

# ACRL Board of Directors' actions, January 2019

## Highlights of the Board's Midwinter meetings

During the 2019 ALA Midwinter Meeting in Seattle, the ACRL Board of Directors met on January 26 and January 28. The Board met with the leaders of its four goal-area committees—New Roles and Changing Landscapes, Research and Scholarly Environment, Student Learning and Information Literacy, and Value of Academic Libraries—to assess progress on the Plan for Excellence.

The Board also heard updates from ALA IT Consultant Tobin Conley, ALA Chief Information Officer Jim Gibson, ALA Washington Office Associate Executive Director Kathi Kromer, and ALA Committee on Leg-

islation member James K. Teliha, as well as updates from the ACRL liaison to the ALA Board and representatives from the Project Outcome for Academic Libraries Task Force. The Board reviewed performance of the FY19 budget and a draft budget for FY20. The Board met with a representative from the ACRL Science and Technology Section to consider a request to join the AAAS Societies Consortium for Sexual Harassment in STEMM Membership, and the Board requested additional information for another review after conference.

The ACRL Board of Directors took the following actions:

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### Scholarly Communication

- Confirmed the virtual vote to endorse ARL's "Code of Best Practices in Fair Use for

Software Preservation."

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### Equity, Diversity, and Inclusion

- Revised the charge for the Budget and Finance Committee to align their charge with ACRL's Core Commitment to equity, diversity, and inclusion.

- Renamed the Diversity Committee to

the Equity, Diversity and Inclusion Committee, and approved the addition of the past-chair position in the committee's composition rules.

- Extended the Diversity Alliance Task Force's terms through June 30, 2020.

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### Enabling Programs and Services: Member Engagement

- Confirmed the virtual votes to create the External Liaisons Committee with the committee's charge and composition while simultaneously eliminating the Liaisons Coordinating Committee, Liaisons Grants Committee, and Liaisons Training and Development Committee.

- Extended the Status of Academic Librarians Standards and Guidelines Review Task Force's terms through June 30, 2020.

- Created the National Survey of Student Engagement Information Literacy Module Review Task Force.

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## Enabling Programs and Services: Publications

- Appointed Wendi Arant Kaspar to a second three-year term as editor of *College & Research Libraries*, with a term of July 1, 2019, to June 30, 2022.
- Approved the “ACRL/RBMS Guidelines Regarding Security and Theft in Special Collections.”

- Approved the “Characteristics of Programs of Information Literacy that Illustrate Best Practices.”

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## Enabling Programs and Services: Operations

- Confirmed the virtual votes approving the minutes of the ACRL Board meetings at the 2018 ALA Annual Conference and the minutes of the virtual ACRL Board of Directors Fall Meeting held on November 16, 2018.

- Approved the following disbursements from the ACRL Friends Advancement Fund in FY20:
  - \$7,000 to fund an additional ALA Spectrum Scholarship sponsorship, and
  - \$13,000 to support additional free training opportunities for Project Outcome for Academic Libraries. ¶¶

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*(“Librarians as faculty developers,” continues from page 222)*

because they work across departments and often see the big picture of teaching and learning at their institution. This can translate into librarians having expertise in teaching and learning topics of interest to faculty.

- *Librarians have expertise faculty appreciate.* Information literacy, open educational resources, media literacy, technology, copyright—these are some of the subjects where librarians have expertise. Librarians should own this expertise because other people see value in it.

Librarian-led CoPs have the potential to redirect important discussions already occurring on many college campuses, and both of us engaged in unique faculty development CoPs at our respective institutions. It allowed us to set the tone for faculty conversation on important topics related to teaching and learning, while providing an avenue for extended exploration of professional interests. Despite the differences in our topics and approach, we discovered much commonality in our experiences and believe these experiences may translate well to other institutional

contexts. For those interested in a proactive relationship with the faculty at their institution, faculty development by librarians represents an exciting next step.

## Notes

1. Shannon Fay Johnson, and Ludwika Goodson, “Faculty Development Centers and Libraries: United We Stand, Divided We Fall,” *ARL 2015 Proceedings*, 258–63.

2. *Ibid*, 261.

3. Cristy Moran, “IL for Faculty: Partnership with College-wide Professional Development Departments,” Georgia International Conference on Information Literacy 30, <https://digitalcommons.georgiasouthern.edu/gaintlit/2018/2018/30>.

4. Marijke Hezemans and Magda Ritzen, “Communities of practice in higher education,” *Information and Communication Technologies and Real-Life Learning*, (Springer: Boston 2005): 39–46.

5. Yvonne Nalani Meulemans and Allison Carr, “Not at your service: building genuine faculty-librarian partnerships,” *Reference Services Review* 41, no. 1 (2013): 80–90. ¶¶