underwritten report that combines a survey, analysis, and case studies that examine how academic libraries are managing their budgets over the next few years. Initial planning for the report will begin early in the new year with a targeted publication date of late in the second quarter. Find our reports at <https://www.choice360.org/research-papers/>.*

## Choice Case Studies

*Taylor & Francis has secured Choice's custom publishing team to develop a series of case studies that examine how academic libraries are building especially productive and fruitful faculty relationships. Choice will target five different library types for the case studies and follow their publication in spring 2022 with a webinar featuring a panel of stakeholders from each of the reports.*

## The Authority File

Choice's podcast, *The Authority File*, posted five episodes in this reporting period, featuring a Springer Nature-sponsored series in January and one unsponsored episode in February. There were 968 total (all episodes) downloads in January, an increase of 6 percent from January 2021. Despite posting only one new episode in February, that month resulted in 741 downloads. The total number of downloads for the reporting period was 1,709. In this fiscal year to date, Choice has produced 29 episodes of *The Authority File* and two episodes of the *Toward Inclusive Excellence* podcast.

January's *Authority File* guest was Dr. Sarah Elaine Eaton, who discussed the field of educational ethics and academic integrity; the four episodes gained 498 total downloads during this period. February's guest was Uli Beutter Cohen, the founder of Subway Book Review, a social media project that documents the book picks of New York City subway-goers. The conversation included the history of the project, her new book, and the current rise in book banning. In February, Choice purchased a Soundcloud Pro account for the TIE Podcast to accommodate its growing output.

**TABLE 4: THE AUTHORITY FILE PODCASTS, ACADEMIC YTD**

Date	Series Title	Episode Title
9/1/21	The Myth of the Covid-Transformed Workplace	Are Changes Long-Lasting or Temporary?
9/8/21	The Myth of the Covid-Transformed Workplace	How to sustain Positive Initiatives
9/15/21	The Myth of the Covid-Transformed Workplace	The Changing Role of Higher Ed
9/22/21	The Myth of the Covid-Transformed Workplace	Unpacking Impact Disparity
10/6/21	The Path Toward Open Science	Background and Defining "Open"
10/13/21	The Path Toward Open Science	Let's Talk Transformative Agreements
10/20/21	The Path Toward Open Science	The Value of Partnerships

10/27/21	The Path Toward Open Science	The Future of the Open Research Landscape
11/3/21	The Making of <i>DisPlace</i>	Backgrounds and Beginnings
11/8/21	Primary Source Literacy	Definitions and Approaches to Archival Material
11/10/21	The Making of <i>DisPlace</i>	Contextualizing "World Literature"
11/15/21	Primary Source Literacy	Understanding Embedded Power Structures
11/17/21	The Making of <i>DisPlace</i>	Unpacking the Title, Themes, and Influences
11/22/21	Primary Source Literacy	<i>Research Methods Primary Sources</i>
11/24/21	The Making of <i>DisPlace</i>	Language as Politics
11/29/21	Primary Source Literacy	The Impact of Digitization
12/6/21	<i>Anthropocene Geopolitics</i>	Book Origins and Multidisciplinary Approaches
12/8/21	Looking at Community Music	A Fluid Definition
12/13/21	<i>Anthropocene Geopolitics</i>	Our Current Geological Age
12/15/21	Looking at Community Music	Music-Making in Prisons
12/20/21	<i>Anthropocene Geopolitics</i>	Living in a Globalized World
12/22/21	Looking at Community Music	Activism, Resources, and Current Movements
12/27/21	<i>Anthropocene Geopolitics</i>	Climate Change Effects and Future Policies
12/29/21	Looking at Community Music	Can It Thrive Within Higher Education?
1/5/22	Ethics and Integrity in Educational Contexts	Introduction, History, and Audience
1/12/22	Ethics and Integrity in Educational Contexts	Changes and Disruptions in the Field
1/19/22	Ethics and Integrity in Educational Contexts	The Challenges Educators Face Today
1/26/22	Ethics and Integrity in Educational Contexts	The Global Perspective
2/16/22	Interview with Subway Book Review Founder Uli Beutter Cohen	

The Authority File episodes are available on all of the major podcast services and can most easily be accessed via our website, <https://www.choice360.org/podcasts/category/the-authority-file/>

November saw Wilfrid Laurier University Press return with its third series of the calendar year to discuss *DisPlace: The Poetry of Nduka Otiono*, as well as Adam Matthew Digital to talk about primary source literacy. December's sponsors included the University of Ottawa Press and the previously mentioned Wilfrid Laurier University Press. The former discussed its 2020 title *Anthropocene Geopolitics*, and the latter included three guests who explored the topic of community music. November 2021 also marked a year since Choice switched its podcast metrics service to Blubrry, which records individual episode and monthly download data.

## Webinars

During January and February Choice hosted eight webinars, with averages of 904 registrants and 397 attendees. The average attendance rate was 43 percent with 7,230 total registrations. Two webinars gained over 1,000 registrants: “Elevate the Library – Improving Library Value and Increasing Institutional Impact” and “The Key to Modern Resource Sharing: Whole Ebook Lending and More,” which also achieved a 51 percent attendance rate. In addition, the January 20th program “How will libraries deliver a sustainable future?” featured three language interpreters, including Spanish, French, and Portuguese. This required quite a bit of behind-the-scenes work on the Zoom platform!

View recent webinars at <https://www.choice360.org/media/webinars/> or visit the Choice Media Channel on YouTube: <https://www.youtube.com/channel/UC4AQ1G-u32Y9OX5hRzxdXrQ>.

**TABLE 5: CHOICE/ACRL SPONSORED WEBINARS, ACADEMIC YTD**

Date	Sponsor	Title	Reg	Attend
9/9/21	MLA	Introducing MLA Handbook Plus: The Digital Subscription Platform	982	516
9/14/21	ProQuest	Drawing Disability, Framing Activism: Comics and Graphic Narratives for Interdisciplinary Teaching and Research	499	210
9/16/21	BibliU	The Future of the Digital Library: Leveraging Digital Content in an In-Person Learning Environment	868	339
9/21/21	SBRNet	Supporting Students in Sports Business with Data Analysis, Tools and Online Resources	315	142
9/28/21	RCL	What Subject Librarians Can Teach Us About Managing Collections: Perspectives and Best Practices	1,219	513
9/30/21	Springer Nature	Curating the Modern Curriculum: The Librarian’s Role in Our Transformation to Online Learning	847	300
10/5/21	ProQuest	Mission: JOY, A panel conversation on creating happiness in troubled times	3,653	1,707
10/7/20	OverDrive	How academic libraries are bringing diversity, equity and inclusion to their campuses	786	368
10/12/21	Ex Libris	Gaining a Competitive Edge Through Research Analytics	202	83
10/14/21	SNSI	Cybersecurity in Higher Education	578	212
10/19/21	Adam Matthew	Settlement, Slavery and Empire: British colonial rule in the Caribbean	653	293
10/27/21	BibliU	Managing Digital Collections: How can libraries make their print and digital collections work together?	1,069	465
11/9/21	ProQuest	Making the Shift from Physical to Electronic Resources Quickly and Affordably	608	224
11/30/21	Elsevier	Open Access Pilots: Learnings from Elsevier and Pilot Partners	529	229
12/2/21	OECD	Economic Outlook: Keeping the Global Recovery on Track	690	235
12/7/21	ProQuest	Cutting-Edge Solutions Moving Libraries Forward in the Digital Age	1,047	429
12/8/21	Springer Nature	Best practices to make accessibility services more visible online and web content more accessible	952	445
1/20/22	Elsevier	How will libraries deliver a sustainable future?	506	213
1/25/22	Ithaka S+R	Leveraging the 21st Century Library: Opportunities for Collaboration to Support Student Success	940	460

1/26/22	ProQuest	Elevate the Library – Improving Library Value and Increasing Institutional Impact	1,619	754
1/27/22	OECD	Rebuilding Trust in Government and Public Institutions for a Functioning Democracy	958	343
2/3/22	OverDrive	How libraries are leveraging digital content to engage students with alternate formats	520	191
2/9/22	OECD	Post-COP26: Driving Climate Action	808	295
2/22/22	Springer Nature	Artificial Intelligence (AI) in academic libraries: How new AI services can support your library users	697	316
2/23/22	ProQuest	The Key to Modern Resource Sharing: Whole Ebook Lending and More	1,182	605
<b>Total</b>			<b>22,727</b>	<b>9,887</b>

During November and December Choice hosted five sponsored webinars, with averages of 765 registrants and 312 attendees. The average attendance rate was 40 percent, with 3,826 total registrations. Two webinars of note were “Cutting-Edge Solutions Moving Libraries Forward in the Digital Age” (1,047 registrants, 429 attendees) and “Best Practices to Make Accessibility Services More Visible Online and Web Content More Accessible” (952 registrants, 445 attendees), the latter including a third-party captioning service provided by the sponsor to support the topic of accessibility.

View recent webinars at <https://www.choice360.org/media/webinars/> or visit the Choice Media Channel on YouTube: <https://www.youtube.com/channel/UC4AQ1G-u32Y9OX5hRzxdXrQ>.

## Operations

We are in the process of applying for a trademark for our Outstanding Academic Titles brand as part of a larger effort to move distribution of the digital and physical seals to the ALA Store and Chicago Distribution Center.

After a lengthy interview process during the reporting period, the department will welcome our Library Technical Assistant (LTA), Whitney Roberts, in late March. Whitney previously worked in both public and academic libraries as an LTA and is excited to bring her talents to Choice. The hiring committee was impressed with her cataloging experience and her enthusiasm for working at the American Library Association. We feel lucky to have her and are very excited to introduce her to the rest of the Choice staff.

*In November our long-serving Library Technical Assistant announced her retirement, giving us the opportunity to reimagine this position in the face of changing staffing needs at Choice. The new position will be fulltime and will include more responsibility in the mailroom: sorting and delivery of books to editors as well as processing books to send to reviewers. This new position will free other staff members to take on more responsibility on new digital projects.*

*The subscription and customer service team continues to work with Omeda, our new subscription and fulfillment vendor, to fix issues left over from the data conversion in June. Now that we have more training, we’re able to pull our own subscriber lists and have a clearer idea of which financial reports best satisfy the requirements both of Choice and ALA Finance.*

Advertising

Second FY22 continues with webinars taking the lead in sales against all other advertising products, followed by sales from sponsored e-Blasts and e-newsletters. This period brought in (3) brand new webinar sponsors including Ithaka S+R, United Nations Publications, and SirsiDynix, which generated \$25,000 in combined revenue. Overall, YTD *new business* has generated \$80,000.

Association of College & Research Libraries  
 225 N Michigan Ave, Suite 1300 Chicago, IL 60601  
 800-545-2433, ext. 2523  
 acrl@ala.org; http://www.acrl.org



## Enabling Programs and Services Key Performance Indicators (KPIs) Report Period: January 1, 2022 – March 18, 2022

\* *Note: Section A: Membership Engagement includes data through July 2021. Typically, the Board would review data through April or May at their June meetings, but ALA is only able to provide membership reports through July 2021. Section B: Education has been updated through March 18, 2022.*

### Enabling programs and services key performance indicators (KPI)

ACRL is committed to assessing progress in advancing the Plan for Excellence, but acknowledges that the entire plan does not need to be measured at one time. The following goals have been identified as the measurement focus for FY22 and the progress toward each to date is reported below.

#### Section A: Member Engagement

Goals: Maintain 80% (6,929) of ACRL's FY21 membership in FY22 and ensure that 52.3% of new members who joined ACRL between April 2020 – March 2021 renew their membership in FY22. The target retention rate is based on the average new member retention rate in the last 5 ACRL non-conference years.

KPIs	Data																																																						
1. Benchmark analysis of ACRL total membership number	<b>ACRL membership has decreased 6.17% (234) since August 2020 when membership was 9,128.</b>																																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ADD8E6;"></th> <th style="background-color: #ADD8E6;">Nov. FY22</th> <th style="background-color: #ADD8E6;">Nov. FY21</th> <th style="background-color: #ADD8E6;">Nov. FY20</th> <th style="background-color: #ADD8E6;">Nov. FY19</th> <th style="background-color: #ADD8E6;">Nov. FY18</th> </tr> </thead> <tbody> <tr> <td><b>Total membership</b></td> <td style="text-align: center;">8,629</td> <td style="text-align: center;">8,991</td> <td style="text-align: center;">10,111</td> <td style="text-align: center;">10,463</td> <td style="text-align: center;">10,623</td> </tr> <tr> <td><b>Change year over year</b></td> <td style="text-align: center;">-4.05%</td> <td style="text-align: center;">-11.08%</td> <td style="text-align: center;">-2.88%</td> <td style="text-align: center;">-0.50%</td> <td style="text-align: center;">-1.51%</td> </tr> </tbody> </table>		Nov. FY22	Nov. FY21	Nov. FY20	Nov. FY19	Nov. FY18	<b>Total membership</b>	8,629	8,991	10,111	10,463	10,623	<b>Change year over year</b>	-4.05%	-11.08%	-2.88%	-0.50%	-1.51%																																				
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<b>Change year over year</b>	-4.05%	-11.08%	-2.88%	-0.50%	-1.51%																																																		
2. Continue to benchmark and analyze impact of new member outreach program	<b>First-year member renewal rate:</b> <i>Non-conference years are shaded for comparison.</i>																																																						
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FY14	50.9%	52.9%	50.8%	43.5%	49.0%
FY13	50.1%	56.1%	54.6%	53.2%	53.5%
FY12	56.8%	57.9%	54.0%	47.4%	53.5%
FY11	62.5%	60.1%	54.0%	50.6%	56.5%

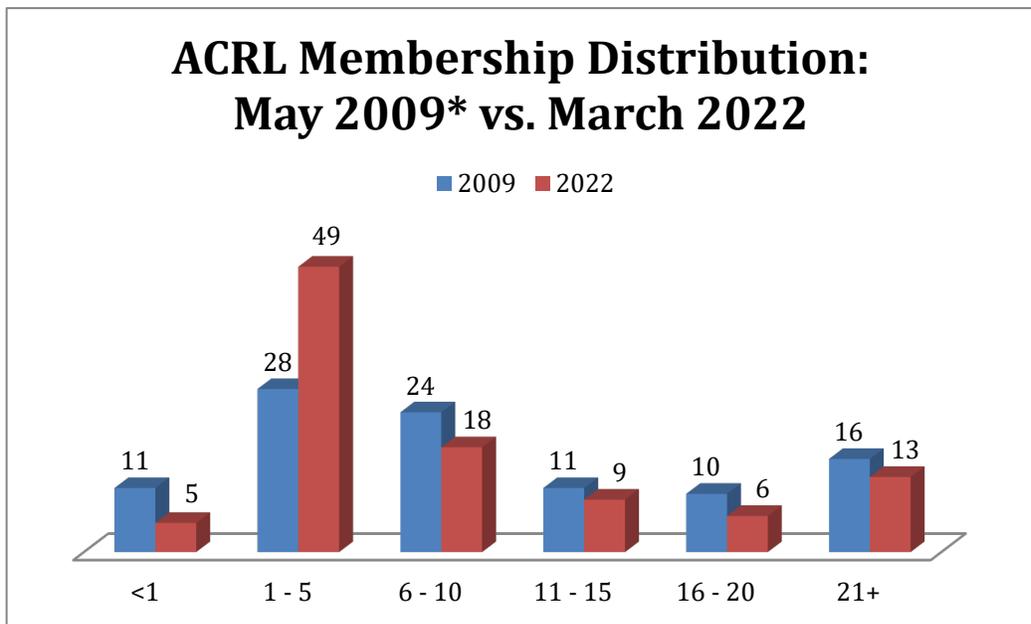
\*\*An analysis of 139 first-year members who did not renew as of November 2021 shows that 38.8% (54) were regular members, 50.4% (70) were students, and 7.9% (11) were non-salaried librarians. 80% of first-year members who dropped their ACRL membership also dropped their ALA membership (and 41% of those were regular members and 47% were students); 1% kept their ALA membership but dropped ACRL in favor of other division/roundtable affiliations (and 50% of those were regular members and 50% were student members); 19% dropped all division and roundtable membership but retained their ALA membership (and 65% were students). The conversion rate for student members in FY22 is 22.8% (meaning that first-year members renewed for a second year) compared with 36.8% of all first-year members.

3. Benchmark by continuous years of membership

ACRL personal membership distribution for FY22 is shown below. The average ACRL membership tenure is 2.6 years (and the median length of ACRL membership is 5 years).

FY22 Q2	%	Number	FY21 Q2	%	Number
<1 yr	5	401	<1 yr	14	1,439
1 - 5 yrs	49	3,931	1 - 5 yrs	45	4,555
6 - 10 yrs	18	1,469	6 - 10 yrs	15	1,549
11 - 15 yrs	9	751	11 - 15 yrs	9	854
16 -20 yrs	6	454	16 -20 yrs	6	584
21+ yrs	13	1,090	21+ yrs	12	1,217
<b>Total</b>	100	8,076	<b>Total</b>	100	10,209*

\*These numbers include only personal members. Reports were run on March 21, 2022, and March 24, 2020, and reflect total personal members as of those dates.



Y axis: % of total membership  
X axis: # of years of ACRL membership

	<p>*Based on survey data. 23.3% of ACRL members responded to the May 2009 membership survey (with a margin for error of +/- 1.74% at the 95% confidence level). Survey data is both statistically valid and representative of ACRL membership as a whole. Years of membership is not a proxy for workplace experience. While 57% of our members have been with us 5 years or less, only 41% are new (or relatively new) to the profession according to the 2018 membership survey.</p>
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**Section B: Education**

Goal: **85%** or more of respondents rate the quality of ACRL professional development offerings as excellent or above average. **70%** or more of respondents indicate at least a 20% higher confidence level in their knowledge of the topic.

- ACRL offered two e-Learning webinars during the reporting period, with a total of 42 individuals and 2 groups participating. Additionally, ACRL offered one Standards virtual workshop with 24 participants.

KPIs	Data					
4. Quality assessment and learning outcomes		1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter	FY22 Overall
	<b>Average overall quality assessment</b>	100%	79%			
	* Event specific details can be found in Document 1.4 the Executive Director’s Plan for Excellence Activities Report.					
5. Participant learning	Self-reported learning outcomes data from professional offerings detailed above:					
		1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter	FY22 Overall
	<b>Average number of respondents who indicated at least a 20% higher confidence level in their knowledge of the topic</b>	89%	89%			
Note: Event specific details can be found in Document 1.4 the Executive Director’s Plan for Excellence Activities Report.						
6. Likely to Recommend	40% Participants enthusiastically recommend ACRL professional development.					
		1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter	FY22 Overall
	<b>Average number of participants who indicated a 9 or 10 rating for recommending this professional development, on a 10-point scale</b>	62%	45%			
<ul style="list-style-type: none"> <li>This includes every evaluation returned, even if a course had only 1 response.</li> </ul>						

Association of College & Research Libraries  
225 N. Michigan Ave. Suite 1300 Chicago, IL 60601  
800-545-2433, ext. 2523  
acrl@ala.org, <http://www.acrl.org>



## **Board of Directors Action Form**

To: ACRL Board of Directors

Subject: Companion Document to the ACRL Framework for Information Literacy for Higher Education: Journalism

Submitted by: Elizabeth Burns, ACRL Standards Committee Chair

CC: Wayne Bivens-Tatum, ACRL Information Literacy Frameworks and Standards Committee Chair

Date submitted: February 10, 2022

### **Background**

The original “Information Literacy Competency Standards for Journalism Students and Professionals” was implemented by the ACRL Education and Behavioral Sciences Section’s Communication Studies Committee in October 2011, after an extensive review of the literature and consultation with communication and journalism faculty as well as professional journalism organizations. Shortly after the adoption of the Framework for Information Literacy for Higher Education in 2015, the ACRL EBSS Communication Studies Committee began compiling a list of “stuck places” -- instances where journalism students and practitioners seemingly have trouble finding, evaluating and using information in their reporting-- attempting to map them to each of the Framework’s threshold concepts. Assignment prompts were also reviewed.

In an attempt to further delineate novice and expert behaviors, additional research was conducted in 2018 involving semi-structured, in-depth interviews with journalism students, faculty, and practitioners on their own information-seeking behaviors. The interviews were analyzed and coded against the six frames using meaning condensation followed by content analysis. Attention was also given to the perceived skill level of novices, intermediates, and experts. These six frames form the backbone of this companion document, which seeks to further tailor the Framework to the practice of journalism.

A draft of the document was distributed in the EBSS newsletter in April 2021. An online hearing was held in May 2021 with a call for comments on a draft distributed via ACRL Insider the same month. Work from a variety of professional associations, including the Journalism Education Association, National

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Association for Media Literacy Education, Society of Professional Journalists, and UNESCO International Programme for the Development of Communication, informed this document. The task force reviewed the peer feedback and revised and updated the document accordingly. Additional details on the feedback process are available in the attached Standards Transmittal Form.

The ACRL Information Literacy Standards and Frameworks Committee (ILFSC) reviewed the document in February 2022 and voted to move it forward to the ACRL Standards Committee. The Standards Committee considered the recommendation of ILFSC and approved the document in February 2022.

### **Actions Recommended**

That the ACRL Board of Directors approves the “Companion Document to the ACRL Framework for Information Literacy for Higher Education: Journalism” as a revision of the 2011 “Information Literacy Competency Standards for Journalism Students and Professionals.”

### **Strategic Goal Area Supported**

Please add additional sheets as needed to explain. Select the goal area that will be affected most by this action.

Value of Academic Libraries

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

Student Learning

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

Research and Scholarly Environment

Goal: Librarians accelerate the transition to more open and equitable systems of scholarship.

New Roles and Changing Landscapes

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

Enabling Programs and Services

ACRL programs, services, and publications that target education, advocacy, and member engagement.

### **Fiscal and Staffing Impact**

#### **Motion**

Above recommendation moved

No motion made

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Motion revised (see motion form)

**Action Taken**

Motion Approved

Motion Defeated

Other: \_\_\_\_\_

*Electronic submission is preferred for all Board actions. If electronic submission of the entire document is not possible, please send the Action Form to ACRL Program Officer Allison Payne electronically at [apayne@ala.org](mailto:apayne@ala.org) and the remainder in hard copy.*

# Companion Document to the ACRL Framework for Information Literacy for Higher Education

## Journalism

*Approved by the ACRL Board of Directors, XXXX*

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## Introduction

This document applies principles that are addressed within the *Framework for Information Literacy for Higher Education* adopted in January of 2016 by the Association of College & Research Libraries (ACRL). Its purpose is to enable the evaluation of the information literacy and research skills of journalism students and professionals by providing a set of framing concepts pertinent to that profession. The audience for this document includes librarians, journalism educators, post-secondary students, and professional journalists. Dispositions and knowledge practices addressed assume a United States context but may also contribute to comparison with journalism in other nations. These frames are a resource for faculty and librarians involved in curriculum planning, instructional settings, and research consultations that intersect with journalism curricula and contribute to sets of standards professional journalists may consider as they go about their work. Standards of excellence from journalism education organizations, as well as codes of practices and codes of ethics from the journalism profession, were consulted during the creation of the document (see Appendices iii & iv). These standards and codes guide journalists in supporting a vibrant free press and maintaining the exchange of information that is accurate, fair, and thorough.

Since the publication in 2011 of ACRL's *Information Literacy Standards for Journalism Students and Professionals (pdf)*, the *Framework for Information Literacy for Higher Education* extends the definition of *information literacy*.<sup>1</sup> It recognizes the increasing role for students and professionals as creators of new knowledge and enhanced understanding and attention devoted to ethical uses of that information.

This recognition is presented in the form of a series of threshold concepts viewed as the points at which enlarged understanding takes place for how to think about and practice a discipline (see Appendix i).<sup>2</sup> As the *Framework for Information Literacy for Higher Education* describes, knowledge practices are the proficiencies or abilities that learners develop as a result of their comprehending a threshold concept. Dispositions involve attitudinal components of learning, clusters of preferences, attitudes, and intentions.<sup>3</sup>

The authors considered the following factors to develop a document that can be relevant to the wide-range of journalists' tasks. Journalism resides at an intersection of multiple literacies such as data, visual, civic, and media. It is a practice employing a wide variety

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<sup>1</sup> Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

<sup>2</sup> Meyer, J. H. F., Land, R., & Baillie, C. (2010). Editors' preface: Threshold concepts and transformational learning. In J. H. F. Meyer, R. Land, & C. Baillie (Eds.), *Threshold concepts and transformational learning* (pp. ix–xlii). Sense Publishers.

<https://www.lamission.edu/learningcenter/docs/1177-threshold-concepts-and-transformational-learning.pdf>

<sup>3</sup> Salomon, G. (1994). *To Be or Not to Be (Mindful)*. American Educational Research Association Meetings, New Orleans, LA.

of rapidly evolving communications platforms and digital tools. Because of technological advancements, individuals can exhibit both novice and expert behaviors at different parts of the research process. At expert levels within their field, journalists understand not only how to practice their profession, but why their work and the independence of a free press is critical. The study and practice of journalism can include investigation of situations when publication sources or platforms familiar to the public are used as tools for the spread of misinformation. The role of journalists at times challenges existing positions of power or status held by persons, organizations, or governments. Journalists and their organizations may also periodically be targeted by those who wish to manipulate what and how news is covered. They engage in reflective practice, understand how journalism is produced and valued, and use the information they encounter to synthesize as well as create new knowledge for the benefit of a diverse citizenry.

The sections that follow present knowledge practices and dispositions important for information literacy within journalism. These abilities and attitudes are addressed under six conceptual frames: Authority is constructed and conceptual, information creation as a process, information has value, news as conversation, research as inquiry, and searching as strategic exploration.

## Authority Is Constructed and Contextual

**Sources that journalists consult reflect the knowledge and experience of their creators. Evaluating sources for inclusion in a story depends on the type of story being told and the context in which the sources will be used. Authority is constructed given that people, including journalists, and communities recognize and rely on different types of expertise and judgment. Authority is contextual in that the type of story a journalist tells or the type of information they need to inform themselves on a topic will determine the expertise, insights, and/or judgments they seek.**

Journalists evaluate sources for accuracy, transparency, reliability, and relevance to a story. Novices are beginning to understand that relevant sources are important for telling a story, and that there are multiple ways to assess the veracity and usefulness of their sources. Experts view authority with informed skepticism and recognize their responsibility to consider the opportunities and constraints of the information sources they consult. These include the biases and privileges inherent in the people, organizations, archives, databases, and documents that journalists use. Novices understand the need to corroborate sources wherever possible but may struggle to ask relevant questions about the origins, context, and suitability of their sources, and to consider a range of positions on a topic. Experts identify and address competing insights or observations in their sources and hold themselves and their sources accountable for the information they glean and share. Experts cultivate habits of lateral reading that result in source evaluation that extends analysis of any one source into coverage of the same topics by other authors and sources. Both novices and experts turn to knowledgeable people where appropriate, to help them distinguish which sources are authoritative or not (e.g., community leaders, scholars). However, novices may demonstrate an overreliance on sources recommended to them by professors, coworkers, and peers. Experts recognize their own viewpoints and backgrounds and how these may influence their evaluation of sources and the way they tell a story. Experts understand that expanded access to digital communications and publishing technologies also disrupt authority in journalism. Those global technologies enhance opportunities for expert-level news gathering and reporting, but also enable contested claims over how authority as a journalist is defined.

### Knowledge practices

Journalists who are developing their information literate abilities

- identify and describe different types of authority related to a story topic, such as academic expertise, lived experience, and information that is and is not publicly available;
- recognize the institutional role of journalists and a free press in American society as rooted in sets of professional standards and ethical practices and laws, with authority based within these shared principles;

- understand the historical, political, sociocultural, and economic contexts/motivations that shape the creation and distribution of sources;
- challenge the assumption of authority based on reputation or position and consider a range of contextual factors when determining the quality of a source (e.g., the source's motive, track record, point of view, and confirmability);
- challenge the assumption that a source is reputable simply because it appears in multiple places or is repeated by various news outlets, particularly given the highly interconnected environment in which journalism operates and in which information is shared;
- recognize that the relevance of a source depends on the source's awareness of, proximity to, or other expertise pertinent to the subject of that reporting;
- recognize that information is dynamic such that journalists must be vigilant in staying up-to-date on their stories without compromising integrity;
- identify colleagues or communities of practice to whom they can turn for help assessing the value and validity of the information in their reporting;
- seek out a diversity of voices, ideas, and angles when considering who or what is authoritative or credible to include in a story;
- seek out sources or individuals that bring forward the voices of Black, Indigenous, or historically marginalized racial and ethnic groups, and those of underrepresented genders (including cis women, trans women, trans men, non-binary people, and those who are otherwise marginalized).

## Dispositions

Journalists who are developing their information literate abilities

- know that they and their work become a source of information for the general public, which renders them an authority with the ethical responsibilities that come with that kind of impact;
- develop an awareness of the challenging nature of evaluating sources, particularly in a dynamic and highly distributed environment;
- acknowledge that journalists and news organizations work within an environment of competing commitments (public interest, profit, attention, bias, trust), which can affect their independence, the quality of their stories and the information sources they consult;
- reflect on their own biases and how those may influence how they select and evaluate sources for inclusion in a story and/or in the messages they create;
- bring a robust sense of skepticism and critique to the sources they consult to discern bias, reliability, and verifiability, while also acknowledging the skepticism that viewers, readers, and listeners bring to the media they consume;
- identify whose voices may be missing from a story and how to include them wherever possible and appropriate;
- are conscious that maintaining these attitudes and actions requires persistence, reflection, and self-evaluation.

## Information Creation as a Process

**Journalists use a variety of information sources that can include but are not limited to documents, datasets, news articles, videos, and people. Information is created in published and unpublished formats with unique processes that can influence how journalists select and use information.**

The journalism field recognizes that information is highly interconnected and is created in a variety of formats and modes of delivery. Journalists assess these information formats by looking at the various creation processes involved, usually for authoring content in their original reporting work. Assessment can include but is not limited to how the information was gathered and vetted, when it was collected, and who was collecting and publishing it. Understanding the creation and publishing processes is vital for fact-checking. Journalists value information sources that are transparent in how they were created to help them evaluate for quality, accuracy, and relevance in a story. Sources that are not as transparent or deemed unreliable may be used as a starting point, and then fact-checked through triangulation and other information; however, novice reporters struggle with tracing information back to the original source. Novice journalists are beginning to understand the significance of public records but cannot always articulate what they are and *why* they are important. If deadlines allow, expert journalists take the time and legal action to sift through public information and request information to be made public by leveraging Freedom of Information (FOI) laws. Expert journalists understand that creation processes are fluid, and that the credibility of information sources can change as the processes change. Journalists who cover a specific topic or beat have specialized knowledge and familiarity with the formats valued and produced by the field they are covering. Additionally, investigative journalists may probe deeper into information verification, uncover difficult-to-locate material, gather facts from uncooperative human sources, or critically analyze complex systems of disinformation. Journalists develop skills to produce and publish information in a variety of formats, including packaging and disseminating the same news story across different platforms, which might affect how news consumers perceive the information from each format.

### Knowledge Practices

Journalists who are developing their information literate abilities

- understand a variety of information formats are available for them to use;
- articulate the opportunities and limitations of established and emerging formats, recognizing when certain formats should be used and for what purpose;
- identify and evaluate the creation and publishing processes of different information formats, including their vetting, ownership, and copyright;
- recognize the implications of using information formats that contain static or dynamic information;

- identify the different types of information formats produced by the news media and the platforms used for publishing, and develop the skills needed to produce and publish information in a variety of formats;
- understand the value of public records and know how to request records under the Freedom of Information (FOI) laws;
- recognize that different communities value some information formats over others;
- develop specialized expertise in the information creation processes and formats that are used by people in their beat or particular subject area;
- understand how mis/disinformation can be created and published;
- understand the greater information ecosystem, that it is highly interconnected, and how individual formats function in the greater system.

**Dispositions**

Journalists who are developing their information literate abilities

- value the process of selecting appropriate information formats based on the information need, editorial deadlines, and competition pressures among newsrooms;
- understand that the variety of formats produced by news media can impact how information is received, used, and understood;
- value organizations and formats with transparent creation processes, such as public records;
- understand the role of new and emerging information communication technologies throughout the newsgathering and publishing processes;
- are inclined to develop the skills to use and assess new information formats, such as the ability to gather, analyze, manipulate, and report on numeric data.

## Information Has Value

**Journalists understand that information has value as a commodity and as a means to educate citizens, influence public opinion, and foster an informed society. The value of information can be driven by powerful interests that marginalize certain groups or perspectives in society. In journalism, ethical, legal, and socioeconomic interests affect the selection, production, and dissemination of information.**

Journalists are producers and critical consumers of information. To make deliberate and informed decisions on reporting, journalists should know their rights and responsibilities concerning the value of information in the various contexts of journalism. In selecting information, journalists must gather information from trustworthy sources in a wide variety of forms. Both novice and expert journalists advocate for the free flow of knowledge in the public domain, but expert journalists are keenly aware of when to use closed sources such as subscriptions to access premium content. Reporting verified information is invaluable to building trust in a story and the journalists telling that story. Journalists exercise healthy skepticism to back up every claim in a news story and verify, attribute, and cite all sources transparently and adequately. They seek to avoid disclosing sensitive or confidential information such as trade secrets, comments shared “off-the-record,” or other information that might put a human source at risk. In reporting a story, journalists should recognize when individuals and organizations with power attempt to use information to influence change and for other forms of civic, economic, social, or personal gains. When reporting about marginalized groups or views in society, journalists strive to recognize their own and their source’s potential bias and to be accurate and fair in conveying a diversity of perspectives to their audiences.<sup>4</sup> Journalists should be vigilant in identifying the purpose of the sources they consult and be honest and transparent in the disclosure of any conflicts of interest. Journalists often write the same story for multiple formats (e.g., in a newspaper, on-air, and online), and supplement the story with graphics, data, audio, or video, which requires current knowledge of laws and doctrines for the copyright and fair use applicable to each format. They should understand the benefits and costs of publishing or broadcasting in these myriad formats.

### Knowledge Practices

Journalists who are developing their information literate abilities

- maintain transparency in obtaining and reporting about the original ideas and work of others;
- do not plagiarize or fabricate information;

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<sup>4</sup> See the recommendations from the 2020 Diversity and Inclusion Audit of *The Philadelphia Inquirer* for examples of approaches to inclusive sourcing, editing, hiring, and engagement, <https://www.lenfestinstitute.org/diverse-growing-audiences/what-we-learned-from-an-independent-diversity-audit-of-more-than-3000-philadelphia-inquirer-stories>

- understand intellectual property laws and appropriately attribute and cite all sources such as images, videos, graphics, datasets, and texts;
- invest in the necessary information and communications technologies to carry out their work;
- apply adequate time, staff and funds toward investigative reporting whose goals may not be limited to minimizing cost;
- exercise good judgment in situations when paid access to the source material is required;
- reduce harm when reporting about some individuals or groups of individuals who are underrepresented or systematically marginalized within society;
- know when to protect a source's safety and right to privacy, and when to serve the public's right to know;
- learn the history of ownership and readership for publications and other media platforms in their industry;
- adhere to ethical codes from professional organizations and, when in doubt, seek help from their organizations and communities of other journalists.

## **Dispositions**

Journalists who are developing their information literate abilities

- respect the original ideas, data, and stories of others;
- value the expertise and time needed to produce high-quality news reports;
- see themselves as both contributors to and consumers in an information marketplace;
- understand that quality journalism may require the use of information behind paywalls or subscriptions, and the privilege inherent to this type of information access;
- strive to be fair and accurate in covering diverse voices and varying perspectives;
- recognize the intersection between the work of journalism and structural racism and sexism, and how this influences the value placed on certain types of information or sources;
- examine their privilege connected to freedom of the press and speech in monitoring and challenging economic and political power, including how that role for journalists differs around the globe.

## News as Conversation

**Understanding of a news event is highly complex and addresses many possible angles. News reporting is constructed by inquiring into a range of perspectives in a participatory information ecosystem that includes professional journalists, newsroom staff, citizen journalists, sources, and readers.**

News stories break and evolve over time, with various news outlets covering different angles and revealing new pieces of information. Expert journalists seek out gaps in coverage but also determine what stories need to be retold for the benefit of the community. In framing a news story, a journalist must choose which pieces of information and perspectives to include and how to organize them. To be represented in the news is inherently powerful, and it is an ethical responsibility in journalism to hold those in power accountable and to give a voice to those without power, particularly groups that are historically disadvantaged or marginalized.<sup>5</sup> The kinds of perspectives that are represented in the news may change over time with differences in societal values, with greater awareness of those without power and with developments in news production and dissemination. Expert journalists understand that a news story may be characterized by several competing perspectives and are inclined to seek out a range of perspectives, including those voices that are marginalized. They critically judge what tells a story in the most impartial light and are aware that choices made may change others' conclusions about the story. Novices may only perceive "both sides" of a story and may only seek out familiar perspectives or voices.

Experts balance the commercial demands and tight deadlines of reporting with seeking complete and fair information. While anyone may participate in the news conversation, those who work for established news media organizations may have more significant influence and amplification of reporting. Expert journalists understand the importance of the participatory environment in news reporting and value the contributions of other reporters, editors, experts, and members of the community in writing a story, whereas novices may consider reporting as a solitary act of performance. The news conversation occurs through both traditional publishing and new information communication technologies, and experts go beyond established modes of publishing when disseminating information. Familiarity with methods of journalistic research, writing, and publication helps novice learners enter the news conversation.

### Knowledge practices

Journalists who are developing their information literate abilities

- contribute to the news conversation in various mediums, which may include reporting, blogging, participating in social media, and following media commentary;

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<sup>5</sup> See, for example, "Journalism Needs More Diverse Voices"  
<https://news.climate.columbia.edu/2020/09/11/journalism-needs-diverse-voices>

- identify advantages, challenges, and responsibilities to entering the news conversation via various venues and technologies, considering issues like the intended audience, how the information might be used, and the time frame;
- determine how a news story fits within the contributions of previous reporting and cite other news sources as appropriate;
- choose perspectives that are representative to the community being served and appropriate to the type of publication;
- evaluate how perspectives are represented in the news and how that has changed over time;
- recognize that an individual source represents the “face” of a perspective, that an individual may not represent the only - or even the majority - perspective on the issue
- determine how to represent potentially socially harmful perspectives carefully and ethically;
- leverage new technologies creatively in identifying perspectives and sources and in contributing to the news conversation.

## **Dispositions**

Journalists who are developing their information literate abilities

- value and evaluate contributions made by others to the conversation;
- understand that reporting is a collaborative process;
- recognize that how a story has been told in the media may not be the best or the only way of understanding what happened;
- recognize that society privileges certain perspectives over others, and that those without power should be sought out;
- recognize that their own personal biases may need to be checked in choosing perspectives for a story;
- suspend judgment on the value of an individual perspective until the broader context is understood;
- recognize that conversations are happening in traditional and emerging venues;
- Seek to build trust with community members, and specifically look to include and listen to marginalized groups

## Research as Inquiry

**Journalism research is an iterative process that creates new threads of inquiry and helps identify and scope story ideas.**

Inquiry is an integral part of the research process in reporting, often leading down different lines of questioning as journalists learn more about the issue(s) they are covering and identify gaps in existing news coverage. Expert journalists recognize the importance of following those paths and digging for answers. They also understand that research is an integral part of the process in determining the credibility of an information source and confirming what they have been told. The range and depth of questions that journalists ask and examine can vary depending on the nature of the topic, with some issues requiring more investigation to provide further support for a story. Novice journalists stick to a limited number of research methods, while experts have developed a wider variety of strategies for researching and questioning. Experts are also able to recognize the scope of inquiry needed (depending on the topic), the demands of the publication cycle, and the importance of deadlines. Novices will feel their research is complete once there is enough information for a reader to understand the story and will typically stay at the surface level, whereas an expert will also ensure that they have explored multiple sides of a story.

### Knowledge Practices

Journalists who are developing their information literate abilities

- monitor a variety of information to develop story ideas;
- develop questions based on gaps in media coverage of a story, such as untold parts of a story or voices that have not been heard or amplified;
- assess the appropriate amount of research needed;
- use background research to gain a broad understanding of a topic or issue;
- leverage technologies in the process of identifying new questions;
- synthesize information from a selection of sources found through research;
- maintain a secure system for organizing and safeguarding information obtained through a variety of sources.

### Dispositions

Journalists who are developing their information literate abilities

- seek a variety of sources and multiple perspectives in developing a defensible story;
- ethically treat human sources and subjects in the process of gathering and using information;
- recognize the importance of persistence in gathering information;
- seek assistance from and collaborate with colleagues as needed;

- maintain a critical approach in determining what could be considered newsworthy;
- recognize that more sources will be acquired than might appear in the final story;
- demonstrate flexibility and creativity in learning new technologies for research purposes;
- Value the process of source verification.

## Searching as Strategic Exploration

**Journalism requires multiple research tools and strategies to gather a variety of quality sources.**

Information sources, both second and first hand, can be found in an increasing number of places and can be published or unpublished. Journalists know that finding quality information requires repeated attempts using an assortment of online, physical, and human sources. Building a toolkit of flexible methods and multiple search strategies is key for reporters. Different sources, such as public records, government documents, subscription databases, social media, press releases, numeric data, and key witnesses, require different search strategies. Novice reporters rely on familiar search processes, such as freely available search engines, and they rarely look beyond the first page of results. Expert journalists take time to develop keywords, create search strings, persist when they face search challenges, and use advanced search techniques and tools during their quest for information. Experts also search for and identify human sources relevant to a story and seek out diverse perspectives for their reporting. While novice journalists are unsure what to do after using a public search engine, experts engage in a search process that can take them from their laptop to the courthouse, to a library archive all in the same day—and they are prepared and well positioned to consider how each type of source employed in their reporting might inform a story.

### Knowledge Practices

Journalists who are developing their information literate abilities

- use multiple channels to identify a variety of human and secondary sources that may yield information about a story;
- develop reliable strategies for discovering information and for identifying what information is missing or still needed for a story;
- match information source needs and search strategies to their choice of search tools or databases;
- understand which institutions, governmental bodies, individuals, and agencies produce and preserve information, and how that information is organized and accessed;
- design and refine needs and search strategies as necessary to create the final story;
- use different types of online searching language (e.g., controlled vocabulary, keywords, natural language) appropriately;
- apply appropriate computer programming languages or related digital skills and tools to their reporting (e.g., web scraping, application programming interfaces [APIs], data visualization software);
- develop effective interviewing skills when gathering information from human sources;
- know which information is collected, and legally available to the public, but must be retrieved through Freedom of Information (FOI) requests;

- understand the typical design and underlying structures of search tools and transfer multiple search techniques across those different information tools.

## **Dispositions**

Journalists who are developing their information literate abilities

- exhibit mental flexibility and creativity when identifying and gathering sources;
- understand that first attempts at searching do not always produce adequate results;
- understand the ways in which algorithms influence what information is retrieved (e.g., in search engines and on social media), and that this can affect the way a story is interpreted when using these sources of inquiry;
- realize that information sources vary significantly in content and format and have varying relevance and value, depending on the needs and nature of the story;
- recognize the value of browsing and other serendipitous methods of information gathering in discovering and developing stories;
- respect the role of dates and timelines when assessing their sources, tools, and stories;
- persist in the face of search challenges, and know when they have enough information to complete a story or meet a deadline;
- value well-organized subscription and open access databases, cataloging, and metadata that allow for easier access and retrieval of information;
- have a willingness to learn new and emerging technologies to develop new methods of searching for and understanding information.

## Appendix i: Strategies for Assessment

This *Framework for Information Literacy in Journalism for Higher Education* presents six frames that represent the underlying conceptual understandings or “threshold concepts” of the information practices in journalism, with each frame breaking out associated concepts, practices, and dispositions. A threshold concept is a fundamental understanding within an area of study that is transformative and irreversible in that once understood, the learner comprehends ideas and perspectives within the discipline in a new way. Oftentimes, these concepts can be difficult for students to understand and can be stumbling blocks to moving on to more sophisticated understanding and performance.<sup>6</sup>

It is much easier to assess what a student does than what a student understands or values, particularly when it is acknowledged that learning for understanding is a messy, recursive process. This is generally the difficulty of the assessment of conceptual understanding - assessment is linear, and learning is not. However, there are meaningful ways of assessing student understanding that, when taken into account alongside traditional methods of assessing student products, can benefit both the instructor and the student. Assessing activities that make learning explicit, such as written reflections, diaries, critiques, research logs, and concept maps, allow the assessor to look for evidence of the understandings, practices, and dispositions of the journalism profession. Recommendations for the classroom and program levels are presented in the following sections.

Skill development is, of course, necessary in learning to become an information literate practitioner, but it is a hollow endeavor without an associated understanding of why journalists perform in certain ways or value certain things. It is even possible that a student may be able to mimic a successful product (news report, opinion piece, research paper, etc.) but not actually understand the underlying concepts of why it is good.<sup>7</sup> Information literacy is a process, not a product. If we only examine the product of a task that requires information literacy, only glimpses of the student’s information literacy abilities and understanding is possible. If we also directly assess students’ actual understanding of the underlying concepts, that can serve as a diagnostic tool for articulating reasons behind the execution of student work.<sup>8</sup>

### The Importance of Relationships

Meaningful assessment of information practices in journalism is a collaborative endeavor between librarians, students, instructors, and journalism programs. Strong relationships built on

<sup>6</sup> Meyer, J., Meyer, J., & Land, R. (2006). Threshold concepts and troublesome knowledge: an introduction. In J. H. F. Meyer & R. Land (Eds.), *Overcoming barriers to student understanding threshold concepts and troublesome knowledge* (pp. 3-18). Routledge.

<sup>7</sup> Land, R., & Meyer, J. H. F. (2010). Threshold concepts and troublesome knowledge (5): Dynamics of assessment. In J. H. F. Meyer, R. Land, & C. Baillie (Eds.), *Threshold concepts and transformational learning* (pp. 61–79). Sense Publishers.

<https://www.lamission.edu/learningcenter/docs/1177-threshold-concepts-and-transformational-learning.pdf>

<sup>8</sup> Meyer, J., Meyer, J., & Land, R. (2006). Threshold concepts and troublesome knowledge: an introduction. In J. H. F. Meyer & R. Land (Eds.), *Overcoming barriers to student understanding threshold concepts and troublesome knowledge* (pp. 3-18). Routledge.

shared goals of creating learning environments and opportunities for students ensure that ideas brought to the proverbial table are encouraged and valued.<sup>9</sup> To extend the metaphor, the collaborators are necessary legs of the table -- remove a leg, and the table will wobble. While librarians may lack frequent interactions with students in the classroom and have less access to student work where learning may be evident, they can be expert resources for faculty in designing effective assignments, mapping the curriculum for key outcomes, assessing artifacts to understand at the classroom and programmatic level what students understand, and in understanding how students use information over time.

### **Recommendations at the Classroom Level**

Journalism curricula are organized around the exposure of students to threshold concepts largely through practical exercises and assignments in order to build confidence and activate enthusiasm for creating real social change and making a difference. In order to assess conceptual understanding, design assignments that specifically diagnose a student's ability to understand particular concepts, controlling for other factors. The knowledge practices can be clues for these kinds of assignments. For example, an assignment that asks students to, "Identify and describe different types of authority related to a story topic" will assess a student's ability to understand the contextual nature of authority.

Students should engage with a threshold concept in multiple ways as different scenarios and learning will be recursive. Students today are, as Filloux (2020) notes, in a "permanent skills-acquisition mode" as they try to acquire an ever-evolving breadth of technical knowledge, so start from what they know. This does not mean that threshold concepts should be simplified for novice learners, though, as this can result in later problems with learning the concept: there becomes a "false proxy" that students settle for.<sup>10</sup>

Instructors who have difficulties remembering what it is like not to understand a threshold concept should take time to listen to students in order to develop a greater understanding of their patterns when wrestling with a concept.<sup>11</sup> Listening to students can take place informally through the use of written reflections like MacMillan's (2009) I-SKILLS résumé which asks students to reflect on, assess, and describe their information skills.<sup>12</sup> This type of instrument can be introduced to both novice and expert learners in an attempt to discern the growth of individuals' information literacy as well as curricular interventions. Peer review is another form of

<sup>9</sup> Meulemans, Y.N., & Carr, A. (2013). Not at your service: Building genuine faculty-librarian partnerships. *Reference Services Review*, 41(1), 80–90. <https://doi.org/10.1108/00907321311300893>

<sup>10</sup> Meyer, J. H. F., Land, R., & Baillie, C. (2010). Editors' preface: Threshold concepts and transformational learning. In J. H. F. Meyer, R. Land, & C. Baillie (Eds.), *Threshold concepts and transformational learning* (pp. ix–xlii). Sense Publishers.

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<sup>11</sup> Filloux, F. (2020, May 24). The upcoming journalism school overhaul. *Monday Note*.

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<sup>12</sup> MacMillan, M. (2009). Watching learning happen: Results of a longitudinal study of journalism students. *The Journal of Academic Librarianship*, 35(2), 132–142. <https://doi.org/10.1016/j.acalib.2009.01.002>

assessment that can be incorporated into classroom assignments. The act of giving feedback can aid the development of conceptual understandings.

### **Recommendations at the Program Level**

Capstone courses are commonly found in a majority of journalism education programs, and among programs that offer a capstone course, almost all place it in the core curriculum. These kinds of courses offer programs the opportunity to “assess the quality of instruction and the level to which its students attain desired outcomes.”<sup>13</sup> At the same time, capstone courses offer students the opportunity to “reflect and synthesize what they have learned” in previous courses as they prepare to embark on professional endeavors.<sup>14</sup> These two goals can have competing and conflicting expectations. Capstone courses frequently have students produce a tangible product, such as a professional portfolio, in an attempt to demonstrate employability.

### **Awareness of Accreditation Standards**

The Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) is the agency responsible for ensuring that accredited programs meet rigorous standards for professional journalism education in colleges and universities. As part of the accreditation process, journalism and mass communication programs are to comply with nine standards.<sup>15</sup>

Each standard has indicators and measures of evidence. Standards 2 (Curriculum and Instruction) and 9 (Assessment of Learning Outcomes) are especially relevant in light of this *Framework*. Standard 2 outlines 12 professional values and competencies necessary to prepare journalism students to work in a diverse global and domestic society. Standard 9 offers suggested assessment measures, like exit exams, interviews, and professional projects or portfolios, to improve teaching methods. Overall, the ACEJMC contends that three criteria should guide the assessment of student learning: awareness, understanding, and application.

Librarians should familiarize themselves with the language used in these standards, along with the ongoing discussions surrounding the accreditation process, when communicating with instructors and program directors about assessment, competencies, and values.<sup>16</sup>

Librarians should also consider how the knowledge practices and dispositions can connect to the standards when mapping the curriculum and designing learning opportunities.

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<sup>13</sup> Bove, B. J., Blom, R., & Davenport, L. D. (2020). Journalism and mass communication capstone course: Bringing it all together? *Communication Teacher*, 34(2), 161–174.

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<sup>14</sup> *ibid.*

<sup>15</sup> See Accrediting Council on Education in Journalism and Mass Communications. (n.d.). Nine Accrediting Standards. <http://www.acejmc.org/policies-process/nine-standards/>

<sup>16</sup> See Christ, W. G., & Henderson, J. J. (2014). Assessing the ACEJMC professional values and competencies. *Journalism & Mass Communication Educator*, 69(3), 301–313.

<https://doi.org/10.1177/1077695814525408> and Henderson, J. J., & Christ, W. G. (2014). Benchmarking ACEJMC Competencies: What It Means for Assessment. *Journalism & Mass Communication Educator*, 69(3), 229–242. <https://doi.org/10.1177/1077695814525407>

### Assessment of Dispositions

Assessing dispositions may present unique challenges given the emphasis on the value dimension of learning which may not fully reveal itself by the end of a 10-14-week course. However, journalism education programs trying to comply with ACEJMC standards have a commitment to advancing the profession through regular communication and engagement with alumni and professionals. This commitment offers opportunities for assessing dispositions.

Working together, librarians, instructors, and programs can conduct informal surveys or interviews with recent alumni -- e.g., those who have graduated in the past five years -- to address not only their perceived readiness for entering the profession, along with the reality of it, but also their critical attitudinal behaviors toward their place in the profession.<sup>17</sup> Moreover, interviews and engagement with veteran journalists can help identify how observable changes in the profession, like disruptive innovation, alter or reinforce professional values. These kinds of conversations can offer both librarians and faculty with advantageous material to incorporate into curricula.<sup>18</sup>

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<sup>17</sup> See Rosenstiel, T., Ivancin, M., Loker, K., Lacy, S., Sonderman, J., & Yaeger, K. (2015, August 6). *Chapter 6: Skills, knowledge and comfort levels with job skills*. American Press Institute. <https://www.americanpressinstitute.org/publications/reports/survey-research/skills-knowledge-and-comfort-levels-with-job-skills/>

<sup>18</sup> See Ferrucci, P. (2018). "We've lost the basics": Perceptions of journalism education from veterans in the field. *Journalism & Mass Communication Educator*, 73(4), 410–420. <https://doi.org/10.1177/1077695817731870>

## Appendix ii: Background of the Development of this Framework

The original *Information Literacy Competency Standards for Journalism Students and Professionals* was implemented by the ACRL Education and Behavioral Sciences Section's Communication Studies Committee in October 2011, after an extensive review of the literature and consultation with communication and journalism faculty as well as professional journalism organizations. In light of technological innovations and media convergence, the original document acknowledged the rapidly changing field of journalism and its subsequent impact on journalism education, while taking into account related literacies such as data, visual, news, and media.

Shortly after the adoption of the [Framework for Information Literacy for Higher Education](#) in 2015, the ACRL EBSS Communication Studies Committee began compiling a list of “stuck places” -- instances where journalism students and practitioners seemingly have trouble finding, evaluating and using information in their reporting<sup>19</sup> -- attempting to map them to each of the *Framework's* threshold concepts. Assignment prompts were also reviewed. Based on those stuck places, definitions were initially drafted on what constituted an expert within each frame.

In an attempt to further delineate novice and expert behaviors, additional research<sup>20</sup> was conducted in 2018 involving semi-structured, in-depth interviews with journalism students, faculty, and practitioners on their own information-seeking behaviors. The interviews were analyzed and coded against the six frames using meaning condensation followed by content analysis. Attention was also given to the perceived skill level of novices, intermediates, and experts.

These six frames form the backbone of this companion document, which seeks to further tailor the *Framework* to the practice of journalism.

### Authors:

Jen Bonnet, University of Maine  
 Kristina M. De Voe, Temple University  
 Stacy Gilbert, University of Colorado Boulder  
 Carolina Hernandez, University of Houston  
 Megan Heuer, Southern Methodist University  
 Kyung Kim, Florida State University

<sup>19</sup> Garczynski, J. (2017, October 4). Why research matters to journalists. *News Media Alliance*. <https://www.newsmediaalliance.org/support-real-news-research-matters/>

<sup>20</sup> Boss, K. E., De Voe, K. M., Gilbert, S. R., Hernandez, C., Heuer, M., Hines, A., ...Williams, K. E. (2019). Reporting in the “post-truth” era: Uncovering the research behaviors of journalism students, practitioners, and faculty. In D. M. Mueller (Ed.), *Recasting the Narrative: Proceedings from Association of College & Research Libraries* (pp. 730-744). Chicago, IL: Association of College & Research Libraries. <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2019/ReportinginthePost-TruthEra.pdf>

Hillary Ostermiller, Columbia College Chicago  
Michael Pasqualoni, Syracuse University  
Rayla Tokarz, University of Nevada

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Journalism Education Association. (2019, September). *Standards for journalism educators.*  
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<https://www.spj.org/ethicscode.asp>

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American Press Institute

<https://www.americanpressinstitute.org/about/about-us/>

Asian American Journalists Association

<https://www.aaaja.org/>

Broadcast Education Association

<https://www.beaweb.org/wp/>

Investigative Reporters and Editors Inc.

<https://www.ire.org/about>

Journalism Education Association

<https://jea.org/wp/>

National Association for Media Literacy Education

<https://namle.net/>

National Association of Black Journalists

<https://www.nabj.org/>

National Association of Hispanic Journalists

<https://nahj.org/>

National Center on Disability and Journalism (Arizona State University)

<https://ncdj.org/>

National Communication Association (NCA)

<https://www.natcom.org/>

See: NCA Learning Outcomes & Assessment

<https://www.natcom.org/academic-professional-resources/teaching-and-learning/earning-outcomes-assessment>

National Federation of Press Women

<https://nfpw.org/>

National Newspaper Publishers Association

<https://nnpa.org/>

Native American Journalists Association

<https://najanewsroom.com/>

News Leaders Association

<https://www.newsleaders.org/>

Online News Association

<https://journalists.org/>

Poynter Institute

<https://www.poynter.org/>

Radio Television Digital News Association (RTDNA)

<https://www.rtdna.org/>

UNESCO International Programme for the Development of Communication

<https://en.unesco.org/programme/ipdc/council>

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## Appendix vi: Glossary

**Citizen Journalism:** Journalistic content produced by the general public, or those who are not professional journalists. Content can include witness accounts, analysis, and reporting.

**Expert:** *Expert* refers to the advanced skills, dispositions, and behaviors of a journalism practitioner, student, or professor. A journalist may be an expert at some areas of practice, and a novice in other areas.

**Freedom of Information (FOI) Laws:** Legislation pertaining to public access to government records. Journalists often interact with these laws during their reporting. In the United States, core FOI legislation at the federal level includes the 1966 Freedom of Information Act (FOIA), and many subsequent amendments to FOIA, as well as the 1974 Privacy Act. Most U.S. states, the District of Columbia and U.S. territories have similar laws addressing Freedom of Information. General principles tied to FOI laws presume disclosing government information to the public, and at times relate to additional laws or regulations that call for open government meetings. Exemptions to government records access frequently involve concerns for national security, confidential business transactions, and privacy of personal information. Trends toward ease of disclosure versus obstacles to access encountered by a journalist vary across different U.S. state and federal jurisdictions. Access opportunities and barriers have also varied across numerous public policy changes since the passage of the original Freedom of Information Act in 1966.

**Novice:** *Novice* refers to the developing skills, dispositions, and behaviors of a journalism practitioner, student, or professor. A journalist may be an expert at some areas of practice, and a novice in other areas.

**Source:** A person, publication, or document that provides information for a news story.

# Transmittal Form for Draft ACRL Standards, Guidelines, and Frameworks

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(To Accompany All New and Revised ACRL Standards, Guidelines, and Frameworks)

Title of Standard, Guideline, or Framework:

Companion Document to the ACRL Framework for Information Literacy for Higher Education: Journalism

Section or Committee Submitting:

EBSS Communication Studies Committee

Submitting Section or Committee Chairperson:

Jen Bonnet

Date of Previous Version:

October 2011

Means used to solicit comment on earlier drafts of the new/revised Standard, Guideline, or Framework:

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Published in Section newsletter (date) April 7, 2021

Public hearing held [optional] (date) May 18, 2021

\_\_\_ Letters to "experts" requesting comments: (list names and dates):

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Other professional associations consulted (e.g., Society of American Archivists):

Work from the following professional associations informed this document.

- Journalism Education Association
- Society of Professional Journalists
- UNESCO International Programme for the Development of Communication
- National Association for Media Literacy Education
- National Communication Association (Learning Outcomes & Assessment)
- Association for Education in Journalism and Mass Communication (AEJMC)

- Investigative Reporters and Editors Inc.
- Radio Television Digital News Association (RTDNA)
- American Press Institute
- AP Stylebook
- Asian American Journalists Association
- Broadcast Education Association
- National Association of Black Journalists
- National Association of Hispanic Journalists
- National Center on Disability and Journalism (Arizona State University)
- National Federation of Press Women
- National Newspapers Publishers Association
- Native American Journalists Association
- News Leader Association merger of The American Society of News Editors and the Associated Press Media Editors
- Online News Association
- Radio Television Digital News Association
- Poynter Institute

Other (please list):

<https://acrl.libguides.com/journalisminformationliteracy>

<https://acrl.ala.org/acrlinsider/ebss-seeks-feedback-on-draft-framework-for-information-literacy-in-journalism/>

Date Approved by Section executive committee (if applicable) 10/07/21

Date Approved by Information Literacy Frameworks and Standards Committee February 2, 2022

Date Approved by Standards Committee February 9, 2022

Date Approved by ACRL Board \_\_\_\_\_

Where and on whose responsibility should this (Standard, Guideline, or Framework) be published or otherwise disseminated?

*C&RL News* by \_\_\_\_\_

Other (please list)

Association of College & Research Libraries  
225 N. Michigan Ave. Suite 1300 Chicago, IL 60601  
800-545-2433, ext. 2523  
acrl@ala.org, <http://www.acrl.org>



## Board of Directors Action Form

To: ACRL Board of Directors

Subject: Companion Document to the ACRL Framework for Information Literacy for Higher Education: Visual Literacy

Submitted by: Elizabeth Burns, ACRL Standards Committee Chair

CC: Wayne Bivens-Tatum, ACRL Information Literacy Frameworks and Standards Committee Chair

Date submitted: February 10, 2022

### Background

In 2018, the Image Research Interest Group (IRIG) was charged with creating a visual literacy companion document to re-envision the 2011 ACRL Visual Literacy Competency Standards for Higher Education and the ACRL Visual Literacy Standards Task Force (VLTF) was convened for this purpose.

Students across higher education must have opportunities to develop critical and ethical ways of engaging with visual information in order to become discerning citizens in today's image-saturated society. To create a companion document that reflects this approach to visual literacy, the VLTF conducted empirical research from 2019-2021, interviewing stakeholders in a range of roles and disciplines.<sup>10</sup> The goal of this study was to identify what these practitioners perceived to be important trends, challenges, and opportunities for visual literacy.

Informed by the study's findings, the task force identified four emerging themes for learning in visual literacy. These themes form the structure of this companion document: learners participate in a changing visual information landscape, learners perceive visuals as communicating information, learners practice visual discernment and criticality, and learners pursue social justice through visual practice.

In June 2021, a draft of the document was distributed on the Art Libraries Society of North America (ARLIS/NA), Visual Resources Association (VRA), International Visual Literacy Association (IVLA), and

*Electronic submission is preferred for all Board actions. If electronic submission of the entire document is not possible, please send the Action Form to ACRL Program Officer Allison Payne electronically at [apayne@ala.org](mailto:apayne@ala.org) and the remainder in hard copy.*

International Federation of Library Associations and Institutions (IFLA) listservs. An online public hearing on the draft document was held as part of the June 2021 Summer Image Resource Interest Group (IRIG) meeting. Additional feedback was sought from the European Network for Visual Literacy (ENViL), Society of American Archivists (SAA), and Association of Architecture School Librarians (AASL). The task force reviewed the peer feedback and revised and updated the document accordingly. Additional details on the feedback process are available in the attached Standards Transmittal Form.

The ACRL Information Literacy Standards and Frameworks Committee (ILFSC) reviewed the document in January 2022 and voted to move it forward to the ACRL Standards Committee. The Standards Committee considered the recommendation of ILFSC and approved the document in February 2022.

### Actions Recommended

That the ACRL Board of Directors approves the “Companion Document to the ACRL Framework for Information Literacy for Higher Education: Visual Literacy” as a revision of the 2011 “Visual Literacy Competency Standards for Higher Education.”

### Strategic Goal Area Supported

Please add additional sheets as needed to explain. Select the goal area that will be affected most by this action.

Value of Academic Libraries

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

Student Learning

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

Research and Scholarly Environment

Goal: Librarians accelerate the transition to more open and equitable systems of scholarship.

New Roles and Changing Landscapes

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

Enabling Programs and Services

ACRL programs, services, and publications that target education, advocacy, and member engagement.

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**Fiscal and Staffing Impact**

**Motion**

Above recommendation moved

No motion made

Motion revised (see motion form)

**Action Taken**

Motion Approved

Motion Defeated

Other: \_\_\_\_\_

*Electronic submission is preferred for all Board actions. If electronic submission of the entire document is not possible, please send the Action Form to ACRL Program Officer Allison Payne electronically at [apayne@ala.org](mailto:apayne@ala.org) and the remainder in hard copy.*

# Companion Document to the ACRL Framework for Information Literacy for Higher Education

## Visual Literacy

*Approved by the ACRL Board of Directors, XXXX*

### Table of Contents

- [Introduction](#)
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- [Learners perceive visuals as communicating information](#)
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- [Learners pursue social justice through visual practice](#)

### Introduction

The Association of College and Research Libraries (ACRL) groups and task forces regularly review existing literacy guidelines and standards.<sup>1</sup> As a component of this revision, these groups were asked to align existing literacy standards and guidelines with the 2016 *ACRL Framework for Information Literacy for Higher Education*.<sup>2</sup> In 2018, the Image Research Interest Group (IRIG) was charged with creating a visual literacy companion document<sup>3</sup> to re-envision the 2011 *ACRL Visual Literacy Competency Standards for Higher Education*<sup>4</sup> and the ACRL Visual Literacy Standards Task Force (VLTF) was convened for this purpose.

While some see visual literacy as a concern limited to the fields of art, architecture, and design,<sup>5</sup> visual information is truly multidisciplinary in nature<sup>6</sup>. Visuals can include but are not limited to charts, drawings, graphs, icons, maps, memes, paintings, photographs, symbols, or other visualizations, as well as multimodal texts<sup>7</sup> with visual elements.<sup>8</sup>

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<sup>1</sup> Association of College and Research Libraries (ACRL) Guide to Policies and Procedures, Chapter 14: Standards, Guidelines, and Frameworks. "14.5 Procedures for Preparation of New Standards, Guidelines, and Frameworks." 1996-2021. <https://www.ala.org/acrl/resources/policies/chapter14#14.3.1>

<sup>2</sup> Association of College and Research Libraries (ACRL) Framework Taskforce, "Framework for Information Literacy for Higher Education," Working Paper (Association of College and Research Libraries, February 20, 2014), <https://alair.ala.org/handle/11213/8657>.

<sup>3</sup> "Chapter 14: Standards, Guidelines, and Frameworks," Association of College & Research Libraries (ACRL), September 1, 2006. <http://www.ala.org/acrl/resources/policies/chapter14>.

<sup>4</sup> Association of College Research Libraries (ACRL), "ACRL Visual Literacy Competency Standards for Higher Education," October 2011,

<http://www.ala.org/acrl/sites/ala.org/acrl/files/content/standards/visualliteracy.pdf>.

<sup>5</sup> "What Is Visual Literacy?," *Visual Literacy Today*. June 3, 2021.

<https://visualliteracytoday.org/what-is-visual-literacy/>

<sup>6</sup> Frank Serafini, "Visual Literacy," in *Oxford Research Encyclopedia of Education*, February 27, 2017.

<https://oxfordre.com/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-19>

<sup>7</sup> A multimodal text is a text that uses a combination of two or more modes of communication.

<sup>8</sup> While this document focuses on the visual nature of these examples, some visuals may require applying additional literacies in order to fully engage.

Visual literacy definitions differ among disciplines. The definition below, from the 2011 *ACRL Visual Literacy Competency Standards for Higher Education*, is commonly used in the context of librarianship:

Visual literacy is a set of abilities that enables an individual to effectively find, interpret, evaluate, use, and create images and visual media. Visual literacy skills equip a learner to understand and analyze the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials. A visually literate individual is both a critical consumer of visual media and a competent contributor to a body of shared knowledge and culture.<sup>9</sup>

Students across higher education must have opportunities to develop critical and ethical ways of engaging with visual information in order to become discerning citizens in today's image-saturated society. To create a companion document that reflects this approach to visual literacy, the VLTF conducted empirical research from 2019-2021, interviewing stakeholders in a range of roles and disciplines.<sup>10</sup> The goal of this study was to identify what these practitioners perceived to be important trends, challenges, and opportunities for visual literacy.

Informed by the study's findings, we identified four emerging themes for learning in visual literacy. These themes form the structure of this companion document:

- Learners participate in a changing visual information landscape
- Learners perceive visuals as communicating information
- Learners practice visual discernment and criticality
- Learners pursue social justice through visual practice

This companion is not designed as a standalone document; rather it is to be used in direct discourse with the *Framework for Information Literacy*. Throughout the drafting process, our aim has been to create a flexible document to support a variety of users, including scholars, librarians, students, and communities of practice. To this end, we expanded the conceptual underpinnings of our four themes, and created associated knowledge practices and dispositions to address a variety of educators' and learners' needs. We also use the phrase, "Learners who are developing their visual literacy abilities," to signal that visual literacy requires continuous and lifelong engagement. The resulting document is a reflection of the 2016 *Framework's* expanded understanding of information literacy,<sup>11</sup> as well as the changing landscape of both visual information and visual communication. Ultimately, we hope that

<sup>9</sup>Association of College Research Libraries (ACRL), "ACRL Visual Literacy Competency Standards for Higher Education," October 2011,

<http://www.ala.org/acrl/sites/ala.org/acrl/files/content/standards/visualliteracy.pdf>.

<sup>10</sup> IRB #00001310 was coordinated through the University of San Diego.

<sup>11</sup> Lori Townsend, Korey Brunetti, and Amy R. Hofer, "Threshold Concepts and Information Literacy," *portal: Libraries and the Academy* 11, no. 3 (2011): 853–69; Thomas P. Mackey and Trudi E. Jacobson, *Metaliteracy: Reinventing Information Literacy to Empower Learners*. Chicago: Neal-Schuman, 2014; Carol C. Kuhlthau, "Rethinking the 2000 ACRL Standards: Some Things to Consider," *Communications in Information Literacy* 7, no. 3 (2013): 92–7.

educators across the disciplines will be able to use this document as they continue to incorporate visual literacy into their curricula.

## How to read this document

We chose not to group our knowledge practices and dispositions<sup>12</sup> according to the frames of the *Framework for Information Literacy*. Instead, we suggest potential connections between the knowledge practices and dispositions within each of our themes and the frames of the 2016 *Framework*. In the document below, these potential connections are denoted as follows: Authority Is Constructed and Contextual [AICC], Information Creation as a Process [ICaP], Information Has Value [IHV], Research as Inquiry [RI], Scholarship as Conversation [SC], and Searching as Strategic Exploration [SSE]. As in the *Framework for Information Literacy*, these knowledge practices and dispositions are in an alphabetical order and not arranged according to hierarchy.

In addition, it should be noted that some practitioners have called for the adoption of a social justice-oriented frame as part of a revised *Framework for Information Literacy*.<sup>13</sup> While social justice is the primary focus of one of our four themes in this companion document, we believe social justice should not be siloed as a discrete entity for visual literacy learning. Rather, the pursuit of social justice must be recognized as integral to all aspects of visual practice. For this reason, each knowledge practice and disposition in our theme, “Learners pursue social justice through visual practice,” first appears in one of the three other themes, denoted as [SJ], before being reiterated in the final theme, in order to better reflect its fundamental role.

For additional related readings, please see our working bibliography at [https://www.zotero.org/groups/2264485/acrl\\_visual\\_literacy\\_taskforce/library](https://www.zotero.org/groups/2264485/acrl_visual_literacy_taskforce/library)

## Learners participate in a changing visual information landscape

The proliferation of visuals in everyday life has increased within a rapidly evolving digital landscape. The life cycles of visual materials, which includes the creation, distribution, description, consumption, and iteration of a visual, have been and continue to be altered by digital tools, new techniques for image and video manipulation, participatory cultural practices, and online communities. At each phase of this life cycle, humans introduce layers of meaning

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<sup>12</sup> As a companion document, we derive our understanding of knowledge practices and dispositions from the Introduction to *Framework for Information Literacy*, see footnotes 3-6.

<sup>13</sup> Laura Saunders, “Connecting Information Literacy and Social Justice: Why and How,” *Communications in Information Literacy* 11, no.1 (2017): 55-75.  
<https://doi.org/10.15760/comminfolit.2017.11.1.47>

Karin Heffernan, “Loaded Questions: The Framework for Information Literacy through a DEI Lens,” *College & Research Libraries News* 81, no.8 (2020). Accessed June 3, 2021.  
<https://doi.org/https://doi.org/10.5860/crln.81.8.382>.

Christopher Sweet, “Overdue: Incorporating Social Justice into the Framework for Information Literacy for Higher Education,” *College & Research Libraries News* 82, no.5 (2021).  
<https://doi.org/https://doi.org/10.5860/crln.82.5.210>.

that can reinforce systemic inequities and hegemonic notions of knowledge creation. This subjectivity can be exacerbated by how visuals are classified and described via text-based descriptions, which can perpetuate their own systems of power. Text-based search acts as the primary access point for many visuals influencing how individuals find, engage with, and understand visual media. Visual literacy learners must scrutinize new technologies, multiple modes of information, and shifting norms as they develop creative and ethical practices for using, producing, and sharing visuals within the information landscape as it exists today and into the future.

## Knowledge Practices

Learners who are developing their visual literacy abilities:

- Anticipate the ways in which algorithms, social media, and participatory technologies obscure or promote visuals and visual media creators, which may reflect commercial interests and reinforce existing social dynamics. [AICC] [IHV] [SJ]
- Assess how emerging technologies such as deep fakes, facial recognition, and other applications of artificial intelligence may impact visual perception, privacy, and trust. [AICC] [ICaaP] [IHV]
- Attribute visuals produced by other scholars, creators, and practitioners through citations, acknowledgements, or credit lines using available best practices. [IHV] [SaC]
- Compare search results for visual media across multiple search engines and databases in order to identify underlying biases grounded in existing canons, authorities, structures and systems. [SaC] [SaSE] [SJ]
- Evaluate multimodal works with visual elements both holistically and as disparate parts in order to fully understand the work. [ICaaP]
- Evaluate privacy settings when sharing visuals on digital platforms, understanding that one's personal work may be reused without permission or misattributed once it is shared online. [ICaaP] [IHV]
- Seek out and participate in a range of creative, social, and scholarly communities in order to create, produce, and disseminate visuals. [ICaaP] [RaI] [SaC]

## Dispositions

Learners who are developing their visual literacy abilities:

- Acknowledge that the digital tools for creating and viewing visuals may cause or exacerbate technological, economic, or accessibility barriers that affect user experience. [ICaaP] [IHV] [SJ]
- Appreciate that creativity and inquiry can be inspired through browsing and experiencing serendipitous encounters with both digital and analog visuals. [RaI] [SaSE]
- Consider that file formats and other technologies for engaging with visuals are ever-changing, resulting in possible loss or alteration of information as new tools and platforms replace older ones. [ICaaP]
- Prioritize ethical considerations for cultural and intellectual property when creating, sharing, or using visuals. [ICaaP] [IHV] [SJ]

- Recognize that organizing visuals for efficient access, retrieval, and analysis requires the use of different methods and tools than those used for textual information. [RaI] [SaSE]
- Recognize that the socio-cultural interpretation of a visual may change throughout its life cycle. [AICC] [ICaaP] [SaC]
- Understand that ethical and legal frameworks for accessing and sharing visuals are not universal but vary by country and global region. [IHV]
- Understand that visuals may not have clear indicators of their production or dissemination processes, particularly in online environments, which presents unique challenges for evaluating authority and credibility. [AICC] [ICaaP]

## Learners perceive visuals as communicating information

Visuals are created by people. Intentionally or unintentionally, these visuals communicate messages based on cultural, community, and disciplinary conventions. They are works that communicate visually but can also communicate through multiple modes and involve other senses. Learning to read visuals requires deconstructing and interpreting different elements and contexts of visual communications in order to comprehend their aesthetic, evidentiary, and persuasive functions. By developing reading, design, and technical skills, visual literacy learners can produce, use, and remix visual media to create visual messages that prioritize inclusivity or are tailored to the needs of specific audience.

## Knowledge Practices

Learners who are developing their visual literacy abilities:

- Anticipate that the process of visual creation is iterative and involves many phases, including inspiration, transformation, experimentation, synthesis, and refinement. [ICaaP] [RaI]
- Define and articulate the need for visuals within a project, assessing the audience for the project and the manner in which it will be shared, as well as how the use of visuals supports the purpose of the project. [SaC] [SaSE] [ICaaP]
- Evaluate a range of visuals with attention to format, creator, and rhetorical message in order to select the most relevant for an intended purpose or context [ICaaP]
- Explore choices made in the production of visual communications to construct meaning or influence interpretation, especially with regard to representations of gender, ethnicity, race, and other cultural or social identifiers. [AICC] [ICaaP] [SJ]
- Explore creative or generative engagement with visuals to conceptualize, research, and analyze complex topics, such as mind mapping, photo elicitation, visualization, and other methods. [RaI]
- Implement a range of principles and strategies for accessibility in visual media, including alt text, complex image descriptions, and audio description of visuals in video, among other techniques. [ICaaP] [IHV] [SJ]
- Prioritize ethical information practices for use, attribution, and remix when they conflict with aesthetic preferences or creative objectives for visuals. [IHV]

## Dispositions

Learners who are developing their visual literacy abilities:

- Acknowledge that receiving feedback about visuals is a valuable step in the creation process. [ICaaP] [SaC]
- Appreciate that creation, dissemination, selection, and use of visuals may be mediated by economic factors, including compensation for creators, material production costs, licensing, and associated publication fees. [IHV] [ICaaP] [SJ]
- Consider the varying role of visuals in disciplinary scholarship, examining evolving trends and standards for communication impact, style, purpose, creator intent, and audience reaction. [AICC] [Sacs]
- Cultivate an appreciation for visuals from cultures that are not their own, respecting the value of visual materials to creators and their communities. [IHV] [RaI] [SJ]
- Identify as both consumers and creators of visuals, acknowledging how positionality, bias, experience, and expertise inform the interpretation and communication of visuals. [AICC] [ICaaP] [IHV] [SJ]
- Identify as contributors to a more socially-just world by intentionally and ethically including a diversity of voices in their visual media projects. [ICaaP] [IHV] [RaI] [SaC] [SJ]
- Realize that visuals in all formats are works of intellectual property. [IHV]
- Recognize that a visual's communicative intent and purpose can be changed through modification, repurposing, remix, or reformatting. [ICaaP] [SaC]
- Recognize how incorporating accessibility practices and principles can enrich the experience of visuals for all users. [ICaaP] [IHV] [SaSE] [SJ]
- Reflect on the role of personally-created visuals as meaningful contributions to research, learning, and communication. [IHV] [SaC]
- Value the ways that different ways of knowing and being, including cultural, traditional and Indigenous knowledge, may be represented in visuals. [AICC] [IHV] [RaI] [SJ]

## Learners practice visual discernment and criticality

Visuals are never neutral. In addition to conveying economic, social, and ideological values, they can be used to misinform, manipulate, and exploit. Criticality, an orientation toward information that combines critical and reflective thinking, mindfulness, and curiosity, helps learners explore their own assumptions and biases as well as those embedded within the visual world. Visual literacy learners must cultivate critical evaluation skills for creating, viewing, consuming, and disseminating visuals through persistent and purposeful negotiations with visual media over time. Learners can become discerning, engaged citizens through fostering empathy, developing healthy skepticism, and resisting strict binaries.

## Knowledge Practices

Learners who are developing their visual literacy abilities:

- Examine visuals for signs of alteration, such as cropping or use of digital filters, and consider the intent and consequences of any changes made. [AICC] [ICaaP]
- Examine visuals slowly and deeply in order to develop and refine critical observation skills. [RaI]
- Evaluate how authorities establish what is or is not included in the visual canon of a field, elevating some voices and cultures while suppressing others. [AICC] [SaC] [SJ]
- Interpret visuals within their disseminated context by considering related information such as captions, credits, and other types of metadata. [ICaaP] [SaC] [RaI]
- Investigate personal positionality, acknowledging how an individual's background, experiences, values, worldviews, biases, etc., can and do shape the reading of, interaction with, and research around visuals. [AICC] [SaC] [SJ]
- Question whether a visual could be considered authoritative or credible in a particular context, which can include comparing it to similar visuals, tracking it to its original source, analyzing its embedded metadata, and engaging in similar evaluative methods. [AICC] [IHV] [SaSE]

## Dispositions

Learners who are developing their visual literacy abilities:

- Acknowledge that no platform is neutral, and that concealed factors like suggestion algorithms and power structures within the publishing industry shape experiences with visuals. [AICC] [IHV] [SJ]
- Consider if creation and/or use of a visual will constitute misappropriation, which dissociates visuals from their original contexts and deprives individual creators and cultural communities of agency and credit. [ICaaP] [IHV] [SJ]
- Discern the role of visuals in the spread and acceptance of misinformation, malinformation, and disinformation. [AICC] [IHV] [SaC]
- Distinguish between the ways different disciplines, professions, and communities confer values such as legitimacy and credibility on visual media. [AICC] [SaC]
- Recognize that the knowledge needed to understand visuals builds over a lifetime and involves background influences, lived experiences, and disciplinary knowledge, as well as participation in communities of discourse. [AICC] [SaC] [RAI]
- Reflect on the dual role that visuals may play in either fostering or subverting harmful, restrictive, social, or cultural norms. [AICC] [ICaaP] [SaC] [SJ]
- Value critical viewing of, and critical reflection on, visuals across all formats. [RaI] [SaSE]

## Learners pursue social justice through visual practice

Visual practice is the creation and consumption of visuals for the purpose of transmitting and building knowledge. The pursuit of social justice through visual practice is an ongoing journey, which requires consistent work related to diversity, equity, and inclusion. Pursuing social justice can include decentering whiteness, heteronormativity and other hegemonic practices in visual collections and canons, improving accessibility of visuals and platforms, and opposing

exploitative practices that deprive visual creators of intellectual property control or Indigenous communities of sovereignty. Visual literacy learners understand that pursuing social justice through visual creation, sharing, use, remix, and attribution takes continual effort and education. By building reciprocal relationships with communities, acknowledging the limits of their own knowledge, and seeking to better understand their worldviews, biases, and perceptions, as well as those around them, learners can become conscientious contributors to a more just world.

\*Please note: each knowledge practice and disposition in this theme first appears in one of the three other themes.

## Knowledge Practices

Learners who are developing their visual literacy abilities:

- Anticipate the ways in which algorithms, social media, and participatory technologies obscure or promote visuals and visual media creators, which may reflect commercial interests and reinforce existing social dynamics. [AICC] [IHV] [SJ]
- Compare search results for visual media across multiple search engines and databases in order to identify underlying biases grounded in existing canons, authorities, structures and systems. [SaC] [SaSE] [SJ]
- Explore choices made in the production of visual communications to construct meaning or influence interpretation, especially with regard to representations of gender, ethnicity, race, and other cultural or social identifiers. [AICC] [ICaaP] [SJ]
- Evaluate how authorities establish what is or is not included in the visual canon of a field, elevating some voices and cultures while suppressing others. [AICC] [SaC] [SJ]
- Implement a range of principles and strategies for accessibility in visual media, including alt text, complex image descriptions, and audio description of visuals in video, among other techniques. [ICaaP] [IHV] [SJ]
- Investigate personal positionality, acknowledging how an individual's background, experiences, values, worldviews, biases, etc., can and do shape the reading of, interaction with, and research around visuals. [AICC] [SaC] [SJ]

## Dispositions

Learners who are developing their visual literacy abilities:

- Acknowledge that the digital tools for creating and viewing visuals may cause or exacerbate technological, economic, or accessibility barriers that affect user experience. [ICaaP] [IHV] [SJ]
- Acknowledge that no platform is neutral, and that concealed factors like suggestion algorithms and power structures within the publishing industry shape experiences with visuals. [AICC] [IHV] [SJ]
- Appreciate that creation, dissemination, selection, and use of visuals may be mediated by economic factors, including compensation for creators, material production costs, licensing, and associated publication fees. [IHV] [ICaaP] [SJ]

- Consider if creation and/or use of a visual will constitute misappropriation, which dissociates visuals from their original contexts and deprives individual creators and cultural communities of agency and credit. [ICaaP] [IHV] [SJ]
- Cultivate an appreciation for visuals from cultures that are not their own, respecting the value of visual materials to creators and their communities. [IHV] [RaI] [SJ]
- Identify as both consumers and creators of visuals, acknowledging how positionality, bias, experience, and expertise inform the interpretation and communication of visuals. [AICC] [ICaaP] [IHV] [SJ]
- Identify as contributors to a more socially-just world by intentionally and ethically including a diversity of voices in their visual media projects. [ICaaP] [IHV] [RaI] [SaC] [SJ]
- Prioritize ethical considerations for cultural and intellectual property when creating, sharing, or using visuals. [ICaaP] [IHV] [SJ]
- Recognize how incorporating accessibility practices and principles can enrich the experience of visuals for all users. [ICaaP] [IHV] [SaSE] [SJ]
- Reflect on the dual role that visuals may play in either fostering or subverting harmful, restrictive, social, or cultural norms. [AICC] [ICaaP] [SaC] [SJ]
- Value the ways that different ways of knowing and being, including cultural, traditional and Indigenous knowledge, may be represented in visuals. [AICC] [IHV] [RaI] [SJ]

# Transmittal Sheet for Draft Standards and Guidelines

(To Accompany All New and Revised ACRL Standards and Guidelines)

**Title of Standard or Guideline:**

Companion Document to the ACRL Framework for Information Literacy for Higher Education: Visual Literacy

**Section or Committee Submitting:**

The Visual Literacy Task Force (VLTF) as part of the Image Resources Interest Group (IRIG)

**Submitting Section or Committee Chairperson:**

Tiffany Saulter and Millicent Fullmer, co-chairs of the Visual Literacy Task Force (VLTF)

**Date of Previous Version:**

The ACRL Visual Literacy Standards were published in October 2011

**Means used to solicit comment on earlier drafts of the new/revised Standard or Guideline:**

- Published in *C&RL News* (date): N/A
- Disseminated on email distribution lists (listservs): (give list names and dates):
  - Art Libraries Society of North America (ARLIS/NA): 6/07/2021
  - Visual Resources Association (VRA): 6/07/2021
  - International Visual Literacy Association (IVLA): 6/07/2021
  - International Federation of Library Associations and Institutions (IFLA): 6/07/2021
- Public hearing held
  - Presented at Summer Image Resource Interest Group (IRIG) on June 17, 2021
- Letters to "experts" requesting comments: (list names and dates):
  - European Network for Visual Literacy (ENViL): 6/07/2021
- Other professional associations consulted (e.g., Society of American Archivists):
  - Society of American Archivists (SAA): 6/07/2021
  - Association of Architecture School Librarians (AASL) : 6/07/2021

**Date Approved by Section executive committee:** 9/30/2021

**Date Approved by Information Literacy Frameworks and Standards Committee:** 1/12/2022

**Date Approved by Standards Committee:** 2/3/2022

**Date Approved by ACRL Board:** TBD

**Where and on whose responsibility should this (Standard or Guideline) be published or otherwise disseminated?**

- *C&RL News* by: Millicent Fullmer or Tiffany Saulter (VLTF co-chairs)
- Other (please list):
  - ACRL Image Resources Interest Group
  - ACRL Arts Section
  - ACRL Instruction Section
  - ACRL College Libraries Section
  - ACRL University Libraries Section

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## Board of Directors Action Form

To: ACRL Board of Directors

Subject: ACRL Budget and Finance Committee Chair term

Submitted by: Julie Ann Garrison, ACRL President

Date submitted: March 14, 2022

### Background

ACRL policy states, "Members of ACRL standing committees are usually appointed for two-year terms. Members may succeed themselves for one additional two-year term, but consecutive service may not exceed five years." ([3.1.2 Standing committees](#)).

As the Budget and Finance Chair appointment requires considerable experience and a deep knowledge of ACRL finances, it is recommended that this appointment be exempt from the five-year consecutive service policy.

Recent Budget and Finance Committee chair appointees have served more than five consecutive years, when considering their experience as committee member and chair. In the fall before a B&F chair's term ends, the ACRL president-elect begins to carefully consider who might best fit this vital role within the organization. Since 2008, the B&F chair has served more than five consecutive years upon completion of their terms as chair. As the current chair's term ends this year, the chair appointee again will have had more than five consecutive years on the B&F Committee when they complete a two-year chair term.

As ACRL is the largest division, in membership numbers and revenues (two-year average), it is recommended that the B&F chair be exempt from the five-year limit and be allowed to serve up to ten consecutive years to ensure that the appointee is well prepared to navigate ACRL's fiscal landscape for the committee, Board, members, staff and profession.

### Stakeholders

The ACRL presidents and ACRL Budget and Finance Chair support this request.

### Fiscal and Staffing Impact

If approved, ACRL staff will update the ACRL Guide to Policies and Procedures, Board Manual, Committee roster page, and internal process documents.

*Electronic submission is preferred for all Board actions. If electronic submission of the entire document is not possible, please send the Action Form to ACRL Program Officer Allison Payne electronically at [apayne@ala.org](mailto:apayne@ala.org) and the remainder in hard copy.*

**Action Recommended**

That the ACRL Board of Directors approves that the ACRL Budget and Finance Committee Chair appointment term be exempt from the five-year limit to consecutive service on the same group and be updated to a ten-year limit to consecutive service on the Budget and Finance Committee if serving as chair.

**Strategic Goal Area Supported**

Please see the [ACRL Strategic Plan](#), and select from the drop-down the goal area that will be affected most by this action.

Value of Academic Libraries

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

Student Learning

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

Research and Scholarly Environment

Goal: Librarians accelerate the transition to more open and equitable systems of scholarship.

New Roles and Changing Landscapes

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

Enabling Programs and Services

ACRL programs, services, and publications that target education, advocacy, and member engagement.

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## Board of Directors Action Form

To: ACRL Board of Directors

Subject: Renewal Request for the Technical Services Interest Group

Submitted by: Dave Van Kleeck, Convener FY21-22

Date submitted: March 23, 2022

### Background

The Technical Services Interest Group (TSIG) was established on July 1, 2013.

Our charge: To provide a broad framework for information exchange on current developments and activities related to technical services including, but not limited to, collection development, collection management, acquisitions, metadata services and resource discovery and delivery in academic libraries; To develop programs and foster and sponsor education and training opportunities that contribute to and enhance an understanding of acquisitions, metadata services and resource discovery and delivery in academic libraries; To better connect technical services librarians with ACRL and to enhance technical services.

### Stakeholders

N/A

### Fiscal and Staffing Impact

N/A

### Action Recommended

That the ACRL Board of Directors approves the renewal of the ACRL Technical Services Interest Group.

### Strategic Goal Area Supported

Please see the [ACRL Strategic Plan](#), and select from the drop-down the goal area that will be affected most by this action.

Value of Academic Libraries

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

Student Learning

*Electronic submission is preferred for all Board actions. If electronic submission of the entire document is not possible, please send the Action Form to ACRL Program Officer Allison Payne electronically at [apayne@ala.org](mailto:apayne@ala.org) and the remainder in hard copy.*

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

Research and Scholarly Environment

Goal: Librarians accelerate the transition to more open and equitable systems of scholarship.

New Roles and Changing Landscapes

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

Enabling Programs and Services

ACRL programs, services, and publications that target education, advocacy, and member engagement.

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## Petition for Renewing an Interest Group

The purpose of this petition is to continue a current Interest Group in the Association of College and Research Libraries. Interest Groups are approved for three years. Unless approved for renewal, Interest Groups will automatically disband three years after the original date of creation. Interest Groups with a minimum of 75 ACRL personal members may petition the ACRL Board for renewal by submitting this document and an ACRL Board Action Form.

### I. NAME

Current Name of Interest Group: ACRL Technical Services Interest Group

Proposed Name (if requesting a change):

II. DATE ESTABLISHED: July 1, 2013

### III. LEADERSHIP

**Current Convener:** Dave Van Kleeck

Name: Dave Van Kleeck

Institution: University of Florida

Email Address: [dvankleeck@ufl.edu](mailto:dvankleeck@ufl.edu)

**Incoming Convener:**

Name: Laurie Palumbo

Institution: West Chester University

Email Address: [lpalumbo@wcupa.edu](mailto:lpalumbo@wcupa.edu)

IV. Please state the Interest Group's original charge.

To provide a broad framework for information exchange on current developments and activities related to technical services including, but not limited to, collection development, collection management, acquisitions, metadata services and resource discovery and delivery in academic libraries; To develop programs and foster and sponsor education and training opportunities that contribute to and enhance an understanding of acquisitions, metadata services and resource discovery and delivery in academic libraries; To better connect technical services librarians with ACRL and to enhance technical services.

V. If the original charge requires modification, please include the new charge below and explain why change(s) are needed.

VI. The Board wants to ensure that Interest Groups do not conflict with other ACRL units. Please describe any overlap with other ACRL units and explain how this Interest Group is unique.

TSIG is one of the few ACRL units that directly addresses technical services topics, so there is no overlap at this time.

VII. The Board looks to Interest Groups to provide an active forum for engaging new and continuing members. Briefly describe the group's most notable activities that support this goal.

In our pre-program announcements at ALA Annual and at previous ALA Midwinter meetings, we try to encourage ACRL members to consider volunteering for our interest group. We cite that it's a great way to familiarize oneself with the structure and opportunities within ACRL and to meet colleagues in similar areas of work. Additionally, we offer additional presentation opportunities for ACRL members that may not have been able to present in a full conference or poster session.

Current governance procedures attached.



# Plan for Excellence

## Association of College & Research Libraries

Approved April 20, 2011 — Effective July 1, 2011

Reaffirmed September 2013. Revised November 2019.

## Preamble

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

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

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

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

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

## Timeless Core Ideology

### Core Purpose

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

### Core Organizational Values

ACRL is committed to:

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

## Core Commitment

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

## Long-term Envisioned Future Vision

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

### Vivid Description of a Desired Future

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

50 E. Huron St., Chicago, IL 60611  
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acrl@ala.org | www.acrl.org

## Five-Year Goals and Objectives

### Value of Academic Libraries

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

#### *Proposed Objectives:*

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

### Student Learning

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

#### *Proposed Objectives:*

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

### Research and Scholarly Environment

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

#### *Proposed Objectives:*

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

### New Roles and Changing Landscapes

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

#### *Objectives:*

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



Association of College & Research Libraries  
 225 N. Michigan Avenue, Suite 1300  
 Chicago, IL 60601  
 800-545-2433, ext. 3248  
 acrl@ala.org, http://www.acrl.org



# Memo

To: ACRL Board of Directors  
 ACRL Budget and Finance Committee

From: Robert J Malone, ACRL Executive Director

Date: March 2022

Re: 1<sup>st</sup> Quarter Report, FY 2022

The attached spreadsheet (Doc 4.1) details the performance for the first quarter of FY2022, ending November 30, 2021. An executive summary and highlights of financial performance for ACRL and CHOICE follow.

As a reminder, ACRL’s budget is best considered on a two-year cycle due to the ACRL Conference. Expenses for the Conference are spread across two years which, typically, create deficits in even years and surpluses in odd years. Revenues deferred in even years are recognized in odd years upon the conclusion of the ACRL Conference. However, the pandemic has introduced uncertainty for budgeting for the near future. Additionally, comparisons of total financial performance to last year, while useful for the CHOICE budget, are not as meaningful for the ACRL portion of the report, so we have presented the ACRL comparisons with the FY20 1<sup>st</sup> quarter actual, so comparisons between two budgets in ACRL non-conference years can be made

**Executive Summary**

ACRL Total	FY22 1st Q Actual	FY22 1st Q Budget	Var.	FY20 1st Q Actual	Var. FY20 to FY22
Revenues	\$466,559	\$420,654	\$45,906	\$443,032	\$23,517
Expenses	\$376,739	\$640,541	(\$263,802)	\$732,041	(\$355,302)
NET	\$89,820	(\$219,887)	\$309,707	(\$289,009)	(\$331,785)

CHOICE Total	FY22 Q1 Actual	FY22 Q1 Budget	Var.	FY21 Q1 Actual	Var. FY22 to FY21
Revenues	\$646,232	\$544,887	\$101,845	\$718,233	(\$72,001)
Expenses	\$426,693	\$677,420	(\$156,642)	\$520,778	(\$94,085)
NET	\$219,539	(\$50,294)	(\$65,535)	\$197,455	\$22,084

ACRL’s FY22 first quarter performance report from ALA shows a positive net, putting it far ahead of FY20 Q1, a difference of \$355,302. Part of this positive number can be attributed to better revenue numbers compared to FY20 Q1 but most of it is due to lower expenses, part of which is due to two unfilled staff positions.

As a reminder ACRL is actively investing its net asset balance, (\$3,457,543 at the end of FY22 Q1) in member programs and services and the ACRL Board approved a budget with a -\$729,837 deficit for FY22.

**ACRL Revenues**

Revenue is healthy for the first quarter, some 11%, or \$45,906 better than budgeted.

Here are some highlights of projects generating more gross revenues than budgeted:

- *C&RL News* is \$56,484 ahead of budget and *C&RL* is \$5,823 over expected revenue. There are several reasons for this:
  - Online product advertising revenue (vendor e-blasts, newsletter sponsorships, etc.) is currently \$23,205 ahead of budget due to better-than-expected rebounding of sales.
  - Our share of ALA JobLIST revenue is \$25,927 ahead of budget due to better-than-expected performance in the LIS job placement market through Q1.
  - Overhead-exempt revenue (print ads, News website ads, table of contents email sponsorships) is \$9,182 ahead of budget due to better-than-expected sales. There will be one more issue of print ad sales revenue in Q2 and then the numbers in this line will decline due to the online-only transition. We did budget for the decline, however.

Revenue lines underperforming include:

- Membership continues to struggle; down 5% to \$127,796 or \$7,189 less than the budget of \$134,984. This is an improvement over the FY20 numbers, which saw a 13% drop, and this smaller decline after two years of the pandemic can provide us with some cautious optimism. It is also hoped that an in-person meeting in 2023 will provide an increase in membership.
- Licensed workshop (RoadShow) revenues are \$14,250 below budget, due mainly to the suspension of in-person RoadShows. Budgeted revenues for RoadShows are spread evenly across the fiscal year, as workshops may be requested at any time and there is not usually a specific timeframe where requests are heaviest. There are several projects underway that will improve these numbers.
- The transition to a new Continuing Education platform introduced some challenges and revenue was -\$7,656 less than budgeted (an amount offset by reduced expenses).

### ACRL Expenses

ACRL expenses are 41% below budget at \$376,739 actual versus a budget of \$640,541. Some of this is timing; first quarter is always early to make close projections. The lion's share, though, can be attributed to the PPP loans. These are one-off event and removing that places us just slightly below budgeted expenses. As always, we will carefully monitor expenses against budget and adjust as possible.

- Although membership revenue was 5% below budget, expenses were in line, as decreased membership revenue will conversely have decreased service fees.
- Publications, (which includes Choice's \$201,437 under budget) were \$246,417 less than budgeted
- As noted above, CE income was less than expected but so were expenses, which were \$1,832 less than budgeted
- Printing and mailing expenses are lower than budget due to declining membership and subscription numbers. There will be one additional issue of printing/ mailing expenses in the Q2 report and then the online-only transition will be complete financially.

### ACRL Net revenue

Per the performance reports, ACRL ended the first quarter with net of \$89,820, some 141% better than the budgeted (\$219,888).

### ACRL LTIs

ACRL's long-term investments ended the 1<sup>st</sup> Quarter of FY20 at \$4,954,015. At the end of November 2021 they had appreciated to \$5,225,199, a gain of \$16,458.

## Choice Performance Discussion FY22 Q1

Choice's overall financial performance through the first quarter of FY22 was ahead of budget, with net operating income of \$66,996 on revenues of \$646,731 and expenses of \$579,735. Advertiser interest in sponsored content programs and continued vigilance of our expenses helped us exceed net revenue projections by \$150K which was \$73K better than budget. We also received \$153K in Paycheck Protection Program (PPP) money in Q1 which is not part of our operating budget but has been added to our net asset balance. Choice fully expects to meet revenue and expense projections for the remainder of FY22.

**Table 1: Choice Unit Performance**

CHOICE 404	Nov-21							
	Budget (Year)	Budget YTD	Actual YTD	Var	% Budget	Prior YTD	Var	% Prior
Beginning Net Assets			2,924,245			2,587,461	336,784	13.02%
TOTAL REVENUES	2,246,444	544,886	646,731	101,845	18.7%	2,390,901	(1,744,170)	-72.95%
Total Expenses before OH/Taxes	2,142,494	549,656	487,722	61,934	11.3%	1,974,072	1,486,350	75.29%
Contribution Margin	103,950	(4,770)	159,009	163,779	3433.5%	416,829	(257,820)	61.85%
Overhead	297,655	74,414	85,692	(11,278)	-15.2%	298,491	212,799	71.29%
Allocations(575 Main St)	16,240	4,060	6,321	(2,261)	-55.7%	25,285	18,964	75.00%
Tax	0	0	0	0	#DIV/0!	0	0	#DIV/0!
TOTAL EXPENSES	2,456,389	628,130	579,735	48,395	7.7%	2,297,848	1,718,113	74.77%
Net Revenue/(Expense) from Ops	(209,945)	(83,244)	66,996	150,240	180.5%	93,053	(26,057)	28.00%
PPP allocation	0	0	153,043	153,043	#DIV/0!	322,388	(169,345)	-52.53%
CCA writedown								
Net Revenue/(Expense)	(209,945)	(83,244)	220,039	303,283	-364.3%	415,441	(195,402)	-47.03%
Ending Net Asset Balance	#VALUE!	#VALUE!	3,144,284	#VALUE!	#VALUE!	3,002,902	141,382	4.71%

## REVENUES

Choice unit gross revenues are currently running \$102K ahead of budget but \$72K behind prior year.

**Table 2: Choice Unit Revenues**

Nov-21							
404 UNIT REVENUES							
Source	Budget YTD	Actual YTD	Var	% Budget	Prior Year	Var	% Prior
Subscriptions	246,238	232,299	(13,939)	-5.66%	323,958	(91,659)	-28.29%
Advertising/Sponsored Content	172,645	265,989	93,344	54.07%	239,661	26,328	10.99%
Royalties	114,128	146,986	32,858	28.79%	154,076	(7,090)	-4.60%
Other \$	11,875	1,457	(10,418)	-87.73%	539	918	170.32%
<b>Total Revenue</b>	<b>544,886</b>	<b>646,731</b>	<b>101,845</b>	<b>18.69%</b>	<b>718,234</b>	<b>(71,503)</b>	<b>-9.96%</b>
<b>Total Expenses</b>	<b>628,130</b>	<b>579,735</b>	<b>48,395</b>	<b>7.70%</b>	<b>520,778</b>	<b>(58,957)</b>	<b>-11.32%</b>
<b>NET REVENUE</b>	<b>(83,244)</b>	<b>66,996</b>	<b>150,240</b>	<b>180.48%</b>	<b>197,456</b>	<b>(130,460)</b>	<b>-66.07%</b>

**SUBSCRIPTIONS:** Subscriptions to Choice's print products—*Choice* magazine, and *Reviews on Cards*—are tracking closely to budget but exhibit the predictable year-over-year decline of 11%. *Choice Reviews* is showing a larger than predicted decline in revenue, most likely due to the number of subscribers on credit hold. We are no longer accepting renewals for *ccAdvisor* in anticipation of sunsetting this product by the end of 2022. *Resources for College Libraries* subscription revenue outperformed budget by \$15K.

**Table 3: Subscriptions**

Nov-21							
SUBSCRIPTIONS							
Source	Budget YTD	Actual YTD	Var	% Budget	Prior Year	Var	% Prior
Choice magazine	65,875	65,865	(10)	-0.02%	96,886	(31,021)	-32.02%
Choice cards	13,813	12,943	(870)	-6.30%	19,023	(6,080)	-31.96%
Subtotal Choice Print	79,688	78,808	(880)	-1.10%	115,909	(37,101)	-32.01%
Choice Reviews	132,250	105,578	(26,672)	-20.17%	152,703	(47,125)	-30.86%
Total Choice	211,938	184,386	(27,552)	-13.00%	268,612	(84,226)	-31.36%
ccAdvisor	1,800	0	(1,800)	-100.00%	8,626	(8,626)	-100.00%
Resources for College Libraries	32,500	47,913	15,413	47.42%	46,720	1,193	2.55%
<b>TOTAL SUBSCRIPTIONS</b>	<b>246,238</b>	<b>232,299</b>	<b>(13,939)</b>	<b>-5.66%</b>	<b>323,958</b>	<b>(91,659)</b>	<b>-28.29%</b>

Average print circulation for *Choice* magazine declined 14% in FY21 and thus far this year is down another 14%, a rate of decline consistent with performance over the past decade. *Choice Reviews* circulation during the first three months of FY22 is down 10%, continuing a trend of modest decline over the past five years.

## ADVERTISING AND SPONSORSHIPS:

**Choice magazine:** *Choice* magazine revenue continues to decline as advertisers persist in showing preference digital advertising and content marketing. In FY21 print advertising brought in 143K, a significant drop from 287K in FY20. The figures shown in Table 4, below, representing net (after commission) sales, indicate that this trend continues. While close to budget, magazine ad sales are running almost \$31K behind this time last year.

**Choice Reviews:** Advertising revenues for Choice Reviews had a slow start in FY22 but is forecasted to end the year on or ahead of budget. In FY21 advertising for this product exceeded budget by 14K indicating a strong market for online banner advertising.

**Content Marketing:** Content marketing comprises podcasts, white papers, eblasts, and newsletters and represents a growth market for us. Advertisers turn to content marketing to have more direct and engaging communication with their customers. Revenue for this category is up 21K in FY22, 11% behind prior year. This variance is due to timing and content marketing revenue is expected to meet or exceed budget this year.

**Webinars:** Our sponsored webinar program, which is also a form of content marketing, is both ahead of budget by \$59K and ahead of prior year by 24%. Attendance continues to be strong with 13K registrants and 6k attendees to fourteen programs between September and November. Our most popular program, Mission JOY, sponsored by ProQuest, attracted 2,260 new viewers to our webinar program.

**Table 4: Advertising and Sponsorships**

Nov-21							
ADVERTISING & SPONSORSHIPS (net)							
Source	Budget YTD	Actual YTD	Var	% Budget	Prior Year	Var	% Prior
Choice magazine	35,812	33,346	(2,466)	-6.89%	45,290	(11,944)	-26.4%
Choice Reviews	8,356	12,102	3,746	44.83%	6,000	6,102	101.7%
Content Marketing	65,656	86,301	20,645	31.44%	97,405	(11,104)	-11.4%
ccAdvisor	1,194	91	(1,103)	-92.38%	239	(148)	-61.9%
<b>Total</b>	<b>111,018</b>	<b>131,840</b>	<b>20,822</b>	<b>18.76%</b>	<b>148,934</b>	<b>(17,094)</b>	<b>-11.5%</b>
Webinars	53,271	112,207	58,936	110.63%	90,727	21,480	23.7%
<b>TOTAL ADVERT &amp; SPONSHIPS</b>	<b>164,289</b>	<b>244,047</b>	<b>79,758</b>	<b>48.55%</b>	<b>239,661</b>	<b>4,386</b>	<b>1.8%</b>

**LICENSING:** Licensing (royalty) income is ahead of budget, again due to timing. We negotiated a two-year extension of our agreement with ProQuest's ebook platform and we expect to meet our revenue goal of \$455K for FY22.

**Table 5: Licensing**

Nov-21							
LICENSING							
Source	Budget YTD	Actual YTD	Var	% Budget	Prior Year	Var	% Prior
Choice	325	215	(110)	-33.85%	198	17	8.59%
Choice reviews	113,803	146,771	32,968	28.97%	153,878	(7,107)	-4.62%
RCL	0	0	0	#DIV/0!	0	0	#DIV/0!
Choice Reviews	0	0	0	#DIV/0!	0	0	#DIV/0!
<b>TOTAL LICENSING</b>	<b>114,128</b>	<b>146,986</b>	<b>32,858</b>	<b>28.79%</b>	<b>154,076</b>	<b>(7,090)</b>	<b>-4.60%</b>

## EXPENSES

On the expense side, we are close to or better than budget and prior year as we continue to look for cost savings in our operations. Our Outside Services expenses, which includes copy editing, are on budget, but we expect this cost to rise (and payroll to fall) over the course of FY22. Our copy editor retired in December and we plan on relying more on our freelance copy editor for the foreseeable future. Web operating expenses were down \$8K and depreciation of technology investments and amortization of equipment purchases are 16K better than budget. We continue to control costs and look for savings in our operations.

**Table 6: Direct Expenses**

# ACRL SB22 Doc 4.0

Nov-21							
EXPENSES	Budget YTD	Actual YTD	Var	Variance %	Prior YTD	Var to CYTD	Variance %
Payroll and Related	382,515	369,792	12,723	3.33%	354,537	(15,255)	-4.30%
Outside Services	38,611	27,777	10,834	28.06%	(53,108)	(80,885)	152.30%
Travel and Related	-	246	(246)	#DIV/0!	0	(246)	#DIV/0!
Meetings and Conferences	-	0	0	#DIV/0!	0	0	#DIV/0!
Publication-related	69,831	52,950	16,881	24.17%	78,591	25,641	32.63%
Operating	69,594	36,957	32,637	46.90%	53,091	16,134	30.39%
<b>TOTAL DIRECT EXPENSES</b>	<b>560,551</b>	<b>487,722</b>	<b>72,829</b>	<b>12.99%</b>	<b>433,111</b>	<b>(54,611)</b>	<b>-12.61%</b>

	FY22	FY22	FY22	FY22	FY22	FY20*	FY20*	FY20*
	Budget	Q1 Budget	Q1 Actual	\$ Variance	% Variance	Q1 Actual	\$ Variance	% Variance
<b>Beginning Reserves</b>								
Reserve Sept. 1: ACRL Operating	\$3,367,723	\$3,367,723	\$3,367,723	\$0	0%	\$3,311,824	\$55,899	2%
Reserve Sept. 1: ACRL LTI	\$5,522,221	\$5,209,693	\$5,209,693	\$0	0%	\$4,954,015	\$568,206	5%
Reserve Sept. 1: CHOICE Operating	\$2,924,245	\$2,924,245	\$2,924,245	\$0	0%	\$2,571,980	\$352,265	14%
Reserve Sept. 1: CHOICE LTI	\$557,493	\$557,493	\$557,493	\$0	0%	\$538,536	\$18,957	4%
<b>Total</b>	<b>\$12,371,681</b>	<b>\$12,059,154</b>	<b>\$12,059,154</b>	<b>\$0</b>	<b>0%</b>	<b>\$11,376,355</b>	<b>\$995,326</b>	<b>6%</b>
<b>Revenues</b>								
<b>Membership</b>								
Dues	\$539,937	\$134,984	\$127,796	(\$7,189)	-5%	\$146,809	(\$19,013)	-13%
Standards, Licensing Fees	\$250	\$62	\$0	(\$62)	-100%	\$30,954	(\$30,954)	-100%
Advisory	\$52,000	\$13,000	\$0	(\$13,000)	-100%	\$0	\$0	N/A
Awards	\$0	\$0	\$1,200	\$1,200	N/A	\$500	\$700	140%
Special Events	\$15,125	\$0	\$0	\$0	N/A	\$0	\$0	N/A
Equity, Diversity & Inclusion	\$17,500	\$0	\$31,000	\$31,000	N/A	\$500	\$30,500	6100%
Project Outcome	\$6,525	\$1,463	\$0	(\$1,463)	N/A	\$0	\$0	N/A
<b>Subtotal</b>	<b>\$631,337</b>	<b>\$149,509</b>	<b>\$159,996</b>	<b>\$10,486</b>	<b>7%</b>	<b>\$178,763</b>	<b>(\$18,767)</b>	<b>-10%</b>
<b>Publications</b>								
CHOICE	\$2,246,444	\$544,887	\$646,732	\$101,845	19%	\$718,233	(\$71,501)	-10%
C&RL	\$19,325	\$4,581	\$10,404	\$5,823	127%	\$3,589	\$6,815	190%
C&RL News	\$460,437	\$127,812	\$184,296	\$56,484	44%	\$113,428	\$70,869	62%
RBM	\$23,756	\$11,617	\$2,650	(\$8,967)	-77%	\$14,454	(\$11,804)	-82%
Nonperiodical Publications	\$266,120	\$64,780	\$63,024	(\$1,756)	-3%	\$76,456	(\$13,432)	-18%
Library Statistics	\$193,036	\$30,194	\$29,936	(\$258)	-1%	\$21,472	\$8,464	39%
<b>Subtotal</b>	<b>\$3,209,118</b>	<b>\$783,871</b>	<b>\$937,042</b>	<b>\$153,171</b>	<b>20%</b>	<b>\$947,632</b>	<b>(\$10,590)</b>	<b>-1%</b>
<b>Education</b>								
Institutes & Liscensed Workshops	\$291,850	\$14,250	\$0	(\$14,250)	-100%	\$0	\$0	N/A
ACRL Conference	(\$24,000)	(\$6,000)	\$0	\$6,000	-100%	(\$1,945)	\$1,945	-100%
Preconferences & RBMS Conference	\$240,071	\$0	\$0	\$0	N/A	\$24,000	(\$24,000)	-100%
Annual Conference & MW Programs	\$14,000	\$0	\$0	\$0	N/A	\$0	\$0	N/A
Web-CE	\$95,623	\$23,910	\$16,254	(\$7,656)	-32%	\$12,815	\$3,439	27%
<b>Subtotal</b>	<b>\$617,544</b>	<b>\$32,160</b>	<b>\$16,254</b>	<b>(\$15,906)</b>	<b>-49%</b>	<b>\$34,870</b>	<b>(\$18,616)</b>	<b>-53%</b>
<b>Special Programs</b>								
Friends of ACRL-Restricted	\$0	\$0	\$0	\$0	N/A	\$0	\$0	N/A
Friends of ACRL-Operating	\$0	\$0	\$0	\$0	N/A	\$0	\$0	N/A
<b>Total Revenues</b>								
<b>Total Revenues ACRL</b>	<b>\$2,211,555</b>	<b>\$420,654</b>	<b>\$466,559</b>	<b>\$45,906</b>	<b>11%</b>	<b>\$443,032</b>	<b>\$23,528</b>	<b>5%</b>
<b>Total Revenues CHOICE</b>	<b>\$2,246,444</b>	<b>\$544,887</b>	<b>\$646,732</b>	<b>\$101,845</b>	<b>19%</b>	<b>\$718,233</b>	<b>(\$173,347)</b>	<b>-10%</b>
<b>Total Revenues ACRL &amp; Choice</b>	<b>\$4,457,999</b>	<b>\$965,540</b>	<b>\$1,113,291</b>	<b>\$147,751</b>	<b>15%</b>	<b>\$1,161,265</b>	<b>(\$195,725)</b>	<b>-4%</b>

	FY22	FY22	FY22	FY22	FY22	FY20*	FY20*	FY20*
	Budget	Q1 Budget	Q1 Actual	\$ Variance	% Variance	Q1 Actual	\$ Variance	% Variance
<b>Expenses</b>								
<b>Membership</b>								
Membership Services	(\$14,040)	\$15,554	\$3,657	(\$11,897)	-76%	\$4,169	(\$513)	-12%
Exec. Cttee. & Board	\$176,922	\$2,033	\$2,520	\$487	24%	\$53,717	(\$51,197)	-95%
Advisory	\$60,959	\$8,305	(\$1,599)	(\$9,904)	-119%	\$22,082	(\$23,680)	-107%
Standards Distribution	\$10,593	\$22	\$0	(\$22)	-100%	\$46	(\$46)	-100%
Awards	\$32,446	\$0	\$0	\$0	N/A	\$0	\$0	N/A
Chapters	\$22,272	\$1,953	\$100	(\$1,853)	-95%	\$14	\$86	591%
Committees	\$135,661	\$164	\$0	(\$164)	-100%	\$0	\$0	N/A
Sections	\$144,470	\$20,004	\$655	(\$19,348)	-97%	\$526	\$129	25%
C&RL Over Revenue	\$0	\$0	\$0	\$0	N/A	\$0	\$0	N/A
C&RL News Over Revenue	\$0	\$0	\$0	\$0	N/A	\$0	\$0	N/A
Liaisons to Higher Ed. Organizations	\$33,454	\$4,288	\$10,081	\$5,794	135%	\$6,491	\$3,590	55%
Special Events	\$22,186	\$2,827	\$0	(\$2,827)	-100%	\$0	\$0	N/A
Information Literacy	\$46,856	\$6,738	\$2,759	(\$3,978)	-59%	\$9,390	(\$6,631)	-71%
Scholarly Communications	\$85,217	\$4,226	\$1,167	(\$3,059)	-72%	\$36,642	(\$35,476)	-97%
Value of Academic Libraries	\$45,040	\$0	\$0	\$0	N/A	(\$315)	\$315	-100%
Government Relations	\$44,369	\$3,753	\$1,167	(\$2,586)	-69%	\$4,885	(\$3,718)	-76%
Scholarships	\$37,000	\$0	\$2,500	\$2,500	N/A	\$0	\$2,500	N/A
Annual Conference Programs	\$37,589	\$0	\$0	\$0	N/A	\$0	\$0	N/A
New Roles & Changing Landscapes	\$24,204	\$1,636	\$200	(\$1,436)	-88%	\$3,375	(\$3,175)	-94%
Equity, Diversity & Inclusion	\$43,184	\$1,356	\$4,307	\$2,951	218%	\$52	\$4,255	8224%
Project Outcome	\$97,866	\$15,816	\$14,463	(\$1,353)	-9%	\$36,328	(\$21,866)	-60%
<b>Subtotal</b>	<b>\$1,086,248</b>	<b>\$88,675</b>	<b>\$41,977</b>	<b>(\$46,698)</b>	<b>-53%</b>	<b>\$177,404</b>	<b>(\$135,427)</b>	<b>-76%</b>
<b>Publications</b>								
CHOICE	\$2,456,389	\$628,130	\$426,693	(\$201,437)	-32%	\$520,778	(\$94,085)	-18%
C&RL	\$50,438	\$3,377	\$2,905	(\$472)	-14%	\$3,218	(\$313)	-10%
C&RL News	\$427,425	\$77,444	\$68,723	(\$8,721)	-11%	\$53,514	\$15,209	28%
RBM	\$21,298	\$5,877	\$4,973	(\$904)	-15%	\$6,315	(\$1,342)	-21%
Nonperiodical Publications	\$245,601	\$26,331	\$3,133	(\$23,198)	-88%	\$41,233	(\$38,100)	-92%
Library Statistics	\$180,786	\$22,530	\$10,845	(\$11,685)	-52%	\$5,061	\$5,784	114%
<b>Subtotal</b>	<b>\$3,381,937</b>	<b>\$763,689</b>	<b>\$517,272</b>	<b>(\$246,417)</b>	<b>-32%</b>	<b>\$630,119</b>	<b>(\$112,847)</b>	<b>-18%</b>
<b>Education</b>								
Institutes & Liscensed Workshops	\$285,411	\$10,624	\$937	(\$9,687)	-91%	\$574	\$363	158%
ACRL Conference	\$290,106	\$23,913	\$341	(\$23,572)	-99%	\$22,872	(\$22,531)	-102%
Preconferences & RBMS Conference	\$227,434	-\$19,797	\$2,201	\$21,998	-111%	\$6,935	(\$4,733)	-147%
Web-CE	\$72,070	\$5,237	\$3,405	(\$1,832)	-35%	\$6,211	(\$2,805)	-221%
<b>Subtotal</b>	<b>\$875,021</b>	<b>\$19,977</b>	<b>\$6,885</b>	<b>(\$13,093)</b>	<b>-66%</b>	<b>\$36,592</b>	<b>(\$29,707)</b>	<b>-123%</b>
<b>Special Programs</b>								
Friends of ACRL-Restricted	\$0	\$0	\$0	\$0	N/A	\$0	\$0	N/A
Friends of ACRL-Operating	\$47,700	\$1,750	\$197	(\$1,553)	-89%	\$269	(\$72)	-27%
<b>Subtotal</b>	<b>\$47,700</b>	<b>\$1,750</b>	<b>\$197</b>	<b>(\$1,553)</b>	<b>-89%</b>	<b>\$269</b>	<b>(\$72)</b>	<b>-27%</b>
Unallocated Admin Expenses	\$6,875	\$394,580	\$237,102	(\$157,479)	-40%	\$408,436	(\$171,334)	-42%
<b>Total Expenses</b>								
<b>Total Expenses ACRL</b>	<b>\$2,941,392</b>	<b>\$640,541</b>	<b>\$376,739</b>	<b>(\$263,802)</b>	<b>-41%</b>	<b>\$732,041</b>	<b>(\$355,301)</b>	<b>-49%</b>
<b>Total Expenses CHOICE</b>	<b>\$2,456,389</b>	<b>\$628,130</b>	<b>\$426,693</b>	<b>(\$201,437)</b>	<b>-32%</b>	<b>\$520,778</b>	<b>(\$94,085)</b>	<b>-18%</b>
<b>Total Expenses ACRL &amp; Choice</b>	<b>\$5,397,781</b>	<b>\$1,268,671</b>	<b>\$803,432</b>	<b>(\$465,239)</b>	<b>-37%</b>	<b>\$1,252,819</b>	<b>(\$449,387)</b>	<b>-36%</b>

	FY22	FY22	FY22	FY22	FY22	FY20*	FY20*	FY20*
	Budget	Q1 Budget	Q1 Actual	\$ Variance	% Variance	Q1 Actual	\$ Variance	% Variance
<b>Nets</b>								
Total Net ACRL	(\$729,837)	(\$219,888)	\$89,820	\$309,708	141%	(\$289,009)	\$378,829	322%
Total Net Choice	(\$209,945)	(\$83,243)	\$220,039	\$303,282	364%	\$197,455	\$22,584	11%
Membership Net	(\$454,911)	\$60,835	\$118,019	\$57,184	-94%	\$1,359	\$116,659	8584%
Publications Net (without Choice)	\$37,126	\$103,425	\$199,731	\$96,306	93%	\$120,058	\$79,673	66%
Education Net	(\$257,477)	\$12,183	\$9,369	(\$2,813)	23%	(\$1,722)	\$11,091	544%
<b>Operating Transfers</b>								
ACRL	\$0	\$0	\$0	\$0	N/A	\$0	\$0	N/A
Choice	\$0	\$0	\$0	\$0	N/A	\$0	\$0	N/A
<b>LTI Transfers, Gains, Losses</b>								
ACRL LTIs	(\$141,536)	\$26,383	\$15,506	(\$10,877)	-41%	\$236,385	(\$220,879)	-93%
Choice LTI	(\$34,476)	\$2,928	\$1,264	(\$1,664)	-57%	\$7,269	(\$6,005)	-83%
<b>Ending Reserves</b>								
ACRL Mandated Operating Reserve	\$841,982	\$841,982	\$841,982	\$0	0%	\$1,028,604	(\$186,622)	-18%
Reserve Aug 31: ACRL Operating	\$2,637,886	\$3,147,835	\$3,457,543	\$309,708	10%	\$3,022,815	\$434,728	14%
Reserve Aug 31: ACRL LTI	\$5,380,685	\$5,236,076	\$5,225,199	(\$10,877)	0%	\$5,190,400	\$34,800	1%
Reserve Aug 31: CHOICE Operating	\$2,714,300	\$2,841,001	\$3,144,284	\$303,282	11%	\$2,769,435	\$374,849	14%
Reserve Aug 31: CHOICE LTI	\$523,017	\$560,421	\$558,757	(\$1,664)	0%	\$545,805	\$12,951	2%
Total	\$11,255,887	\$11,785,334	\$12,385,783	\$600,449	5%	\$12,557,059	(\$171,277)	-1%
* = Column G includes FY20 actuals for ACRL to reflect two-year conference budget and FY21 actuals for Choice.								

Association of College & Research Libraries  
ALA/ACRL American Library Association  
225 N Michigan Ave, Suite 1300  
Chicago, IL 60601  
acrl@ala.org, <http://www.acrl.org>



## Board of Directors Action Form

To: ACRL Board of Directors

Subject: Rescind ACRL Open Microphone Policy

Submitted by: Julie Garrison, ACRL President

Date submitted: 3/1/2022

### Background

Per section [2.4.2 Open Sessions](#) of the ACRL Guide to Policies and Procedures, “The final thirty minutes of the first Board meeting is set aside for an ‘open microphone’ session when any ACRL member may address the Board.”

Open mic has been a long-standing policy for over twenty years and predates the wide adoption of current technology. Technology now allows for the Board to be nimbler by allowing for virtual agendas and document sharing on-the-fly if needed. In the past, agendas and documents were distributed as hardcopies only, which did not allow for much flexibility. In addition to the change in how agendas and documents are shared, the Board can easily respond to requests throughout the year, instead of only at quarterly face-to-face meetings, by taking virtual action.

If the Board were to rescind the open mic policy, members would still have ample opportunities to address the Board. Prior to each of the quarterly Board meetings, the Board document deadline is sent to member leaders with instructions on how to submit a Board action or discussion form. If there are requests that come up throughout the year, groups can submit a Board action or discussion form by working with their Board and staff liaisons. Board members can also be reached by any ACRL member, as all current ACRL members have access to the Board’s contact information through the online roster. Additionally, anyone with an ALA Connect profile can join and participate in the Board’s Public ALA Connect community.

In recent years, there have been no members who addressed the Board during the thirty minutes that is set aside at the end of the first Board meeting in January and June. To ensure the best use of synchronous Board meetings, it is recommended that the policy be updated to no longer require open microphone during Board meetings.

*Electronic submission is preferred for all Board actions. If electronic submission of the entire document is not possible, please send the Action Form to ACRL Program Officer Allison Payne electronically at [apayne@ala.org](mailto:apayne@ala.org) and the remainder in hard copy.*

## Stakeholders

After having no guests appear for open microphone at recent meetings, Board members recommended reconsidering the policy while still allowing for member feedback and engagement.

## Fiscal and Staffing Impact

If approved, staff will update the ACRL Guide to Policies and Procedures.

## Action Recommended

That the ACRL Board of Directors approves to amend [2.4.2 Open Sessions](#) to remove, “The final thirty minutes of the first Board meeting is set aside for an ‘open microphone’ session when any ACRL member may address the Board.”

## Strategic Goal Area Supported

Please see the [ACRL Strategic Plan](#), and select from the drop-down the goal area that will be affected most by this action.

Value of Academic Libraries

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

Student Learning

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

Research and Scholarly Environment

Goal: Librarians accelerate the transition to more open and equitable systems of scholarship.

New Roles and Changing Landscapes

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

Enabling Programs and Services

ACRL programs, services, and publications that target education, advocacy, and member engagement.

Association of College & Research Libraries  
ALA/ACRL American Library Association  
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Chicago, IL 60601  
acrl@ala.org, <http://www.acrl.org>



## Board of Directors Discussion Form

To: ACRL Board of Directors

Subject: Diversity Alliance Membership Levels Proposal

Submitted by: Annie Belanger, Co-Chair, ACRL Diversity Alliance Task Force

Date submitted: March 18, 2022

### Background

The ACRL Diversity Alliance Task Force (DATF) was charged with identifying “criteria and process for Diversity Alliance membership in the absence of a residency program” (Charge item 6). To this end, the DATF investigated options that might expand membership beyond large R1 institutions that have the capacity to offer Diversity Residencies. The Diversity Alliance Membership Levels (Doc 7.1) proposes one Foundational Commitment Level for institutions who are working to build an inclusive culture, and two Bridge Commitment Levels: Pre-Career BIPOC experiences (Practicums) for MLIS/MLS graduate students and Early Career BIPOC experiences (Diversity Residencies). See proposed membership structure.

The membership proposal should be considered in relation to the future of the Diversity Alliance governance.

See accompanying proposal ACRL DA Membership Levels Proposal (Doc 7.1).

Following the Board discussion at the April 6, 2022 Spring Meeting, the task force will consider feedback on the membership levels for their final report and recommendations, which will be presented to the Board in June 2022.

### Questions for the Board to Discuss

1. How do the membership levels align with the future directions of ACRL and the needs of the profession?
2. Does the creation of a foundational level meet the requirement to expand beyond diversity residencies? How might this enable more institutions to participate in the Diversity Alliance?
3. What risks do you foresee in this model?

*Please send completed Discussion Forms to ACRL Program Manager for Strategic Initiatives Allison Payne at [apayne@ala.org](mailto:apayne@ala.org). Board document deadlines are posted on [ALA Connect](#). See [Chapter 2: Board of Directors and Executive Committee](#) for policies and procedures.*

## Stakeholders

In addition to task force members, the following groups have been consulted:

- ALA Residency Interest Group (RIG) liaison and incoming convener
- Diversity Residencies Coordinators participating in the monthly support calls

## Strategic Goal Area Supported

[Select the goal area that will be affected most by this action.]

Value of Academic Libraries

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

Student Learning

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

Research and Scholarly Environment

Goal: Librarians accelerate the transition to more open and equitable systems of scholarship.

New Roles and Changing Landscapes

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

Enabling Programs and Services

ACRL programs, services, and publications that target education, advocacy, and member engagement.

# ACRL Diversity Alliance (DA) Membership Proposal

March 18, 2022

## Question:

Hosting a Diversity Residency may only be possible for large institutions. How could smaller institutions participate in the Diversity Alliance?

## Goals:

- Honor original intent of the DA while responding to ACRL Board request
- Limit duplication of effort across ACRL/ALA groups
- Limit additional investment of time/effort/workload on the part of DA members
- Build off the Residency Interest Group (RIG) Toolkit, the DA LibGuide, and existing resources
- Expand access to DA for a wider group of libraries
- Expand pre-career and early career work opportunities and development for BIPOC at a wider range of libraries

## Proposal

### Levels of Commitment

#### Foundational

- Building an [inclusive organizational culture](#) supportive of Black, Indigenous and People of color (BIPOC) retention in academic libraries and the profession

#### Bridge

- Pre-Career, paid practicum opportunities for BIPOC graduate students
- Early career work experiences for BIPOC recent graduates (preparing for and hosting Diversity Residency)

#### Costs:

- Foundational Level - Building an inclusive organizational culture
  - \$250
  - Access to resources and checklists
  - Receive stock language to describe membership
- Bridge Levels - BIPOC Pre-Career and Early Career Experiences
  - \$500
  - Access to resources and checklists
  - Access to Coordinators listserv and collaborative peer-coaching

- Receive stock language to describe Bridge Level activities

## Logistics

- The Commitment Letter template would need to be revisited and considered in light of the new levels of commitment. The task force is prepared to update the commitment letter pending Board support during the Spring Virtual Meeting, and an updated letter could be presented to the Board with the final report and recommendations in June 2022.
- Commitment / Renewal letter(s) should include ability to report on actions toward commitment levels
  - Checklist with quick notes for progress or dates accomplished
- Need to consider what baseline training support and costs that Diversity Alliance could be providing / referring on an ongoing basis
- Need to consider how institutional levels of commitment and accomplishment would be tracked without development of a time intensive, onerous process for DATF members
- How would institutions be held accountable to meeting their commitments?

## Foundational Level: Building an inclusive culture supportive of BIPOC retention in academic libraries and the profession

### ***All members of the DA must complete this level***

Members will consult and implement the [RIG' Pre-Residency Checklist](#) to advance their development of an inclusive culture, with emphasis on the following:

- Implementing an [organizational climate](#) evaluation
- Developing and implementing a/an:
  - Plan to address issues identified in the climate evaluation
  - Strategic Plan with clear vision for diversity & inclusion, made publicly visible
  - Assessment to gauge progress toward an inclusive culture
  - Develop a method of sharing assessment results
- Identifying a committee/individual tasked to assist with professional development mentorship, and leadership development (focused on increased inclusiveness?)
- Implementing a program of DEI training that includes:
  - Cultural competency
  - Preparing staff to work with individuals from diverse backgrounds
  - Understanding microaggressions
  - Training for managers/supervisors on working with BIPOC, how to address microaggressions, and managing conflict effectively
  - Issues around race and ethnicity, gender, transgender, ageism, disability, etc.
- Developing and establishing a plan/procedure for addressing employees/patrons making racial or other microaggressions

- Communicating implicitly and explicitly the institution’s intentions and expectations for how DEI training will be put into practice

Additionally, members will be expected to:

- Implement inclusive hiring practices
- Establish onboarding procedures and ongoing training for staff that includes knowledge of cultural competency, working with individuals from diverse backgrounds, microaggressions, and DEI expectations

## Pre-Career Bridge Level: Creating pre-career work experiences for BIPOC Graduate Students

Members at this level will be expected to 1) meet and sustain the level 1 requirements and 2) create early career paid working opportunities for BIPOC. Members have the option of two pathways to host and coach early career BIPOC library and archives professionals. These options are meant to enable as many libraries as possible in light of their local capacity, financial reality, and institutional environment.

### Hosting a Paid Student Practicum Program

1. Active commitment to developing a culture of inclusivity, equity, and accessibility. This includes implementing inclusive hiring practices
2. Establish and sustain a semester-long paid MLS/MLIS practicum program for at least one individual.
3. Identify individual(s) tasked to assist with professional development, mentorship, and leadership development
4. Commit to designing experiences to expand the practicum participant’s self-defined interests and skills—including mentorships, learning opportunities to broaden knowledge of the libraries, and inclusion in departmental meetings in order to create a “sense of belonging.” These should allow practicum participants to engage librarians and or professional staff in the library. It is beneficial that a cohort of practicum participants be formed locally or across multiple institutions
5. Provide access to training required of the practicum project(s)
6. Provide pay for the practicum participant commensurate with the hourly salaries of equivalent library and archives professionals with library and archives degrees in progress
7. Agree to serve as a collegial resource (advisor and guide) to active member institutions of the Diversity Alliance

## Early Career Bridge Level - Creating early career work experiences for BIPOC Recent Graduates (Diversity Residencies)

### Preparing for and Hosting a Diversity Residency

1. Establish a residency program for at least one individual that lasts a minimum of two years (three years preferred).
2. Identify individual(s) tasked to coordinate the program, liaise with Library Leader (signatory), and actively engage with the resident(s) to provide coaching, career development support, identifying professional development opportunities, and mentorship.
3. Commit to designing and assessing experiences to expand the resident's self-defined interests and skills—including mentorships, learning opportunities to broaden knowledge of the libraries, special projects or rotations across the library, and inclusion in departmental meetings in order to create a "sense of belonging." These should allow residents to engage librarians and or professional staff in the library. It is beneficial that a cohort of diversity residents be formed locally or across multiple institutions
  - a. Where policies allow, engagement in the shared governance or union proceedings is encouraged in order to provide a fuller experience of professional work
4. Agree to serve as a resource, i.e., advisors and guides, to those institutions participating in the ACRL Diversity Alliance
5. Provide training and funding needed to complete assignments and special projects
6. Provide professional development funding equal or greater to librarians or archivists
7. Provide a salary for the resident commensurate with the salaries of equivalent entry-level librarians or archivists
8. Ensure active assessment of the program's design, processes, and impacts
9. Ensure position ads articulate clearly the type of residency experiences and workload split across departments and functions

### Recommendation Contingency

In order to accomplish the goals of the Diversity Alliance and ALA, activities require oversight, accountability, and support for the leaders who are committing to active progression towards an inclusive culture and BIPOC pre-career/early career work experiences. The DA Membership proposal should be considered in conjunction with report recommendations that the DA shift to a standing division-level committee to ensure consistent, stable governance for Diversity Alliance activities.

### Glossary of Terms

**Organizational Climate:** Organizational climate is the perception of employees towards the formal policies of their employer and informal practices of their leadership; how employees within an organization experience the organization's culture

**Organizational Culture:** The collection of values, expectations, and practices that guide and inform the actions of all team members.

**Inclusion:** An environment in which all individuals are treated fairly and respectfully; are valued for their distinctive skills, experiences, and perspectives; have equal access to resources and opportunities; and can contribute fully to the organization's success. (ALA, [ODLOS Glossary of Terms](#))



## ACRL DIVERSITY ALLIANCE

### Letter of Commitment

\_\_\_\_\_ agrees to participate in the **ACRL Diversity Alliance** program, January 1, 2022–December 31, 2022 to increase the pipeline of professionally underrepresented racial and ethnic groups. As part of this agreement, we make the following commitments:

1. Establish or sustain a residency program for at least one individual that lasts a minimum of two years (three years preferred).
2. Commit to designing experiences at the local level to expand the residents' interests and skills, e.g., mentorships, rotation through other library units, etc.
3. Agree to serve as a resource, i.e., advisors and guides, to those institutions participating in the Diversity Alliance.
4. Provide at a minimum the same level of professional development support provided other library faculty/staff/employees.
5. Provide a salary for the resident commensurate with the salaries of equivalent entry-level library professionals.

We understand that commitments to the ACRL Diversity Alliance are renewed annually to ensure these principles continue to be a priority.

DIRECTOR NAME (Printed):

DIRECTOR NAME (Signature):

INSTITUTION:

DATE:

Association of College & Research Libraries  
ALA/ACRL American Library Association  
225 N Michigan Ave, Suite 1300  
Chicago, IL 60601  
acrl@ala.org, <http://www.acrl.org>



## Board of Directors Action Form

To: ACRL Board of Directors

Subject: ACRL Awards

Submitted by: Julie Garrison, ACRL President

Date submitted: March 23, 2022

### Background

In January 2021, the ACRL Board approved pausing the awards program to undertake a review of the current program and understand how meaningful awards are to members. A task force was formed to address the following:

- What value do members derive from the current awards program?
- Are current funding mechanisms sustainable to support awards into the future?
- Where is there overlap in awards?
- Are there professional gaps that the current awards program does not address?
- Do ACRL awards programs benefit ACRL's diverse group of members and do they further our Core Commitment to equity, diversity, and inclusion (EDI)?
- Are there other models ACRL should consider adopting to recognize achievement that would provide value to members of the profession, their libraries, and the communities they serve?

On January 28, 2022, the ACRL Board of Directors discussed and accepted the thirteen recommendations presented by the ACRL Awards Task Force. Recommendations included resuming the current awards program for one year and creating a new task force to extensively transform how ACRL conducts awards. After consulting with ACRL staff and in-depth discussions about each of the Awards Task Force's recommendations, there is a need to revisit these recommendations and determine concrete next steps for how to move forward, particularly related to resuming the current awards program while simultaneously implementing other recommended changes. Several factors play into this:

1. ACRL lost its award staff person shortly before the awards task force finished its work. Current staff do not have the capacity to resume the awards while, at the same time, working with the task force that will be created to examine and operationalize the Awards Task Force's comprehensive recommendations.

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2. The large number of recommendations from the Awards Task Force will require substantial time and consideration to determine the best way forward. Because of this, it is essential to focus ACRL staff time and energy on examining the recommendations thoroughly.
3. There are still unresolved financial challenges securing funding for awards.
4. ALA will form a Cross Functional Team this spring that will be looking at awards across all of ALA and ACRL will need to work in concert with that effort.

We also realize that we need to clearly formulate a charge for the new task force, including a re-examination of the recommended timeline.

### Stakeholders

If pertinent, have other stakeholders been consulted?

### Fiscal and Staffing Impact

If pertinent, what is the fiscal and staffing impact?

### Action Recommended

That the ACRL Board of Directors approves a continued pause of ACRL's current award program for the length of time it takes to fully consider and implement the Award Task Force recommendations.

### Strategic Goal Area Supported

Please see the [ACRL Strategic Plan](#), and select from the drop-down the goal area that will be affected most by this action.

Value of Academic Libraries

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

Student Learning

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

Research and Scholarly Environment

Goal: Librarians accelerate the transition to more open and equitable systems of scholarship.

New Roles and Changing Landscapes

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

Enabling Programs and Services

ACRL programs, services, and publications that target education, advocacy, and member engagement.

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## Board of Directors Action Form

To: ACRL Board of Directors

Subject: ACRL Awards, New Task Force Charge

Submitted by: Julie Garrison, ACRL President

Date submitted: March 23, 2022

### Background

In January 2021, the ACRL Board approved pausing the awards program to undertake a review of the current program and understand how meaningful awards are to members. A task force was formed to address the following:

- What value do members derive from the current awards program?
- Are current funding mechanisms sustainable to support awards into the future?
- Where is there overlap in awards?
- Are there professional gaps that the current awards program does not address?
- Do ACRL awards programs benefit ACRL's diverse group of members and do they further our Core Commitment to equity, diversity, and inclusion (EDI)?
- Are there other models ACRL should consider adopting to recognize achievement that would provide value to members of the profession, their libraries, and the communities they serve?

On January 28, 2022 The ACRL Board of Directors discussed and accepted the thirteen recommendations presented by the ACRL Awards Task Force. Recommendations included resuming the current awards program for one year and creating a new task force to extensively transform how ACRL conducts awards. After consulting with ACRL staff and in-depth discussions about each of the twelve Awards Task Force's recommendations, there is a need to revisit these recommendations and formulate a formal charge for a new task force, including a re-examination of the recommended timeline. The new task force will need to make specific, implementable recommendations for streamlining ACRL awards process including:

1. Investigating the feasibility of collapsing awards process into one committee, or other models that consolidate and centralize the process
2. Creating a single set of standardized processes, fundraising protocols, and monetary awards for awards

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3. Ensuring EDI principles are incorporated into all aspects of awards program
4. Align its work with any outcomes of ALA's Cross Functional Team looking at awards across ALA

## Stakeholders

If pertinent, have other stakeholders been consulted?

## Fiscal and Staffing Impact

If pertinent, what is the fiscal and staffing impact?

## Action Recommended

That the ACRL Board of Directors approves appointing a task force to:

Make specific, implementable recommendations for streamlining ACRL awards process including:

- Establish standardized process, fundraising protocols, and standard monetary awards across the ACRL
- Investigate feasibility of collapsing all division awards into one new division awards committee, or other models that consolidate and centralize the process
- Ensure EDI principles are incorporated into all aspects of awards program, including research grants and scholarships, whether administered at the division or section level. (Principles include, but are not limited to definitions of achievement, award eligibility criteria, award nomination processes, and award committee appointment processes.)
- Ensure ACRL awards process aligns with ALA policies and awards procedures

Please see the [ACRL Strategic Plan](#), and select from the drop-down the goal area that will be affected most by this action.

Value of Academic Libraries

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

Student Learning

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

Research and Scholarly Environment

Goal: Librarians accelerate the transition to more open and equitable systems of scholarship.

New Roles and Changing Landscapes

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

Enabling Programs and Services

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ACRL programs, services, and publications that target education, advocacy, and member engagement.

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**Further Background for ACRL Awards Discussion**  
**3/23/2022**

**The 2021 Awards Task Force recommends to the ACRL Board**

1. That, based on the feedback gathered by this Task Force and by the 2017 Task Force, ACRL continue to dedicate the resources and support necessary for a strong awards program.
2. That the existing awards administered by sections and at the division-level resume for the 2023 award season only.
3. That, due to perennial issues with funding, overlap and gaps, a working group or ad hoc committee be appointed immediately and given 12 months to develop a new model for recognizing achievement and distinguished service in the 2024 season and beyond. The working group/ad committee should reflect the diversity of the profession and should include, at a minimum, representation from all sections that currently administer ACRL program awards. Their charge would include:
  - a. Replacing the current awards program, in which awards are overseen by multiple, isolated division and section-level committees, with a streamlined model, with award processes overseen by a single, representative standing division-level award committee.
  - b. Determining the composition of/appointment protocols for the new division-level Award Committee including:
    - i. Conducting a thorough review the unique criteria, eligibility, and funding employed by all existing awards;
    - ii. Creating new standardized criteria and eligibility for the awards;
    - iii. Ensuring EDI principles are incorporated into all aspects of the awards program (see also Recommendations 7-9);
    - iv. Establishing standard monetary amounts for award categories that are consistent with ACRL/ALA policies; and
    - v. Working with ACRL staff to establish a single pool of funding.
  - c. Exploring, with appropriate section leadership, if the Katharine Kyes Leab and Daniel J. Leab American Book Prices Current Exhibition Catalogue Awards and the STS Oberly Award for Bibliography in the Agricultural or Natural Sciences still meet the needs of the membership given the narrow focus of both awards or if the endowment funds can be used in different ways. (See also Recommendation 4.)
  - d. Considering, with guidance from the ACRL 2023 Scholarships Committee and appropriate section input, if Routledge Distance Learning Librarianship Conference Sponsorship Award could be subsumed into a new, broader version of the ACRL conference scholarship program. (See also Recommendation 6.)
4. That if the determination is made by the ad hoc committee/working group that either or both the Katharine Kyes Leab and Daniel J. Leab American Book Prices Current Exhibition Catalogue Awards and the STS Oberly Award for Bibliography in the Agricultural or Natural Sciences should continue to be administered, they will be administered at the section level, outside the ACRL awards program, to the extent permitted by ALA policy regarding endowment terms and minimums.
5. That existing Research Awards and Grants (i.e., De Gruyter European Librarianship Study Grant) be renamed "Research Grants" and administered at the section level, outside the ACRL awards program, continuing to coordinate any sponsor outreach/fundraising through ACRL staff.

6. That the Routledge Distance Learning Librarianship Conference Sponsorship Award be renamed as “scholarship” and administered at the section level, outside the ACRL awards program, unless a determination is made to subsume it into a new, broader version of the ACRL conference scholarship. In all scenarios, any sponsor outreach/fundraising would continue to be coordinated through ACRL staff.
7. That EDI principles be incorporated into all aspects of the awards program and also into research grants and conference scholarships, whether administered at the division or section level. EDI principles include, but are not limited to: definitions of achievement, award eligibility criteria, award nomination processes, and award committee appointment processes.
8. That specific participation in an ACRL section be removed as an eligibility requirement for any award, research grant, or conference scholarship, whether administered at the division or section level.
9. That a system of checks and balances is established so that a recipient does not receive more than a single award, research grant, or conference scholarship for the same project in the same year.
10. That when ACRL lifts its five-year moratorium on the establishment of any new awards (through Fall 2023), if not before, an award be created that recognizes service and/or research efforts in equity, diversity and inclusion.
11. That ACRL move toward certificates instead of plaques for all awards.
12. That Section 12.2.9 of the Guide to Policies and Procedures be affirmed. This policy allows sections that lose sponsor funding for awards to continue to offer that award (going forward, limited to Research Grants and Conference Scholarships), either as an unfunded award or by using basic services funding to fund the award.
13. That ACRL set a long-term goal of fundraising a minimum of \$1 million to establish an endowment to fund the ACRL awards program.

### **ACRL Awards Task Force Next Steps**

1. Continue to resource and support a strong awards program – *see #2 & 3 below for how to do this*
2. Resume existing awards for the 2023 award season – *recommend continuing a pause to allow ACRL staff to dedicate their energies to working to advance the Task Force recommendations*
3. Appoint a task force to explore new model and develop an implementation strategy and plan  
*Possible charge: Make specific, implementable recommendations for streamlining ACRL awards process including:*
  - i. Establish standardized process, fundraising protocols, and standard monetary awards across the ACRL*
  - ii. Investigating feasibility of collapsing all division awards into one new division awards committee, or other models that consolidate and centralize the process*
  - iii. Ensuring EDI principles are incorporated into all aspects of awards program, including research grants and scholarships, whether administered at the division or section level. (Principles include, but are not limited to definitions of achievement, award eligibility criteria, award nomination processes, and award committee appointment processes.)*
  - iv. Ensure ACRL awards process aligns with ALA policies and awards procedures*

*v. Align its work with any outcomes of ALA's Cross Functional Team looking at awards across ALA*

**Recommendations about specific awards:**

1. Determine whether to continue the Katharine Kyes Leab and Danial J Leab American Book Prices Current Exhibition Catalogue Awards (<https://www.ala.org/acrl/awards/publicationawards/leabawards>) and the STS Oberly Award for Bibliography in Agriculture or Natural Sciences (<https://www.ala.org/acrl/awards/publicationawards/oberlyaward>)
  - Look at endowment language rules for these awards – *ACRL Staff to discuss feasibility of this with STS*
  - Recommend administering at the section level if these continue – *ACRL to work with section on whether this is feasible*
2. Consult with the ACRL 2023 Scholarships Committee and Distance Learning Section to possibly subsume the Routledge Distance Learning Librarianship Conference Sponsorship Award into a new broader version of the ACRL scholarship program.
  - Rename the award as a scholarship. – *ACRL Staff to discuss with feasibility of this with DLS*
  - If it continues to function outside of the Conference scholarship process, recommend administering at the section level - *ACRL Staff to discuss with feasibility of this with DLS*
  - Keep fundraising efforts at ACRL division level – *ACRL Staff to discuss with feasibility of this with DLS*
3. Rename existing Research Awards and Grants (such as the De Gruyter European Librarianship Study Grant) to “Research Grants” – *ACRL Staff to determine feasibility of a name change with Sections who provide these awards?*
  - Administer at the section level outside of the ACRL awards program – *ACRL Staff to discuss the feasibility of this with those who provide these awards*
  - Coordinate sponsorships/fundraising efforts at ACRL division level – *ACRL to discuss the feasibility of this with those who provide these awards*

**Other Recommendations:**

1. Specific participation in an ACRL section should be removed as an eligibility requirement for all awards, grants, and scholarships whether administered at the division or section level – *Part of the next Task Force's work as it relates to EDI, need conversations with the Sections*
2. Set up a system of checks and balances so that an award, grant, or scholarship recipient is limited to only receiving one award for the same project in a given year. – *Part of the next Task Force's work as it relates to EDI, need conversations with the Sections*
3. Create a new award that recognizes service and or research efforts in EDI - *No immediate action. Current moratorium on new awards lifts in Fall 2023, is this something to revisit at that time or once the new award process is established?*
4. Discontinue plaques and move to certificates - *ACRL Staff to manage this transition*
5. 12.2.8 of Guide to Policies and Procedures - affirmed that awards can continue to be given even if funding source is lost, can be unfunded award or sections can use basic services funds to fund the award. – *No further action required*

6. Set long-term fundraising goal of \$1M to endow ACRL awards program - *ACRL staff to work within broader ALA fundraising efforts to determine feasibility of establishing a fundraising goal dedicated to awards program.*

Association of College & Research Libraries  
225 N Michigan Ave, Suite 1300 Chicago, IL 60601  
800-545-2433, ext. 2523  
acrl@ala.org, <http://www.acrl.org>



## ACRL Representative Report

Representative name: Lisa Pillow

Representative email: [lisa.pillow@gmail.com](mailto:lisa.pillow@gmail.com)

Unit representative to: Committee on Library Advocacy (COLA)

Report period: February 3, 2022

### Background Information

This was an occasional COLA meeting. Updates on current and upcoming activities were discussed.

### Major Activities of the Unit

Two work teams have been formed and have had initial meetings:

- National Voter Registration Day (NVRD), next meeting 02/09/2022
- Advocacy Action Workbook Update, next meeting 02/02/2022

Both groups are working to get meeting notes out for these first meeting into Connex soon.

### Implications for ACRL

- No implications for ACRL at this time.

### Upcoming Activities

- COLA/ Intellectual Freedom Committee Joint Meeting. Date to be finalized, but will occur either 02/14/2022 or 02/17/2022.
- Planning for ALA Annual 2022
- COLA will launch a National Voter Registration Day (NVRD) during ALA Annual

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acrl@ala.org, <http://www.acrl.org>



## ACRL Representative Report

Representative name: Diann Smothers

Representative email: [smothersd@winthrop.edu](mailto:smothersd@winthrop.edu)

Unit representative to: RUSA Accessibility Assembly

Report period: February 16, 2022

### Background Information

We reviewed the template that was created for the toolkits and decided to move forward with that template. Notes from a 2/1/22 meeting was shared with Bill Ladewski and Courtney McDonald (past RUSA president). Tracie Hall and Raymond Garcia, Special Assistant to the Executive Director, have been invited to our 3/16 meeting. We reviewed the call for Toolkit volunteers and brainstormed ways to amplify the call for volunteers, including posting to ALA Connect and social media channels.

### Major Activities of the Unit

- Update at least one toolkit per assembly member by next meeting.
- Representatives from Accessibility Assembly will present at a future RUSA board meeting.
- Accessibility Assembly will hold a meeting at ALA Annual.
- Review the job description for the ALA Accessibility Officer position.

### Implications for ACRL

- ACRL members will be included in the call for volunteers through a post on Connect.
- ACRL members can learn more about Accessibility Assembly at Annual.

### Upcoming Activities

- Representatives to present at RUSA Board meetings (possibly starting with the March meeting).
- Members will update one toolkit each by next meeting, for review at the meeting.
- Send out call for volunteer editors.

## Operating Agreement Background and Questions

### **Background**

The Operating Agreement specifies the difference between policy and operational practices in 4 (Definitions): [A.4.3.4.1 Policies of the American Library Association in Relation to its Membership Divisions \(Old Number 6.4.1\) | About ALA](#) Policies are guiding principles approved by Council. Operational Practices deal with implementing policies, such as those services that will be delivered free of charge or at a cost. Operational practices are found here: [American Library Association operational practices | About ALA](#) “Operational Practices are developed by the ALA Executive Director with the ALA Department Heads in consultation with the Division executive directors and appropriate personnel in the department responsible for the activity described.”

#### 4. Definitions:

- *Division Basic Services*: Those services made available to all Division members at no additional charge beyond their Division dues. Dues provide the primary support for basic services. Basic services may be supported by dues or other options as determined by Division Boards. Basic Division services include: periodical publications designated as perquisites of membership, information/advisory services, support for governance/member groups, public/professional relations, administration of awards and scholarships, membership promotion/retention, executive/administrative/financial services.
- *Overhead*:
  - Internal: that overhead rate applied to units of ALA, e.g., the annual overhead rate paid by divisions for revenue-generating activities identified in this policy document.
  - External: that overhead rate applied for the purposes of external reporting, e.g., grants and taxes.
- *Fund Balance*: Accumulated net revenue.

### *Use of ALA Services*

All ALA Divisions must use exclusively the following services provided by ALA: Human Resources, Membership Services, telephone, insurance, purchasing, Fiscal Services Department, Legal Counsel, and Archives. ALA Divisions must be housed in properties owned or leased by the Association. [No mention of IT. ALA does not own Choice office.]

The fiscal arrangements between ALA and its membership Divisions in regard to charges for services can be categorized in five ways. The five categories are defined below. Specific examples of the services in each category are given.

1. ALA provides to Divisions at no direct charge the following services of ALA Departments and Offices:
  1. Staff Support Services Department
    - Office space and related services

- Telephone services: switchboard, 800 number, and internal service, as defined in an Operational Practice
  - Distribution services
  - Basic furniture and equipment (as defined in an Operational Practice) for each regular Division staff member
  - Equipment maintenance on equipment supplied by ALA
  - Personnel services
  - Purchasing
  - Data processing (as defined in an Operational Practice)
  - Storage and warehouse space
2. Member Programs and Services and Communications Departments
    - Conference Arrangements, including:
      - Staff travel costs and per diem for Midwinter Meetings and Annual Conferences
      - Equipment (e.g., AV and computers including the cost of labor), supplies, services, and space for programs, meetings and offices at the Midwinter Meeting and Annual Conference (as defined in an Operational Practice)
      - Exhibit space at Annual Conference
    - Membership services
    - Public information services, including the preparation and distribution of news releases
  3. Fiscal Services Department
    - Accounting
    - Financial systems
    - Planning and budgeting
    - Business expense (insurance, legal, audit)
    - Credit and collections
  4. Publishing Department
    - Copyright service
    - Rights and permissions
  5. Executive Office
  6. Washington Office
  7. Office for Intellectual Freedom
  8. Office for Literacy and Outreach Services
  9. Office for Library Personnel Resources
  10. Office for Research
  11. Library and Research Center
3. ALA and the Divisions share the costs of the following:
    - a. Division Leadership Enhancement Program
    - b. Awards promotion
  4. Divisions assume total responsibility for the following costs:
    - a. Division personnel compensation

- b. Projects and activities of the Divisions except as specified in this agreement
  - c. Membership group support (governance - boards, committees, etc.)
  - d. Furnishings and equipment purchased by Divisions and over which they have sole control and use. *See also* Section IX, Annual Conference and Midwinter Meeting.
5. *Fund Balances*
- a. ALA Divisions build and maintain fund balances appropriate to their needs. A fund balance is defined as accumulated net revenue.
  - b. Divisions will not receive interest on fund balances or deferred revenue.

***Questions for Operating Agreement Working Group***

**Process**

1. What values are guiding the conversations and decisions about the future of the Operating Agreement?
2. What is meant when the Working Group states that one option is for the Operating Agreement to “go away”? What policies and procedures govern the operating relationship between ALA and the divisions if the Operating Agreement goes away? It is difficult to understand what this means without understanding what new model(s) of governance/operating principles is being proposed as a replacement.
3. There are issues with execution of the current operating agreement that have not been addressed, places where practices are out of sync with principles and expectations articulated in the agreement, are these being identified and addressed as part of the Operating Agreement review?
4. There is confusion about how all the proposed changes to ALA are moving forward together. The Operating Agreement is policy, tied directly to Bylaws, governed by Council. Council is the governing body that currently decides policy for ALA. What is the process for vetting any proposed changes to the Operating Agreement and how will these discussions work with other potential governance changes underway? How will all these proposed changes impact each other?

**Financial**

5. What happens to division net asset balances – current and future?
6. How will budgeting work? How do divisions plan and budget in the absence of the Operating Agreement? What happens to the 2-year planning cycle and how do divisions fund a deficit-year if the net asset balances go away?
7. What autonomy/flexibility/incentives will divisions continue to have to invest funds in projects and activities that benefit members?
8. How will division Budget and Finance Committees/division Boards play a part in financial oversight? (annual budgeting, financial planning, approval of use of division Endowment funds, etc.)
9. What expectations and checks and balances will be put into place to govern ALA’s use/oversight/decision making authority and limitations regarding division level funds

Inter-dependability between divisions and ALA

10. What services will ALA continue to provide? What services will divisions continue to pay ALA to support or finance on their own?
11. How will ALA service-level expectations be articulated?
12. What are the accountability measures re: service-levels? What recourse is there when agreed to expectations are not upheld?
13. How do we ensure good work of Offices (partially funded by division overhead) is relevant to the entire profession, all types of libraries?

Autonomy

14. There are several areas within the Operating Agreement that articulate the areas where divisions have autonomy: planning processes, missions, strategic plans, goals and objectives, publications, financial, issuing statements related to member constituents, etc. How will division autonomy be articulated and preserved if the Operating Agreement goes away?

Staffing

15. What are the staffing implications if the Operating Agreement goes away?
16. Divisions are responsible for generating the income required for the salaries, wages, and benefits of division employees. Will this change?
17. Executive directors have authority to determine the appropriate staffing pattern for their division. Will this be impacted?

Useful links

- [A.4.3.4.1 Policies of the American Library Association in Relation to its Membership Divisions \(Old Number 6.4.1\)](#)
- [ACRL Board Manual: 6.0 Budget & Finance](#)
- [ALA Bylaws: Article VI. Divisions](#)
- [American Library Association operational practices](#)

EBD#10.9  
2021-2022

**To:** ALA Executive Board and ALA Council

**Re:** Operating Agreement Work Group Update

**ACTION REQUESTED/INFORMATION/REPORT:** This report provides an update on the activities of the Operating Agreement Work Group to the Executive Board and ALA Council.

**CONTACT PERSON:**

Maggie Farrell, [maggie.farrell@unlv.edu](mailto:maggie.farrell@unlv.edu), ALA Treasurer; Operating Agreement Work Group Co-Chair  
Andrew Pace, [andrewkpace@gmail.com](mailto:andrewkpace@gmail.com), Operating Agreement Work Group Co-Chair

**DRAFT OF MOTION:** none

**DATE:** March 28, 2022

**BACKGROUND:**

<https://operatingagreement.ala.org/>

The Operating Agreement Work Group was proposed during ALA Midwinter 2020 with a final charge and appointments in June 2020. The OAWG has met throughout the year and meeting materials are available on our ALA website. The OAWG appreciates the time extension for our work through June 2022.

The OAWG is focused on two activities – rewriting the relationship document and examining the financial practice of applying the overhead rate.

**Rewriting**

The Operating Agreement Policy (A.4.3.4.1) requires a complete revision. The Policy is not only dated, but the language does not reflect the current values and aspirations of ALA. The goal of the relationship between ALA and Divisions is to advance the entire membership and values that all members hold. This sentiment needs to guide the tone and language of a revised policy. The OAWG wants to clearly outline support systems that include accountability, efficiency, and quality while also strengthening communication and excellence throughout ALA.

**Overhead Rate**

The OAOAWG will recommend elimination of the overhead rate between ALA and the Divisions. This might be considered for Roundtables although Roundtables have a different financial structure of 10% of their membership dues. Roundtables are a bit more complicated due to the variety of Roundtable activities including awards/seal sales that require additional staff support.

The following questions are being examined and would benefit from Executive Board member insights:

- What would a new budget process look like that accounts for the joint support needs or core operations?
- How would we ensure that member value operations are well funded to achieve ALA goals?
- How would a new budget structure manage Division surpluses and deficits?

There would be transition issues as well in moving to a new budget structure. Specifically, the question of Net Asset Balances needs to be addressed. While there is not fully cash behind NABs, the ALA Finance Office still track the ongoing surpluses. Should those NABs be honored? Eliminated? Or an agreement about partial funding? This will be a critical discussion for the implementation of any Board-approved recommendations coming from the Working Group.

**Conversations**

The OAWG had productive discussions with EB, BARC, F&A, PBA, and Division Leadership during the January meetings. Individual Division meetings are ongoing this spring.

**Next steps for the OAWG**

The OAWG will touch base with appropriate governance committees to ensure the policy proposal process is clearly understood.

The OAWG will continue drafting and meeting to meet the June final report due date.

The OAWG will work with the ALA Finance Office to discuss financial and process implications.

**Operating Agreement Work Group members:**

	Name	Home Institution
Co-Chair	Maggie Farrell	UNLV
Co-Chair & SCOE Rep	Andrew Pace	University System of Maryland (USMAI)
Division Member	Clara Bohrer	Retired Director, West Bloomfield Township Public Library
Division Member	Diane Chen	Stratford STEM Magnet School Library
Roundtable Member	Sophia Sotilleo	Lincoln University (PA)
Membership Member	Miranda Bennett	University of South Carolina
Publishing Committee	Christine Dulaney	Library of Congress
Member	Clara Harmon	Calumet City Public Library (IL)
Executive Board Member	Wanda Brown	ALA Past President
BARC Chair	Peter Hepburn	College of the Canyons
Division Staff	Tammy Dillard Steels	YALSA Executive Director
Division Staff	Kara Malenfant	ACRL Interim Executive Director
Division Staff	Kerry Ward	Core (previously LLAMA Executive Director)
Roundtable Staff	Lorelle Swader	Associate Executive Director, HR
Finance Staff	Denise Moritz	Director of Financial Reporting & Compliance
General Fund Staff	Melissa Walling	Associate Executive Director, AOMR
General Fund Staff	Kathi Kromer	Associate Executive Director, PPA

**ALA Personnel Supporting/Contributing to the OAWG:**

Keith Brown  
 Marsha Burgess  
 Holly Robison

**ACTIONS:** None

ACRL Active Task Force Status Report

Task Force	Charge	Leadership	Timeline	Status Notes
<p><b>ACRL/ALA/ARL IPEDS Task Force</b></p>	<p><b>Charge:</b> To continue efforts to bring the Integrated Postsecondary Education Data System (IPEDS) Academic Libraries Component up to date and in line with current library practices. To make recommendations regarding definitional issues and responses to questions raised by the academic library community in the 2020 and 2021 survey cycles; to develop definitions for and refine instructions regarding shared collections, and institutional repositories; to work with the IPEDS director for the Academic Library Component and the Bureau of Labor Statistics to modify job categories for academic librarians; to publicize changes to the IPEDS Academic Library Component to the academic library community on a regular basis.</p>	<p><b>Co-chairs:</b> Adrian Ho &amp; Erik Mitchell by ARL. See <a href="https://www.ala.org/acrl/aboutacrl/directoryofleadership/taskforces/tfs/acr-tfipeds">https://www.ala.org/acrl/aboutacrl/directoryofleadership/taskforces/tfs/acr-tfipeds</a></p> <p><b>Board Liaison:</b> n/a</p> <p><b>Staff Liaison:</b> Mary Jane Petrowski</p>	<p><b>AC 2022:</b> Final report due.</p> <p><b>AC 2021:</b> Interim report due. [Report not submitted and TF needs to be extended by the board for another 2 years at AC222.</p> <p><b>October 2019:</b> Board approved Task Force extension and new charge/timeline.</p> <p><b>Fall 2017</b> Initial Task Force established</p>	<p><b>February 2022:</b> The Task Force received update on IPEDS changing approach for OMB packages, moving to annual cycle; following decision w/survey home; may result in one year delay (2023) of adding a new item on shared collections to the ALC. The Task Force will be requesting another extension through 2024.</p> <p><b>October 2021:</b> Robert Dugan stepped down as the ACRL co-chair and Adrian Ho accepted an appointment to serve as co-chair through June 2022.</p> <p><b>September 2021:</b> Martha Kyrillidou shared her final (confidential) draft of the report for IMLS outlining three scenarios for the future of the IPEDS AL Component.</p> <p>The Task Force will review the IPEDS help desk logs prior to the next meeting to see what, if any, changes are needed to the IPEDS instructions.</p> <p>Waiting to hear from the AL Component Director as to when the</p>

Task Force	Charge	Leadership	Timeline	Status Notes
				<p>new question on shared collections will be included in survey.</p> <p><b>June 2021:</b> Martha Kyrillidou briefed the Task Force on her draft report to IMLS which is planning to issue a request for comment in the Federal Register for the issues explored in the sustainability study underway exploring the transfer of the AL Component from NCES to IMLS. QualityMetrics will update the Advisory group on the latest drafts of the sustainability study and ensure the TF is aware of the request for comment when it is issued in the Federal Register. The TF was asked to mobilize their personal networks to provide comments (comment period will be open for 30 days). IMLS and QualityMetrics expressed appreciation for the group’s efforts and advice on the important issue as to whether IMLS can sustain the ALS data collection in future years.</p> <p><b>May 2021:</b> The Task Force learned that IPEDS is looking to shift responsibility for the Academic Library Component to IMLS. IMLS engaged QualityMetrics (Martha Kyrillidou and Emily Gudhe) to assess the feasibility of adopting the</p>

Task Force	Charge	Leadership	Timeline	Status Notes
				<p>Academic Libraries Survey (ALS) and meetings are being set up with the Task Force to discuss ramifications and issues connected with such a shift.</p> <p><b>January 2021:</b> Task Force worked from July - December 2020 to develop a new question for shared collections. Once approved, this question will be included in the 2021 NCES IPEDS ALC.</p> <p><b>June 2, 2020:</b> Task Force finalized revisions to staffing counts to include vacant short-term and vacant temporary positions.</p> <p><b>April 22, 2020:</b> Task Force met and approved new guidance for usage using COUNTER 5. Since that meeting the Task Force has developed a new FAQ response for how to count vacant short-term or temporary positions. The group is now working to develop new questions and definitions for shared collections to be completed by November 30, 2020.</p> <p><b>March 10, 2020:</b> Task Force met and reviewed the timeline, scope of work, and has identified working groups for shared collections, staffing, COUNTER 5 questions.</p>

Task Force	Charge	Leadership	Timeline	Status Notes
				<p><b>November 2019:</b> Appointments completed.</p> <p><b>Fall 2019:</b> Appointments underway.</p> <p><b>Annual 2019:</b> final report submitted to Board.</p> <p><b>April 2019:</b> Task Force prepared a press release that will be issued on April 23, 2019, to alert the field that the US Department of Education seeks comments on IPEDS changes by May 20, 2019.</p> <p><b>December 2018:</b> Task Force shared draft of 2020 Academic Library Component with interested stakeholders for feedback by end of the year.</p> <p><b>Fall Board Meeting 2018:</b> interim report submitted.</p> <p><b>Fall 2018:</b> One task force member resigned, and an appointment offer has been extended to the chair of the ACRL Academic Library Trends &amp; Statistics Survey Editorial Board.</p> <p><b>Summer 2018:</b> The Task Force met on June 12, 2018 to discuss progress today. They will be working to finalize two new definitions by August 1, 2018.</p>

Task Force	Charge	Leadership	Timeline	Status Notes
				<p>The definitions for shared collections and e-serials will be incorporated into the 2020 IPEDS Academic Library Component along with improved counts for professional staffing.</p> <p>The Task Force will be submitting to the Board a request in the fall to extend the task force through July 2019.</p> <p>The Task Force completed edits to the 2017 survey instruction on May 16, 2017. Christopher Cody will recommend to NCES that these changes be incorporated into the 2017 IPEDS Academic Library Component.</p> <p><b>Spring 2017:</b> The co-chairs and staff liaisons held two conference calls, including one on March 28, 2017 with Chris Cody, IPEDS Academic Library Component director to refine scope of work. Reports from the ACRL 2016 survey and IPEDS surveys have been compiled to identify issues.</p> <p><b>Fall 2017:</b> At the 2017 Fall Meeting, the Board approved the establishment of the ACRL/ALA/ARL IPEDS Task Force, to formalize the existing working group.</p>

<p><b>ACRL/ARL/ODLOS/PLA Building Cultural Proficiencies for Racial Equity Framework Task Force</b></p>	<ul style="list-style-type: none"> <li>• Scanning the environment, including review of relevant documents (e.g., <a href="#">ACRL Diversity Standards: Cultural Competency for Academic Libraries</a>) to identify literature and similar statements and frameworks related to racial equity;</li> <li>• Drafting the framework;</li> <li>• Seeking comment from stakeholders and the library community on the draft, and revising as needed.</li> </ul>	<p><b>Co-conveners:</b> Jennifer Garrett (through May 2021), Marcela Y. Isuster (current)</p> <p><b>Facilitators:</b> Christina Fuller-Gregory, Co-chair, PLA Task Force on Equity, Diversity and Inclusion; Assistant Director of Libraries, SC Governors School for the Arts and Humanities (May 2021-Present).</p> <p>Katherine Skinner, Executive Director, Educopia Institute (February 2020 to January 2021)</p> <p><b>Current staff liaisons:</b> Allison Payne, ACRL; Kristin Lahurd, ODLOS; Nellie Barrett, PLA; DeLa Dos, ARL.</p>	<p><b>June 2022 <del>Late Summer 2021:</del></b> Final draft of document and final status report to ACRL Board.</p> <p><b>January 2022 <del>Spring 2021:</del></b> Draft shared and request for comments</p>	<p><b>March 2022:</b> The public comment period closed for the first draft and a working group is reviewing the feedback. The task force is on-track to have the four organizations review in June 2022, but this could change if significant changes are needed.</p> <p><b>February 2022:</b> Two public forums (Feb 16 for all libraries and Feb 23 for public libraries) will be held during the request for comment period.</p> <p><b>January 19, 2022:</b> A coordinated marketing push will launch to publicize the start of the six-week comment period. In addition to the four organizations’ typical audiences, effort will be made to solicit feedback from stakeholders, such as rural libraries.</p> <p><b>December 2021:</b> draft Framework finalized. All four orgs will work together for a coordinated announcement for a public comment period in January 2022. The task force plans to host two synchronous virtual forums.</p> <p><b>Fall 2021:</b> The task force is finalizing a first Framework draft. The task force is working with the staff liaisons to launch a three-week request for</p>
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Task Force	Charge	Leadership	Timeline	Status Notes
		<p><b>Former staff liaisons:</b> Scott Allen, PLA; Gwendolyn Prellwitz, ODLOS; Mark A. Puente, ARL; Gary Roebuck, ARL.</p>		<p>comments, which will include asynchronous feedback through CommentPress and two live open forums. The request for comments will be shared widely with the four organizations' networks. The expected launch date is by December 2021 (delayed to January 2022).</p> <p><b>Annual 2021:</b> Task Force leaders will present <a href="#">Cultural Proficiencies for Racial Equity Framework: An Update</a> on June 27, 2021, 10:30 AM – 11:30 AM CT.</p> <p><b>May 2021:</b> Framework Development Working Group formed to draft the document in consultation with the full task force. Working group is holding weekly meetings. Christina Fuller-Gregory, Co-chair, PLA Task Force on Equity, Diversity and Inclusion, is facilitating the Working Group. The full task convenes once per month.</p> <p><b>Nov 2020-Jan 2021:</b> Three work sessions facilitated by Katherine Skinner were held to identify the goals of the Framework.</p>

Task Force	Charge	Leadership	Timeline	Status Notes
				<p><b>Fall 2020:</b> Survey Working Group may distribute a survey widely to stakeholders of four organizations.</p> <p><b>November 9, 2020:</b> First of three work sessions (facilitated by Katherine Skinner) planned. Other two work sessions will most likely be scheduled in early 2021.</p> <p><b>October 2020:</b> ACRL Standards Committee rep reached out to co-chairs to check-in regarding ACRL Standards process.</p> <p><b>Summer 2020:</b> Full task force meetings. Working groups formed: Data and Competencies; Glossary; and Survey.</p> <p><b>May 2020:</b> Task Force roster announced (<a href="#">press release</a>).</p>

<p><b>Diversity Alliance Task Force</b></p>	<p>Oversee the Diversity Alliance, serve as champions of the program, build relationships and investigate partnerships with appropriate ACRL and ALA groups, and propose future directions, including governance, to the ACRL Board of Directors.</p>	<p><b>Chair:</b> José A. Aguiñaga, Annie Belanger</p> <p><b>Board liaison:</b> April Cunningham</p> <p><b>Staff liaison:</b> Robert Jay Malone, Allison Payne</p>	<p><b>June 2022:</b> final report due</p> <p><b>January 2022:</b> second interim report due</p> <p><b>January 2021:</b> interim report submitted</p> <p><b>Summer 2020:</b> Task Force terms end on June 30, 2020, and a newly appointed task force will start July 1, 2020.</p> <p><b>Spring 2020:</b> Board action for recommendations on next steps.</p> <p><b>Annual 2016:</b> Task Force established. Extended through AC 2020</p>	<p><b>Spring Board Meeting:</b> The task force submitted documents for the Board to give feedback on proposed membership levels.</p> <p><b>February &amp; March 2022:</b> The task force is planning a few webinars for those interested in residencies to take place February – March.</p> <p><b>December 2021:</b> The task force is working to develop tiered membership categories to include institutions that are not ready to commit to a full residency program.</p> <p><b>Fall 2021:</b> The Task Force has been meeting monthly and working groups have also been meeting regularly to develop materials and make program recommendations. The task force is on-track to submit its final report on time in June 2022.</p> <p><b>February-June 2021:</b> work is underway and the task force is meeting regularly.</p> <p><b>Midwinter 2021:</b> Co-chairs met with the Board for clarification on charge and prioritization of projects.</p> <p><b>Dec 2020/Jan 2021:</b> Task Force has met regularly.</p>
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Task Force	Charge	Leadership	Timeline	Status Notes
				<p><b>October/November 2020:</b> Task Force virtual meeting.</p> <p><b>September 2020:</b> Roster completed</p> <p><b>June 2020:</b> A call for volunteers was posted on ACRL marketing channels, and appointments will be made by ACRL President Karen Munro and ACRL Vice-President Jon Cawthorne after the June 15 deadline.</p> <p><b>Spring Board 2020:</b> The Board charged a new task force to carry out the current task force’s recommendations.</p> <p><b>Midwinter 2020:</b> Board received an update from the task force chair.</p> <p><b>Annual 2019:</b> meetup held AC19.</p> <p><b>ACRL 2019 Conference:</b> Diversity Alliance resident meetup with Spectrum Scholars. Hosted “Taking Charge of Your Narrative” preconference.</p> <p><b>Midwinter 2019</b> Board action request for a one-year extension through June 30, 2020.</p>

Task Force	Charge	Leadership	Timeline	Status Notes
				<p>Task Force meetup scheduled for MW19.</p> <p><b>Fall 2018</b>                      TF updated renewal letter, working on LibGuide of resources for residency coordinators, and considering other benefits for DA members. TF chair and ED presented at EDUCAUSE about contemporary libraries and were able to highlight the Diversity Alliance in the presentations.</p> <p><b>June 2018</b>                      The task force held a virtual meeting in advance AC18 to discuss future initiatives and the ACRL Residency Interest Group’s proposed charge that the Board will take action on at AC18. The group also discussed other initiatives to undertake. Overall, the task force supported the proposed charge.</p> <p><b>May 2018</b>                      ACRL ED Mary Ellen Davis participated in a panel session on the ACRL Diversity Alliance during the ACRL/ARL Symposium on EDI.</p> <p><b>January-February 2018</b></p>

Task Force	Charge	Leadership	Timeline	Status Notes
				<p>Jon Cawthorne and John Culshaw provided an update at Midwinter to the Leadership Council and the Board. The DA meet-up for Deans, Directors, and Resident Coordinators was held on Sunday, Feb. 11 from 9-10 AM. Work has started on a LibGuide for Diversity Alliance residencies and an overview webinar to be delivered in the Spring. The ACRL 2019 Preconference Institute is in the planning stages, led by Leo Agnew. UNC-G is preparing an IMLS grant to cover two additional Resident Institutes for Diversity Alliance Residents.</p> <p><b>July-September 2017:</b> Diversity Alliance held their first gathering at Annual and decided to continue this practice at future Midwinter and Annual conferences Diversity Alliance Task Force proposed and supported the idea of a Diversity Alliance Institute preconference for ACRL 2019. A working group has been formed to begin planning. Diversity Alliance renewal letter was drafted for renewing dues and support from member institutions.</p>

Task Force	Charge	Leadership	Timeline	Status Notes
				<p><b>May–June 2017:</b> Survey sent to 29 members of Diversity Alliance to better understand how ACRL can support DA members.</p> <p><b>February–April 2017:</b> Held Diversity Alliance informational forum at ACRL 2017 Conference. More than 90 attendees. Determining needs of Diversity Alliance members.</p> <p><b>December 2016/January 2017:</b> Advised on questions received. Developed talking points on Diversity Alliance.</p> <p>Held monthly task force calls.</p> <p><b>Fall 2016:</b> appointments completed by Irene Herold.</p> <p><b>Annual Conference 2016:</b> task force approved by Board.</p>

Task Force	Charge	Leadership	Timeline	Status Notes
<p><b>Member Accommodation/ Compensation Task Force</b></p>	<p>Review current practices for when and how members are recognized for their time and effort dedicated to advancing association work for the profession. Identify advantages and disadvantages of current practices. Investigate options for, and sustainability of, offering various forms of compensation or accommodation and determine where compensation may be warranted and could remove a barrier to participating.</p>	<p><b>Chair:</b> Janice D. Welburn   <b>Board liaison:</b> Jessica Brangiel   <b>Staff liaison:</b> Margot Conahan</p>	<p><b>Task force terms:</b> February 1, 2022 - January 31, 2023   <b>Date interim report is due:</b> October 2022   <b>Date final report is due:</b> January 2023</p>	<p><b>February/March 2022:</b> task force appointments being completed.   <b>January 2022:</b> task force approved by Board.</p>

<p><b>National Survey of Student Engagement (NSSE) Information Literacy Module Review Task Force</b></p>	<p>To work with the National Survey of Student Engagement staff to review and revise the current information literacy module and provide comment on the analysis of the data by August 2021.</p>	<p><b>Chair:</b> Merinda Hensley  <b>Board liaison:</b> Kim Copenhaver  <b>Staff liaison:</b> Mary Jane Petrowski</p>	<p><b>Date final report is due:</b> 2022 Summer Board Meeting [We need to ask the board to extend the TF through FY23]  <b>Date interim report is due:</b> 2020 Fall Board Meeting</p>	<p><b>January 2022:</b> The Task Force has reviewed and finalized the new IL module questions and have passed them to NSSE staff for refinement and testing.  <b>October 2021:</b> The work of the Task Force will be completed in FY23, so the terms of the current members need to be extended through June 30, 2022. The revised IL module will be part of the 2023 survey. The TF has a deadline of June 2022 to finalize the first draft of new questions. NSSE will workshop the questions over the summer and have it back to Task Force by fall 2022. Workshopping is a staff review of questions -- edits, revisions, etc. This is an iterative process involving three or four drafts. This is internally focused -- reviewing language, double barreled questions, questions too specific to type of school; too jargony, etc. The new IL module is an optional add-on to the survey. Ideally it would be used as part of the larger NSSE survey instrument. We also want to make this available for schools if they want to use it for their schools as part of their own local measure.</p>
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Task Force	Charge	Leadership	Timeline	Status Notes
				<p>The TF audit of the entire survey to pull out IL concepts was very helpful to NSSE.</p> <p><b>September 2021:</b> The Task Force is mapping where IL questions appear in the entire NSSE survey to show where there may be overlap and nuance with the NSSE IL module.</p> <p>The goal is to see if there are other places in the survey where IL exists, as well as a way to complement the survey questions with IL-specific questions.</p> <p>The comparison with the other modules will help TF to see overlap and ways in which we can make our module more distinct.</p> <p>Also identifying how IL module questions could add depth and more detail into the findings from a standard NSSE question could also be helpful.</p> <p><b>July 2021:</b> The Task Force discussed various approaches to re-thinking the Information literacy module. The group is also looking at the IL module data set to see how data might best be analyzed.</p>

Task Force	Charge	Leadership	Timeline	Status Notes
				<p><b>May 2021:</b> The Task Force invited Ashely Finley (Senior Advisor to the President and Secretary to the Board at AAC&amp;U) to meet and discuss revisions to the NSSE IL module. She suggested that the revised module be focused on social justice to increase its appeal and use. She also indicated that AAC&amp;U is looking to partner with a funding partner to review the VAL rubrics, including information literacy.</p> <p><b>April 2021:</b> The Task Force contracted with Melanie Hawks to conduct a focus group with librarians who have used the NSSE IL module on April. Melanie met with the Task Force on May 7 to review her findings and submitted her final report.</p> <p><b>January 2021:</b> The Task Force has conducted a survey of libraries whose schools used the old IL module. Results show that few librarians were aware of the data and/or knew how to use it. A focus group is planned for April 2021. NSSE staff have offered to fund cognitive interviews with students when the new IL module is developed.</p> <p><b>Fall 2020:</b> The Task Force met on Oct. 9 with Kevin Fosnacht, NSSE research analyst, to discuss options for moving</p>

Task Force	Charge	Leadership	Timeline	Status Notes
				<p>forward with revisions to the current IL module.</p> <p><b>Spring 2020:</b> The Task Force has been appointed with four members and a chair.</p> <p><b>Spring Board 2020:</b> The Board approved the task force.</p>

Task Force	Charge	Leadership	Timeline	Status Notes
<p><b>Nominations and Policies Audit Task Force</b></p>	<ul style="list-style-type: none"> <li>Review current ACRL Bylaws and policies, focusing on the ACRL leadership nominations and recruitment process + Board participation requirements, to identify areas that may be impeding efforts to expand dimensions of diversity in the leadership pipeline - including people of color and minoritized groups, individuals in diverse roles within the library profession, and library workers in all types of academic library settings.</li> <li>Identify and evaluate alternatives to current policy, as well as advantages and disadvantages for each alternative, that they may reduce barriers and encourage greater participation.</li> <li>Recommend alternatives based on the evaluation of advantages and disadvantages.</li> </ul>	<p><b>Chair:</b> Matthew Weirick Johnson</p> <p><b>Board liaison:</b> Kim Copenhaver</p> <p><b>Staff liaisons:</b> Robert Jay Malone, Elois Sharpe</p>	<p><b>Task force terms:</b> February 1, 2022 - January 31, 2023</p> <p><b>Date interim report is due:</b> October 2022</p> <p><b>Date final report is due:</b> January 2023</p>	<p><b>February/March 2022:</b> task force appointments being completed.</p> <p><b>January 2022:</b> task force approved by Board.</p>

## Board Working Group Status Chart

Title	Task(s)	Members	Timeline & Status
<b>EDI Goals &amp; Objectives Working Group</b>	Draft goals and objectives for EDI goal area.	Toni Anaya, Jessica Brangiel, Faye A. Chadwell, Cinthya Ippoliti, Mary Mallery  <b>Staff liaison:</b> Jay Malone	<b>SPOS June 2022 (tent):</b> review of draft goals and objectives  <b>February 23, 2022:</b> working group meeting  <b>LLX22:</b> EDI goal area approved and working group established.
<b>EDI Priority Setting Working Group</b>	Determine next steps, including assessment, for EDI short-term priority setting.	Jon Cawthorne, Jacquelyn A. Bryant, Cinthya Ippoliti  <b>Staff liaisons:</b> Jay Malone, Allison Payne	<b>LLX22:</b> Working Group update scheduled.  <b>December 9, 2021:</b> working group meeting to share priority setting themes found in committee work plans.  <b>November to December 2021:</b> working group will review short-term priorities included in committee work plans.  <b>November 8, 2021:</b> first working group meeting
<b>Faculty Status Working Group</b>	Consider if ACRL should issue a statement on librarian faculty status.	Erin Ellis, Cinthya Ippoliti, Mary Mallery, April Cunningham  <b>Staff liaison:</b>	<b>Spring Board Meeting 2022:</b> Update scheduled.  <b>December 2021:</b> working group formed  <b>January 2022:</b> working group meeting

## ACRL SB22 FYI-2

Title	Task(s)	Members	Timeline & Status
<b>WOC + Lib Working Group</b>	Review questions from EDI Committee on the WOC + Lib statement and report out to the full Board.	Julie Garrison, Cinthya Ippoliti, Faye A. Chadwell, Yasmeen Shorish, Maisha Duncan Carey,  <b>Staff liaison:</b> Jay Malone	<b>LLX22:</b> The Board will discuss working group's recommendations.  <b>January 5, 2022:</b> working group meeting  <b>Fall Executive 2021:</b> working Group formed



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ACRL Division-level Committees, Chapters Council,  
and Task Force Minutes**

**Committees**

Government Relations Committee

Leadership Recruitment and Nomination Committee

Professional Values Committee

Publications Coordinating Committee

*Academic Library Trends and Statistics Survey* Editorial Board

*C&RL News* Editorial Board

CHOICE Editorial Board

*Resources for College Libraries* Editorial Board

Research and Scholarly Environment Committee

Student Learning and Information Literacy Committee

Value of Academic Libraries Committee

**Chapters Council**

ACRL Chapters Council

**Task Force**

ACRL/ALA/ARL IPEDS Advisory Task Force

**Government Relations Committee**

Meeting Minutes

Thursday, January 27, 2022, 10:00am Central

- 1) Approved the minutes from the meeting of November 19, 2021.
- 2) Scott Walker volunteered to serve as interim Committee chair for 2022-23. He will need to move through the formal approval process of ACRL/ALA, but will step into the role operationally when the 2022 Legislative Agenda is completed.
- 3) Review of workplan and timeline.
  - Committee members provided updates on assigned areas.
  - Agreed to have additional changes incorporated into the Google document by February 5.
- 4) Other
  - With the 2022 ALA conference occurring in Washington, D.C., there will be no National Library Legislation Day. The ACRL Board will vote on our Legislative Agenda at that time.
  - Kara Malenfant encouraged the Committee to be bold in recommending a stance for the ACRL on these issues. As issues arise, the Board will look to the Legislative Agenda to provide voice for its statements and actions.

Meeting adjourned at 10:41 a.m.

## Leadership Recruitment and Nomination Committee

Meeting Minutes

**Tuesday, January 25, 2022**

**1pm Eastern/ Noon Central/ 11am Mountain/ 10am Pacific.**

via Zoom

Attendees: Robin A. Buser, Susan Garrison, Jason Kruse, Robert Jay Malone (ACRL Executive Director), Willie Miller, Rachel M. Minkin (Chair), Britt Anne Murphy, Lisa T. Nickel, Marilyn N. Ochoa, (Vice Chair), Elois Sharpe (Staff Liaison)

1. Update from Elois Sharpe
  - Nomination list includes 30 nominations, with only 4 VP nominees (as of 1/25/22)
  - Deadline of February 15
  - ACRL will send out social media reminder on Friday, January 28
2. Team Member Introductions
3. LRNC Spring work
  - Reminder that team should feel free to ask questions. Process is byzantine but well documented. We will step everyone through this.
  - Review charge and outline our work for the season: develop the 2023 slate of nominees that we will suggest to the board
    - Recruit all potential nominees
      - Solicit nominations using this form: [2023 ACRL Board of Directors Nomination Form Survey \(surveymonkey.com\)](https://www.surveymonkey.com/s/2023-ACRL-Board-of-Directors-Nomination-Form-Survey)
    - Narrow the slate of self-nominated and nominated ACRL members
      - Review nominee spreadsheet to identify eligible candidates
      - Discuss as a group
      - Contact nominees to confirm they will stand/run for office
      - May need to offer guidance and information about/convince nominees of the value of serving at that level
    - When slate is chosen, provide Board information about why the slate is appropriate
  - Timeline
    - February 15: nominations close
    - Last week of February/early March: Next meeting to review nominations and distribute work
    - March-May: develop slate, may include asynchronous check-ins
    - June 1, 2022: finalize slate
4. Review of Committee Library within ALA Connect
  - ALA Connect ->Communities -> My Committees -> ACRL Leadership Recruitment and Nomination Committee -> Library -> Instructional Memo and Supporting Documentation (15 files)
  - [!ACRL LRNC Instruction Memo.doc](#)
    - Describes our process and identifies the 2023 openings/slate requirements
      - 2 candidates for VP/President elect
      - 4 paired candidates 2 [CoPA](#) and 2 general ACRL membership

- ACRL/Elois will add nominee spreadsheet with relevant details for committee (e.g. nominees' committee memberships, etc.)
  - Document site includes correct forms for nominating, etc.
5. Participation expectations
- Do the best you can
  - Reach out to our networks and actively solicit nominations
  - Ask questions and refer if needed
6. Question and Answer/Comment
- EDI is broadly defined, and a focus this year is to find candidates who may be involved in these areas of concern. The committee should work to learn about nominees and how they may meet that criteria and what their contributions were. May be necessary to network with their committee colleagues.
  - Recruitment process is structured, and while not onerous, is time consuming.
  - The candidate slate 2022 is from previous year.
  - A Q& A or other informational document may be useful to help committee members to discuss the role of the ACRL board or leadership.
  - Jay reiterated thanks to committee for their work in seeking board and officer nominations and for keeping the process confidential. EDI needs to be promoted in our process.
7. Next meeting, Feb/March

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Marilyn Ochoa (she/her)  
Library Services Director  
Middlesex College  
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## Professional Values Committee

### Meeting Minutes

January 19, 2022 11:00-noon (Eastern)

#### Committee Meeting Link:

<https://zoom.us/j/97917080488?pwd=eEh2eVZJbTRqbnpSUFc1eWFWOEEdVQT09>

#### 1. ALA Intellectual Freedom Committee Liaison update: Lisa Broughman

The IFC met on January 7 to continue editing two forthcoming releases: *Addressing Challenges to Books by Problematic Authors: Q&A* and the *Challenges to CRT and Diversity Training Toolkit*. Lisa will provide links to both when they are available. The Office of Intellectual Freedom and the IFC Chair also reported on their work with state chapters on addressing issues of book banning in public schools, nationwide.

#### 2. ALA Professional Ethics Committee Liaison: Megan Oakleaf

Megan reported that the PEC held a meeting immediately preceding ours, in which conversation focused on how to address instances of hostility within our profession and on platforms such as ALA Connect. The committee is brainstorming many options, including the creation of guidelines for how members can respond when faced with negativity in our communities or how to manage an online presence if they are doxed, for example.

#### 3. Committee Succession Planning

Winn Wasson, the current committee Vice-Chair, will be rotating off of the committee at the end of this year so volunteers are needed for future Chairs and Vice-Chair positions. Committee members discussed Chair responsibilities, the [PVC Committee Charge](#), the committee membership structure, past and future work plans, project inertia, and the possibility of working with members of the ACRL Board to identify ways the committee can restructure its work moving forward to better meet ACRL's needs. Jacqueline will include some of these points in her forthcoming report to the ACRL Board. The names of the committee members who volunteered to serve as Chair were forwarded to the ACRL Appointments Committee.

#### 4. CPV 21/22 Work Plan activity updates:

Data Privacy Panel: Dot and Megan reported that the joint PVC/PEC conference proposal was not accepted for ALA and they are looking into whether this could function as a freestanding workshop, instead. Programs with a similar topic are currently being offered by other groups, so the next steps are to determine if there is an audience for the program

and how it could be proposal could be revised and submitted to conferences outside of ALA. ACRL would be another possibility.

**5. News from the ACRL Board:** Jacquelyn Bryant

The ACRL Board will be meeting next week and she will include some of the committee's conversation when she submits her report. ACRL has also created a work group to develop new short-term goals for the association, with a focus on EDI, communication, and leadership. A focus group will be comprised of members from ACRL committees and they will soon develop questions for the group.

**6. News from ACRL:** David Free

The deadline for volunteering for ACRL committees is February 15. If your term is expiring, but you have not served more than two terms on the committee in the most recent five years, you may renew your term on the PVC by indicating your interest on the form. If your term is not yet expired, you do not need to submit the form. The call for proposals for ACRL conference sessions is forthcoming, either in late spring or early fall. The conference is expected to be held as an in-person event in Philadelphia.

**Next meeting:** February 16, 2022 11:00-noon (Eastern)

## Publications Coordinating Committee

### Minutes

#### (PCC) Midwinter Meeting (online)

Friday, January 7, 2022 at 9am PST, 10am MST, 11am CST, 12 noon EST

Zoom Link: <https://illinois.zoom.us/j/83144912325?pwd=SUI5Q210M3ptTkIvcTB3ZGNvbHNYdz09>

Meeting ID: 831 4491 2325

Password: 199963

Attendance - Richard Saunders, Mark Shelton, Ann Casey, Elena Azadbakht, Wendy Kaspar, Tammera Race, Rachel Scott, Brian Sullivan, Erin Nevius, Bill Mickey (for Mark Cummings), Jennifer Maddox Abbott, Candice Dahl, Courtney McDonald, Devin Savage, David Free, Kristen Totleben (Editor-designate of C&RL), Leo Lo

Review of Agenda – no changes

Review of and Call for Acceptance of the Minutes of the PCC Meeting, June 15, 2021 - accepted

1. Introductions
2. Overview of committee make-up – committee members, editors, Erin and David from the ACRL office; reviewed of the charge of the committee
3. Overview of editorial board appointment process -ACRL call for volunteers closes in Feb. Office staff will give us a list of volunteers for our roster for us to approve (for each of the 11 boards) in March. This is done in Connect. Vote on the slates individually, either as they roll in or at the end when all slates are posted. If there is a way to vote that does not 'reply to all' that would be better, but to follow the rules we are governed by we will not be able to do that. People could instead temporarily edit their Connect settings to get the 'reply' messages in a digest at the end of the day rather than as they come in. Can we include the incoming editor Kristin in the vote in Connect on the members – David said yes.  
**Action:** Jenny will plan to list all 11 slates and post them all on the same day so people need to go in to vote only once in March.
4. Editors' Updates: please share a highlight, accomplishment, or project for your board this year.
  - a. Academic Trends & Statistics (Devin Savage) -shifted platform for counting stats. Now using Benchmark from ACRL. On the radar – future of IPEDS data collection for academic libraries – is under discussion, may be changes in the future; created a category for asynchronous instruction since the pandemic began – a good change, but still lots of discussion around that.
  - b. ACRL/Core Interdivisional Academic Library Facilities Survey Editorial Board (Anne Marie Casey & Eric Kidwell) -also transitioning to Benchmark. Tried first part of a survey last spring and are correcting and finalizing all three parts. To be distributed in the fall – good progress this year.
  - c. C&RL (Wendi Arant Kaspar) – incoming editor (Kristin) starting now alongside Wendy; a special issue coming out in September about the inefficacy of the one-shot

- d. C&RL News (Leo Lo) – transitioning to online only from current hybrid model (Dec 2021 was final print issue); new design template to two columns from one (or the other way around??)
  - e. CHOICE (Diane Klare) – content vertical toward inclusive excellence – started as a blog (DIA issues) to provide actionable content that helps people in academic libraries understand and support policies to implement DIA policies. Includes blogs, podcasts, webinars. Has opened up some business opps – advertising; may templatize the model of the vertical to use it for other academic library themes such as technology.
  - f. CLIPP Notes (Jessica Brangiel & Lynne Kvinnesland) – (Erin) – published two books last year (on open and on librarian job descriptions) and one forthcoming this year on librarian faculty status
  - g. Project Outcome for Academic Libraries Editorial Board (Jennifer Arnold)
  - h. Publications in Librarianship (Mark Shelton) – published two books since the summer. One is the first open, peer reviewed title, Stories of Open. Expect three more titles to be published this calendar year. Discussing an improvement to the call for proposals (content, deadlines etc.)
  - i. New Publications Advisory Board (Courtney Greene McDonald) – high number of proposals, good engagement from board members on the proposals. On track to end the year with 17 publications. Thanks to the work Erin does to make the work of this board possible.
  - j. RBM (Richard Saunders) – recent hitch – losing the reviews editor and looking for a new one – please share names of any who may be interested. Determined to published something on minority librarianship – has been difficult, this content is not well-represented, but a good article is coming out.
  - k. Resources for College Libraries (Tammera Race) – large weeding project for RCL. Another project is to diversify the peer-reviewers. Have been asking for demographic data of reviewers and information will be reviewed soon to make appropriate changes for recruiting, promoting opportunities etc. At mid-winter meeting board meetings all members shared challenges and opportunities, which gave everyone a sense of the landscapes of what people are working in, where they overlap, etc. Was a good way to learn about situations in academic libraries right now. Question to Tammera – what has been available in the past in RCL? Yes that data exists, but not sure what the format is.
5. Discussion: Expanding the diversity and inclusiveness in publishing is essential, but how do we reach new and diverse volunteers? How do we update marketing or add/change language in our proposal requests to attract a more diverse pool, for example? What have members seen or what are boards doing to expand inclusiveness and diversity of volunteers/editors/reviewers/authors? This is an opportunity for us to learn from each other what has been tried, whether it has been successful or not, and discuss how we can build on and expand successes seen so far.
- Devin – board is reaching out to state consortiums (Missouri and Illinois) and it was a good way for ACRL to connect to smaller organizations and have recruited people from there to work with the board.
- Richard – how to integrate HBCUs and tribal colleges. Some don't have professional staff, and so then there are no professionals there to write about them. Some lingering segregation between them and other academic institutions. We should be making individual contacts there and ask what we can do to bring them into the mainstream.
- Wendi - just finished a research project with these two populations. Has been eye-opening. Service and research has to be built into the job but minority librarians are tagged to do too

many things (diversity committees, token roles, service commitments). In some places where there are more diverse professionals the service and research is NOT built into the jobs so then they won't necessarily devote their time to those activities.

Richard – relationships matter. Must get out of the formal processes and into informal networks, calling people etc. Just showing a personal interest. Add a “my voice” column to write about their experiences in our journals? To open up conversations and draw people in.

Kristen – barriers are at a systemic level. Let's identify them so we don't keep just hitting them. What would make that different?

Richard – could our journals use developmental editors – to work with authors, to bring them to that level

Candice – teaching and supporting authors etc. to jump over the barriers leaves intact a publishing landscape with systemic problems. Diversity calls us to actually remove the barriers and take a broader vision of what constitutes success, achievement etc.

**Action:** Jenny can you share our PCC's last virtual conference presentation on diversity with the group for those who have not seen it yet? Yes

6. Call for Adjournment – meeting adjourned

## Academic Library Trends and Statistics Survey Editorial Board

Minutes

January 28<sup>th</sup>, 2022

*Present: Devin Savage, Mary Jane Petrowski, Gena Parsons-Diamond, Jeannette Pierce, Laura Rose Taylor, Janine Kuntz, John Budd, Patrick Tomlin, Celia Rabinowitz, Susanna Cowan, Amanda Folk*

1. Current status of Responses (Gena/MJ)
  - a. We currently have a low rate of response, which is not unusual for this time of year.
2. Outreach to New IPEDS institutions (Amanda), non-respondents (tbd)
  - a. Amanda buzzed through the list of New IPEDS institutions (many thanks!)
  - b. Gena and Mary Jane will look at providing the committee members with lists of non-respondents to contact.
3. Other presentations:
  - a. News You Can Use (Devin, Amanda, Laura)
    - i. We will reprise this presentation at ALA Annual, virtually.
  - b. IPEDS/AIR (?) –need presenters, title: One Survey, Two Datasets: alignment of Academic Libraries’ data-collection through Benchmark, visuals, uses
    - i. Devin, Jeannette, and Laura will meet to plan through this with MJ and Gena
  - c. International Love Data week (Devin, Janine, Laura)
    - i. 2/17 at 11am. Devin, Janine & Laura are meeting next week to prep
  - d. Library Assessment Conference
    - i. Susanna suggested meeting in February to start to working up a proposal
4. LibGuides Working Group (Oilvia, Laura, Starr, Gena)
  - a. Draft of next LibGuide: <https://acrl.libguides.com/c.php?g=1209299>
5. Trends working group (John, Celia, Patrick, Laura)
  - a. We had a robust discussion about possible Trends topics. One general point of consensus revolved around the way the work and services have changed during the pandemic and going forward. Working arrangements on hours, remote work, virtual services, asynchronous offerings, and recruiting and retention all came up. The subcommittee will explore some of the other surveys by the VAL committee and other groups as a next step.
6. C&RL News: Fast Facts and article (Jeannette, Elizabeth)
  - a. The article is nearing completion.
  - b. Jeannette and Elizabeth will reach out to Gary to put together a Fast Facts column. Laura did it last year and suggested it was not too difficult.
7. Updates from other groups:
  - a. ARL/ACRL/IPEDS (IPEDS Advisory Committee)

- i. Next meeting is 2/7
- b. Project Outcome (Jeannette) –
  - i. Jeannette is looking at aligning PO data with Standards
- c. ACRL Publications Committee
  - i. This committee had a pleasant meet and greet on 1/7

8. Annual meeting (virtual)

- a. We confirmed that Ed Board will meet virtually in June.

9. Other business?

Reminder to check if your term is ending and if you wish to continue service on this Board, please complete the volunteer form before Feb. 15th.

## C&RL News Editorial Board

February 2022 Virtual Meeting MINUTES

Wednesday, February 2 at 12pm Eastern / 11am Central / 10am Mountain / 9am Pacific

In attendance: Leo Lo, Heather Campbell, David Free, Willie Miller, Heather Dalal, Karen O'Grady, Erin Cassity, Amanda Nichols Hess, Ashley Hoffman

### **Editorial Board Charge:**

The editorial board serves in an advisory capacity to the editor on all policy matters concerning editorial content or format. Tasks: To react to ideas for development of C&RL News that have been proposed by the editor. To suggest ways in which C&RL News might be improved in format or content. To provide the editor with information regarding trends in the field that might affect future directions or content of C&RL News. To suggest new editorial features, either regular or irregular, for consideration by the editor. To assist the editor in developing editorial policies

### **Agenda:**

- Adoption of agenda and appointment of recorder
  - Leo Lo welcomed and thanked attendees. New members: Heather Dalal, Ashley Hoffman, Willie Miller, Karen O'Grady
  - Heather Campbell agreed to be minute taker.
  - Members introduced themselves and shared what made them happy today!
- Introduction, welcome new members, review charge
  - Leo reviewed our charge.
- Editor's report and discussion
  - David Free provided an overview of his report shared in ALA Connect.
    - Note: David provides this kind of report twice a year, midwinter and annual. We can meet more frequently if desired.
    - Finances: CRLN received additional funds from ALA surplus, partly due to receipt of PPP (COVID government stimulus) money and partly to rebound of job market, which increased revenues from ALA Job List. Print advertising below expectations, which is not surprising as print issues ceased. Online advertising above expectations. Choice does ad sales for us. Subscription revenue fell, which is to be expected given cessation of print issues. ALA has not yet provided FY22 Sept-Dec numbers. Likely to come out \$100K ahead of where we'd be with print model.

- Production changes: production editor changed template from two columns to one column PDF, which is better for online reading and accessibility. HTML still available, as usual. PDF of entire issue also will be available.
- Awareness: how to maintain this with end of print issues? Alerts sent to ~16,000 readers. January views were down a bit, but continuing pandemic and Omicron might account for this. Usage stats are available; these show expected trends, such as fewer views in summer.
- Content: plenty of submissions now, but David will keep an eye on volume. Content ideas are encouraged from editorial board. Reach out to colleagues and share article ideas with David.
- Feedback: share with David; he would appreciate any input and ideas.
- Question: Start using paid/boosted social media to increase awareness of particular content? Should we collaborate with CRL journal social channels? Highlighting CRLN articles would be great idea. Currently, CRL doesn't pay to boost posts, but this is an option.
- Committee response:
  - Willie Miller expressed interest in volunteering for social media starting in summer. He works in Spark and Canva often.
  - Ashley Hoffman shared example: [https://twitter.com/CRL\\_ACRL](https://twitter.com/CRL_ACRL)
  - Heather Dalal expressed interest in collaborating with Willie.
  - David: goal for these posts is to create a visual image that represents an article and sparks interest.
- Column proposal – Academic Libraries in Conversation
  - David Free: CRLN author Dustin Fife proposed this column. Proposal available in ALA Connect. Focused on career guidance. Other columns with outside editors: scholarly communication, framework for information literacy, international insights. Format would be an interview-type format, conversation, or Q&A. Video or audio also could be hosted on site (e.g., recorded Zoom conversation), but writers/editors would need to produce this, as CRLN lacks capacity.
  - Committee response: Members supported the idea of recorded conversations. Concerns raised about sustainability; can we connect this column with a certain ACRL group? Concern also raised about cohesion of column; can Fife refine and focus, provide topics? Readership survey did show interest in career/professional development topics.
    - Next steps: David will talk to Dustin about sustainability, AV format, focus of column. Contact David with additional feedback.
- Review of 2021-2022 work plan projects

- Identify topics for sourcing articles - Review readership data to identify articles that had high readership numbers in order to inform future content directions.
  - David gauged interest among members in reviewing data. He will run report in OJS for a time frame to get newer raw data about readership; he'll post on ALA Connect mid-February. Members can review and volunteer to do deeper dive. David can adjust or pull additional reports as needed.
    - Erin Cassity and Heather Dalal expressed interest in analyzing this data sometime this year.
- Ongoing feedback on C&RL News content, covers, and format
  - Contact David any time with suggestions for covers or other content.
- Online-only publishing model transition
  - Social media project goes along with this. Willie, Heather D, David to connect about social media strategy.
- Other items of interest:
  - Next meeting: ALA Annual in June. Do we want to meet again? More frequently?
    - Members expressed interest in meeting more often—four meetings per year suggested: early fall, midwinter, April, annual. David will schedule.

## CHOICE Editorial Board

### Meeting, January 28, 2022

**Attending:** Bill Mickey, Monica Maher, Mark Cummings, Diane Klare, Tracy Coyne, Betsy Fronk, Dalia Corkrum, Marianne Myers, Stacy Reardon, Mary Muehlberg

**Minutes of CHOICE 2021 Annual Editorial Board Meeting** – approved as written (Dalia Corkrum Whitman abstains from vote, was not in attendance)

### Publisher's Reports

- Committee received copies of reports prior to meeting
- New CHOICE 360 content, encourage committee to browse the site
- Still do not have audited finals for fiscal year 21, has been a lot of chaos at finance, new hires in finances will be getting things in order soon
- Ended 2021 with a surplus, we were on budget for revenue, large reason for surplus is due to the pay cuts furloughed employees took
- Subscriptions below budget and prior year, this is a long-term trend, reflection of diminished use of reviews in collection development in libraries
- TIE editorial content- 38 blogposts to date, podcast interviews, webinars, quarterly publication
- Webinars have been gratifying success, popular and valuable content, webinar topics are listed in the report
- The Authority File podcast has active listenership, many downloads and sponsorships, sponsors are interested in this as a marketing opportunity
- ALA requiring employee vaccination, CHOICE is 100% in compliance, going back to hybrid work environment
- Questions-
  - Has there been talk of salary relief for staff that took 7% cut?
    - No, not at this time.
  - Talk of cuts to retirement contributions?
    - No, not to our knowledge.
  - Do you see an improvement to the issues regarding numbers to work with to see true financial picture?
    - CHOICE has good financial controls independently, however, many indirect expenses go through ALA and they haven't provided reports. With new finance leadership, hopeful those reports will be forthcoming. Things are being fixed, but will take time.
  - Request for a broader view of trends over time- financial reports, and use of various assets, over last 5 years?
    - Finances, yes. Year-to-year usage statistics, yes, it is possible for CHOICE reviews. Has been a 10% decline yearly. CHOICE is reinventing itself, encourage people to look at CHOICE 360. Most of the cost of CHOICE is the people creating the content.

### Choice Review Selection Policy

- Want to make selection criteria broader to make it more accessible. Looking for feedback comments, perspective on utility, etc.
- Have had same criteria for 5 decades, fairly rigid, aimed toward academic libraries. Want to stay within scholarly boundaries, but look for opportunities to appeal to audience that is academic but not specifically academic librarians. Expand and diversify audience to drive up engagement, and offer more content to a more general academic population.
- Is the current length something that reviewers find restrictive? Do they want to be able to write more and expand?
  - Haven't spoken specifically to reviewers, anecdotally have heard reviewers want more words when they love the book. Have started publishing longform reviews (1,500 words) for social and racial justice titles. Reviewers have enjoyed doing this. Rewrite guidelines of types of titles and what goes into longer reviews.
- Thinking longer reviews would be around 600-700 words. Current subscribers tend to skip the review and just look at the recommendation.
- If we have longer in-depth reviews, the audience becomes broader, not just those doing collection development. Can then create more content around them, podcasts, webinars, discussions
- Want to broaden audience, but still provide scholarly content, thinking of targeting museums or archives to go beyond libraries? Other types of consumers you're considering?
  - Definitely want to consider appealing to teaching faculty. Yes to archivists, museums as well.
- We aren't moving away from academic library community, want to retain those relationships and add to them. Keeping with original mission.
- Anticipating we will be able to develop different kinds of subscription opportunities to this new audience which can add to the subscription revenue that has been declining
- Diane thinks reviews will continue to be used, have relied heavily on CHOICE reviews for collection development. There is an opportunity to make sure new guidelines can capture titles in emerging areas of studies/interdisciplinary studies.
- Stacy has relied on CHOICE reviews for book by book selection, but no time to read each review. Does appreciate longer bibliographic essays for areas that need more development. Can see longer reviews appealing to graduate students.
- Could incorporate bibliographic component into every review, "for further reading" paragraph with emphasis on newer works
- From a community college perspective, students use JSTOR reviews to help with assignments.
- Could also be useful to students who are working on dissertation, a more comprehensive review would appeal to these students who are short on time
- How to get other populations to use CHOICE reviews? Haven't been successful in asking librarians to share it with students
- Discoverability and students, mostly use LibGuides with links
- In classes, typically use discovery tool and narrow to reviews, don't take students straight to CHOICE in practice
- Check Google Doc for accessibility, reminder to committee members to look at it in 2 months

**New Content Collection: Technology in the Library**

- Model would be similar to TIE model
- Thinking a topic related to technology in the library would be appealing to audience and vendors
- Mary works with a lot of tech, finds webinars that are more public library focused. CHOICE would be more in the scope
- CHOICE isn't place to go for cutting edge news, but is a more trusted source to find solutions that other academic libraries have utilized. Could use it for tech that libraries are interested in is an investment, rather than super new cutting-edge tech
- Content showing experiences and results in other academic libraries
- Diana would like to see tool-based content, tech that others have already worked with since resources are limited, can't spend money on experimental tools, want case studies, highlighting pitfalls and advantages
- Marianne agrees. Tech is intricate part of everything we do, would be nice to have something like CHOICE with a reputation to help focus on what is most relevant for academic libraries
- List is a good start, there's a lot of opportunities to explore further topics in tech as well
- Figure out where this would fit among ACRL, don't want to overlap

Meeting adjourned at 1:28 pm

Submitted by Monica Maher

## **Resources for College Libraries Editorial Board**

### **Meeting**

**12/15/21**

**10:30a – 12:00 pm ET (Held via Zoom)**

**Present:** Anne Doherty (staff liaison), Mark Cummings (staff liaison), Tammera Race (board chair), Jenny Maddox Abbott, Alison Armstrong, Chelsea Hanrahan, Adrian Morales, Stephen Patton, Rachel Scott, Shaundra Walker

**Call for Secretary:** Jenny Maddox Abbott

### **Introductions**

**Project Report** (Anne Doherty): Provided updates on the following:

- RCL and RCL Plus Database counts
- Peer Review—recruiting peer reviewers has been challenging amid the pandemic this year
- Deselection Initiative—have weeded more than 10,000 titles. A big thank you to all subject editors for their hard work in creating a net reduction of approximately 6,000 titles
- Looking ahead—updates on recruiting, engagement, peer review, weeding
- Editorial Openings—recommendations of colleagues or general ideas are always welcome; share with Anne at any time.
- ProQuest partnership
- ACRL/CHOICE webinar—successful!
- Released a refreshed homepage for RCL

**Financial Report** (Mark Cummings): Provided updates on the following:

- FY21 Revenue highlights
- FY21 Expense highlights
- 5-Year historical performance
- FY22 Budget—hopeful, but much isn't known due to Clarivate's acquisition of ProQuest

**Peer Review Survey Report** (Anne Doherty): Provided an overview, results, and next steps. Discussions will continue, and progress will be measured against the 2020 initial data.

**Trends & Challenges:** Each member of the board shared a trend and challenge in collection management. Many connections were made across topics.

**Discussion:** Some time was available to discuss workplan activity update, editorial recruiting and retention, and trends and challenges recap.

- ✓ **Action Item:** Board members should continue to think about ideas for increasing diversity in recruitment. Share any ideas with Anne. Anne will post the Call for Reviewers announcement in spring, which board members can share.
- ✓ **Action Item:** Anne will be thinking of ways to track where postings are most successful in recruiting more diverse participation.

**ALA Annual:** The ALA Annual meeting of the editorial board will be conducted virtually. Meeting date and details will be determined in spring.

**Meeting Adjourned** 12:00 pm ET

## Research and Scholarly Environment Committee

### Meeting

January 31, 2022 | 1pm EST

**Present:** Tina Baich, Sandra Aya Enimil, Emily Finch, Emily Ford, April Hathcock, Allison Langham Puhtrow, Kara Malefant, Kelly McCusker, Amanda Nichols Hess, Shayna Pekala, Shilpa Rele, Ashley Sergiadis, Willa Tavernier

1. Welcome: Sandra introduced herself as chair, taking over from Thomas; she indicated that the vice-chair position is open and anyone interested in serving as vice-chair can contact her directly.
2. Appoint recorder for minutes: Amanda Nichols Hess volunteered to take minutes.
3. Review & adopt agenda: Agenda adopted with no additions.
4. Introductions: All present introduced themselves to the group.
5. Subcommittee updates: progress, barriers, call for volunteers.
  - a. **C&RL News Scholarly Communications column** (Emily Ford, Allison Langham-Putrow, and Taylor Dwyer): Allison and Emily are seeking other folks (2-3) to begin learning from them as they wrap up their terms. Time per month is about 4-5 hours, depending on what comes in for the first draft. Volunteers are welcome!
  - b. **RFI Policy Response – Call for Members:** April Hathcock and Willa Tavernier are interested in this work, and Sandra Enimil wishes to stay involved with this work even if not the point person. Kara will follow up with them after the meeting.
  - c. **[Scholarly Communication Toolkit](#) – Call for members:** This resource gets the most traffic in the fall as folks are planning events for OA Week, so the matter is not pressing and work generally happens in the 6-8 weeks preceding these events. If anyone is interested in this work, please let Sandra know.
  - d. **Scholarly Communications Discussion Group, ALA Connect community, ACRL-SPARC Forum** (Ashley Sergiadis and Jennifer Chan, D.G. co-convenors): This discussion has migrated to ALA Connect, so the current focus is on planning for the SPARC forum as well as other topical workshops for ALA. More information to follow.
  - e. **RoadShows** (Kara Malenfant and Will Cross, presenter coordinator and ex-officio on ReSEC): Kara provided a general update on RoadShows – Chase Ollis now works at ALA, so Margot Conahan is the primary staff person to work with hosts, presenters, etc. Sandra shared specific information about the [Scholarly Communications RoadShow](#), which is currently the Off-RoadShow. This offering was very well received in 2021 and had attendees from everywhere (advantage of the online format); this Off-RoadShow will happen again, given the current conditions / landscape.
6. Potential future project.

- a. **Special C&RL issue about 2019 research agenda Open and Equitable Scholarly Communications: Creating a More Inclusive Future** (guest editors: Kara Malenfant and 1-2 volunteers.): Kara shared that there have been discussions in the past about whether we should have a special issue related to the Open and Equitable Scholarly Communications grants; Amanda Nichols Hess and Sandra Aya Enimil volunteered to be a part of this work. There will be other roles for folks interested in contributing (e.g. reviewers).
7. Open discussion:
  - a. Emily Ford asked about whether members of our committee had reviewed the [Anti-Racist Scholarly Reviewing Practices: A Heuristic for Editors, Reviewers, and Authors](#); she previously emailed about this topic (May 19, 2021) and it is a deep topic to consider, so she wanted to surface it as a matter for ReSC to consider and discuss in the future.
  - b. Sandra asked about meeting frequency, and the group consensus was to meet quarterly (in person at Midwinter and Annual, plus two virtual meetings in the other quarters). Sandra and Kara will work on an ALA Annual meeting time to ensure our meeting does not conflict with the Scholarly Communications Discussion Group.
  - c. If you are interested in volunteering or working on anything, please let Sandra and/or the leader of that initiative know!
8. Reminder: Term expiring? Volunteer by Feb 15 for reappointment: Kara provided [the link to renew](#), as well as the link to [determine when one's term expires](#).
9. Adjourn.
  - a. Meeting adjourned 1:51pm EST.

Respectfully submitted by Amanda Nichols Hess, 1/31/2022 (revised 2/3/2022).

## Student Learning and Information Literacy (SLILC) Committee

Midwinter check-in meeting minutes  
January 20, 2022  
11am - 12pm Central / 12pm - 1pm Eastern

Participating members: Meg Meiman (chair), Melissa Mallon (vice-chair), Andrea Baer, Mike Courtney, Amanda Folk, Lindsay Matts-Benson (ex officio), Sandy McCarthy, Marianne Myers, Lamonica Sanford, Maura Seale, Virginia Seymour, Jennifer Shimada, Mary Jane Petrowski (ACRL staff liaison)

Members unable to attend: Jaena Alabi, Quetzalli Barrientos, Mou Chakraborty, Nikhat Ghose, Gina Kessler Lee, Jane Nichols

Meeting recording (uncaptioned) available at:  
<https://www.dropbox.com/s/5fp770q96u6j17j/video1054758561.mp4?dl=0>

Facilitators: Meg Meiman and Melissa Mallon  
Minutes: Meg and Melissa

### Welcome & Quick Updates

1. ACRL Board Meeting update – Meg and Melissa will meet with the Board on January 28 to give them an update on our committee’s work.
2. 2021-2022 Appointments reminder - Please fill out the volunteer form by Feb. 15 if your term ends in 2022.
3. ALA 2022 reminder – The SLILC meeting at ALA 2022 conference will be virtual. Melissa and Meg are aiming to have the meeting the week of June 13, during a weekday; stay tuned for a Doodle poll.

### Team Report updates

1. Publications Team - Maura Seale (Lead) provided an update. The team sent out a call for proposals for the column via C&RL News, received several proposals, and accepted seven. The team will have seven columns lined up. The team received final drafts from chapter authors for the book *Exploring Inclusive & Equitable Pedagogies: Creating Space for All Learners*. Editors are drafting introductions to each section as well as an introduction to the entire book, and the completed manuscript will go to ACRL by the end of this month. A sub-group of team members are working on the Keeping Up With...columns as well.
2. OEPD Team - Jennifer Shimada (Co-Lead) provided the update. The team is working on an event for May, and the tentative title for the program is “Successes and Struggles within OER and DEI.” The team has reached out to potential panelists and is still working on finalizing speakers before setting a firm date; the tentative date for the program is early May. The team welcomes any suggestions from the committee members for program speakers.

3. Engagement Team - Andrea Baer & Amanda Folk (co-leads) provided an update. The team has been focusing on approaches for updating the [SLILC LibGuide](#) (aka website), and developed [over-arching recommendations](#) for the guide that they'd appreciate feedback on. These include the current list of tabs; shifting to side navigation, creating friendly URLs for the guide and each of its pages, and ensuring the guide meets accessibility guidelines. They also posed questions about the guide that led to a brief discussion regarding the following: the scope and purpose of the SLILC LibGuide (particularly since there is [SLILC's Open Education and Professional Development guide](#) containing resources and information about past SLILC events); whether we the guide should be used to archive past publications and events, or instead give users a quick snapshot/overview of what SLILC is about; and how much usage the guide is actually getting.

Additional discussion centered on how some parts of the guide align well with and usefully highlight the work of some teams (e.g., publications), but that with other teams the connection between the work of the team and the LibGuide content isn't as clear. The Engagement Team welcomes thoughts from members, especially those with longer-term experience who may have worked on the guide in the past. Immediate suggestions include (1) paring down the SLILC guide to provide a brief overview of who we (as SLILC members) are and what we do; (2) linking from the main SLILC guide to the work of the teams in the other guide; and (3) featuring the committee's more recent top-level initiatives, while moving older material to other parts of the guide, since some of that work represents past interactions of the committee. Longer-term, the Engagement Team could provide the committee with a mock-up of the new guide, and perhaps doing a user engagement survey for the guide. The Engagement Team will meet in late February, so they would appreciate recommendations from our committee by mid-February, although their work will be ongoing.

## Future Planning

### ACRL Plan for Excellence

- Quick brainstorm about our goals - do we feel as though we're meeting them? Is our work aligning with those goals (as stated in our work plan)?
- Is SLILC worthwhile to be on? Do you feel like you're making an impact?

### Discussion centered on

- Framework Roadshow – needed to pivot to online synchronous workshop, scaling with 1-2 instructors for making it more equitable for smaller institutions
  - 3 four-hour workshops  
(<https://pressbooks.umn.edu/acrlframeworkroadshow/>)
  - Instructor value add is facilitation of discussions & activities

- Scalable to future work
- OEP ([open ed pedagogy/OER](#)) – questions arose regarding the focus of this group: why is focus on open educational pedagogies (in regard to inclusive & equitable pedagogies)? Is there enough expertise from the subteam here?
  - Perhaps we should shift the subteam’s future focus on Equitable & Inclusive Pedagogies, and then rely on the particular subteam’s expertise to decide what the focus is, under the larger ‘umbrella’ of equitable and inclusive pedagogies (e.g. open pedagogies; anti-racist approaches, etc).
- Appreciate the idea of it being a broader "professional development" team in the future, still aligned with supporting librarians to advance the goals of "equitable and inclusive pedagogical practices"
- Recommendation for the ACRL Board – have a process in place for how each committee implement transitions to leadership

Idea: Each committee could provide a formal orientation & refresher session; the session would include a reminder of the committee’s description/goals, how the Board level committee fits into the ACRL Plan for Excellence, the committee roster, and previous work of the committee. Hold this session before the first all-committee meeting in July/August.

## Value of Academic Libraries Committee

Virtual Meeting

Friday, January 21, 2022, 1:00 - 2:00 PM CST

# Minutes

### 1. Roll call) (highlighted were in attendance)

- Dr. Rebecca Croxton
- Dr. Jung Mi Scoulas
- Polly Boruff-Jones
- Spencer Brayton (absent)
- Jeffrey Bullington
- Monika Chavez (absent)
- Joanie Douglas Chavis
- Michael Flierl (absent)
- Beate Gersch
- Lauren Holmes
- Lizah Ismail
- JoAnn Murphy
- Dr. Megan Oakleaf (absent)
- Joseph Pirillo (absent)
- Eric Resnis
- Lamonica Sanford
- Matthew Shaw
- Dr. Jennifer Steele (absent)
- Patrick Tomlin
- Jennifer Stayton Washburn
- Andrea Wright
- Dr. Holt Zaugg
- Andrea Falcone, Ex Officio, ACRL Standards for Libraries in Higher Ed Roadshows
- Brandy Whitlock, Ex Officio, ACRL Assessment in Action Roadshows
- Jessica Brangiel, ACRL Board Liaison
- Kara Malenfant, ACRL Staff Liaison

### 2. Announcements / Updates

#### a. VAL Committee Updates (Becky)

##### i. VAL Meetings at ALA Annual

- VAL Committee Meeting (hybrid): Friday, June 24, 2022, 2:30 - 3:30 PM EST (DONE)

- a. This is a change from our previously scheduled meeting time that was scheduled for Friday, June 17 from 1:00 - 2:00 PM.
  - b. **ACTION:** Becky will send out an updated meeting invitation with a Zoom link.
- Session: Update on ACRL Value of Academic Libraries Initiatives: Anticipated Time: Saturday, 6/25, 2:30 - 3:30 PM EST (Requested time slot)
  - Focus Group/Interviews re: Proficiencies for Assessment Librarians & Coordinators: Sunday, 6/26, 8:30 - 10:00 AM EST (Requested time slot)
  - ALA Joint Proposal: ACRL VAL & Professional Values Committees (not accepted)
    - a. Proposal: [Ethical Engagement in Learning Analytics: Lessons Learned by Campus Colleagues](#)
    - b. Propose webinar in Spring 2022
    - c. ACRL Presents (typically 60 minutes)
    - d. **ACTION:** Becky - work with Megan, Kara, and Jung Mi to draft email invitations to invite the external panelists
- ii. ACRL Proficiencies for Assessment Librarians & Coordinators
- Update from meeting on 11/18 with Ben Hunter (Standards Committee), Je Salvador (ACRL EDI Committee), and Becky, Jung Mi, Megan, and Kara (VAL Committee) ([See meeting Notes](#))
  - Interest from VAL members in participating on a task force
    - a. Task Force Volunteers: Becky, Megan, Brandy W., Polly, Lauren H, Jung Mi, Matthew S., Beate, Je Salvador (ACRL EDI Committee),
    - b. **ACTION:** Becky- convene a meeting to get things rolling. Inform VAL committee members who were not present that they are invited to join this task force if interested.
  - External Experts
    - a. Brainstorm possible experts
      - i. Invite a rep from [Association of Assessment of Learning in Higher Ed](#) (interested in creating valid assessments, validity of student learning, ethical usage of info) (Holt is a member.)
        1. Org for people who work in assessment in higher ed
        2. Sara Goeck - did a presentation in SLC
        3. Currently have a President's committee on DEI (See additional notes at end of minutes)
          - a. NOTE: Divya - extremely passionate and well informed in this arena. (Holt can help make contact)
        4. **ACTION:** Becky follow-up with Holt for names.

- ii. Ebony Magnus ... critical assessment (or Jackie Belanger)
  - iii. Maurini Stroud (Rochester)
  - iv. Meg Grotti...for accessibility (Delaware)
  - v. Starr Hoffman (Nevada)
  - vi. Claire Holmes (Towson - accessibility)
  - vii. Nola Walker (person of color, ARL Library Assessment Conference Planning Committee)
  - viii. Natasha Jankowski (consider for a non-librarian, higher ed perspective)
  - ix. Sol Berman (consider for a non-librarian, higher ed perspective)
- b. Opportunities for external expert engagement:
- i. Full participating member of task force (with possible VAL appointment)
  - ii. Focus groups or interviews
  - iii. Review & comment on revised draft
    - 1. Circulate AALHE

### 3. Updates from Ex-Officio & Board & Staff Liaisons

- a. ACRL Board meets next week
- b. Andrea F. - Standards for Libraries in Higher Ed Roadshow
  - i. changed to a virtual format
  - ii. booked for two roadshows in early 2022 (U of WI-La Cross, NEFLIN)
- c. Brandy - Assessment in Action Roadshow
  - i. finishing up curriculum redevelopment - ready to deliver March 1st
  - ii. Hope to deliver in-person or virtual roadshows.
- d. Kara - ACRL Staff Liaison
  - i. Reminder to complete a [volunteer form for ACRL committees](#) if your term is ending this summer. (Due 2/15/22)

### 4. Mini Presentations

- a. Presentation schedule for next few months
  - i. February 18, 2022
    - **ACTION:** Becky -- reach out to Joe P. re: the Moonshot for Equity &/or Megan re: her colleagues re: ACRL standards & EDI & S)
  - ii. March 18, 2022: Communications Strategy Subcommittee
  - iii. April 15, 2022
  - iv. May 20, 2022

### 5. Subcommittee updates

- a. VAL Resource Oversight (Joe Pirillo absent; Jenn Washburn reported on behalf of subcommittee)
  - i. <https://www.ala.org/acrl/val-homepage-draft>
  - ii. Committee worked on finalizing some of the options under consideration.
  - iii. Joe shared these final changes to the subcommittee for continued feedback
- b. Learning Analytics/Privacy (Joe Pirillo absent)

- i. no update
  - ii. Lauren Holmes: There is a . - Free eLearning IMLS course on library learning analytics offered by Lisa Hinchliffe and Kyle Jones. Course: Mar 1 - April 15 (Apply by January 28 via: [https://iu.co1.qualtrics.com/jfe/form/SV\\_b77wiLtbMAExDoO](https://iu.co1.qualtrics.com/jfe/form/SV_b77wiLtbMAExDoO))
- c. Value of Libraries during COVID-19 Disruption (Lauren Holmes)
- i. Ready to roll out for Call for Proposals for Online Forum
    - Call Link: [https://universityofalabama.az1.qualtrics.com/jfe/form/SV\\_1Z9cekm2UNyEUmY](https://universityofalabama.az1.qualtrics.com/jfe/form/SV_1Z9cekm2UNyEUmY)
    - Possible dates:
      - a. March 11
      - b. April 8
      - c. May 13
    - Cut-off for applications: February 18th
    - Need to get the word out:
      - a. **ACTION:** Becky - post via ACRL VAL via Connect with cross-post to ACRL Assessment Discussion (**DONE**)
      - b. Committee members - please share this call widely through your channels
  - d. Communications Strategy (Michael Flierl absent)
    - i. No update this month.
    - ii. **ACTION:** Becky will work with the subcommittee to regroup and get things rolling again.
  - e. Equity, Diversity, Inclusion, & Social Justice (Monika Chavez shared the following written update)
    - i. We are still looking for more people to do the profiles. We have someone for February, so our series will resume then. We also have a few more nominations, who I have reached out to. Most likely we will need to space out the profiles to be either every other month or quarterly. We are looking into having shorter, more casual profiles to submit between these times.
    - ii. I also have a question: We also would like to have a panel with some of the people in our profiles. Will we be having a schedule to coordinate the subcommittee of want to schedule panels, or should we go ahead and schedule?
    - iii. **ACTION:** Becky will follow-up with the subcommittee to coordinate timing of a proposed panel session with other programs being planned by the COVID-19 subcommittee and the webinar/panel on Learning Analytics being coordinated by the larger VAL committee.

## 6. Information/Resources re: Presenting to ACRL communities

- 3 different types of opportunities
  - ACRL Presents: broad interest, no cost (<https://www.ala.org/acrl/conferences/elearning/acrlpresents>)
  - Discussion forums: member led, member generated, no cost (<https://www.ala.org/acrl/conferences/elearning/onlinediscussionforums>)

- Online learning: Fee-based professional development sessions (<https://www.ala.org/acrl/conferences/elearning/webcasts>)
- ACRL Virtual Meetings & Discussion Forums Calendar (<https://acrl.libcal.com/booking/virtual-meetings>)
- Guide to policies and procedures for virtual meetings: (<https://www.ala.org/acrl/resources/policies/chapter8#8three>)

### Future VAL Committee Meetings:

- February 18, 2022, 1:00 - 2:00 PM CST
- March 18, 2022, 1:00 - 2:00 PM CST
- April 15, 2022, 1:00 - 2:00 PM CST
- May 20, 2022, 1:00 - 2:00 PM CST
- Friday, June 24, 2022, 1:30 - 2:30 PM CST (note new date/time to correspond with ALA)

### Other Documents:

- VAL Projects & Subcommittee [sign-up worksheet](#)
- [2020-2021 Year End Report & 2021-2022 Work Plan](#)

### AALHE's DEI Committee is responsible for:

- Proposing definitions for language related to DEI;
- Providing consultation and support to AALHE committee chairs and co-chairs as they work to integrate DEI concepts and principles into their current charges;
- Reviewing policies and procedures to assure integrity and alignment with the organization's mission and vision;
- Recommending policies and procedures related to DEI based on organizational data;
- Supporting
- Leadership information is:
  - Chair DEI Committee Tracy Bartholomew - University of the Arts - Philadelphia Pennsylvania
  - Melissa Williams - Colorado Technical University - HOFFMAN ESTATES Illinois
  - Dr. Divya Bheda Ph.D.- Milpitas California who has given DEI presentations and is very engaged in these issues.

As a reminder AALHE is a very broad assessment organization that examines and supports assessments in teaching and learning as well as accreditation and other student learning assessments.

## ACRL Chapters Council

### Meeting January 12, 2022 2:00-3:30 PM EST Held remotely via Zoom

Note: If any of the hyperlinks do not work, copying-and-pasting them into a web browser should take one to the appropriate webpage.

1. Welcome by Chair Dawn Behrend

Chair Behrend called the meeting to order at 2:05 PM Eastern Time.

2. Program with Q&A

Dr. Emily Knox, Associate Professor in the School of Information Sciences at the University of Illinois at Urbana-Champaign, presents:

*Intellectual Freedom and Social Justice: Core Values of Librarianship*

Program Description:

Throughout my work, I argue that intellectual freedom leads to social justice. A quick review of the 2020 American Library Association's Office for Intellectual Freedom's (2020) Most Challenged Books list demonstrates that the majority of the books on the list are focused on diverse topics including race and gender expression. Without support for intellectual freedom, the voices of people who are marginalized would not be heard. However, the discourse continues to focus on how support for intellectual freedom leads to the proliferation of hate speech and other harmful expression and is against the core value of social justice/social responsibility. I believe this is because the field of library and information science has not sufficiently integrated Kimberle Crenshaw's (1989) concept of intersectionality into our core philosophical foundations. Crenshaw's theory of intersectionality argues that individual progress and development, social space, and group identity are all equally important for human flourishing.

Please see the accompanying presentation slides.

3. Business meeting

a. Introductions (in chat box please)

Dr. José Aguiñaga, San Jose State University (candidate for ACRL Vice-President/President-Elect); Elizabeth Batte, Nicholls State University (ACRL Louisiana); Dawn Behrend, Lenoir Rhyne University (ACRL Chapters Council Chair); Lydia Bello, Seattle University (Washington State ACRL); Lauren Carlton (ACRL Staff Representative); Leslin Charles, Rutgers University (ACRL *Chapter Topics* Newsletter Editor); Rachel Cooke, Florida Gulf Coast University (Florida ACRL); Ashley Creek, University of Saint Mary (College and University Libraries Section of the Kansas Library Association); Carrie Dunham-LaGree, Drake University (ACRL Chapters Council Legislative Liaison); Eric Edwards, Illinois State Library (ACRL Chapters Council Secretary); Julie Garrison, Western Michigan University (ACRL President); Erin Jerome, University of Massachusetts

Amherst (ACRL New England); Rebecca Kelley, Louisiana State University (ACRL Louisiana); Dr. Emily Knox, University of Illinois at Urbana-Champaign iSchool (guest speaker); Alyssa Koclanes, Eckard College (Florida ACRL); Ali Larsen, Siena College (ACRL Chapters Council Past Chair); Dr. Jay Malone (ACRL Executive Director); Kelly McCallister, Appalachian State University (ACRL Chapters Council Vice-Chair); Dr. Beth McNeil, Purdue University (candidate for ACRL Vice-President/President-Elect); Sandy Schiefer, University of Missouri (Missouri ACRL); and Virginia Shaffer, Allen Community College (College and University Libraries Section of the Kansas Library Association)

b. Updates from Chair

Chair Behrend reminded everyone that the elections for Vice-Chair and Secretary will take place at the summer Chapters Council meeting. More information on the positions' responsibilities is available at <https://www.ala.org/acrl/aboutacrl/directoryofleadership/chapters/acr-cco>. A formal call for candidates will go out in the spring. She will work on that with Vice-Chair Kelly McCallister.

c. Message from ACRL Vice-President/President-Elect candidate Dr. Beth McNeil

Dr. McNeil emphasized that these are complicated and challenging times for libraries. This is why it is important for librarians to stay actively involved in professional organizations. She encouraged ALA and ACRL members to take advantages of the opportunities those organizations offer for service to the profession, including voting in the elections. Dr. McNeil has been making her own efforts to familiarize herself with the ALA operating agreement and how that might affect ACRL.

d. Message from ACRL Vice-President/President-Elect candidate Dr. José Aguiñaga

Dr. Aguiñaga announced that he is open to ideas on how to make ACRL a more effective and inclusive organization for its members. He also asked attendees to encourage other ACRL members to exercise their right to vote in the upcoming elections. The February issue of *C&RL News* will feature the candidate statements.

e. Report from Leadership

i. Dr. Jay Malone, ACRL Executive Director

Executive Director Malone noted that he comes to ACRL from an academic non-profit organization. He assumes that most of the statewide and regional chapters are 501(c)(3) organizations. In the case of ACRL itself, however, ALA is actually the holder of the non-profit status. He looks forward to learning more about this issue, and he encouraged anyone with questions regarding this matter to reach out to him, at [rmalone@ala.org](mailto:rmalone@ala.org).

Registration is open for the LibLearnX event, which will take place January 21-24. This meeting is entirely online, and it is limited to ALA members. It takes the place of Midwinter. As this year's LibLearnX meeting is a first-time event and an experiment of sorts, the organizers will evaluate feedback and plan accordingly for any future LibLearnX meetings. Registration is available at <https://www.ala.org/news/press-releases/2021/10/registration-now-open-ala-s-liblearnx-library-learning-experience-conference--pass>. **This event has now passed.**

Also, registration for the ALA Annual Conference in Washington, D.C., opens in February. As of now, the event is scheduled to take place in person, from June 23 to 28. Anyone interested in attending should watch for related announcements very soon, at <https://2022.alaannual.org/>.

Executive Director Malone encouraged members of statewide chapters to volunteer for ACRL committees. The organization has been striving to make it easier for new members or new committee volunteers to gain a seat on a committee. This effort is in keeping with ACRL's goal to improve diversity, equity, and inclusion within the organization, along with promoting social justice in the broader profession.

In response to a question from Vice-Chair Kelly McCallister, ACRL President Julie Garrison emphasized that pretty much all committees will have openings this year, due to the rotation cycles. New volunteers will need to fill out forms that give them an opportunity to provide more background information on their professional interests and achievements. Volunteers will also need to provide direct e-mail contact information, so that the ACRL leadership can remain in touch with people who aren't chosen for a committee one year, but who might be candidates for that committee should a spot open later. The volunteer form is available at <https://www.ala.org/acrl/membership/volunteer/volunteer>.

ii. Ms. Julie Garrison, ACRL President

President Garrison thanked the ACRL Board for familiarizing new Executive Director Malone with the organization's structure and programs. She mentioned that new benchmark tools are available on the main page of the ACRL website, at <https://www.ala.org/acrl/proftools/benchmark>. The benchmarks provide access to ACRL annual survey data from 1998 to 2020.

As Executive Director Malone emphasized, ACRL is renewing its focus on DEI initiatives, including enhancing support for current BIPOC members and encouraging new ones to join. As an example, ACRL recently granted free one-year memberships to 50 BIPOC individuals. Members should watch for more information on these initiatives and related ones soon, as several ACRL Board meetings take place the last week of January.

On a related matter, ACRL is evaluating its budget and how to spend its money. In particular, the organization strives to assist the individual statewide and regional chapters with making their memberships and programs more diverse and inclusive. ACRL welcomes any specific examples of such initiatives that chapters have found especially productive.

iii. Ms. Lauren Carlton, ACRL Program Coordinator, Program Services

Ms. Carlton reiterated that the volunteer period for ACRL committees and sections opened in December and closes on February 15. The contact information for current committee chairs is on the website, at <https://www.ala.org/acrl/aboutacrl/directoryofleadership/committees>, so prospective committee members should reach out to them with questions about serving on a particular committee. Additionally, anyone with questions on the committee appointment process in general should contact

ACRL staff members Allison Payne ([apayne@ala.org](mailto:apayne@ala.org)) and Elois Sharpe ([esharpe@ala.org](mailto:esharpe@ala.org)).

All chapters should have received a budget for 2022 in October of last year. Anyone on the call who does not have a budget should reach out to the other officers for that chapter. She emphasized that chapters should be very diligent and conscientious about expense requests, since chapter budgets are limited.

Ms. Carlton also reminded everyone to confirm that their chapter's roster and contact information are up-to-date. That information is available at <https://www.ala.org/acrl/aboutacrl/directoryofleadership/chapters/roster>. Additionally, any chapter leaders not on the ALA Connect space should contact the Chapters Council's List Administrator, Paula Martin, at [Paula.Martin@uwyo.edu](mailto:Paula.Martin@uwyo.edu).

As in the past, each chapter is allowed two free ACRL webcasts per year. The list of available webcasts is at <https://www.ala.org/acrl/conferences/elearning/acrlpresents>. Anyone interested in arranging a webcast viewing should contact Margot Conahan, at [mconahan@ala.org](mailto:mconahan@ala.org).

iv. Ms. Carrie Dunham-LaGree, Legislative Representative

The ALA Public Policy & Advocacy Office is working on its agenda for 2022 and will complete it by early spring. The legislative agenda will consist of eight core areas, including federal funding for libraries, net neutrality, and the Affordable College Textbook Act. The Office is revising the previous list of legislative priorities to adapt it for the areas that currently require the greatest focus. Infrastructure will likely be a focus of some of the core areas for 2022.

More information is available on the ALA website, at <https://www.ala.org/advocacy/>. Ms. Dunham-LaGree encouraged attendees to keep their colleagues at public and school libraries in mind during this year's advocacy efforts, since many of the most pressing issues, such as censorship, affect those libraries significantly. ALA is also available to help state and regional chapters with their own advocacy efforts.

f. Announcements from Chapters

The Louisiana Chapter will host its second annual Summer Research Forum. This year's event will take place virtually. The meeting will give Louisiana's academic librarians an opportunity to present on research projects, and they will also have the opportunity to network with their colleagues from throughout the state. The feedback on last year's event was very positive.

g. Old Business

Chair Behrend congratulated the chapters on an 86 percent response rate for the Chapters Directory project. Any chapters that have not yet added their information should access the form, at [https://docs.google.com/spreadsheets/d/13SNEDB4sQjInvHVjJ5WIoQ\\_6qFsF8oyHTik\\_3\\_y6xyQ/edit?usp=sharing](https://docs.google.com/spreadsheets/d/13SNEDB4sQjInvHVjJ5WIoQ_6qFsF8oyHTik_3_y6xyQ/edit?usp=sharing). Additionally, chapters that have already

entered their information but have undergone changes, especially leadership transitions, should remember to update the spreadsheet, as needed.

Chair Behrend added that the Greater Metro New York Area Chapter posted a message via the Chapters Council listserv on concerns over low levels of member engagement. Anyone with ideas for improving member participation, including initiatives from one's own chapter, should post those to the Connect space.

h. New Business

Past Chair Ali Larsen described the project she has undertaken to create a spreadsheet listing the responsibilities of each ACRL Chapters Council leadership position. The link to the spreadsheet is [https://docs.google.com/spreadsheets/d/1gaJV4djDmeIGmAs8YYK6yZOOKWpt1vx\\_S1bW81m6B-4/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1gaJV4djDmeIGmAs8YYK6yZOOKWpt1vx_S1bW81m6B-4/edit?usp=sharing). The current Chapters Council leaders have been working on adding their responsibilities to the spreadsheet. When the spreadsheet is complete, the information will help potential candidates for ACRL Chapters Council leadership positions decide whether or not to run or volunteer.

i. Next Meeting

The next meeting is currently scheduled to take place in person at ALA Annual, but there will be a hybrid option. Chair Behrend asked if there would be interest in having a speaker at the next meeting, especially if it takes place in person, and she encouraged anyone with ideas for potential speakers to contact her, at [Dawn.Behrend@lr.edu](mailto:Dawn.Behrend@lr.edu). Members should also watch for an e-mail from Leslin Charles with the call for submissions for the Spring, 2022, issue of the *Chapter Topics* Newsletter soon. If anyone has general ideas or questions for the Chapters Council, please contact Chair Behrend or one of the other officers.

j. Adjournment

There being no further business, Chair Behrend adjourned the meeting at 3:30 PM Eastern Time.

Respectfully submitted by Eric Edwards, ACRL Chapters Council Secretary, on January 28, 2022.

## ACRL/ALA/ARL IPEDS Advisory Task Force

## Meeting 02/07/2022

**Zoom information:**

Phone one-tap: US: +16692192599,,93384065642# or +16699006833,,93384065642#  
 Meeting URL: <https://ucsd.zoom.us/j/93384065642?pwd=OG5ld1UrRFkweXE5c2h0UTNpak1kZz09>  
 Meeting ID: 933 8406 5642  
 Password: 024519

**Attendees**

Kevin Borden, [kborden@arl.org](mailto:kborden@arl.org)  
 Mary Jane Petrowski, [mpetrowski@ala.org](mailto:mpetrowski@ala.org)  
 Erik Mitchell, co-chair, [etm@ucsd.edu](mailto:etm@ucsd.edu)  
 Adrian Ho, co-chair, [hoadrian@gmail.com](mailto:hoadrian@gmail.com)  
 Cindy Steinhoff, [cksteinhoff@aacc.edu](mailto:cksteinhoff@aacc.edu)  
 Peggy Seiden, [peggyseiden54@gmail.com](mailto:peggyseiden54@gmail.com)  
 Matthew Shaw, [mcshaw2@bsu.edu](mailto:mcshaw2@bsu.edu)  
 Tabby Pursley, [tabathap@ufl.edu](mailto:tabathap@ufl.edu)  
 Devin Savage, [dsavage@iit.edu](mailto:dsavage@iit.edu)  
 Chris Cody, [ccody@air.org](mailto:ccody@air.org)  
 Gena Parsons-Diamond,

**February 7, 2022 Agenda:**

1. Updated IPEDS Taskforce membership (Mitchell)
  - a. Welcome Adrian as Co-Chair
  - b. [Roster](#)
2. Overview and discussion of changes in ACRL Benchmark tool (Petrowski, Savage, Parsons-Diamond)
3. Discussion of any needed work on IPEDS ALS (All)
  - a. Any update on shared collections OMB package?
  - b. Shared collection package paused; will not get submitted with next OMB package; hoping a decision in next six months; will influence next steps
  - c. IPEDS changing approach for OMB packages, moving to annual cycle; following decision w/survey home; may result in one year delay (2023)/
4. IPEDS ALS study update
  - a. "I second Martha's thanks to the IPEDS task force for their insights into the academic libraries survey for Martha's feasibility study. IMLS shared the results with IMLS' Director last fall, and since then he has met with leadership at NCES. We will be following up with the community with news in the coming months. "
5. Discussion of extension of IPEDS taskforce (2022-2024?)

- a. Board will have final FY 2022 meeting in late June 2022; would be a logical time to present a board action form to extend for next term. We could pause request for extension if it seems like the survey would move; reach out to IMLS to discuss;
  - b. ARL would re-engage Research & Analytics committee; move to board
6. Brief discussion on potential of adding shared collections question to ACRL survey
- a. There was uncertainty about how IPEDS would view that but historic precedence for ACRL including new questions in this way.
  - b. Determination was to hold on this topic for now but to revisit based on what we learn in the coming months.
7. Next steps
- a. Coordinate meeting for early May to check in
  - b. ETM to forward email from Mary Jane re: question/comment on collections reporting

**SPRING ALA EXECUTIVE BOARD MEETINGS**

**Agenda for Friday, April 8, 2022**

7:00-3:00pm Pacific / 8:00-4:00pm Mountain / 9:00-5:00pm Central / 10:00-6:00pm Eastern

<p><a href="#">Join Zoom Meeting</a> Meeting ID: 920 9834 3298 Passcode: 192264</p>	<p><b>ALA Headquarters</b> 225 N Michigan Ave Suite 1300 Chicago, IL</p>
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The 2021-2022 **ALA Executive Board Collaborative Agreement**. Board members agree to:

- ✓ Value the contribution and trust each other to do the hard work
- ✓ Be direct and forthright
- ✓ Create a space for difficult conversations
- ✓ Share our thoughts and ask all questions even the small ones
- ✓ Find your voice
- ✓ Recognize process and acknowledge thanks
- ✓ Be kind, especially to our new board members
- ✓ Spell out acronyms – don't assume they know what is being discussed
- ✓ Be prepared and review documents
- ✓ Point out things that need addressing
- ✓ Respect staff and volunteer time
- ✓ Assume good intent
- ✓ Continue excellent communication
- ✓ Have fun!

Central Time	Topic	Facilitator
9:00 a.m.	<b>Welcome, Call to Order</b> <b>Approval of Board Agenda</b> <i>EBD #9.10 ACTION</i>	Patty Wong, ALA President
9:00 – 9:30 a.m.	<b>CLOSED SESSION</b> <b>Board Review of Legal Counsel</b> <i>CBD #21 ACTION</i>	Patty Wong, ALA President
9:30 – 9:45 a.m.	<b>Legal update</b>	Paula Goedert, ALA Legal Counsel
9:45 – 10:10 a.m.	<b>Membership Dues Adjustment &amp; Discussion</b> <i>EBD #12.31 ACTION</i>	Melissa Walling, AED ALA Offices and Member Relations Miranda Bennett, Membership Chair Bill Ladewski, RUSA
10:10 – 10:30 a.m.	<b>ALA Code of Conduct</b> ALA Connect Commercial Posting <i>EBD #12.33</i> Privacy and Advertisement	Melissa Walling, AED ALA Offices and Member Relations Mary Mackay, AED Publishing & Media
10:30 – 10:40 a.m.	<b>Break</b>	
10:40 – 11:00 a.m.	<b>ALA Branding Working Group Update</b> <b>Communication Marketing Office Report</b> <i>EBD #12.30</i>	Lessa Pelayo-Lozada, ALA President-elect, Julius C. Jefferson, Jr. ALA Immediate Past President Stephanie Hlywak, Communication Marketing Office Director

**SPRING ALA EXECUTIVE BOARD MEETINGS**

Central Time	Topic	Facilitator
11:00 – 12:30 p.m.	<b>ALA Staff Service Awards Program</b> <i>(see separate agenda)</i>	Patty Wong, ALA President
12:30 – 1:30 p.m.	<b>Lunch</b>	
1:30 – 1:50 p.m.	<b>Information Technology Report</b> <i>EBD #12.32</i>	Gina Seymour, Chair of ITAC Sherri Vanyek, Director Information Technology
1:50 – 2:10 p.m.	<b>Publishing Report</b> <i>EBD #12.30</i>	Mary Mackay, AED Publishing & Media
2:10 – 2:30 p.m.	<b>Equity Diversity Inclusion Social Justice Update</b> <ul style="list-style-type: none"> <li>• Committee to end White Supremacy and Fascism</li> <li>• Goals and Timelines for Key Operational Initiatives</li> <li>• Committee on Accreditation/EDI Survey Update</li> </ul>	Patty Wong, ALA President Tracie Hall, ALA Executive Director
2:30 – 2:45 p.m.	<b>Office for Diversity, Literacy and Outreach Services (ODLOS) Report</b> <i>EBD #12.30</i>	Jennifer Shimada, ODLOS Advisory Committee Chair Kevin Strowder, ODLOS Director
2:45 – 2:55 p.m.	<b>Break</b>	
2:55 – 3:15 p.m.	<b>Public Policy and Advocacy Office (PPA) Report</b> <i>EBD #12.30</i>	Joe Thompson, Chair of Committee on Legislation Kathi Kromer, AED Public Policy Advocacy
3:15 – 3:30 p.m.	<b>Transforming ALA Governance (TAG) Update</b> <i>EBD #10.10</i>	Amy Lappin, TAG Chair
3:30 – 4:00 p.m.	<b>Conference Services Report &amp; Discussion</b> <i>EBD #12.30</i> <ul style="list-style-type: none"> <li>• Annual Conference 2022</li> <li>• Library Learning Experience 2022 Evaluation</li> <li>• Library Learning Experience 2023</li> <li>• Other items</li> </ul>	Robin Kear, Conference Committee Chair Earla Jones, Conference Services Director
4:00 – 5:00 p.m.	<b>CLOSED SESSION</b> <b>Membership Model Report</b> <i>CBD #24</i>  <b>Office for Intellectual Freedom/State and Local Advocacy Joint Report</b> <i>CBD #22</i>  <b>Other items</b>	Miranda Bennett, Membership Chair Deborah Caldwell-Stone, OIF Director Megan Cusick, Assistant Director, State Advocacy  Patty Wong, ALA President
5:00 p.m.	<b>Adjournment</b>	Patty Wong, ALA President

**SPRING ALA EXECUTIVE BOARD MEETINGS**

**Agenda for Saturday, April 9, 2022**

7:00-3:00pm Pacific / 8:00-4:00pm Mountain / 9:00-5:00pm Central / 10:00-6:00pm Eastern

<a href="#">Join Zoom Meeting</a> Meeting ID: 920 9834 3298 Passcode: 192264	<b>ALA Headquarters</b> 225 N Michigan Ave Suite 1300 Chicago, IL
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Central Time	Topic	Facilitator
9:00 a.m.	<b>Welcome, Call to Order</b> <b>Approval of Board Agenda EBD #9.10 ACTION</b>	Patty Wong, ALA President
9:00 – 9:45 a.m.	<b>Report out from Executive Committee</b>	Patty Wong, ALA President
9:45 – 12:00 p.m.	<b>ALA Division Executive Director Updates &amp; Discussion</b>	Division Presidents & Executive Directors
12:00 – 1:00 p.m.	<b>Lunch</b>	
1:00 – 1:45 p.m.	<b>Executive Director Report EBD #12.30</b> <ul style="list-style-type: none"> <li>• <i>ALA Administrative Update</i></li> <li>• <i>Pivot Strategy Progress Report</i></li> <li>• <i>Center for the Future of Libraries and Data, Design and Research Report</i></li> <li>• <i>Continuing Education Report</i></li> <li>• <i>Development/ Contributed Revenue Report EBD #6.2</i></li> <li>• <i>Emerging Issues and Opportunities</i></li> </ul>	Tracie Hall, ALA Executive Director  Dan Freeman, Continuing Education Director  Anne Manly, Development Office Assistant Director
1:45 – 2:15 p.m.	<b>Operating Agreement Workgroup Discussion EBD #10.9</b>	Maggie Farrell & Andrew Pace, Co-chairs OAWG
2:15 – 2:35 p.m.	<b>Budget Analysis Review Committee (BARC) Report EBD #3.23</b> <b>Finance and Audit (F&amp;A) Committee Report EBD #3.23</b>	Rodney Lippard, BARC Chair Maggie Farrell, ALA Treasurer
2:35 – 2:50 p.m.	<b>Break</b>	
2:50 – 3:30 p.m.	<b>Budget Update</b> <ul style="list-style-type: none"> <li>• FY 2022 Q1 Financial Results Executive Summary EBD #3.20</li> <li>• Draft 5-year financial plan EBD #3.22</li> <li>• FY 2023 Preliminary Budget &amp; Annual Estimates of Income Presentation &amp; Discussion EBD #3.21 <b>ACTION</b></li> </ul>	Maggie Farrell, ALA Treasurer, Dina Tsourdinis, ALA CFO

**SPRING ALA EXECUTIVE BOARD MEETINGS**

Central Time	Topic	Facilitator
3:30 – 4:00 p.m.	<b>Endowment Trustee Report &amp; Discussion</b> <i>EBD #13.2</i>	Mario Gonzalez, Senior Endowment Trustee
4:00 – 5:00 p.m.	<b>CLOSED SESSION</b>	
	<b>PAG Appointments and Endowment Trustees Appointment Process</b>	Maggie Farrell, ALA Treasurer Karen Schneider, Board member
	<b>ALA Parliamentarian Candidate Interview Update</b>	
	<b>Other items</b>	Patty Wong, ALA President
5:00 p.m.	<b>Wrap Up, Adjournment</b>	

DRAFT

**SPRING ALA EXECUTIVE BOARD MEETINGS**

**Agenda for Sunday, April 10, 2022**

7:00-10:00am Pacific / 8:00-11:00am Mountain / 9:00-12:00pm Central / 10:00-1:00pm Eastern

**ALA-APA Board of Directors Meeting**

9:00 – 9:30 a.m.	<b>ALA-APA Board of Directors Meeting</b> <i>(see separate agenda - APABD #9.3)</i>	Lorelle Swader, Associate Executive Director Offices & Member Relations
9:30 – 9:40 a.m.	<b>Break</b>	

**ALA Executive Board Meeting**

Central Time	Topic	Facilitator
9:40 a.m.	<b>Welcome, Call to Order</b> <b>Approval of Board Agenda EBD #9.10 ACTION</b> <b>Consent Agenda:</b> <ul style="list-style-type: none"> <li>• President’s Report <i>EBD #7.4</i></li> <li>• President-elect’s Report <i>EBD #7.5</i></li> <li>• Vote Tally and Board Action <i>EBD #1.3</i></li> </ul>	Patty Wong ALA President
9:40 – 10:20 a.m.	<b>Executive Board Liaison Updates</b>	Board members
10:20 – 10:30 a.m.	<b>Emerging Issues, Other items</b>	Board members
10:30 – 11:15 a.m.	<b>CLOSED SESSION</b> <b>Executive Director Evaluation</b>	Board members only
11:15 – 12:00 p.m.	<b>Board Effectiveness – role &amp; expectations</b>	Julius C. Jefferson, Jr. ALA Immediate Past President and Board Effectiveness Committee
12:00 p.m.	<b>Adjournment</b>	

# BARC/F&A Spring Meeting Agenda

Session I: Tuesday, April 5, 2022: 11:00 am – 3:00 pm CT

Session II: Wednesday, April 6, 2022: 11:00 am – 1:00 pm CT

[Via Zoom](#)

## Session I: April 5, 2022

11:00–11:05	<b>Welcome &amp; Introductions</b>	
11:05–11:35	<b>ALA-APA BARC/F&amp;A Meeting</b> <ul style="list-style-type: none"> <li>▪ <b>Associate Executive Director’s Report, APABD #12.3</b></li> <li>▪ <b>FY2022 Q1 Financial Results, APABD/BARC #3.8</b></li> <li>▪ <b>FY2023 Preliminary Budget, APABD/BARC #3.9 ACTION ITEM</b></li> </ul>	R. Lippard L. Swader M. Farrell/D. Tsourdinis M. Farrell/D. Tsourdinis
11:35–11:40	<b>BARC/F&amp;A Agenda Review</b> <ul style="list-style-type: none"> <li>▪ Approval of BARC minutes from the 2022 January Meeting, BARC #3.19 <b>ACTION ITEM</b></li> <li>▪ Approval of F&amp;A minutes from the 2022 January Meeting, BARC #3.19 <b>ACTION ITEM</b></li> </ul>	R. Lippard/M. Farrell
11:40–12:10	<b>FY2022 Q1 Financial Results Executive Summary</b> <i>EBD/BARC #3.20</i>	D. Tsourdinis
12:10-12:40	<b>5-Year Financial Plan Update, EBD/BARC #3.22</b>	D. Tsourdinis/D. Moritz
12:40–1:10	<b>FY2023 Preliminary Budget &amp; Annual Estimates of Income Presentation &amp; Discussion, EBD/BARC #3.21</b>	D. Tsourdinis/B. Geene
<b>1:10–1:20</b>	<b>BREAK</b>	
1:20-1:45	<b>Executive Director Report, EBD #12.30</b>	T. Hall
1:45-1:55	<b>Publishing &amp; Media Department Update (within EBD #12.30)</b>	M. Mackay
1:55-2:05	<b>Continuing Education Update (within EBD #12.30)</b>	D. Freeman
2:05–2:20	<b>Conferences Services Report (within EBD #12.30)</b>	E. Jones
2:20-2:30	<b>Development Office Report, EBD #6.2</b>	T. Hall/A. Manly
2:30-2:40	<b>Membership Report, (within EBD #12.30)</b> <ul style="list-style-type: none"> <li>• Dues Increase Proposal, EBD/BARC #12.31 <b>ACTION ITEM</b></li> </ul>	M. Walling M. Bennett
<b>Closed Session</b>		
2:40-3:00	Membership Model Update, <i>CBD #24.0</i>	M. Bennett
3:00	Adjourn	

**Session II: April 6, 2022**

11:00	<b>Call to Order</b>	M. Farrell/R. Lippard
11:00-11:15	<b>Endowment Trustees Report, EBD/BARC #13.2</b>	M. Gonzalez
11:15-11:45	<b>Operating Agreement Workgroup Update &amp; Discussion</b> <i>EBD/BARC #10.9 ACTION ITEM</i>	M. Farrell/A. Pace
11:45-12:15	<b>FY2023 Preliminary Budget &amp; Annual Estimates of Income</b> <i>BARC #3.21 ACTION ITEM</i> <i>EBD #3.21 F&amp;A ACTION ITEM</i>	M. Farrell/D. Tsourdinis
12:15-12:30	<b>New Business/Additional Items</b>	
12:30-12:40	<b>Preparation for Annual</b> <ul style="list-style-type: none"><li>▪ Annual Schedule &amp; Travel</li><li>▪ BARC/Division Leaders/Planning and Budget Assembly</li></ul>	R. Lippard
12:40	<b>Joint Session Adjourn</b>	

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**BARC Session**

12:40-12:50	<b>BARC FY2022 Goals</b>	R. Lippard
12:50-1:00	<b>BARC Liaison Discussion</b>	R. Lippard
1:00	<b>BARC Adjourn</b>	

**EBD 10.10  
2021-2022**

**TO:** ALA Executive Board

**SUBJECT:** Transforming ALA Governance (TAG) Task Force Update to the ALA Executive Board

**BOARD REQUEST:** Information Only

**CONTACT PERSON:**

Amy Lappin, Chair of TAG Taskforce, [amy.lappin@lelibrary.com](mailto:amy.lappin@lelibrary.com)

**DATE:** March 30, 2022

**ATTACHMENTS:**

At the Mar 10, 2022 Virtual Council meeting, Council voted affirmatively on the action item in *CD#35b, Part C, Revised* which directed the work of the TAG Task Force be extended until Council deems it is complete and directed the task force to take the following actions:

1. Arrange to have a virtual Council Meetings scheduled for March, April and May 2022, with the purpose of continuing the discussion of the TAG Task Force's recommendations;
2. That, in preparation for the virtual Council meetings, the TAG Task Force develop and present for Council's consideration its proposed composition of a reduced size ALA Council, functioning as an advisory body, and that the TAG Task Force also present options for the proposed composition of the new ALA Executive Board;
3. That, in preparation for the virtual Council meetings, the TAG Task Force prepare, for Council's consideration, ideas to advance the implementation of the 'Taking ALA Pulse' (TAP) concept, as a method of bringing feedback and issues from ALA Members, Units and Affiliates for Council's consideration in its potentially added role as a Body of Knowledge; and
4. That, in preparation for the virtual Council meetings, the TAG Taskforce present, for Council's consideration, measures that could promote the culture for the effective functioning of ALA Council, with such measures including, but not limited to, improvements to the Council agenda development process, Council evaluation tools, Exit interviews, and more.

The task force has scheduled a series of virtual conversations with Council to further define and consider what items can be brought to a vote at the June 2022 Council meetings.

The conversations are scheduled:

Wednesday, Mar 30, 2022 at 3:00 p.m. - 4:00 p.m. CT to discuss the size and composition of Council and the Executive Board

Wednesday, Apr 20, 2022 at 3:00 p.m. - 4:00 p.m. CT to discuss TAP (Taking the ALA Pulse) and Oversight



Wednesday, May 11, 2022 at 3:00 p.m. - 4:00 p.m. CT to look at the effectiveness of Council. Are there ways that we can start making changes as individuals to make Council more effective, inclusive, and responsive regardless of the future governance structure?

At the March 10, 2022 Virtual Meeting, Council also directed that the Committee on Organization (COO) review the standing Committee structure and charges in light of the new ALA Governance function, culture, and structure. As TAG finalizes their own tasks, they are also noting where COO's assistance will be crucial to identifying Committee needs.

The task force recognizes that not all aspects of the recommendations may be ready for a vote in June, but continues to work on assessing the large projects that will need to be addressed based on potential outcomes.

Additionally, at the January 2022 Virtual Council meetings at LibLearnX, Council passed two action Items from TAG relating to the function and culture of Council. TAG is exploring policy implications of these action items. While there was agreement in concept to items relating to how Council might best function and how the culture of Council might be altered to be more inclusive, effective, and relevant, TAG's tasks now include determining how to incorporate these principles into the work.

TAG continues to meet weekly and is working to have June's potential actions items ready for ALA staff review by late April.

**TO:** ALA Executive Board

**RE:** Information Technology Report

**BOARD REQUEST:** Information only

**CONTACT PERSON:**

Gina Seymour, ITAC Chair, 516-220-7285, seymourgina@gmail.com  
Sherri Vanyek, 312-735-2597, svanyek@ala.org

**DATE:** March 23, 2022

**BACKGROUND:**

Update on FY2022 projects, FY23 budget, and major IT goals for FY23 and beyond

# Information Technology

ALA Executive Board Report  
March 23, 2022

# ALA Technology FY22 Projects Status

1

**Assist with the New Continuing Education Learning Management/eCommerce System**

Work with vendor to set up Face-to-Face events

2

**Continue to upgrade Shibboleth Single Sign-On Software to the remaining websites**

1 more site completed

3

**Continue with the final phase of implementation of eStore shopping cart integration with the new fulfillment Vendor Chicago Distribution Center (CDC)**

Scheduled 04/30/2022

4

**Continue the migration of blogs to the cloud**

30 migrated, 23 archived, 5 left to migrate

# ALA Technology FY22 Projects Status (Cont.)

5

## **iMIS Membership System Upgrade**

Working with vendor to flesh out the detailed project plan and begin the upgrade process.

6

## **Clean up data in the iMIS membership database**

Some cleanup will happen as a result of the iMIS system upgrade above.

7

## **Continue to monitor revenue and membership goals**

Connect new dashboard system.

8

## **Website Strategy Consulting**

Obtained multiple proposals and have started meetings with internal stakeholders. Involving external stakeholders in the process.

# ALA Technology FY23 Planned Projects

- 1 Website Strategy Consulting**  
Choose strategy and work with stakeholders on redesign/upgrade implementation.
- 2 Complete iMIS Upgrade**  
Train staff
- 3 Move Financial Systems to the Cloud**  
GP and Prophix Budgeting Systems
- 4 Continue to clean up data in the iMIS membership database**  
Complete iMerge project for merging duplicate records.
- 5 Automate processes in membership system**  
Install and implement Task Centre
- 6 Continue to monitor revenue and membership goals**  
Through use of new dashboarding system
- 7 Adopt Data Center as a Service Design model**  
Developing an RFP for hiring a consultant to do the design work.
- 8 Replace 1/3 of Staff Laptops, Monitors, and Mice**  
Rollout Windows 11

# ALA Technology FY22/FY23 Budget

*FY22 Operating Budget \$3,582,065*

*FY23 Operating Budget \$3,855,071*

*Represents a total increase of \$273,006 for:*

- **Salary for a new Chief Information Technology Officer**
- **73 New Laptops, Docking Stations, Monitors, and Mice**
- **Licensing for the New Dashboarding System**
- **Migrating Financial Systems to the Cloud**
- **Consulting for the iMIS Membership System Upgrade**
- **Consulting for the Data Center As a Service Design**
- **Consulting and Implementation of a redesign/upgrade for a new ALA/Division Websites**
- **Continued clean-up data in the iMIS membership database**
- **Drupal Web Content Management System Upgrades**

# IT Pivot Strategy Initiatives



## Membership

- ✓ iMIS Membership Upgrade
- ✓ iMIS Database Cleanup
- ✓ Implement new dashboards
- ✓ Monitor revenue and membership goals
- ✓ Adopt Data Center as a Service Design model
- ✓ New Website



## Continuing Education

- ✓ iMIS Membership Upgrade
- ✓ iMIS Database Clean up
- ✓ Creating New Products and Services
- ✓ Monitor revenue and membership goals
- ✓ Adopt Data Center as a Service Design model
- ✓ New Website Strategy



## Contributed Revenue

- ✓ iMIS Membership Upgrade
- ✓ iMIS Database Clean up
- ✓ Creating New Products and Services
- ✓ Monitor revenue and membership goals
- ✓ Adopt Data Center as a Service Design model
- ✓ New Website Strategy



## Conferences and Events

- ✓ iMIS Membership Upgrade
- ✓ iMIS Database Clean up
- ✓ Creating New Products and Services
- ✓ Monitor revenue and membership goals
- ✓ Adopt Data Center as a Service Design model
- ✓ New Website Strategy



## Publishing

- ✓ iMIS Membership Upgrade
- ✓ iMIS Database Clean up
- ✓ Creating New Products and Services
- ✓ Monitor revenue and membership goals
- ✓ Adopt Data Center as a Service Design model
- ✓ New Website Strategy



## Data and Research

- ✓ iMIS Membership Upgrade
- ✓ Creating New Products and Services
- ✓ Monitor revenue and membership goals

# FY23 personnel-related expenses

- Currently have 5 FTE filled
  - Director
  - Deputy Director
  - eCommerce Project Manager
  - Technical Support Specialist
  - Training Specialist
- Plan to fill or hire temps for add'l 2-3 FTE for FY22
- Plan to add 1 FTE for Chief Information Technology Officer position (CITO) in FY23
- 8-9 Total FTE in FY23

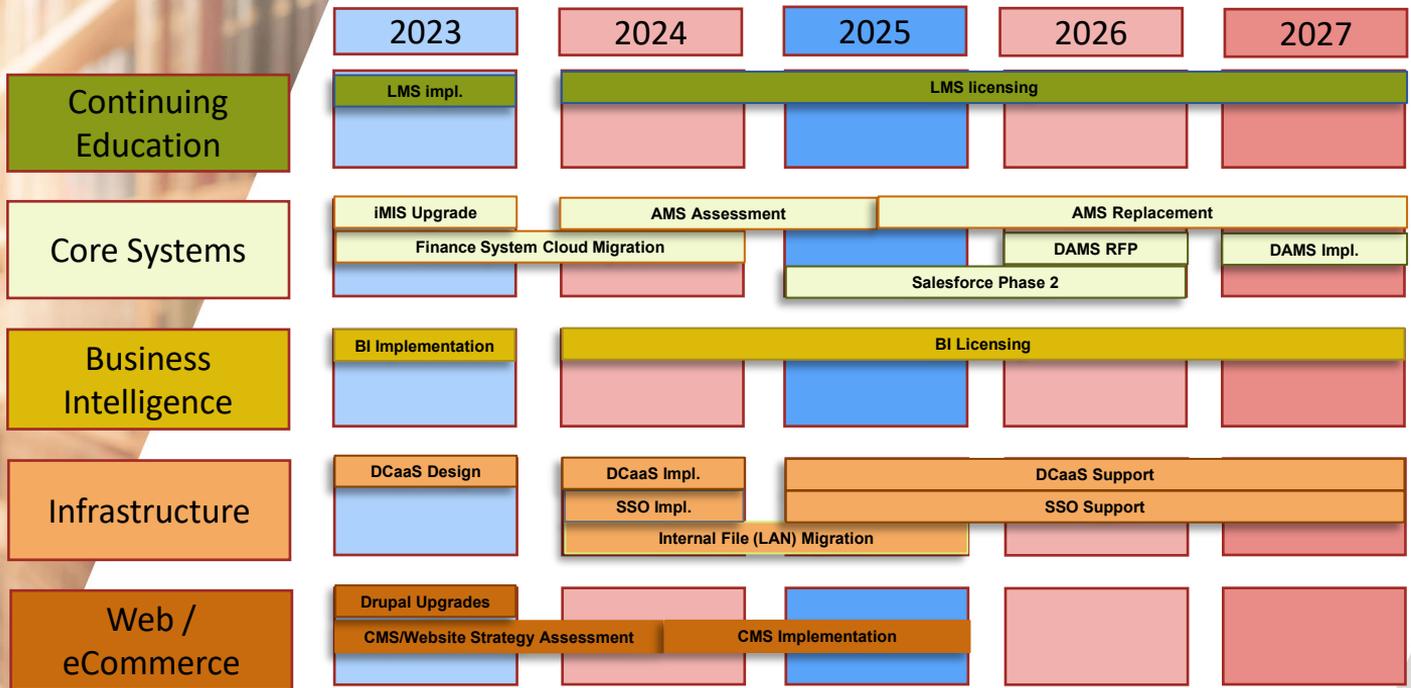
# FY23 CFT Participation

Involved in  
surveying  
requirements  
for  
Enterprise-  
wide software  
needs

Involved in  
collecting  
requirements  
for Training  
on Enterprise-  
wide software

Involved as a  
stakeholder in  
Website  
Strategy going  
forward

# ALA Technology Roadmap FY23-FY27



# IT Dept Scorecard

ACRL SB22 FYI-7

## TrackIt

9/1/2020 - 8/31/2021 (Last FY)

Opened: 2459 | Closed: 2289 | Still Open: 170

9/1/2021 - 2/28/2022 (FY 2022)

Opened: 1,138 | Closed: 971 | Still Open: 167



## ALA.org

9/1/2020 - 8/31/2021 (Last FY)

Page Views: 18,577,412

9/1/2021 - 02/28/2022 (FY 2022)

Page Views: 9,604,692



## Connect

9/1/2020 - 8/31/2021 (Last FY)

Posts Created: 35,164

9/1/2021 - 02/28/2022 (FY 2022)

Posts Created: 13,919



## Dues & Donations eStore

9/1/2020 - 8/31/2021 (Last FY)

Page Views: 2,025,113

9/1/2021 - 02/28/2022 (FY 2022)

Page Views: 906,967



## KnowBe4

American Library Association

Phish-prone Level: 2.9%

Other Organizations

Phish-prone Level: 17.9%



**Questions?**

**EBD #12.33  
2021-2022**

**TO:** ALA Executive Board

**SUBJECT:** Impact of Commercial Posting on ALA Connect

**BOARD REQUEST:** Information Only

**CONTACT PERSON:**

Melissa Walling, MBA, CAE, AED, ALA Offices & Member Relations

Cory Stevenson, Community Engagement Manager

**DATE:** March 23, 2022

**BACKGROUND:**

Updated report on activity for commercial and job postings on Connect since Code of Conduct change in June 2021 and how this has impacted engagement.

**ATTACHMENTS:**

Updated report on activity for commercial and job postings on Connect since Code of Conduct change in June 2021 and how this has impacted engagement.

## Recent Background:

The ALA Code of Conduct Working Group presented [EBD #12.46](#) to the ALA Executive Board in June, 2021 which included an ALA Online Code of Conduct to apply to all online platforms used by ALA in a consistent and transparent manner.

Per the [minutes from this meeting](#), the ALA Executive Board approved the adoption of the ALA Online Code of Conduct with one amendment. The Amendment was to remove the following clause "Don't spam the community with paid products, events, services, or job posts. If you'd like to reach all ALA members and others in the profession with your career-related opportunities, you can use JobLIST career center or Core Jobs Service."

As a result of this change, all commercial posts and job postings are allowed on all communities on Connect. This has impacted Connect in the following ways:

- Given competitors the ability to promote their products directly to our members (two recent examples are [this January post](#) and [this June post](#)). This contrasts with ALA's practice of limiting direct access to members and instead encouraging paid advertising or sponsorship.
- Decreased replies to posts in the ALA member community by 82% with smaller decreases in our divisions and round tables (data for the largest two divisions and round tables is in Exhibit A).
- Increased the number of job postings on Connect which may be outside of ALA's JobLIST platform and therefore not vetted for compliance with legal requirements and best practices and resulting in the majority of posts some days on the daily digests.
- Increased the number of messages members receive through Connect.

In the January 2022 Board Meeting and in a subsequent conversation, it was discussed that there are two distinct components of this conversation – commercial postings and job postings.

## Commercial Postings:

ALA extends numerous opportunities to those wanting to increase visibility of their products to ALA members. A few of these include purchase of the membership print mailing list, exhibiting at an ALA or division conference, purchasing advertising on American Libraries or other platforms. While many of these opportunities include member discounts, they are all paid opportunities for exposure.

Association best practice is to exclude commercial posts from community platforms and direct users to the paid opportunities that the association provides.

Historically, promotion of free events, call for proposals, and surveys have been allowed on Connect as a value of membership and it is recommended that these continue.

## ALA JobLIST and Job Postings:

JobLIST generates more than \$800,000 in revenue annually (typical non-pandemic years) and is visited by library and information science professionals at least 70,000 times per month. JobLIST is also free to all job seekers.

In reviewing best practices of other Higher Logic users, job postings are either explicitly prohibited, or channeled into one community specifically for job seekers. This community could also be open to the public, but users would need to opt into the community manually versus being auto enrolled. This approach would allow for non-ALA job postings to be promoted on Connect so further research would need to be done to distill the impact to JobLIST revenue and organizational membership revenue as discounted job postings is one of the primary drivers of this membership.

To continue this research, Core and ALA staff worked together to activate a pilot using the Core community. Effective, February 1, 2022, a new community called “[Core Library Jobs](#)” was activated and job posts were no longer permitted in Core communities. Core Library Jobs is now a community of 94 members and has had approximately 40 posts about jobs. This has also created a space for more conversation and engagement on the Core Member Community.

This pilot has only been in place for less than 60 days, so additional observation is required. It is important that we do not create a shadow job board that directly competes with JobLIST as well.

We also know that any changes to the Code of Conduct on job postings will need a thoughtful communication plan to accompany it.

Alongside, ALA staff is working to prominently feature JobLIST on the ALA member community using banner ads and job widgets. These are other opportunities to increase exposure of an ALA product while also creating space for job postings.

### **Goals of Connect:**

Per the [ALA Connect Roadmap](#), the Connect community was created with the primary objective of providing members with one centralized place to do their ALA work and connect with other members around issues and interests relevant to the profession. Connect was designed for peer-to-peer connection within our membership.

Participation on Connect is one of the few exclusive ALA member benefits. Most membership benefits are available to the public at large, but most Connect member communities are a privilege of membership. At the ALA level, both the ALA Member Community along with the Student Community (launching January 2021), are limited to current members.

ALA Connect costs ALA \$42,172 annually in licensing fees.

### **Industry Best Practices with Community Platforms:**

Per the [Membership Marketing Benchmarking Report](#), over 50% of associations offer an online community for their members and the Higher Logic software is the most used platform. These branded professional communities differ from other social platforms such as LinkedIn or Facebook because they are moderated spaces where users should feel a sense of comfort about their privacy. Branded communities such as ALA Connect, are designed as safe spaces where people are comfortable asking questions and can showcase their expertise. The content shared should be creating an informal body of knowledge to increase the value of membership.

According to industry best practice, online communities that are built for engagement require moderation of content. Per the [7 Do's and Don'ts of Online Community Moderation](#), posts that hinder community discussion should be excluded from online platforms. This includes promotions from vendors soliciting products and can include job postings.

Since ALA Connect is a benefit of membership, increasing engagement on Connect is a direct contributor to membership retention and to the ALA Pivot Plan. Per the [Higher Logic 2020 Engagement Report](#), members will remain within the communities once they are participating and finding value so we need to be intentional about what content is being posted within our communities and tracking engagement.

A second factor that leads to retention is keeping members engaged enough to regularly read posts from Connect. In November 2021, a member of Core would have had to read through a minimum of 170 messages from Connect (more if they're members of interest groups and sections), compared to only 88 in April. In addition to doubling the number of messages, the additional posts consist of commercial content, job ads, and calls for proposals. This additional content can make it difficult for members to find the messages where peers are posting requests for help and sharing information.

We seek to define sharing information on Connect in six distinct ways:

- 1) Peer-to-Peer discourse as replies to Discussion posts, along with the utilization of curated content in ALA main communities,
- 2) relevant discourse and curated content in designated spaces on Division main homepages and Division Communities,
- 3) relevant discussion and passion-driven collaboration in Round Tables communities,
- 4) sharing key resources through discussion posts and with collaboration through Committee spaces,
- 5) private Peer-to-Peer sharing through mentorship and private messages,
- 6) increased usage of all community libraries to highlight the identity of Connect as a knowledge base for members and a reservoir of institutional knowledge.

## Strategic Direction

There are many suggested KPIs that are industry practices to track the health of an online community. In many of these categories, we are outpacing the metrics of the pre-allowance of commercial posts and post allowance of commercial and job post. There is now relevant data on how commercial posts are negatively impacting the user experience and value for members in Connect. Data shows that use of Connect is growing, and we should take this opportunity to realign our strategy for it with Online Community Best Practices, our ALA Connect Roadmap and ALA Business strategy/needs to increase value for members.

## Additional Resources:

What is an Online Community? The Basics and Benefits: <https://www.higherlogic.com/blog/what-is-an-online-community/>



Your Playbook for Online Community Moderation: [https://go.higherlogic.com/rs/016-CFB-719/images/Higher%20Logic\\_eBook\\_Your%20Playbook%20for%20Online%20Community%20Moderation.pdf](https://go.higherlogic.com/rs/016-CFB-719/images/Higher%20Logic_eBook_Your%20Playbook%20for%20Online%20Community%20Moderation.pdf)