

ACRL candidates for 2021

A look at who's running



Emily Daly



Erin L. Ellis

Emily Daly is the head of assessment and user experience at Duke University Libraries, a position she has held since 2013. Prior to this, Daly served at Duke University Libraries as interim head of instruction and outreach (2012) and coordinator of upper-level instruction (2006–12). She also served as media coordinator at Southern High School in Durham, North Carolina (2005–06).

During her 13 years of ACRL membership, Daly has served as a director-at-large on the ACRL Board of Directors (2016–20), as a member of the ACRL *College & Research Libraries News* Editorial Board (2015–19), as a member of the ALA Constitution and Bylaws Committee (2020–present), and as a member of the ALA Steering Committee for Organizational Effectiveness (SCOE) (2018–20). She has held various positions within the ACRL University Libraries Section (ULS), including member-at-large on the Execu-

tive Committee (2012–15); cochair of the ULS Technology and Libraries Committee (2011–12), where she also served as member (2010–12); and as a member of the ULS Nominating Committee (2012–14, 2014–16, 2016–18). She was a program participant for ALA Emerging Leaders and the Emerging Leaders Interest Group (2010–15).

Daly's past work with state, regional, and other national associations includes being a member of the Duke Libraries Committee on Continuing Appointment and Promotion committee (2020–present), as well as president-elect, president, and past-president for the Duke Libraries Assembly (2015–18). In addition, she worked with the Triangle Research Libraries Network (TRLN) as a product owner for the Discovery Team, a consortially developed library catalog (2016–present), and a member of TRLN's Services Council (2012–16). She served as president of the Parent Teacher Association for George Watts Montessori Magnet School (2018–20).

Daly's honors and awards include being nominated for the S.T. Lee Library Leadership and Innovation Lecture and Award (2016) and the Duke Libraries' Florence Blakeley Award for Outstanding Service (2009 and 2013). She was selected to participate in ALA Emerging Leaders program (2011) and was inducted into Beta Phi Mu International Graduate Honor Society in Library and Information Science (2008). Daly was honored as Wyoming's 2005

Unsung Heroine by the Wyoming Library Association.

Her other notable accomplishments include advocating and developing the Duke Libraries' Assessment and User Experience (AUX) Department (2013) and helping expand it from two to five full-time staff, plus student assistants. Since 2014, she has mentored approximately 30 graduate students doing unpaid practicums or paid assistantships in the AUX Department. Daly partnered with colleagues at North Carolina State, University of North Carolina-Chapel Hill, North Carolina Central University, and Duke to develop a more user-centered and accessible library catalog (2019). While serving on the ACRL Board of Directors, Daly helped develop and implement ACRL's Core Commitment to Equity, Diversity, and Inclusion. Finally, while serving on SCOE, Daly was charged "to review ALA's governance, member participation, legal structures/systems, with the goal of proposing changes that will vitalize its success, strength, and agility as a 21st-century association." Through this work, she learned more about ALA and the roundtables, divisions, and other communities of practice. She communicated SCOE's progress and plans to members and relayed concerns to SCOE, resulting in a more member-centered plan for re-envisioning ALA.

Her publications include "Improving in action: An interactive approach to developing a successful practicum program," with Joyce Chapman, in A. Hartsell-Gundy, K. Duckett, S. Morris (eds.), *Learning in Action: Designing Successful Graduate Student Work Experiences in Academic Libraries* (Chicago: ACRL [forthcoming]); "Giving Students Voice: A Biennial User Satisfaction Survey at Duke University Libraries," in S. Killick and F. Wilson (eds.), *Putting Library Assessment to Work* (London: Facet Publishing, 2019); and "Just ask them! Designing Services and Spaces on the Foundation of Student Feedback," with Joyce Chapman, and Thomas Crichlow, in C. Tomlinson and S. Arnold-Gaza (eds.), *Students Lead the Library: The*

Importance of Student Contributions to the Academic Library (Chicago: ACRL, 2016).

Erin L. Ellis is the associate dean of research and learning services at Indiana University, a position she has held since 2018. Prior to this, Ellis held various positions at the University of Kansas, including associate dean of research and learning (2013–18), head of instructional services (2009–13), and social sciences librarian (2005–09).

During her 16 years of ACRL membership, Ellis has served as chair of the ACRL Appointments Committee (2015–17, 2018–19), as a member of the ACRL Conference Invited Presentations Committee (2017–19), as a member of the Research Planning and Review Committee (2019–20), and as cochair of the President's Program Planning Committee (2014–16, 2017–19). She was chair of the Publications Coordinating Committee (2017–18; vice-chair, 2016–17), during which time she served as ex-officio on the New Publications Advisory Board, along with the *C&RL*, *C&RL News*, ACRL Academic Library Trends and Statistics Survey, CHOICE, ACRL Publications in Librarianship, RBM, and Resources for College Libraries Editorial Boards. Ellis was a member of the Immersion Program Committee (2016–18), an ex-officio on the Professional Development Committee (2015–16), a member of the ACRL Membership Committee (2013–16), a member of the 75th Anniversary Task Force Publications Committee (2013–15), chair of the Student Learning and Information Literacy Committee (formerly Information Literacy Coordinating Committee) (2012–13; vice-chair 2011–12), a member of the Information Literacy Professional Development Committee (2011–13), and a member of the Information Literacy Website Committee (2009–11).

Ellis has held various positions with the ACRL Instruction Section (IS), including co-chair of the IS Awards Committee (2011–13; member 2009–11) and cochair of the IS Membership Committee (2007–09; member,

2006–07; intern, 2005–06). She currently serves as cochair of the ACRL University Libraries Section Future of University Libraries Discussion Group (2019–present).

Ellis's experience with ALA includes serving as secretary of the ALA Library Instruction Round Table (2006–07), where she was also a member of the Conference Program Planning Committee (2004–06) and the Liaison Committee (2003–04). She has served in various positions within the ALA New Members Round Table (NMRT), including outreach director (2008–10), as ex-officio to the Student Chapter Outreach (2009–10), Student Chapter of the Year Award (2009–10), Student Reception (2009–10), Membership Promotion (2009–10), Diversity and Recruitment (2009–10), and Liaison Coordination Support (2008–10). She served as chair of the NMRT Nominating Committee (2005–07) and as chair of the NMRT Student Reception Committee (2004–05).

Ellis's activity with state, regional, and other national associations includes serving as a member of the Indiana University Arts and Humanities Council, the Indiana University LGBTQ+ Alumni+Friends Association (2020–present) and a member of the Indiana University Queer Philanthropy Circle (2020–present). She was honored as an Association of Research Libraries Leadership Fellow (2016–17) and was part of Beta Phi Mu, Emporia State University, School of Library and Information Management (2002), and Sigma Tau Delta, Pittsburg State University, Department of English and Modern Languages (1999).

Her notable accomplishments include serving as chair of the ACRL Student Learning and Information Literacy Committee, where she served on the working group for, and contributed to, the writing of the white paper, *Intersections of Scholarly Communication and Information Literacy: Creating Strategic Collaborations for a Changing Academic Environment*. Subsequently, she discussed this work during a panel presentation at the 2013 ACRL National Conference. As chair, she facilitated the committee's tran-

sition from a coordinating committee (Information Literacy Coordinating Committee) to a committee representing one of ACRL's four goal-areas within the Plan for Excellence (2012–13). Additionally, at the University of Kansas Libraries, she was elected to serve on an Organizational Review Team, where she contributed to the evaluation of the libraries' organizational structure, designed a new organizational model, and subsequently oversaw its implementation across a wide variety of collections and public services departments.

Ellis's publications include *Coaching Copyright: Best Practices for Teaching a Difficult Subject*, K. L. Smith and E. L. Ellis, (eds.) (Chicago IL: ALA Editions, 2019); "Positioning Academic Libraries for the Future: A Process and Strategy for Organizational Transformation," E. L. Ellis, B. Rosenblum, and J. Stratton, in the International Association of University Libraries Conference Proceedings (2014); and "Comparing Approval and Librarian-Selected Monographs: An Analysis of Use," E. Ellis, N. Ghouse, M. Classen-Wilson, J. Stratton, and S. Clement, in Darby Orcutt (ed.), *Library Data: Empowering Practice and Persuasion* (Westport, CT: Libraries Unlimited, 2010).

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