

Consortial Collaboration for Academic Library Leadership Success (CCALLS)

Consortial Collaboration for Academic Library Leadership Success (CCALLS) is an LB21 **Planning Grant** application. The **goal** of **CCALLS** is the engagement of U.S. library consortia in participatory planning for a national continuing education program to develop academic library workers' assessment skills. **CCALLS** supports **LB21 Goal 3, Objective 3.1**: "Develop training to equip the library and archival workforce to engage in sustained community development." The **lead applicant** organization is the [Consortium of Academic and Research Libraries in Illinois](#) (CARLI). The [University of Illinois at Urbana-Champaign Library](#) is the **partner organization**. CARLI requests **\$143,489 in IMLS funds** to conduct this **two-year** planning project.

Project Justification

Academic libraries face continuing demands to demonstrate their impact on student learning and success in the contexts of competitive campus budgeting processes, accreditation reports, and program reviews. Library staff today must know how to shape, expand, and even discontinue services and programs using assessments that they design and data they collect. Furthermore, they must be able to support their requests for resources with systematic evidence and not only anecdotes. No academic library today can effectively compete for campus resources without investing in this skill set for their staff.

Success in the face of these demands requires thoughtful service design and delivery based on clear goals and outcomes that reflect local institutional priorities and needs. A growing body of evidence supports the assertion that academic libraries positively impact student learning and success;¹ however, many library workers struggle to use that evidence in service design and delivery, lack training in program evaluation, and do not have access to professional development and coaching services that can help build their skills.²

Academic library consortia are well-situated to provide at-scale programs of training and support; however, they often lack expertise and models to respond to the intensive requirements for teaching assessment skills. [CARLI Counts: Analytics and Advocacy for Service Development](#), funded through IMLS LB21, 2018-2023, is an example of how one academic library consortium built a now self-sustaining program that responds to these library training needs. With this grant, **CCALLS seeks to develop a strategy for academic library consortia to scale assessment training for academic library workers nationally based on the successful CARLI Counts program**. The **CCALLS** grant will provide the needed support for this planning.

¹ *Academic Library Impact on Student Learning and Success* (ACRL, 2017); *Creating Sustainable Assessment through Collaboration* (NILOA, 2017); *Shaping the Campus Conversation on Student Learning and Experience* (ACRL, 2018); *The Engaged Library: High-Impact Educational Practices in Academic Libraries* (ACRL, 2020); *The Community College Library: Assessment* (ACRL, 2022); *Evidence-Based Practice in Academic Libraries* (ACRL, 2023)

² *Connect, Collaborate, And Communicate* (ACRL, 2012); *Experiencing Evidence-Based Library and Information Practice (EBLIP): Academic Librarians' Perspective*, *College & Research Libraries* (2018); *Building Collective Capacity for Assessment and Advocacy: A Model for Academic Library Consortia* (Library Assessment Conference, 2023).

Why CARLI Counts? [CARLI Counts](#) is a continuing education program based on the highly successful I-LEAD and ACRL Assessment in Action programs. It is immersive and team based. The curriculum prepares library workers to make effective use of research findings on the impact of academic libraries on student success for the twin purposes of service development and garnering support for the library. Participants learn how to use local library data analytics to improve their services and demonstrate their value in competitive campus budgeting processes, accreditation reports, and program reviews.

Through *CARLI Counts*, Illinois academic librarians have been able to leverage national and local data effectively and systematically in order to communicate impact narratives that convey to stakeholders how their libraries bolster student learning and success. As a result, *CARLI Counts* participants experience increased collaboration on campus, are recognized for their assessment expertise, are more confident about assessing the impact of the library and perceive themselves leaders in their library and on their campus.³ *CARLI Counts* participants are more confident in their skills and abilities related to service design and CARLI libraries are better equipped to demonstrate their value to stakeholders.

CARLI Counts is a program of the [Consortium of Academic and Research Libraries in Illinois](#) (CARLI), a consortium of 128 public universities, private and research institutions, and community colleges. More than 140 library workers from 85 CARLI member libraries have participated in the program to date; 20 librarians from 16 institutions are taking part in the 2024-25 program. Initially made possible by the IMLS LB21 grant, *CARLI Counts* is now sustained financially by the consortium's governing board as a signature program contributing to the success of member libraries and the consortium as a whole.

Why CCALLS? Following a *CARLI Counts* presentation at the [International Coalition of Library Consortia](#) (ICOLC)⁴ 2022 Annual Meeting as well as a number of other presentations,⁵ a single question echoed throughout the discussions: “how can we replicate *CARLI Counts* in our consortium?” Consortia leaders recognized that, by leveraging the structure of the consortium, *CARLI Counts* provided concentrated and scalable impact for program development and support in Illinois' academic libraries and that **this collective impact can be amplified through replication at other consortia**. With so many consortia leaders asking, it became clear that success could not be found through ad hoc conversations. Consortia leaders would need time, a place, and support for a discussion about cooperative implementation, beyond what can happen informally during an ICOLC meeting. Possibilities and ideas carried from one ad hoc e-

³ *Building Collective Capacity for Assessment and Advocacy: A Model for Academic Library Consortia* (Library Assessment Conference, 2023).

⁴ ICOLC is “a professional organization of approximately 200 library consortia from around the world, serving consortia staff by providing professional development, information and expertise sharing, and peer benchmarking.” *CCALLS* will use ICOLC as the forum for convening the US consortia in its membership.

⁵ Presentations by *CARLI Counts* grant staff: CARLI Annual Meetings (2018, 2019, 2020, 2021, 2022); Indiana Online Users Group (2019); Charleston Conference (2019); Library Assessment Conference, (2021, 2022); International Coalition of Library Consortia Annual Meeting (2022).

mail or conversation to the next lose momentum and harmonization. The level of interest and complexity of the vision pointed to a need for a deliberate, planned, and coordinated effort.

The need for this deep collaborative approach is reflected in the 2020 ICOLC Futures Report,⁶ which articulated fourteen statements that “represent community-wide beliefs and opinions related to the characteristics, top benefits, strategic priorities, and obstacles to success for the ICOLC organization.” Several of these statements underscore the goals of the *CCALLS* proposal, including, “ICOLC could provide additional benefit by coordinating/facilitating deeper collaborative action on topics and develop statements of best practices” and “ICOLC serves consortia staff by providing for professional development, information and expertise sharing, peer benchmarking with like-minded organizations.” Other ICOLC documents reflect on the benefits that library consortia bring to member libraries—namely “lower costs, increased impact, greater efficiency, shared expertise, and equity across a system.”⁷ These ICOLC documents speak to the aspirations of the ICOLC membership to collaborate more deeply and express the importance of multi-consortia project partnerships.

As such, *CCALLS* is proposed as a mechanism **to enable U.S. library consortia to work together to develop a plan to collaboratively propagate the successful *CARLI Counts* curriculum** utilizing ICOLC meetings as shared infrastructure for convening. Without the capacity created by the *CCALLS* planning grant to support discussion and collaboration, any eventual implementation effort would suffer from lack of coordination, engagement, and preparation. **This planning project is, therefore, a linking piece, a connector that builds a space for a participatory design process for collaborative implementation.** It is anticipated that the findings from the *CCALLS* project will inform a collaborative follow-on LB21 implementation grant proposal.

The **target group** for *CCALLS* is comprised of US library consortia that have academic library members. Approximately 25% of ICOLC consortia serve academic libraries; leaders and continuing education coordinators of these consortia will be invited to participate. Based on the consortia participating in the *CCALLS* Consortia Collaboration Committee alone, *CCALLS* will benefit at least 400 academic libraries. The ultimate beneficiaries, the students and faculty served by these strengthened academic libraries, are in the hundreds of thousands.

Project Work Plan

CCALLS is a planning grant program that brings together U.S. library consortia to develop a strategy to collaboratively scale the successful *CARLI Counts* curriculum to other library consortia.

The project work plan is anchored in a partnership between the *CCALLS* Project Staff and the Consortia Collaboration Committee. The work is anchored by two convenings: (1) a **Community Dialogue** held during the ICOLC 2025 Annual Meeting to generate ideas and possibilities that consortia leaders will then discuss within their consortia in preparation for (2) an in-depth

⁶ https://icolc.net/system/files/ICOLC%20Futures%20Working%20Group_Final%20Report_2020_0.pdf

⁷ https://icolc.net/system/files/Library_Consortia_One_Pager_0.pdf

Design Seminar held contiguous to the ICOLC 2026 Annual Meeting. ICOLC meetings have been selected for these convenings; consortia leaders already gather at these times and as such it lowers grant costs to capitalize on these meetings.

CCALLS Project Staff have been selected for their consortia knowledge, assessment expertise, and experience with CARLI Counts. Working together as a team, each has primary responsibility for certain components of *CCALLS*:

- **Anne Craig** (PI) – Administer project activities, supervise grant finances, and oversee grant administration.
- **Lisa Janicke Hinchliffe** (Co-PI) – Design content and facilitate collaborative activities during the Community Dialogue and Design Seminar, co-author the *CCALLS* White Paper, and present the *CCALLS* Webinar.
- **Catherine (Cathy) Mayer** (Project Coordinator) – Oversee communication with invited and participating consortia, administer and analyze *CCALLS* evaluations, and co-author the *CCALLS* White Paper.

The **Consortia Collaboration Committee** will advise on the design of the Community Dialogue and the Design Seminar, facilitate participation from the broader ICOLC membership, and assist with the development of the *CCALLS* White Paper and the Webinar. Members of the committee were selected for their expertise in consortia-based professional development programming and represent a diversity of consortia types and geographic regions.

- **Gillian Harrison Cain**, Director of Member Programs, Atla
- **Elaina Norlin**, Professional Development/DEI Coordinator, ASERL
- **Hannah Rosen**, Director of Member Programs, OhioNet
- **Rob Ross**, Executive Director, NC LIVE

As mentioned above, the design of *CCALLS* is a **Community Dialogue** that is a springboard to the follow-on **Design Seminar**. Because of the diversity of U.S. library consortia, the pathway to collaborative replication of *CARLI Counts* is one that will require a thorough self-examination of capacity at each individual participating consortium. This examination is kicked-off with the Community Dialogue and then guided and supported through to the Design Seminar.

The Community Dialogue meeting is one hour and will acquaint and engage ICOLC consortia members with the project, its purpose, and the opportunities it represents for participating consortia. The Community Dialogue will serve as a launchpad for consortia leaders so that they can go back to their organizations to have conversations about participation, capacity, and needs in advance of the Design Seminar. By doing so, they will be better equipped to return to the Design Seminar with identified advantages and constraints for replication.

The Design Seminar is a full day and will consist of a deep dive into the *CARLI Counts* curriculum and facilitated exploration of different models for collaborative implementation. Through discussion and guided activities, participants in the Design Seminar will build consensus around a strategy for an at-scale implementation of assessment training for librarians across consortia. This strategy will be the basis for a follow-on LB21 Implementation Grant proposal.

With this approach, the design of *CCALLS* leverages the *CARLI Counts* curriculum and the approach taken to successfully scale the IMLS-funded *ILEAD* (Innovative Librarians Explore, Apply, and Discover) program from a single state program in Illinois to the nationally implemented *ILEAD USA* in 2011. *ILEAD USA* is ongoing today through the efforts of the State Library Administrative Agencies. IMLS funding supported the planning process to expand the *ILEAD* state program to the *ILEAD USA* national model. That process involved collaborative discussions, immersive training experiences, and intensive planning to develop different models for program implementation reflecting different capacities and state library structures. The experience of *ILEAD* demonstrates that having a developed curriculum is necessary—but also not sufficient—to scale and implement in multiple contexts. *ILEAD USA* provides a template for *CCALLS*, one that exemplifies the positive impact of bringing organizations together to plan replication of a successful immersive, team-based continuing education initiative. That template was made possible by an IMLS grant-supported initiative for planning, discussion, synchronizing plans, understanding challenges, and highlighting contributions.

CARLI Counts has provided the curriculum, *ILEAD* and *AiA* have provided the training architecture, and *CCALLS* will provide the capacity for planning for collaborative scaling.

Specifically, then, the two-year *CCALLS* initiative will be undertaken in two phases, which correspond to Year 1 and Year 2 of the Schedule of Completion. *CCALLS* Project Staff and the Consortia Collaboration Committee will meet regularly throughout both phases. Following is the table overview of the project activities, the anchoring events of the *CCALLS* project are described in detail.

Activity	Who	When	Purpose
Project staff meetings	<i>CCALLS</i> Staff (Anne, Lisa, Cathy)	At least monthly	Ensure project activities and targets are met.
Project staff and Consortia Collaboration Committee meetings	<i>CCALLS</i> Staff and Consortia Collaboration Committee	Year 1: bimonthly Year 2: at least quarterly	Plan the Community Dialogue and the Design Seminar meetings.

Phase 1 Anchor Event: Community Dialogue	CCALLS Staff, Consortia Collaboration Committee, and ICOLC meeting attendees	One-hour meeting held in conjunction with the ICOLC 2025 Annual Meeting	Foster engagement with ICOLC members and commitment to attending the Design Seminar; guide the Consortia Collaboration Committee and CCALLS Project Staff in shaping the Design Seminar.
Phase 2 Anchor Event: Design Seminar	CCALLS Staff, Consortia Collaboration Committee, and ICOLC meeting attendees	All-day meeting held contiguous to the ICOLC 2026 Annual Meeting	Reach consensus on a roadmap to a collaborative model for adapting the <i>CARLI Counts</i> curriculum to a national scale, plan for submission of an LB21 Implementation Grant proposal.
Summative Activities/Final Deliverables	CCALLS Staff	June/July 2026	Publish the White Paper, host the Webinar sharing the top-level findings, develop a community of practice of consortia planning leadership preparing follow-on-grant.

Phase 1/Year 1 (August 1, 2024-July 31, 2025) will revolve around **Community Dialogue**, a one-hour, in-person convening during the ICOLC Annual Meeting in April 2025. The goal of the Community Dialogue is to assist the Consortia Collaboration Committee and CCALLS Project Staff in shaping the Design Seminar while building interest and engagement with consortium leaders.

The Community Dialogue agenda will be established with the Consortia Collaboration Committee but will likely include an overview of the *CARLI Counts* program, discussion of consortium capacity as well as barriers to engagement, and a discussion of fostering consortia commitment to participate in the Design Seminar. The Community Dialogue will draw upon successful models for collaboratively offered professional development (e.g., the model of the [Professional Development Alliance of Library Consortia](#) (PDA)).⁸ The Community Dialogue will facilitate deep understanding of the participating consortia’s needs for and experiences with professional development on program evaluation and assessment. The Community Dialogue will be open to all interested library consortia representing academic libraries in attendance at the ICOLC 2025 Annual Meeting. Attendees will complete evaluations of the Community Dialogue to assess their engagement with the Community Dialogue and their motivation to participate in the Design Seminar.

⁸ Through PDA, CARLI, ASERL, and ten other consortia have enabled cross-consortia participation in 315 online webinars in FY21-23 to date, with 51 of the CARLI-hosted programs reaching 5,935 registrants.

Phase 2/Year 2 (August 1, 2025-July 31, 2026) will revolve around the day-long **Design Seminar**, which will be held adjacent to the ICOLC Annual Meeting in April 2026. The goal of the Design Seminar is for consortia staff to share the discussions that they have had within their respective consortia and to work towards articulating a recommended approach to cross-consortia assessment training for librarians.

The Design Seminar agenda and content will be established by the *CCALLS* Project Staff with the Consortia Collaboration Committee but will likely include a detailed review of the *CARLI Counts* program to highlight the [curriculum](#), its instructional arc, the year-long timelines and types of activities, and the team/mentor setup as well as its proven benefits and challenges; discussion of the advantages and disadvantages of different approaches for scaling the *CARLI Counts* program nationally; exploration of the challenges for replicating and scaling; and identification of next steps, including the possibility of pursuing an implementation grant proposal. Additional topics that emerge from the Community Dialogue will be incorporated into the Design Seminar agenda.

Possible designs for a nationally scaled implementation of CARLI Counts include:

- a hub-and-spoke design with lectures in common held online and then discussion sessions and team meetings held locally,
- a centralized national institute with each participating consortium allocated a set number of participant slots who participate in cross-consortia teams, and
- a train-the-trainers model in which each consortia identifies a lead trainer who attends a national training institute and then implements a stand-alone program in their consortium.

Other models are expected to emerge through the exploratory discussions as well. Strategies for replicating the administrative aspects of the program will be explored among the participants, including discussing capacity needs for staffing, facilities needed, and marketing.

These are the kinds of discussions that require more than a Zoom meeting or two. Consortia are not constituted in a cookie-cutter manner; their governance, funding, culture, membership makeup, and capacities vary greatly. Finding collaborative pathways may seem easily accomplished but can be very challenging because of this diversity. Consortia staff need a focused, concentrated amount of time and energy to understand *CARLI Counts* and then consider how it can be adapted. An understanding of needed resources (e.g., subject matter experts) and the program's constructs (e.g., the immersive, team-based approach that includes team mentors) is essential to the larger discussion around adoption and scalability. It is only through these participatory discussions that models that will truly work within the various consortia contexts can be identified and the commitment to implementation emerge.

Attendees will complete evaluations to assess their engagement in the Design Seminar and their capacity for continuing to work together to pursue implementation of the most promising program design(s) that respond to consortia capacity and known challenges.

In addition to the Community Dialogue and Design Seminar, **CCALLS deliverables** in Phase 2 include a **CCALLS White Paper** to be published by July 2026 that will:

- synthesize the discussions from the Community Dialogue and the Design Seminar;
- present a consensus roadmap for scaling *CARLI Counts*, including identifying likely consortia partners and any significant challenges of concern; and,
- elicit participation in proposing an IMLS LB21 Implementation Grant.

CCALLS will also offer additional deliverables in July 2026, a **Webinar** sharing top-level findings of the project and the establishment of a **Community of Practice** of consortia leadership dedicated to ongoing collaboration on the project. The *CCALLS* White Paper and the Webinar recording will be posted to the CARLI website for the *CCALLS* project and released with a Creative Commons license to maximize distribution.

CCALLS Project Staff are well positioned to ensure the success of this project. Principal Investigator Anne Craig is a seasoned grant administrator, the architect of *ILEAD*, and the Executive Director of CARLI. Her team-based approach to addressing constituency needs was adopted by 12 state libraries in *ILEAD USA* IMLS-funded projects. In 2022, Anne was elected to the ICOLC Coordinating Committee and has secured the support of other ICOLC members for this *CCALLS* proposal.

Co-Principal Investigator Lisa Janicke Hinchliffe established the *Value of Academic Libraries Initiative* during her 2010-11 ACRL Presidency and is a leading scholar on library assessment, evidence-based practice in academic libraries, and library impact evaluation. Lisa was the lead co-designer of the ACRL Assessment in Action program and currently facilitator of the training curriculum for the ACRL Standards for Libraries in Higher Education as well as the lead curriculum designer and instructor for *CARLI Counts*. Anne and Lisa served as PI and Co-PI, respectively, for *CARLI Counts*. Both serve as University of Illinois Urbana-Champaign iSchool instructors, reflecting a deep commitment to the profession and education of library workers.

Cathy Mayer, participant and mentor in *CARLI Counts*, served as curator and editor of the open *CARLI Counts* curriculum; she will continue with *CCALLS* as Project Coordinator, supporting the writing and publication of the White Paper and ensuring evaluations are compiled. Other project personnel have been supporting *CARLI Counts* since its inception and would stay with *CCALLS* throughout the life of the project. This team includes staff at CARLI who are part of the original staff participating in coordination of the Professional Development Alliance of Library Consortia. Working with Anne and Lisa, this team delivered four *CARLI Counts* in-person cohorts (and is conducting a fifth in 2024), made many presentations about the project, demonstrated excellence in grant management, and disseminated the deliverables from *CARLI Counts*.

The **perspectives of the target group** of library consortia employees have been incorporated into this proposal through a presentation/conversations at ICOLC meeting, among members of the PDA, and in various subgroups of ICOLC. The plans are also informed by the perspectives of

CARLI Counts participants about the significance of their experiences in the program and its impact on their libraries and the students and faculty at their institutions as well as feedback from attendees at the “Release Party” webinar for the CARLI Counts [curriculum publications](#).

CCALLS staff will work in collaboration with the **Consortia Collaboration Committee**, a group of U.S. library consortia leaders who have agreed to participate in the exploratory and planning discussions in Phase 1 that will shape the planning and hosting of Phase 2. The Consortia Collaboration Committee is composed of Gillian Harrison Cain, Director of Member Programs, [Atla](#); Elaina Norlin, Professional Development/DEI Coordinator, [ASERL](#); Rob Ross, Executive Director, [NCLIVE](#); and Hannah Rosen, Director Member Programs, [OhioNet](#).

Consortia Collaboration Committee members reflect the significant diversity of library consortia and their members that are the target group for the *CCALLS* project:

- ASERL is a leader in research library cooperation among 38 southeastern research libraries across 11 states. They provide important programs and services to support member libraries, to the scholarly process, and to the library profession.
- Atla is a membership association of librarians and information professionals, and a producer of research tools, committed to advancing the study of religion and theology. Their membership includes more than 800 individuals and libraries at academic institutions. Atla’s members span many library consortia, including CARLI; Atla staff members are trusted partners in many cooperative projects.
- NC LIVE is North Carolina’s statewide library cooperative, supporting over 200 academic and public libraries across North Carolina. The majority of NC LIVE members are community colleges, independent college and university campuses, and UNC System members. These members include most HBCU institutions in North Carolina.
- OhioNet was formed in 1977 and is structured as a member-funded 501(c)(3) corporation governed by a 12-person board of directors. OhioNet serves libraries of all types, including more than 80 academic libraries.

Additional library consortia have also expressed their interest and support for *CCALLS* in the letters of reference included in this grant application.

The **evaluation design** for *CCALLS* will reflect the evolving and participatory nature of the project. Project Coordinator Cathy Mayer will conduct the evaluations. The primary strategy will be formative assessments that help guide and shape the project as it unfolds over time. Specifically, a component of each virtual and in-person meeting will be reflective assessments that gather participant perspectives and inform the agenda for the next gathering. Attendees at both the Community Dialogue and Design Seminar will have the opportunity to provide feedback on the events. The specific program evaluation methods used will include knowledge assessments as well as gathering reactions and suggestions. These assessments will be complementary to descriptive data collected on participation in the Design Seminar, downloads of the White Paper, and attendance at the Webinar.

Project Results and Impacts

The *CCALLS* project will bring library consortia together to explore ways in which they can collaborate on providing needed assessment training to member academic library staff. The *CARLI Counts* curriculum is available as a strong foundation for such training, but its replication and scaling will require planning and an understanding of costs, needed expertise, challenges, and benefits. This is what *CCALLS* will provide for planning participants. Many perspectives will surface during the discussions and *CCALLS* will enable the necessary time to process, synthesize, and come to consensus.

Through *CCALLS*, consortia will have a greater awareness of their own capacity to provide assessment training to their members and the potential benefits of pursuing a national-scale program through consortial collaboration. While some consortia may decide they are not yet ready to commit to such a programmatic offering, *CCALLS* staff anticipate that a significant number will be prepared through the program to develop their capacity. As such, next steps are likely to include the submission of an LB21 Implementation Grant application that supports participating consortia to bring the *CARLI Counts* program to their members through the program design developed through *CCALLS* discussions, and the formation of a cohesive community of practice of consortia staff dedicated to executing a collaborative program.

What specifically does success of *CCALLS* look like? The vision driving *CCALLS* is that library consortia will work together to propagate assessment training for academic library workers throughout the U.S., benefiting academic libraries and their institutions by directly supporting their user communities, namely students and faculty. The specific goal of *CCALLS* is engagement of U.S. library consortia in participatory planning for a national continuing education program to develop academic library workers' assessment skills. As such, **success of *CCALLS* is two-fold**. First, disseminating the results of the Community Dialogue and the Design Seminar by White Paper and Webinar to contribute to the profession's knowledge of how to articulate academic library impact through program evaluation and data storytelling. The second measure of success will be achieved by four or more consortia collaborating to submit a follow-on LB21 Implementation Grant Proposal in order to implement the training strategy devised through the *CCALLS* project.

By scaffolding efforts to ensure that academic libraries' services are tied to student success, *CCALLS* supports the library field and IMLS' goals and investments as a federal agency.

Schedule of Completion

CCALLS

Years 1 and 2

Activity	grant year	1												2											
	year	2024					2025							2026											
	month	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
	month #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Phase 1																									
Phase 2																									
CCALLS Project Staff meetings																									
Consortia Collaboration Committee meetings (held virtually)																									
Evaluation of Consortia Collaboration nCommittee meetings, Community Dialogue, Design Seminar, and White Paper																									
Commyity Dialogue during ICOLC 2025																									
Design Seminar at ICOLC 2026																									
Summative activities:																									
White Paper																									
Webinar describing top-level findings																									
Creation of a community of practice																									

Digital Products Plan

Consortial Collaboration for Academic Library Leadership Success (CCALLS)

Consortial Collaboration for Academic Library Leadership Success (CCALLS) will create the digital products listed below. For each, the type, availability, access, and sustainability for the product is described.

1. Project Website – A website for the project will be created on the CARLI web server. The website will be openly available and accessible using any standard web browser. No special equipment will be needed to access project information and materials. The CARLI website copyright, privacy policy, cookie policy, etc. are disclosed to users onsite. The website will be actively maintained during the life of the project. After the project, the website will continue to exist but no longer be updated. The status of the project will be communicated on the website.
2. White Paper – The CCALLS Forum White Paper will be published with a Creative Commons license as a PDF and accessible using any standard PDF reader. It will be posted to the project website and will also be disseminated to all participants in the CCALLS Forum and to the ICOLC membership listserv. A copy will also be deposited in IDEALS: Illinois Digital Environment for Access to Learning and Scholarship, the institutional repository of the University of Illinois at Urbana-Champaign, for long-term preservation.