

ACRL 2023 keynote speakers announced

ACRL announces its celebrated lineup of keynote speakers for the ACRL 2023 Conference, “Forging the Future,” to be held March 15–18, 2023, in Pittsburgh. Be challenged and inspired by ACRL’s thought-provoking speakers as they share their work as journalists, podcasters, authors, and activists.

Author and podcaster Rebecca Nagle will deliver the Opening Keynote on March 15, 2023. Nagle is an award-winning advocate, writer, and citizen of the Cherokee Nation. Her writing about Native representation and tribal sovereignty has been featured in the *Washington Post*, the *Guardian*, *USA Today*, *Teen Vogue*, the Huffington Post, and more. She is also the host of the chart-topping podcast *This Land*.

The conference will close on March 18, 2023, with public policy advocate and author Heather McGhee. McGhee designs and promotes solutions to inequality in America. Her book *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together* spent 10 weeks on the *New York Times* bestseller list and was longlisted for the National Book Award and Carnegie Medal for Excellence in Nonfiction.

Complete details about the ACRL 2023 Conference are available on the conference website at <https://acrl2023.us2.pathable.com/>.



ALA, ARL approve Cultural Proficiencies for Racial Equity: A Framework

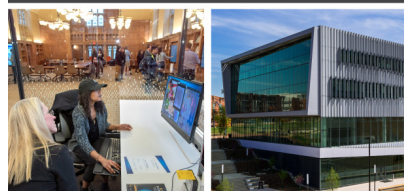
The Joint ALA/ARL Building Cultural Proficiencies for Racial Equity Framework Task Force’s final draft of the Cultural Proficiencies for Racial Equity: A Framework was approved by the boards of directors of the four partner organizations, the American Library Association (ALA), Association of College & Research Libraries (ACRL), Association of Research Libraries (ARL), and Public Library Association (PLA), during summer 2022. The Cultural Proficiencies for Racial Equity Framework, a tool both theoretical and practical in its orientation, is a guide for developing personal, organizational, institutional, and systems-level knowledge and understanding of the nature of racism and its many manifestations. The framework is not intended to be liberatory practice in itself—an instrument or agent that will abolish racial inequity or a step-by-step guide—but, rather, to provide the grounding needed to effect change in thinking, behavior, and practice that will lead to better outcomes for racialized and minoritized populations. Therefore, while the framework offers examples of implementation, these are not meant to represent an exhaustive list. View and download Cultural Proficiencies for Racial Equity: A Framework on the ACRL website at <https://www.ala.org/acrl/standards/>.

ACRL releases *Designing Libraries for the 21st Century*



DESIGNING LIBRARIES FOR THE 21ST CENTURY

H. THOMAS HICKERSON, JOAN K. LIPPINCOTT
and LEONORA CREMA, editors



ACRL announces the publication of *Designing Libraries for the 21st Century*, edited by H. Thomas Hickerson, Joan K. Lippincott, and Leonora Crema. Featuring an impressive array of authors drawn largely from the conference of the same name and packed with full-color images and illustrations, this book provides guidance, principles, and a wealth of creative ideas for academic library spaces, technology, programs, and partnerships.

The 21st century has seen a transformational shift in the design of college and research libraries, one focused more on user experience and engagement than on collections. Dramatic changes in library design have been driven by changes in the core functions of universities and colleges: the reliance on digital tools and content, integration of technologies into pedagogy and research, and emphasis on the active and social aspects of learning, inclusion, and community engagement. Planning for these vibrant spaces needs to incorporate new program and staffing strategies, robust technical infrastructure, human-centered design, and flexibility to enable ongoing change.

Designing Libraries for the 21st Century explores these trends and identifies promising strategies for new or renovated library space. Twenty-nine chapters explore these themes:

- 21st-century academic libraries in an evolving environment
- aligning with the institutional vision
- working with architects, designers, and planners
- key issues in planning
- collaborations and convergence
- leadership, organizational change, and new staff roles
- programming for research, learning, and community
- looking ahead

Often major building projects focus primarily on the physical facility, but this volume makes the case for designing libraries in a much more holistic fashion. Today all types of libraries are engaged in reimagining their roles and the spatial design through which this new vision will be realized.

Both inspirational and practical, *Designing Libraries for the 21st Century* is a must-read for librarians, architects, planners, academic leaders, and anyone interested in the future of libraries.

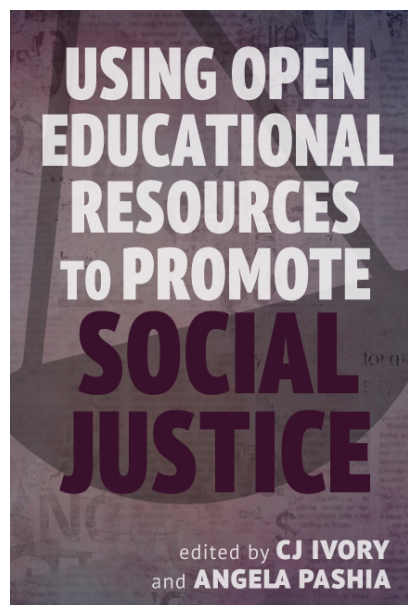
Designing Libraries for the 21st Century is available for purchase in print through the ALA Online Store and Amazon.com; by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers; and as an open access edition.

PALNI recognizes 10 faculty members with Open Educator Award

The Private Academic Library Network of Indiana (PALNI) has named 10 faculty members as recipients of the PALSave Open Educator Award for the 2021–22 academic year. The award recognizes innovation and excellence in support of higher education, textbook affordability, and student success. As part of the PALSave: PALNI Affordable Learning

Program, these individuals have been key players in the creation and adoption of open educational resources, a move that reduces costs for students, improves access to required texts, and increases student success and retention. Complete details, including a list of recipients, is available on the PALNI website at <https://www.palni.org/palni-recognizes-10-faculty-members-with-open-educator-award/>.

New from ACRL: Using Open Educational Resources to Promote Social Justice



ACRL announces the publication of *Using Open Educational Resources to Promote Social Justice*, edited by C.J. Ivory and Angela Pashia. The book explores the opportunities and challenges of moving the discussion about open educational resources (OER) beyond affordability to address structural inequities found throughout academia and scholarly publishing.

OER have the potential to celebrate research done by marginalized populations in the context of their own communities, to amplify the voices of those who have the knowledge but have been excluded from formal prestige networks, and to engage students as co-creators of learning content that is relevant and respectful of their cultural contexts. Edited by academic librarians with experience advocating across campus, *Using Open Educational Resources to Promote Social Justice* takes a multidisciplinary approach and is filled with examples of the ways OER and open pedagogy can be used to support social justice in education. In five sections, it covers a wide range of topics from theoretical critiques to multidisciplinary examples of OER development in practice to examinations of institutional support for OER development.

- Section I: Theory and Problematizing
- Section II: Open Praxis
- Section III: Decolonizing Learning in the Global South
- Section IV: Scaling Up with Institutional Policies (Approaches)
- Section V: Building and Decolonizing OER Platforms


Using Open Educational Resources to Promote Social Justice offers something for everyone who advocates for open pedagogy and OER across campus, from librarians to teaching faculty to centers for teaching and learning. It demonstrates ways that open pedagogy—and especially practices that encourage students to participate in building or localizing OER—can provide a way to incorporate a wider range of perspectives into original research projects and add these crucial perspectives into the scholarly discourse.

Using Open Educational Resources to Promote Social Justice is available for purchase in print through the ALA Online Store and Amazon.com; by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers; and as an open access edition.

Syracuse expands FDLP preservation agreement

The Syracuse University Libraries has expanded its Preservation Steward agreement with the US Government Publishing Office (GPO). Under this agreement, libraries pledge to permanently preserve print collections of historical government publications produced by GPO. Syracuse University Libraries is the first Preservation Steward to agree to preserve new volumes as they are published, as well as the historical volumes. Under this agreement, the libraries will preserve both the United States Code from Volume 1 of the 1940 edition and Statutes at Large from Volume 1 (first through fifth Congresses) through all the new volumes through all new volumes as they become available. Through the Federal Depository Library Program, GPO works with approximately 1,100 libraries nationwide to provide public access to authentic, published information from all three branches of the Federal Government in print and electronic formats.

Companion Document to the ACRL Framework for Information Literacy for Higher Education: Science, Technology, Engineering, and Mathematics

The ACRL Board of Directors approved a new Companion Document to the ACRL Framework for Information Literacy for Higher Education: Science, Technology, Engineering, and Mathematics at its August 1, 2022, virtual meeting. Developed by the Science and Technology Section (STS) IL Framework Task Force, the Framework Companion Document can be readily used by STEM educators to conceptualize information literacy in the disciplines and by librarians and others to understand how information literacy might look in STEM fields. These groups will be able to use the framework to tie information literacy into the context of their institution's mission; to help guide their information literacy-related instruction; to be incorporated in curricula, syllabi, and assignments; and to assess student progress at the undergraduate, graduate, and professional levels. The Companion Document to the ACRL Framework for Information Literacy for Higher Education: Science, Technology, Engineering, and Mathematics is freely available in the Standards, Guidelines, and Frameworks section of the ACRL website at <https://www.ala.org/acrl/standards/>. 

Tech Bits . . .

Brought to you by the ACRL ULS Technology in University Libraries Committee

Lean Library is a browser extension that brings library resources directly into your workflow. After adding the extension to any major web browser, users select their affiliation and Lean Library does the rest. As users research and work in their browser, the extension can help users authenticate when needed, discover ebooks and ejournals in the library's holdings, request inter-library loan or document delivery, and much more. For a cost, libraries can subscribe to become a participating institution, and the customizations are endless. If you are not affiliated with a participating institution, try the free Lean Library Open version, which connects users to open access, free-to-read content on the web through the Unpaywall and Core.ac indexes.

—Lindsey Lowry
The University of Alabama

... Lean Library
<https://www.leanlibrary.com/>