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Letter From the Chair

Hello STS!

My top goal for STS has been and is to have an inviting, diverse, and inclusive organization. I first met other STS members at ALA Annual. I found the conference as a whole exciting and vast, but when I participated in STS events, I felt I had found my place in the ALA organization. The world has changed since then. For instance, STS will not have any formal in-person programming at ALA this year (but hopefully a meet-up for those who are attending - keep an eye on ALA Connect), but the strong community of science and technology librarians has endured. Since more of our members attend ACRL, as an Executive Committee we have discussed how to increase the STS presence at the ACRL conference, both systemically and otherwise. If you have ideas on how to increase the STS presence at ACRL, or other ways for us to connect in-person please reach out!

Virtually STS continued to have a strong slate of programs this academic year, and it looks like a relevant and engaging slate of programming this spring and summer 2024. Continue to check messages from ALA Connect for the latest updates. As I am writing this, the programs that are on the calendar include:

- **STS College Science Librarians Virtual Discussion** – Tuesday, April 23, 2024, 2:00 p.m. Eastern Time
- **STS Research Committee: STS Lightning Talks** – Thursday, April 25, 2024, 3:00 p.m. Eastern Time
- **STS Program Planning: Librarian Support for Using AI in STEM Research** – Thursday, May 16, 2024, 2pm - 3pm Eastern Time
• STS Book Club-If Nietzsche Were a Narwhal – Thursday, May 30, 2024, 1pm - 2pm Eastern Time. If you would like to add yourself to the book club email list, please fill out this form: forms.gle/a9KgSjiNnDpCg9zd6. All are welcome!
• Balancing Scientific Research Needs with Rights of Indigenous Peoples – STS Government Information Committee Annual Update, Monday, June 24, 2024, 3pm - 4pm Eastern Time
• STS Scholarly Communication Webinar – Wednesday, June 26, 2024, 2pm - 3pm Eastern Time

STS committees continue to do an amazing job creating programming for our members. Because of this, next year we are not going to have a formal Program Planning Committee. Instead, any committees that want to hold virtual programming or apply to present at ALA or ACRL are welcome and encouraged to do so. Please let me or Sam Putnam know if you have any questions about this change. Additionally, the Taskforce on Section Structure continues to gather and analyze feedback from members on what STS structure (thus the name) will best serve our organization going forward.

I hope you have a fulfilling summer both personally and professionally! I have really enjoyed getting to see how STS works from the perspective of the STS Chair. Thank you STS members for all that you do for STS!

Best,
Rachel Hamelers, STS Chair 2023-2024

Letter From the Vice-Chair

Hello STS Members!

As I was sitting down to write this, I kept thinking about what I should say about my upcoming term as Chair of STS. And honestly, I am incredibly uncertain about how this next year is going to go. I think my experience with STS is similar to a lot of folks who got involved pre-pandemic. STS is connected to the in-person conference experiences that we were used to. It is where we met our colleagues, shared our research and experiences, and learned from the vast expertise
that exists within the membership of our section. But now, we are in a time of transition as we work out our new modalities, programming, and structure.

Most people recognize that online programming is more inclusive and equitable but still see value in those in-person experiences we remember from the past. Unfortunately, STS programming at ALA conferences seems more uncertain than ever. Our terrific Conference Program Planning Committee put forth a great program for ALA Annual 2024 only to see it rejected. The ACRL Conference still does not allow section-specific programming. Recent policy changes about funding social events also further complicates how we program at in-person events. A lot of STS folks have been trying hard to strike a balance between online and in-person but keep getting slowed down by roadblock after roadblock.

One of my goals as chair is to help us move into this hybrid future. We have so many new online programs being offered by our committees and discussion groups. How can STS better support those programs so it doesn’t seem like each committee is on an island to figure it out? STS will not have programming at ALA Annual 2024. How can we bring back in-person programming to support those still able to attend conferences? We have a lot of great new members who have joined STS in the last 4 years. How do we build relationships with new members when we cannot rely on the old way of doing things?

Over the next year, I hope we can all work together to try to answer some of these questions and improve STS. As always, STS is a volunteer organization that relies on its members for everything. We will need everyone’s expertise and opinions to answer these questions so that we can continue to grow this organization and support those in our community. Looking forward to a great year working together!

Sam, Vice-Chair
Letter From the Editor

Hello readers, welcome to an updated STS Signal for Spring 2024. My name is Sally Pine; I am the Biological Sciences Librarian at the University of Washington, a member of STS since 2017 and the Publications Committee since 2019, and in 2022 I took over from Melissa Johnson as editor of STS Signal.

In 2023, I discussed the possibility of updating the design of STS Signal with the rest of the Publications Committee, who were all on board for the effort. The motivation behind the redesign was improved accessibility. As it stood, the previous version of the newsletter did not meet best practice standards for color palettes, color contrasts, or screen reader compatible tags and structure. Thus, I asked for the committee’s approval to rework the newsletter’s design to improve its accessibility.

The color palette was selected for its adequate contrast with respect to black text, and for being the least common combination of complementary colors associated with color blindness (purple/yellow). I have remained with sans-serif Calibri as the font of choice for the text body and increased it to 12 point size rather than the previous 10 point, with Rockwell as the cover font for the publication’s title. Serif fonts such as Rockwell are less friendly to visually impaired readers than sans-serif fonts, however, at larger font sizes this problem is ameliorated, and thus an acceptable choice for the title. The cover image is a CC0 photograph of a telegraph key from the Tekniska museet in Stockholm, Sweden, and the header image is the Morse code spelling of “STS Signal,” a reference to the title of the newsletter itself that I and the Publications Committee enjoyed. The article text is organized using nested headers and a screen reader should be able to read it in the correct progression.

Another change to the newsletter is the addition of member-submitted articles. Everyone at the Publications Committee was enthusiastic to add this feature to STS Signal, both to bring additional, relevant content to our membership and to provide opportunities for STS members to share their knowledge and experiences with other science and technology librarians. If you are interested in submitting an article for a future issue, please feel free to contact me. I will be posting another call for articles before the fall edition on the STS forums on ALA Connect, so do watch that space.
I hope you enjoy this latest iteration of STS Signal. Please let me or the Publications Committee know if you have any suggestions or any problems reading it with a screen reader and consider what items you may wish to submit for the fall edition. Have a great summer, everyone.

Sally Pine, STS Editor
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Member Articles

Worlds of Wonder: Two Science Librarians Build Their Collection and Introduce Themselves Through a Book Display

Lianna Bayne-Lin
Science & Math Librarian
James Madison University

When you’re getting to know someone new, do you ask them about their favorite books? As librarians and readers, we know that the books we recommend to others can reveal a bit about ourselves.

Each year, my library at James Madison University puts out a call in the summer for book displays for the upcoming academic year. When this year’s call went out, I had just moved into my new role of Science & Math Librarian for Geology & Environmental Science, Physics & Astronomy, and Mathematics & Statistics, and my colleague Kathryn Eckler had just been hired as the other new Science & Math Librarian for Biology and Chemistry & Biochemistry. I didn’t know what exactly we’d put together, but I entered the two of us for a collaborative book display. Among many submissions, we were chosen!

As we got to know one another, we learned more about each other’s favorite books, and about our collection development goals for our subject areas. We had both noticed several classes in our disciplines assigning scientist biography assignments, so we landed on the idea of promoting scientific communities. We got creative with our display to combine sharing some of
our favorite books and topics with our new community here at JMU, and purchasing titles related to biographies and communities in science.

We titled our book display *Worlds of Wonder: Scientific Communities at Work in Fact, Fantasy, and the Future*. The description of our display read:

> From the far reaches of our galaxy, to local ecosystems closer to home, scientific discovery is fostered by individuals, teams, and communities coming together to answer bold questions.

> Scientific communities can create generative spaces for exploration and collaboration (and, sometimes, competition!). In the imaginations of writers like Tolkien, Asimov, Butler, and more, and in real-world labs around the globe, scientific communities can be found tackling humanity’s big questions and wicked problems in all places and times. This display features memoirs, biographies, fiction, and non-fiction resources that explore scientific communities and community members at work in the past, present, and future.

*Selected by Liana Bayne-Lin and Kathryn Eckler, who are very glad to be part of the vibrant scientific community here at JMU as the Science & Math Librarians.*

Our library creates a LibGuide for each book display, which helps the display live on even after the shelves have been rotated out, and which gives the selectors a chance to share links and resources related to the topic. We will continue using the LibGuide as an artifact to share our display selections with our students and other community members. It has already gotten almost 100 unique views since the page went live in November.

Next steps include ongoing collection development of biographies and other resources to help our students learn about scientific communities, especially scientists of diverse backgrounds, continuing work of colleagues Giles & Young (2024).

**Acknowledgements**

Special acknowledgements to Kerry Scannell for creating the LibGuide’s structure and helping put the physical display up in Rose Library, and Emily Blake and Harper Holsinger for helping us access the metrics of our LibGuide’s webpage.
Many thanks to Kathryn Eckler for her ongoing collaboration.

References


Giles, K., & Young, A. (2024). Diversifying stem collections: Where we are now and future considerations. Issues in Science and Technology Librarianship, 105. https://doi.org/10.29173/istl2811

Generative AI: what are the environmental costs?

Hanna Cabullo
Engineering Librarian
University of Minnesota

Discussions of generative AI and the ethical issues surrounding it are everywhere, but awareness of the substantial environmental costs of the computing infrastructure it depends upon seems far less prevalent. As STEM librarians, we are well positioned to bring this issue into conversations with our colleagues, departmental faculty, and students—hoping that, as communities, we can better balance the costs and benefits of using AI.

In recent webinars, librarians Emily Wild (2023) of Princeton University and Marco Seiferle-Valencia (2024) of the University of Idaho brought these important questions forward. Wild highlights the high amounts of water used to cool ChatGPT servers (~500 ml per 5-50 prompts), which is particularly concerning in areas under drought. Seiferle-Valencia takes a wide-ranging look at the environmental impacts of AI, from highlighting the high water and energy use (which has reversed some planned coal power plant closures) to questioning the environmental and climate justice impacts of an uncritical pursuit of productivity.

It can be difficult to measure the environmental impacts of AI, partly because “AI-specific measurements are difficult to separate from general-purpose [computing]” (OECD, 2022, p. 6). But we do know that the energy used by AI vs. non-AI computing is considerably higher. As an example measure of that energy use, ChatGPT’s energy consumption approximates that of 33,000 homes (Crawford, 2024).

However, vast differences exist among AI models and among the uses to which they’re put. A recently released preprint analyzes variations in energy consumption by type of AI model...
(task-specific vs. multi-purpose) and by task (Luccioni et al., 2023). Multi-purpose models and image-based tasks use far more energy than task-specific models and text-based tasks. For example, 1,000 image-generating prompts can create the CO2 equivalent of a gas-powered car driving 4.1 miles. We can ask ourselves, is generating an AI illustration worth it when there are plentiful other sources for reusable images?

On the upside, strides are being made in data center and AI computing efficiency, tech companies are making sustainability efforts, and hardware and data center production is a bottleneck slowing any worst-case-scenario explosion of AI use (de Vries, 2023; OECD, 2022). Importantly, AI can be used beneficially in advancing sustainability and addressing climate change (OECD, 2022). Still, this does not negate the proliferation of AI generating new and higher demands for many resources. The OECD report concludes that “making the operational stage of AI compute carbon-neutral is an important and urgent objective” (p. 37).

Movement is happening at the national and international levels to get a better handle on AI’s environmental implications. A joint committee of two international standards developing organizations, the IEC and ISO, are creating a sustainability standard for AI (IEC, 2023). Legislation introduced in the U.S. Senate would direct NIST to develop standards around measuring and reporting AI’s environmental impacts (Markey, Heinrich, Eshoo, Beyer introduce…, 2024). Hopefully, these developments will allow us and our communities to be informed AI users—enabling us to choose models with lower environmental impacts and to better weigh the costs and benefits of use.

References

Crawford, K. (2024). Generative AI’s environmental costs are soaring—And mostly secret. Nature, 626(8000), 693–693. https://doi.org/10.1038/d41586-024-00478-x


Creating the “Library Headband Vocab Game”: An Activity to Gauge Student Knowledge

Kathryn R. Eckler
Science & Math Librarian
James Madison University

College students are a tough crowd. More times than I care to recall, I’ve seen a roomful of students tune out as I introduce myself and the content that I’ll be covering. It is hard to both gain students’ attention and to retain their focus during the typical 50-minute instruction session.

While considering this challenge, I attended a workshop hosted by Dr. Kristin Phillips, a researcher at Virginia Tech. Phillips’ session covered how to use lessons learned from neuroscience to create classroom best practices. I took away two major concepts from Phillips’ session: 1) Help students activate prior knowledge; and 2) Incorporate recall practices into the classroom (2023).

I applied these practices during the creation of the Library Headband Vocab Game, which is an academic adaptation of the popular “Hedbandz” game. (A link with the game’s rules and editable playing cards is available in the appendix.) The goal of the game is to get students to think out loud about library-centric vocabulary and about the services offered at JMU Libraries. The game requires that students activate their prior knowledge (i.e., memory recall), or rely on information shared by teammates (i.e., peer learning). During play, the librarian should ask thoughtful questions that help students to elaborate on the concepts. This requires that the librarian refrain from immediately revealing the word; the goal is to encourage students to explain the concept as much as possible.
This game was trialed with a cohort of first-year James Madison University’s CSM J(ste)MU Scholars, an NSF-funded S-STEM program (DUE-2221277). The session was co-taught by my colleague Liana Bayne-Lin. We played the game at the start of class, as they had already participated in a previous information literacy session. After explaining the rules, the room took on a jovially competitive air. The game served as a bridge between class sessions, it helped me gauge what students already knew, and as students worked through the deck, I homed in on areas that needed additional support. Students engaged with each card, showed frustration when time ran out, and were ready to see what the next card held. The students “wanted to outsmart the librarian,” and they certainly gave this their all. For me and Liana, the game also helped us build rapport with the students.

The beauty of this game is that it is easily adaptable. It can be used at the start of a session to gauge prior knowledge, or it can be played at the end of class to help students foster information recall. Most importantly, it asks students to be active classroom participants and to learn from their peers in a low-stakes environment. Using a game helped to garner student buy-in, and who says learning can’t be fun?

Appendix


References


**STS Committee & Discussion Group News**

**STS College Science Librarians Committee**

The College Science Librarians Committee plans two virtual discussion events per year. Our Fall event was on November 13, 2023 - the theme was Economics of Science Librarianship; we had 32 attendees. And the topic for our Spring 2024 event in April is Professional Advancement in the STEM Librarian’s Career-Path. Our events are not recorded because they are discussions, but
notes and resources from past events can always be found on our LibGuide, which we encourage folks to explore! https://acrl.libguides.com/c.php?g=1244931&p=9108986

Submitted by Nicole Helregel & Mark Chalmers

STS 2024 Conference Program Planning Committee

The 2024 Conference Program Planning Committee is presenting a virtual panel Thursday, May 16, 2pm-3pm ET/11am-12pm PT. All are welcome and we hope to see you there!

Librarian Support for Using AI in STEM Research

What multifaceted roles do AI play in the research environment? How can librarians best support STEM researchers using AI? Join us for a panel discussion with three librarians from interdisciplinary backgrounds for a conversation around AI tools, their applications, and the evolving role of librarians in supporting researchers in the AI space.

Speakers:

- Melanie Gainey, Open Science Program Director and Librarian, Carnegie Mellon University Libraries
- Ann Glusker, Social Sciences and Research Methods Librarian, University of California Berkeley Library
- J. Denice Lewis, Research & Instruction Librarian for Engineering & Science, Wake Forest University Z. Smith Reynolds Library

Registration:
https://berkeley.zoom.us/j/99049881433?pwd=NzlVSGcvOGhMa3hiS3FrYVlpcUs4dz09

Submitted by Rebecca Renirie & Tessa Withorn
STS Government Information Committee

STS Government Information Committee Updated Resource Guide

Thanks to the work of our committee members, the STS Government Information Committee Resource Guide has been revamped and updated! Users will find new information and resources for disciplines such as artificial intelligence, data, health and medicine, and more. If you have any questions about the guide, or would like to propose any additions, please contact the Government Information Committee.

STS Government Information Committee Annual Update

Please join the Government Information Committee and our presenters for our Annual Update! The committee presents: Balancing Scientific Research with the Rights of Indigenous Peoples through a Mutuality Framework, presented by Rich Matsuda and Noe Noe Wong-Wilson! This session will be Monday, June 24, 2024, at 12:00 pm PST / 3:00 pm EST. The Annual Update is free and open to all, and registration is required at the following web address: https://appstate.zoom.us/meeting/register/tJwtcOmgrTkpHNR8TYC8h4jB7fWonyG14l8s. More details regarding the session and our two presenters are below.

Maunakea is a mountain on the island of Hawaii that is sacred to native Hawaiians and is one of the world’s best locations for astronomical telescopes. These two perspectives have come into intense conflict in recent years. The Hawaii state government intervened and formed a new community model of governance based on a mutual stewardship paradigm. Come learn about the inspiring work of bringing diverse perspectives together to find solutions through civil dialogue and shared understanding. Rich Matsuda is the astronomy representative on the new Mauna Kea Stewardship and Oversight Authority and the first Hawai‘i-born director of the W. M. Keck Observatory, one of the most scientifically impactful optical-infrared ground-based telescopes in the world, located on the summit of Maunakea. An electrical engineer, Matsuda started his career at Keck Observatory helping with the construction of the Keck II telescope. Noe Noe Wong-Wilson is an educator, Native Hawaiian cultural practitioner, and native rights activist from Hilo. She was arrested along with other kūpuna protecting Mauna a Wākea in 2019. Wong-Wilson is executive director of Lālākea Foundation, president of the Hawaiian Civic Club of Hilo and co-author of ‘Āina Aloha Economic Futures initiative. She is a respected elder and Hawaiian cultural practitioner who also serves on the Mauna Kea Stewardship and Oversight Authority.
We hope to see you there!

Submitted by Andrea Pritt & Dan Broadbent

STS Organization & Planning Committee

Committee members are meeting with all of STS co-chairs to orient and provide support to complete the section-wide File Renaming and Archiving project. Each committee should be transitioning their committee's documents from personal Google Drives to the folders created in the STS Google Drive. We are shooting for April 30, 2024 as the completion date to have all legacy files moved to STS folders and all items that require archiving to be archived in the appropriate committee library within the section's ALA Connect space.

Submitted by Greg Nelson & Christina Chan-Park

STS Publications Committee

The Publications Committee has spent the last year looking at the various ways STS communicates to its members and the broader public. This has included thinking about the current and future website, newsletter, and the Signal. In addition to the means of communications we have been looking at the role of the committee in producing and managing the various channels. Our goal is to have a plan in place by the end of the ALA year for future iterations of the committee to work from.

Submitted by Jason Burton & Elizabeth Sterner

STS Task Force on Section Structure and Responsibilities

The STS Task Force on Section Structure and Responsibilities is continuing its work. Thanks to all who engaged with our surveys - we are diving into the data and will be working on recommendations over the summer. We will share our findings with the entire membership once we have them all sorted.

Submitted by Nicole Helregel & Jason Burton
ACRL Updates

ACRL Books

ACRL publishes a range of books that can help academic and research library workers worldwide develop your careers, manage your institutions, and stay on top of developments in librarianship and higher education. See recent titles below, and explore our online catalog for more timely, thought-provoking, and practical ideas and research.

- Digital Humanities in the Library, Second Edition
- Predatory Publishing and Global Scholarly Communications
- Toxic Dynamics: Disrupting, Dismantling, and Transforming Academic Library Culture
- Universal Design for Learning in Academic Libraries: Theory into Practice
- Supporting Student Parents in the Academic Library: Designing Spaces, Policies, and Services

Interested in writing for ACRL? Contact Erin Nevius, ACRL's Content Strategist, for more information, or visit www.ala.org/acrl/publications/publishing to learn more about our book publishing program.
ACRL 2025 Call for Proposals

ACRL invites proposals for the ACRL 2025 Conference to be held April 2-5, 2025, in Minneapolis and online. ACRL 2025 will be a platform for us to engage in critical conversations and explore solutions-centered approaches to the challenges facing our profession. We will focus on themes like embedded bias, inclusive excellence, and the role of technology. Whether you join us in person or virtually, we welcome you to be a part of this important conversation. Together, we can build a future where knowledge is accessible to all.

ACRL 2025 features eight session formats to suit a wide range of presentation and learning styles. Contributed paper, panel session, and workshop proposals are due June 7, 2024. Community chat, lightning talk, poster session, roundtable discussion, and virtual presentation proposals are due October 18, 2024. Complete details about ACRL 2025, including the full Call for Proposals, are available on the conference website.

ACRL RoadShows - Bring ACRL professional development to your campus

ACRL's RoadShow program opens the door for academic and research libraries to bring high quality professional development directly to their campus, chapter, or consortium at an affordable cost. Day-long traveling workshops and new online experiences have been designed to help academic library professionals tackle the greatest issues facing the profession today. RoadShow topics align with ACRL's strategic goals, ensuring a commitment to leading academic and research librarians in advancing learning and transforming scholarship.

Led by experts in the field, ACRL's traveling and virtual RoadShow workshops are designed to engage participants and help academic librarians learn new skills and strengthen existing
competencies to tackle the greatest issues facing the profession today. ACRL RoadShows offer hosts a wealth of benefits, including:

- High quality curriculum delivered by expert presenters
- A full day of learning, engagement, and interactivity with colleagues in your field.
- Tools, materials, and resources you can adapt to your own work.
- Training for up to 100 participants.
- A workshop evaluation summary report to measure success and help you plan for next steps.

Check out the six RoadShow topics!

ACRL Online Learning

ACRL’s Online Learning program provides a unique opportunity to participate in professional development events that are focused on practical, tangible topics to meet the demands of your schedule and budget. Upcoming events include:

**Making Connections: Strategies for effective, engaging one-shot library lessons**

**Wednesday, June 12, 2024**

Learn strategies to build connections with students, hear examples of how these have been used, and demonstrate some of these practices in real-time so participants can experience the benefits for themselves.

**Building an Information Literacy Micro-Course in 6 Weeks**

**June 3-July 12, 2024**

This beginner/intermediate level asynchronous course will provide participants with a step-by-step guide on the process of planning and implementing their own information literacy micro-course in only six weeks. At the end of the course, participants will have identified their
information literacy learning outcome for their micro-course, scripted, storyboarded, filmed and edited their micro-course video, created an accompanying learning activity, and identified their means of sharing their course with stakeholders.

**Digital Preservation - Foundations and Theory**

**Wednesday, July 24, 2024**

The webinar will provide a strong basis for librarians beginning digital preservation tasks, those engaged in these tasks who want to review their program and refresh their understanding, and managers and colleagues who may not be involved in this work but need to understand the work as it pertains to them.

**ACRL Immersion Program returning with new blog series**

The ACRL Immersion Program is returning! After a pandemic-related hiatus since March 2020, we're excited to re-engage with the library community. While the Immersion facilitators are developing new Immersion program offerings, they’re kicking things off with a brand-new blog series. Inspired by insightful discussions at their January 2024 facilitator retreat, this series will explore the foundational pillars of the Immersion Program.

**Discussing the 4 Pillars of Immersion: Information Literacy:** This first post in the series focuses on the pillars of information literacy. In this conversation, Carlos Duarte and Rebecca Miller Waltz share their perspectives on information literacy, communication, and our communities.

Stay tuned! We'll be sharing more details about upcoming Immersion offerings in the next few months.
RBMS 2024: Momentum (#RBMS24)

Hilton Orange County Costa Mesa, CA, June 25 - 28, 2024

REGISTER TO ATTEND IN-PERSON OR VIRTUALLY before June 14!

RBMS is your opportunity to experience trusted content and valuable connections. This conference will be a transformative experience focused on advancing equity, diversity, inclusivity, and community engagement in rare book libraries. Dive into crucial discussions on reigniting and sustaining vital initiatives, maintaining momentum, and fostering collaborative partnerships. The program agenda is available online as well as housing and transportation information. We look forward to seeing you in sunny Costa Mesa and/or online! The registration deadline is June 14.

ACRL Data Products

ACRL offers a suite of data products to help libraries understand the impact of their work and confidently advocate for the library’s future:

- **Project Outcome for Academic Libraries** provides libraries with **FREE** access to quick and simple patron surveys, an easy-to-use survey management tool to collect their outcomes, custom reports, and interactive data dashboards for analyzing the data, along with a variety of resources to help move libraries from implementing surveys to results-focused action.
- **Benchmark: Library Metrics and Trends** houses the data from the ACRL Academic Library Trends and Statistics Annual Surveys. All academic libraries have complimentary access, which allows them to complete surveys and view select benchmarking visualizations. Subscription access provides more dashboards and detailed data.
- The **Threshold Achievement Test for Information Literacy** (TATIL) is a simple, easy-to-use standardized test that measures the achievement of information literacy education outcomes, regardless of a student’s major or research focus, across four modules which
address learning across all the frames in the ACRL Framework for Information Literacy for Higher Education.

ACRL at ALA Annual

Please register for ALA Annual! Don’t miss the 2024 ACRL President’s Program, "Workplace Belonging Matters: Key Insights for Library Professionals," on Saturday, June 29 in the San Diego Convention Center Room 29 D from 10:30am – 12:00 pm, hosted by ACRL President Beth McNeil. ACRL will also sponsor 14 section, committee, and individual programs at the conference on topics such as artificial intelligence; inclusive scholarly publishing; equitable access for the blind, visually impaired, and print-disabled students; LibParlor; setting boundaries in the workplace; challenges to humanities librarianship; and more.