

american libraries

July/August 2021

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

Recruiting Advocates Under 40

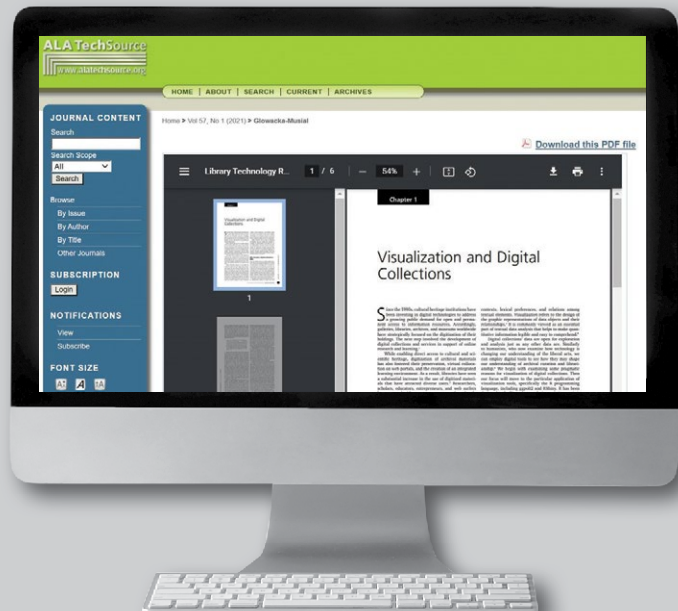
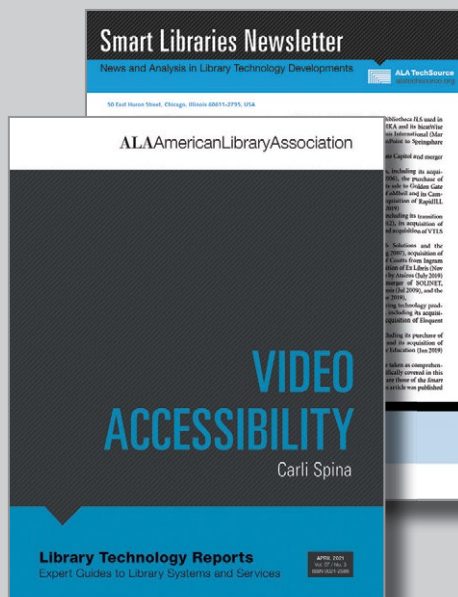
*Intellectual
Freedom Manual
Updates* p.22

*International
Innovators* p.18

PLUS: Savala Nolan,
Cataloging Developments,
Tibetan Storytimes

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Making a Connection



Sanhita SinhaRoy

Of all generations, millennials have the highest rates of public library use, according to a 2017 Pew Research Center report. Why, then, are so few of them represented in library Friends groups, boards, and foundations? For some answers—and possible remedies—turn to “Recruit, Retain, and Engage” (cover story, p. 14). In this excerpt from a United for Libraries webinar, the four coauthors of *All Ages Welcome* (ALA Editions, 2020) discuss ways to include younger people in library advocacy groups.

As Patricia “Patty” M. Wong begins her term as ALA president, her inaugural column (“Libraries Connect Us,” p. 4) highlights four initiatives that will “focus on equity at the intersection of service.” And to remain effective advocates, ALA Executive Director Tracie D. Hall reminds us to practice self-care and “nurture the fire that lights the way” (“A Little Light to See By,” p. 5).

First published 47 years ago, the *Intellectual Freedom Manual* was rereleased earlier this year. On page 22, Senior Editor Amy Carlton interviews the 10th edition’s coeditors and contributors about the latest challenges in the field, including the pandemic’s effects on access, surveillance, and privacy.

If you missed any of the speakers or programs at the virtual 2021 Annual Conference and Exhibition, we’ve got you covered. Read our team’s coverage on The Scoop blog, in the *Daily Scoop* e-newsletter archive, on social media, or in our conference wrap-up (bit.ly/AL-AC21).

Among the many amazing featured speakers was author Savala Nolan, our Newsmaker this issue (p. 12). Nolan talks with Managing Editor Terra Dankowski about being part of the “in-between” and how libraries can help each of us find our story.

Brooklyn (N.Y.) Public Library Children’s Librarian Tenzin Kalsang knows a thing or two about helping people find stories (Bookend, p. 34). A native Tibetan speaker, Kalsang and her online bilingual storytimes became an overnight sensation early in the pandemic, attracting tens of thousands of viewers from around the world—including monks in Nepal. While surprised, she takes it all in stride, reminding us that every library has the potential to cross cultures and borders.

Sanhita

From recruiting new library advocates to reaching new users worldwide, connection makes libraries possible.

american libraries

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

ALA American Library Association

Address: 225 N. Michigan Ave., Suite 1300
Chicago, IL 60601
Website: americanlibraries.org
Email: americanlibraries@ala.org
Phone: 800-545-2433 plus extension
Career Ads: JobLIST.ala.org

EDITOR AND PUBLISHER
Sanhita SinhaRoy
ssinharoy@ala.org | x4219

MANAGING EDITOR
Terra Dankowski
tdankowski@ala.org | x5282

SENIOR EDITORS

Chicago Diner ← Amy Carlton
acarlton@ala.org | x5105
vegan chocolate milkshake

Phil Morehart → Lemon sorbet
pmorehart@ala.org | x4218

ASSOCIATE EDITOR

Sallyann Price → Twist cone with nuts
sprice@ala.org | x4213

EDITORIAL AND ADVERTISING ASSOCIATE

Ghost cheese ← Carrie Smith
cashew caramel casmith@ala.org | x4216

ART DIRECTOR

Rebecca Lomax → Turtle Blizzard
rlomax@ala.org | x4217

CONTRIBUTING EDITORS

Anne Ford → Peanut butter cup sundae and a doggy ice cream
Lucas McGranahan

ADVERTISING

Michael Stack mstack@ala.org | 847-367-7120
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PUBLISHING DEPARTMENT

Black walnut ← Mary Mackay
caramel Associate Executive Director
Mary Jo Bolduc → Mint chocolate chip
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Cookie dough ← Melissa Kay Walling, Director

ADVISORY COMMITTEE

Sian Brannon (Chair), Jason K. Alston, Shanna Hollich,
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Committee associates: Lori Bryan and Peter J. Egler
Editorial policy: ALA Policy Manual, section A.8.2

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SAVE THE DATE!



The Public Library Association is a division of the American Library Association

Don't miss the premier event for public library professionals—PLA 2022 Conference! Save the date and start your planning to join us next year in Portland, OR, March 23–25, 2022. Don't miss the opportunity to join your colleagues in person or virtually to reconnect with one another, recreate the services you provide, and revitalize your passion for the impactful work you do every day. We've all learned and changed so much since the last time we gathered together, and we can't wait to share what we have in store.

Early bird registration opens this fall. Visit the conference website to find registration details and start planning your Portland adventure!

www.placonference.org

Libraries Connect Us

Equity at the intersection of service



**Patricia "Patty"
M. Wong**

As I take the president's gavel, I do so with the privilege of being the first person of Asian American origin to hold this role.

Connection—across our diverse backgrounds, experiences, and futures—is a theme of my presidential year, and it is a necessary conversation. Demographers predict that by 2050, African Americans, Asian Pacific Islanders, Latinx, and Indigenous people will constitute the majority of Americans. So how does the American Library Association (ALA) fit into our rapidly evolving democracy? How can we connect to one another as librarians and use the tools of our profession to foster connections with others?

Taking on the struggle against racism, prejudice, stereotyping, and discrimination is central to ALA's mission of fostering cultural understanding and defending equity, diversity, and inclusion. In that spirit, my presidential plans focus on equity at the intersection of service. During my term, I will advocate for four initiatives, collectively called "Libraries Connect."

The first focus area will be digital equity. The inequitable access to broadband in this country came into sharp focus during the pandemic, and our members responded by passing a strong resolution calling for broadband internet access to be considered a human right.

Continuing in the path of my predecessor, Julius C. Jefferson Jr., who worked throughout his year to highlight tribal, rural, prison, and historically Black college and university libraries, we will visit libraries across the country to spotlight library workers as unsung heroes. Our goals are to bring attention and recognition to libraries and library workers—the challenges they face and the need for credentialed, diverse staff to serve our communities—and to showcase their work.

As we celebrate the 20th anniversary of the American Library Association–Allied Professional Association (ALA-APA), I cannot think of a more appropriate focus. Both my successor, President-Elect Lessa Kanani'opua Pelayo-Lozada, and I share this commitment to highlight

how the ALA-APA partnership has empowered individual librarians to do amazing work in their communities.

My third major initiative is to champion literacy, which is a core value of the Association and, together with equity, must be the cornerstone of all work done throughout ALA. I plan to institute stronger literacy programs supported by the Association, including equity-based traditional literacy programs as well as digital, health care, and financial literacy programs. Literacy is critical for success at every stage of life; throughout the year I will share the value of credentialed school librarians and the need for school libraries as a foundation for literacy and a love of reading.

The fourth major area of focus is sustainability. To thrive and evolve into the future, ALA must adopt the "triple bottom line" mindset of sustainability: We must embody practices that are environmentally sound, economically feasible, and socially equitable. Planned outcomes include a basic briefing on sustainability for the field, a course to help provide the foundational knowledge necessary for library workers to think more sustainably, and a partnership with the Sustainable Libraries Initiative to open the door for public, academic, and school libraries across the country to participate in their Sustainable Library Certification Program.

As I take the president's gavel, I do so with the privilege of being the first person of Asian American origin to hold this role. As a young person I did not see many positive images of people who looked like me, who represented my cultural community. I hope that in serving in such a visible leadership position within the library world I can be the connection, inspiration, and example I once sought. **AL**

PATRICIA "PATTY" M. WONG is city librarian at Santa Monica (Calif.) Public Library.

A Little Light to See By

Self-renewal and institutional impact go hand in hand



Tracie D. Hall

A confession: I had intended to write about the strategic planning work that we have been engaged in across the Association for the past year. It's work that centers on the financial stability and membership growth required to achieve ALA's goals of universal broadband (and the educational, employment, and public health access that depend on it); racial and ethnic diversity in library services, and equity and inclusion in its workforce and leadership ranks; and the preservation of, and funding for, libraries of all kinds.

I was almost through with a first draft when a nagging truth asserted itself, insisting I speak to it: that the challenges, uncertainties, and indeed, opportunities we have faced during and emerging from the pandemic have taken their toll on us, in the form of worry, fatigue, and stress. And yes, though I firmly and sincerely believe that better days lie ahead for ALA, libraries, and the LIS workforce, I recognize that the constant course correction, solution-finding, and unpacking of what authors adrienne maree brown and Henry Mintzberg, separately, have called *emergent strategy*—or the unplanned patterns that develop in an organization over time—have made workdays feel interminable and weekends nearly indistinguishable from the workweek.

So, before I talk about the pivot strategy that will guide the Association's path to transformation over the next few years, leading up to its 150th anniversary, I have to speak to the prerequisite most essential to its success: focused and energized members, leaders, and staff.

Author Anne Lamott reminds us of the order in which effective change-making must come: "First find a path, and a little light to see by. Then push up your sleeves and start helping."

As someone innately attracted to meaningful, people- and community-centered work and galvanized by opportunities to help and to serve, I sometimes have to be reminded how essential

it is that I take time to nurture the fire that lights the way. When library leaders and stewards allow our light to dim, the path forward becomes harder to discern and serves no one.

In her book *Pleasure Activism: The Politics of Feeling Good*, brown writes, "I have seen, over and over, the connection between tuning in to what brings aliveness into our systems and being able to access personal, relational, and communal power. Conversely, I have seen how denying our full, complex selves—denying our aliveness and our needs as living, sensual beings—increases the chance that we will be at odds with ourselves, our loved ones, our coworkers, and our neighbors on this planet."


As I slowly reconnect with friends and colleagues I have not seen since before the pandemic, I am struck by the paths people have followed to ignite their spirits and keep themselves grounded. There's the corporate manager, for instance, who, in the midst of shifting at top speed, decided to finally pursue the yoga certification—now virtual—they had been bucket-listing for years. Or the nonprofit leader who, after learning that a grandfather who'd died before their birth had not only operated a small brewery but also created a beer for a world's fair, unearthed the recipe, partnered with a local beer distributor, and reissued the beer with zero prior experience, all during the course of the pandemic. "I had to do something to pull myself out of a slump," they shared.

So, though my next two columns will be about the strategy we are building to ensure ALA is in the best possible position to help library workers and the libraries and institutions they power remain strong, this one must begin with the reminder that our institutions are only as viable as the people who guide them.

How are you lighting your way? **AL**

TRACIE D. HALL is executive director of the American Library Association. She can be reached at thall@ala.org.

When library leaders and stewards allow our light to dim, the path forward becomes harder to discern and serves no one.

 I really, really appreciate that @nhannahjones credits her high school teacher, by name, with fueling her imagination about the date #1619 by giving her the right book, at the right time, that ignited her inquiry.

@WORLDLIBRARIES, in response to *Call Number with American Libraries'* bonus episode "A Conversation with Nikole Hannah-Jones (Apr. 28)

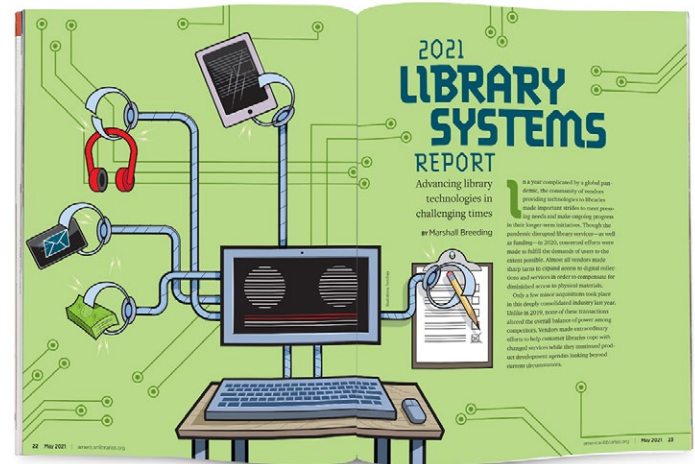
A True Partnership

Marshall Breeding's annual survey of library systems is always informative. However, I am writing to shed light on a misleading point regarding FOLIO in this year's entry (May, p. 22).

In most cases it makes sense to group systems by company, but not with FOLIO. In Breeding's report, FOLIO is grouped under EBSCO, which, to me, implies that EBSCO owns FOLIO, and this is not the case. The IP for FOLIO is owned by the Open Library Foundation, an independent nonprofit, and FOLIO's software is open source. EBSCO has made critical and generous contributions to FOLIO's development, to be sure, but the company does not manage or own the software.

The article also states that "company representatives serve on the board of the Open Library Foundation," of which I'm a member. Only one of the board's eight voting members is an EBSCO employee; there are two other EBSCO employees who perform administrative tasks for the board, but they do not vote.

Library operations are intimately linked with vendors: publishers, software developers, and others. There are few meaningful partnerships between libraries and vendors; more often, it's a vendor seeking input in development of a beta release or some new functionality, and in return the library receives various discounts. It's a superficial



arrangement that does not provide strong collaboration.

In contrast, EBSCO's relationship to FOLIO is a true partnership. EBSCO contributes to the software in the same way that development contributions may come from Texas A&M University Libraries, where I work, for example; the priorities and direction of the software are determined by the FOLIO community of libraries.

David Carlson
College Station, Texas

Leveling Up

With the pandemic waning and the job market picking back up, we're finding a large number of individuals who have not worked since COVID-19 or before and are now seeking help with upskilling or reskilling. As librarians, we should constantly seek ways to bring new skills into the library to teach our patrons.

Library directors should be holding weekly meetings and asking each staffer to bring one article about a skill that could be teachable, and they should ask librarians what courses they've taken recently and what courses they're offering patrons. The weekly programming calendar

should be filled with exciting new courses.

In addition, librarians should make connections with various community centers that complement the library's overall mission. These community centers can be barbershops and hair salons or organizations that can provide clothes for job interviews. Having implemented such programs in my library, I have found that not having appropriate attire can be a barrier.

Google, LinkedIn, and Microsoft have begun offering training courses online that can provide patrons with the skills needed to get back to work [see p. 11]. I found them to be phenomenal, and I added skills to my toolkit that I have since taught many times.

Daniel A. Sabol
Dobbs Ferry, New York

State of ALA?

I have been a member of ALA since 1979 and have enjoyed excellent *American Libraries* articles throughout my entire career. As a working librarian, I've been stimulated by the various ideas presented and have built library services based on many of the programs and services

WRITE US: The editors welcome comments about recent content, online stories, and matters of professional interest. Submissions should be limited to 300 words and are subject to editing for clarity, style, and length. Send to americanlibraries@ala.org or *American Libraries*, From Our Readers, 225 N. Michigan Ave., Suite 1300, Chicago, IL 60601.

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showcased. I also read to keep up with various trends and happenings in the profession. Now, as a retired librarian, I read *American Libraries* to understand new developments in librarianship as well as information on retirements, promotions, and deaths in our field.

For a few years I have heard many rumors from many different sources regarding ALA's financial problems, including the need to sell the building, the selling of the building for an alleged below-market price, the move to an inadequate space, and staff issues, including furloughs. I cannot understand why *American Libraries* does not inform membership of the current state of ALA. As a service to ALA members, please explore these issues.

Miriam Pollack
Northbrook, Illinois

In Defense of Council

The work of the Steering Committee on Organizational Effectiveness (SCOE) has been necessary to address the successful future of ALA. The committee's work has been insightful and informative, and in many areas, I agree with its findings. We need to be an effective, nimble, inclusive, fiscally sound, member-driven association.

The one point where I disagree is the proposed role of the Board of Directors; SCOE recommends it replace the Executive Board as the sole decision maker of this volunteer-driven organization. But SCOE is forgetting that ALA founding documents created Council (of which I am a member-at-large) for a reason.

In Council, I hear robust discussions that I don't hear in meetings of more focused divisions and committees, which inform my opinions on my professional duties and role as a librarian. Without Council's dialogues—and with only standing committees and assemblies in which to air ideas—I believe that siloed thinking would be reinforced and broader professional issues ignored. With all disputes being settled by a small, insular group, there would be no outlet for ideas from Council's diverse membership. Council receives critical, ongoing input from general members and leaders, when given a chance. I think Council's policy and operation manuals should be reviewed periodically so that the policies, goals, and values of ALA may be affirmed, rejuvenated, or retired.

ALA entices members by advocating for our priorities, providing a beacon for our profession and a voice for our shared values. High-level discussions and decision making to assist members and society should be the work of Council. But we need some changes to Council so we can make changes to modernize the Association.

Jennifer Boettcher
Laurel, Maryland

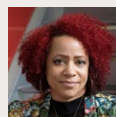
CORRECTIONS

"Pelayo-Lozada Wins 2022–2023 ALA Presidency" (June, p. 8) incorrectly states that Lessa Kanani'opua Pelayo-Lozada is a member of the Association of Library Services to Children. She is a member of the Association for Library Service to Children.

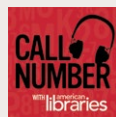
What You're Reading

- 1 To Survive, We Must Transform** ALA Executive Director Tracie D. Hall says change requires accountability in a "post-pandemic" America. bit.ly/AL-Transform
- 2 The Reader's Road Trip** Celebrate 35 years of United for Libraries' Literary Landmarks with this curated, cross-country journey. bit.ly/AL-RoadTrip
- 3 Chronicling the Black Experience** Librarians and archivists are collecting and telling their own stories rather than participating in institutional archives. bit.ly/AL-BlackExp

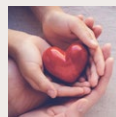
In Case You Missed It



2021 Annual Conference and Exhibition Virtual Read our team coverage of this year's speakers and programs. bit.ly/AL-alaac21



Getting Outdoors Episode 63 of our *Call Number* podcast features conversations on the joys of being outside, from beach reads to Brood X cicadas. bit.ly/AL-CallNumber63



COVID-19 Relief Grants The ALA COVID Library Relief Fund distributed \$1.25 million in emergency grants to 34 libraries in June. bit.ly/AL-COVIDRelief

Coming Soon

See the best new and renovated libraries in our annual **Library Design Showcase**.

On the **20th anniversary of September 11**, look back at how libraries and library workers were affected by this tragic event.

AMERICANLIBRARIES.ORG

ALA Welcomes FY2022 Budget Proposal, Pushes for Build America's Libraries Act

In a May 28 statement, the American Library Association (ALA) praised the White House's fiscal year 2022 budget proposal submitted before Congress, which includes \$265 million for the Institute of Museum and Library Services (IMLS). ALA is hopeful that Congress will continue its eight-year trend of increasing funding for IMLS and the Innovative Approaches to Literacy program.

"The return on investment in libraries has never been more clear," said then-ALA President Julius C. Jefferson Jr. in the statement. "Word has spread that libraries offer valuable services, information, and technology, both on and off their premises. Over the past year, millions of Americans have used libraries to register for vaccines, secure stimulus checks, complete homework assignments, telework, and experience their first telehealth appointments."

America's approximately 17,000 public libraries, which receive 1.3 billion visits each year, need \$32 billion for construction and renovation, according to a data brief released May 20 by ALA's Public Policy and Advocacy Office. The

bicameral Build America's Libraries Act would provide \$5 billion in federal funds to support long-term improvements to library facilities, including improvements that address needs that have arisen from COVID-19 and will enable libraries to better serve rural, low-income, and underserved areas, people with disabilities, and other vulnerable library users.

"Public libraries have long been roads to opportunity and education, and they are as vital to our nation's infrastructure as highways and bridges," Jefferson said in a May 20 statement. "Libraries are also on the front lines of digital inclusion, but many of them are doing so with 20th-century facilities. We must ensure that our libraries are safe, healthy, and accessible to everyone, not only today, but for decades to come. Federal support outlined in the Build America's Libraries Act would be a strong start."

As the annual appropriations process moves forward, ALA and library advocates nationwide will continue engaging with decision makers to sustain critical investments. Learn how to participate at bit.ly/ALA-advocacy. ●

C&RL News Moves Online

College & Research Libraries News (C&RL News), the official publication of the Association of College and Research Libraries (ACRL), will adopt an online-only publication model beginning in January 2022. The December 2021 issue will be the final print issue of the magazine.

The ACRL board of directors and the editor in chief of *C&RL News* sought input from the ACRL Budget and Finance Committee, *C&RL News* editorial board, ACRL Publications Coordinating Committee, ACRL Membership Committee, and ACRL Section Membership Committee on potential publication models. These representative member groups agreed that the transition to an online-only model is in the best interest of the publication and Association moving forward.

Published 11 times a year and hosted through Open Journal Systems by ALA Production Services, *C&RL News* features online open access to a near-complete run of the magazine's contents from 1967 to the present. To view contents and sign up for alerts, visit the *C&RL News* website at bit.ly/C-RL-News.

NEH Grant to Support Women's Suffrage Programming

ALA's Public Programs Office (PPO) announced in June a \$249,999 grant from the National Endowment for the Humanities (NEH) to implement Let's Talk about It (LTAI): Women's Suffrage, a humanities discussion project. The project corresponds to A More Perfect Union, an NEH initiative to demonstrate the critical role the humanities play in American life. Up to 25 libraries will be

awarded a set of books and a programming stipend to implement the program in their communities.

ALA first launched the LTAI model on a national level in 1982 with NEH funding. To date, ALA has developed LTAI programs on 42 themes, and programs have been implemented in thousands of libraries across the country, reaching more than 4 million people.

The women's suffrage program will provide opportunities for communities to deepen their knowledge of American history and culture by examining events and individuals who shaped the women's suffrage movement. Facilitated discussion will focus on a series of books and questions curated by project scholars.

Additional information and application guidelines will be released in September at bit.ly/AL-LTAI.

I Love My Librarian Award Nominations Open

Library users are invited to nominate their favorite librarians for the I Love My Librarian Award, which recognizes outstanding librarians working in public, school, college, or university libraries. Nominations are accepted online through September 27 at ilovelibraries.org/lovelylibrarian.

ALA member leaders will select 10 librarians from the nominations. Each will receive \$5,000 and be honored during LibLearnX 2022 in San Antonio. Winners will also receive complimentary LibLearnX registration and a \$750 travel stipend. The award is sponsored by the Carnegie Corporation of New York, with support from New York Public Library.

Since its inception in 2008, the award has netted 21,000 nominations from library users nationwide detailing how librarians have transformed their communities, including efforts to improve inclusivity, digital access, and literacy. To date, 130 librarians have received the honor.

To be eligible, nominees must hold a master's in library and information science from an ALA-accredited program or a master's with a specialty in school library media from a program accredited by the Council for the Accreditation of Educator Preparation. Each nominee must currently work as a librarian at a qualifying institution in the US: a public library, a library at an accredited two- or four-year college or university, or a library at an accredited K-12 school. ●



New Distribution Arrangement Announced

Effective July 1, the nonprofit Chicago Distribution Center (CDC) will provide customer service and fulfillment for the ALA Store. CDC, a division of University of Chicago Press, is a distribution and fulfillment operation that provides a full range of services to more than 150 client publishers and their customers worldwide.

Materials distributed by CDC include books published by ALA Editions/ALA Neal-Schuman, ACRL Publications, and other ALA units; posters, bookmarks, and READ-branded and other items that promote literacy and libraries published by ALA Graphics; and ALA's physical award

seals, such as the Newbery, Caldecott, Printz, and Carnegie medals seals. Visit bit.ly/CDC-addresses for the most up-to-date mailing addresses for ALA Store orders, checks and payments, product returns, and inquiries.

NASA STEAM Programming for Public and Tribal Libraries

Through a partnership between PPO and the National Center for Interactive Learning at the Space Science Institute, public and tribal libraries can apply for NASA@ My Library, a STEAM education initiative that will increase learning opportunities for library patrons across the country, including geographic areas and populations currently

CALENDAR

SEPT.

National Library Card Sign-Up Month

ala.org/librarycardsignup

SEPT. 26–OCT. 2

Banned Books Week

bannedbooksweek.org

SEPT. 29

Banned Websites Awareness Day

ala.org/aasl/advocacy/bwad

OCT.

TeenTober

ala.org/yalsa/teentober

OCT. 7–9

Core Forum | Baltimore
alacore.org/forum

OCT. 17–23

National Friends of Libraries Week
bit.ly/alafolweek

OCT. 21–23

AASL National Conference
Salt Lake City
national.aasl.org

OCT. 25–31

Open Access Week
openaccessweek.org

NOV. 5–7

Young Adult Services Symposium | Reno, Nevada
ala.org/yalsa/yasymposium

JAN. 21–24, 2022

LibLearnX | San Antonio
alaliblearnx.org

MAR. 23–25, 2022

PLA 2022 Conference
Portland, Oregon
placonference.org

JUNE 23–28, 2022

ALA Annual Conference and Exhibition | Washington, D.C.
alaannual.org

underrepresented in STEAM education. Support comes from NASA's Science Mission Directorate as part of its Science Activation program.

Sixty public and tribal libraries in the US will be selected through a competitive application process to become NASA@ My Library partners, who will receive training and resources to implement NASA events and programming; access to a university subject matter expert to support patron engagement; and a \$1,600 programming stipend to purchase materials for NASA STEAM activities or presentations.

Applications will be accepted through July 21. View the project guidelines and apply online at bit.ly/ALA-NASA. ALA members and nonmembers are encouraged to apply.

YALSA and IBM Partner on Career Prep

The Young Adult Library Services Association (YALSA) and IBM are collaborating to offer a series of skills-based trainings and webinars aimed at helping teens from underserved communities acquire key technical and professional skills.

IBM will offer librarians and teens affiliated with YALSA's network access to IBM's free Open P-TECH digital skills and career readiness platform (ptech.org). Open P-TECH offers teens and their caregivers the opportunity to build baseline skills in emerging technologies and learn about topics ranging from artificial intelligence to cloud computing. The platform also offers courses on how to build a professional résumé and apply design thinking to solve challenging problems, and digital badges for completion.

As part of the collaboration, IBM will run live training sessions for librarians to understand how they can leverage Open P-TECH with teens at their libraries, from tracking student progress to activating discussion forums, as well as offer live webinar opportunities that connect teens to IBM professionals on topics that are relevant to them.

ALA Calls for Review of Loan Forgiveness Program

ALA joined nearly 100 national and state organizations in signing a letter to US Secretary of Education Miguel Cardona in April requesting that the Department of Education undertake a review of the federal Public Service Loan Forgiveness (PSLF) program. Created in 2007, the PSLF program forgives the remaining balance on direct student loans after a borrower has made 120 qualifying monthly payments while working full-time for a qualifying government or nonprofit employer. Since the first PSLF workers became eligible for debt cancellation in 2017, 98% of applicants have been rejected.

"Congress, in a bipartisan fashion, made a promise more than a decade ago that public service workers who choose to give back to their communities and our country wouldn't be locked in a lifetime of debt," the letter states. "It is clear, however, that this promise has been broken."

The coalition letter calls on Secretary Cardona to review the PSLF student loan accounts, take steps to streamline participation, and end mismanagement from some loan holders. The letter also calls on Cardona to cancel student debt owed by those who have already served 10 or more years but have not qualified because of government mismanagement and loan industry abuses.

ALA has worked since 2017 to oppose efforts to sunset PSLF. In May 2020, ALA joined coalition efforts to ensure that suspension of loan payments due to COVID-19 would not adversely affect participants' PSLF payment schedules. ●

Applications Sought for ALSC Research Grant

The Association for Library Service to Children (ALSC) invites library workers and academics in the field of library and information science to apply for the ALSC Research Agenda Grant, a pilot grant supporting research for innovative and meaningful efforts in libraries.

The grant provides up to \$4,000 in seed funds for research that aligns with the *ALSC National Research Agenda for Library Service to Children (Ages 0–14)*. Applications will be accepted through July 20 and an award will be made at the end of August. View the full grant guidelines and apply online at bit.ly/ALSC-grant. Applicants must be personal members of ALSC.

The ALSC Research Agenda provides a review of existing research in six priority research areas and poses questions that allow practitioners and academics

to explore gaps in research that will contribute to practical applications and advocacy for the profession. The grant will continue that work by developing and disseminating emerging research.

Nominations Accepted for ALA Honorary Membership

Nominations are being accepted for ALA honorary membership, the Association's highest honor, which is bestowed on living citizens of any country whose contributions to librarianship or a related field are so outstanding that they are of significant and lasting importance to the field of library service.

Honorary members are elected for life by vote of the ALA Council upon recommendation of the ALA Executive Board. Nominations will be reviewed during the ALA Executive Board's 2021 fall meeting and presented to Council for vote during LibLearnX 2022. Newly elected honorary

Emergency Connectivity Fund Implementation to Begin

The Federal Communications Commission (FCC) released in May the order establishing the Emergency Connectivity Fund. The \$7.17 billion program, funded by the American Rescue Plan Act, will enable schools and libraries to purchase laptop and tablet computers and Wi-Fi hotspots and expand broadband connectivity for students, school faculty and staff, and library patrons in need during the COVID-19 pandemic. The application window is open through August 13. For resources on this program, visit ala.org/advocacy/ecf.

"After months of advocacy by ALA, we are pleased the FCC has released the rules that will govern the \$7 billion Emergency Connectivity Fund. Since the dial-up days, libraries across the country have stood in the digital gaps to connect our communities, especially for people who would otherwise be left behind," said then-ALA President Julius C. Jefferson Jr. in a May 11 statement. "The pandemic has brought to light the yawning depth of those digital gaps as well as the extent to which Americans rely on libraries to fill them."

"The Emergency Connectivity Fund presents an unprecedented funding opportunity for libraries to improve digital equity," said Larra Clark, deputy director of ALA's Public Policy and Advocacy Office, in a June 15 statement. "Now is the moment to think big about how your library can use new funding to boost current technology lending efforts to reach more people or launch new services to connect your community." ●

members will be formally recognized at the Opening General Session during ALA's 2022 Annual Conference and Exhibition in Washington, D.C.

Members who wish to submit nominations must complete the online ALA Honorary Member nomination form by September 1 (bit.ly/ALA-hon-mem).

More Grants for Small and Rural Libraries

ALA's Public Programs Office announced in April the 317 recipients of nearly \$1 million in funding, the second grant distribution of the Association's Libraries Transforming Communities: Focus on Small and Rural Libraries initiative, in partnership with the Association for Rural and Small Libraries. Apply for the next round of 100 grants by September 16 at ala.org/LTC.

The funding will enable libraries to lead community engagement efforts on

topics such as the COVID-19 pandemic, mental health, public land use, and the climate crisis. Grants may be used to cover a range of expenses, including staff time and collections and technology purchases. More than 500 libraries in 48 states have received grants in the past year.

PLA, AT&T Team Up for Digital Literacy Training

The Public Library Association (PLA) and AT&T have announced a collaboration to improve digital literacy and promote broadband adoption among families and communities, particularly those who are newly connected to the internet and navigating home schooling, employment, and other activities made more challenging by the COVID-19 pandemic.


Beginning this summer, PLA and AT&T will offer a specially curated collection of digital literacy courses based on content

from PLA's digitallearn.org training site, addressing critical skills such as web searching, navigating a website, using passwords, and avoiding scams. New content will focus on using mobile devices and video conferencing. All courses and related classroom training materials will be available in English and Spanish. Courses will be available virtually for everyone and offered in person at public libraries and locations including community centers and other learning spaces.

PLA's DigitalLearn, launched in 2013 with funding from the Institute of Museum and Library Services, is a growing collection of 27 courses made up of narrated videos and resources written in plain language at an elementary-to-middle school reading level. For library staff and other instructors, the site also includes slide templates, handouts, and planning tools for live or virtual training.

PLA, Microsoft Promote Upskilling for In-Demand Jobs

PLA, with support from Microsoft, is promoting tools to help people seeking careers in high-growth fields through its nationwide Skilling for Employment Post-COVID-19 initiative, which connects public libraries and their communities to specialized online training and certifications. In April, the initiative announced the addition of new targeted programs in Cleveland; El Paso, Texas; Memphis, Tennessee; and New York City.

The COVID-19 pandemic has caused massive job losses, with disproportionate effects on people of color, women, younger workers, and those with less formal education. COVID-19 also has accelerated reliance on technology and digitally enabled services, deepening the need to build digital skills. This initiative provides free and reduced-cost access to career learning paths, low-cost certifications, and other tools through Microsoft, LinkedIn, and GitHub. This offer has been extended through December 31. Learning paths are available at aka.ms/MyLearningPath. For more information and resources, visit bit.ly/AL-skilling. 

Savala Nolan

Debut author pens personal and political essays on race, gender, and the body



As a woman who is of mixed race, has experienced elite schools and generational poverty, and has been thin and fat at different times in her life, Savala Nolan has long felt that she occupies in-between spaces in society. The lawyer, speaker, and writer explores this liminal territory in her debut collection, *Don't Let It Get You Down: Essays on Race, Gender, and the Body* (Simon & Schuster, July), touching on topics such as dating, motherhood, and police brutality. *American Libraries* spoke with Nolan, executive director of the Thelton E. Henderson School of Social Justice at Berkeley (Calif.) Law, about identity, representation, and how libraries can help each of us find our story.

BY Terra Dankowski

Growing up, did you encounter stories of other people who, like you, hold overlapping identities?

When I was a kid, people weren't thinking about identity the way we do now. I was Black and white and Mexican in an era when we were expected to choose one lane. I was put on diets frequently, but then as diets do, they would implode. I went to wealthy private schools, but my dad was so poor that his home didn't have running water. I did not feel like anyone was with me on that journey.

The exception that proves the rule: I was maybe 10 years old, and my brother [got] me an autographed headshot of Mariah Carey. She's Black, white, and Venezuelan, and in that way, she was like me. I remember being ecstatic that she existed. When I think back on how attached I became to Mariah Carey, one of the things that tells me is that I was starving for validation around all the ways I was in-between.

Your essay "Dear White Sister" addresses the ways white feminism appropriates from women of color, and the emotional labor Black women are often saddled with. What do you hope readers take

away from this entry? This essay focuses on my response to a white friend using—without appropriate sensitivity and awareness—a powerful Black-centric song [Beyoncé's "Freedom"] out of context. But I think you can say this essay is about the

MORE ONLINE

For the extended interview, visit bit.ly/AL-Nolan.

premise of whiteness. Whiteness, at least in this country, is premised on a sense of having a right to every space and every thing. When I say whiteness, I am not talking about white people, but being white means embodying this set of habits and assumptions.

What I'm encouraging white readers to question are the habits of expecting centrality and feeling entitled to any space. And I hope for people who are Black, [the essay] provides voice and language to an incredibly common shared experience in a way that is healing and validating. And there are people who aren't Black or white, and I hope they see themselves in this piece too.

In your book, you thank staffers of the Library of

Virginia and UC Berkeley Library, who helped you learn about your ancestors. What role do libraries play in helping people answer questions about identity? I am

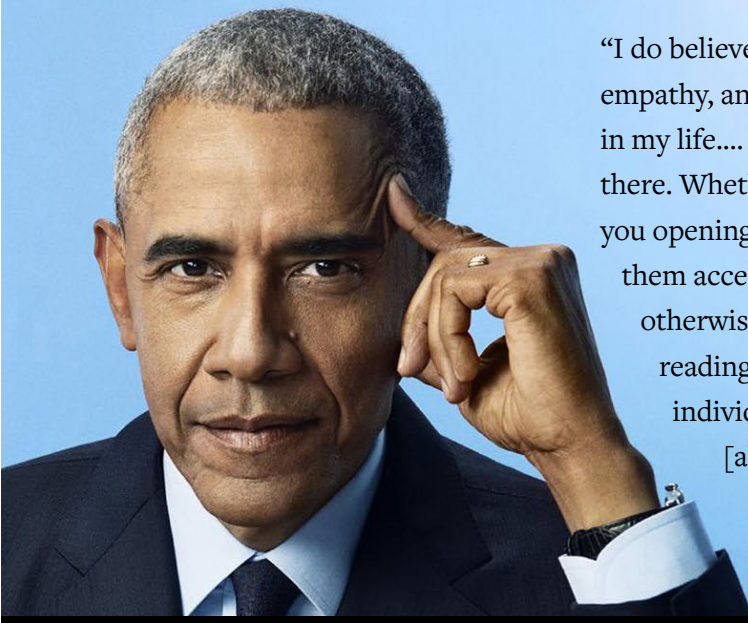
more thankful than I can ever say to libraries and everyone who keeps them running. When you're looking at family history, there's the lore and stories passed down, but if you want to authenticate that or go deeper than what Grandma remembers, you need someone to help you locate relevant material, ask the right questions, and physically get your hands on the material.

The space of the library is an unsung hero. It created an atmosphere that let me concentrate in a way that sitting on my couch with my dog and my kid and my laptop and the TV on would not have facilitated. If you have a question about who you are, there's either a book that will help you figure it out or you should write the book that will help you figure it out. Libraries come into play in either case. **AL**



Photo: Andria Lo

FROM THE AMERICAN LIBRARY ASSOCIATION'S 2021 ANNUAL CONFERENCE AND EXHIBITION VIRTUAL



"I do believe libraries are citadels of knowledge and empathy, and they've been extraordinarily important in my life.... I want to thank all the librarians out there. Whether you're in a small town [or] big city, you opening up the world for our children, giving them access to possibilities that they might not otherwise have, creating safe spaces where reading is cool—you mean a lot to not just those individuals who benefit from your work but [also to] our democracy and our country."

FORMER US PRESIDENT **BARACK OBAMA** in the Closing Session on June 29.

"I boarded my Freedom Ride not only because there was no seat for Blacks at lunch counters, on buses, and in restrooms. There was no seat for me at the Atlanta Public Library. So I boarded my bus to help change America. Your work guides people to the bus they need to board. You open the door to buses leading to learning."

Civil rights activist **CHARLES PERSON** in his Featured Speaker session on June 25.

"I like to move away from this whole discussion as to 'should libraries be neutral' because quite frankly they never really have been neutral.... We can't separate what's going on in the nation, in the world, from its impact in libraries, because it all affects libraries."

RENATE CHANCELLOR, chair and associate professor at Catholic University of America in Washington, D.C., in the on-demand session "Confronting the Myth of Neutrality: Academic Libraries, Advocacy, and Free Speech."

"Everybody says they're a library fan, but I think I'm the biggest library fan. I will fight other people if they want to contest me over my library fandom."

Sociologist and professor **EVE L. EWING** in her Featured Speaker session on June 25.

"In general, libraries are where veterans go for help or where veterans are sent to receive help. I can't tell you how many times I've heard 'I didn't know where else to go or who else to turn to.'"

BRIAN CONN, lead medical librarian at Minneapolis VA Healthcare System and US Army Reserve and US Air Force veteran, in the on-demand session "Continuing to Serve: Librarian Veterans Serving Military Patrons."

"LIBRARIES ARE SOCIETY'S VAULT OF KNOWLEDGE. LIBRARIES PROVIDE A SECOND WAVE OF EDUCATION FOR AN AMERICAN PUBLIC SEEKING UNDERSTANDING."

Author **ISABEL WILKERSON** during the ALA President's Program on June 27.



Recruit, Retain, and Engage

UFL webinar highlights
strategies for cultivating
younger library advocates

On February 19, United for Libraries (UFL) hosted “Friends and Trustees under 40: Recruit Them, Retain Them, Engage Them,” a webinar featuring tips for attracting millennials and younger adults to Friends groups, trustee boards, and foundations. The session was moderated by Jillian Wentworth, UFL’s manager of marketing and membership, and presented by members of UFL’s Millennial Engagement Task Force, which first began working on the subject of under-40 advocacy as part of an Emerging Leaders project in January 2018.

Presenters included Lina Bertinelli, workforce librarian at Enoch Pratt Free Library and the Maryland State Library Resource Center in Baltimore; Madeline Jarvis, adult and information services manager at Marion (Iowa) Public Library; Kathy Kosinski, member services and outreach manager at Califa Group, a consortium of California libraries; and Tess Wilson, community engagement coordinator for the National Network of Libraries of Medicine Middle Atlantic region. For the full webinar, visit bit.ly/UFLwebinars.

The panelists are coauthors of *All Ages Welcome: Recruiting and Retaining Younger Generations for Library Boards, Friends Groups, and Foundations* (ALA Editions, 2020). The title is available for purchase at the ALA Store with a United for Libraries Action Planner PLUS+ Package that comes with the ebook plus hands-on activities and resources (bit.ly/AllAgesWelcome).



Why is it important that libraries develop their under-40 advocacy and recruit millennials to their boards, Friends groups, and foundations?

BERTINELLI: According to a 2017 Pew Research Center report, more millennials use the public library than any other adult generation. If millennials use the library so much, why are they so underrepresented in library advocacy groups? In the task force’s original research, we surveyed current and past members of library boards, Friends groups, and foundations, and more than half of the 866 respondents said there wasn’t a single millennial involved in their organization’s boards, Friends groups, or foundations.

It’s not intentional: 82% of respondents to our survey said that having a diverse membership was important to them, and not just so they could say that their organization is diverse. If millennials are core library users, we should want them to get involved behind the scenes and to fill us in on their perspectives and needs.

We also want to make sure we are retaining the younger folks we recruit, which led us to additional questions: How can we provide support to advocacy groups who want to increase millennial engagement? And how can we support millennials who want to get involved?

We had some ideas about why younger generations would want to serve on a board or in a Friends group. We thought, being new to the workforce, they might want to network or add something to their résumé. But ultimately, across generations, our survey respondents said they got involved with the library for altruistic reasons. They joined because they wanted to make a difference in their communities and because they love the library, or perhaps because their kids love the library.

Lina Bertinelli



What are some barriers to recruiting millennials?

BERTINELLI: One of the largest barriers to service that we found was inconvenient meeting times or inefficient meetings. Most of our survey respondents were baby boomers, and many of them joined their group or board after retirement. Someone who is early on in their career might not be able to take off work on a Monday afternoon.

Organizations should consider alternating when and where meetings are held, and asking themselves: Is everyone prepared going into the meeting so that we can focus on action items? Is everyone allowed to contribute, and is everyone being taken seriously?

Other barriers arise from differences in generations' methods of operation, thinking, and leadership. This doesn't apply to every person, of course, but generally each generation approaches work slightly differently—from communication style to making decisions. If an organization can't adapt or continues to follow outdated processes because it's the way they've always been done, it might not be a space where new members will feel welcomed or most productive.

For a closer look at generational differences, we recommend the 2013 book *Sticking Points: How to Get Four Generations Working Together in the 12 Places They Fall Apart* by Haydn Shaw.

How do organizations outside the library world recruit and retain their volunteers? What can be learned from these approaches?

KOSINSKI: One of the things that kept coming up in our surveys and interviews was that library boards and Friends groups wanted *active* volunteers, they wanted *active* trustees, not someone who just shows up to the meeting. We figured this idea of active service would be a great way to tie volunteer firefighting to libraries. The US Fire Administration reports that up to 86% percent of fire squads are either entirely or mostly staffed by volunteers. A little more than half of these volunteer firefighters are under 40.

How can libraries attract young people committed to active service? They need to relearn their ABCs: accessibility, buy-in, and confidence, a framework described by Scott W. Blue in a 2016 article in *Fire Engineering* magazine (bit.ly/FireEnMag) about reviving volunteer programs.

Accessibility, as it pertains to recruiting and retaining volunteers, has two facets. First, is the group easy to join? And second, is its work easy to understand? Library groups need to invite people personally and should try community mailings, volunteer fairs, open houses, and local newspaper columns. *Fire Engineering* mentions junior firefighter clubs; maybe consider

forming a junior trustee board or Friends group. If library organizations have enough content, they can start a Facebook page or website that includes an online membership application. Groups should essentially want everyone in the community to know who they are and to give the best first impression. For example, if a library group hasn't updated anything online in six to eight months, it may look like it's no longer active.

People need to understand that these groups exist and buy into their missions. Most people reading this know what a trustee board or Friends group is in relation to the library; not everyone in the community has that same knowledge. The most veteran members, and ideally community members who love the library, should be able to confidently describe to newcomers what the group does in easy-to-understand terms.

People like to know what they're doing is making an impact on the world. They want to see themselves represented in organizational statements. They want activities that will allow for personal growth, whether that's running a 5K or picking up marketing skills to help promote library events. People should know how their work connects to the library's mission.

An acronym the volunteer firefighters use to describe an ideal volunteer is FIRE: fully informed and ready to engage. Volunteers need to feel empowered to take direct action, make decisions, and initiate change.

How can groups create welcoming, engaging spaces to encourage diverse leadership and meaningful representation across library organizations?

WILSON: To address equity, diversity, and inclusion within our boards, we need to understand how these principles consistently work toward a more equitable environment within our groups. The behavior and makeup of a board will likely trickle down and influence the library organization as a whole, so this work shouldn't be siloed.

**"If a voice is present
but not heard,
what real progress
is being made?"**

TESS WILSON, community engagement coordinator for the National Network of Libraries of Medicine Middle Atlantic region



Tess Wilson

We took a lot of inspiration from resources beyond the library. One 2011 article in the *Iowa Law Review* (bit.ly/ILR-hiring) suggests best practices for hiring and retaining diverse law faculty. The basis for this research shines a light on barriers that might affect library boards as well. Author Kellye Y. Testy states, “What’s most difficult about making progress in diversity is that the institution must work against the structural and systemic inequality that plagues every area of our society. As a result, the institution must apply even more sustained and aggressive pressure in order to overcome the significant and ubiquitous barriers to diversity and equality.”

The first step is to avoid tokenism. In our research, we heard testimonials from millennial board members who felt as though they had been recruited to help with social media, for example. Or let’s say there is one teen member on the board—how comfortable will that teen feel sharing their opinion in a room full of adult professionals? If a voice is present but not heard, what real progress is being made?

Another thing to consider is intersectionality. People are multidimensional and complicated. By boiling someone down to one quality—their age—we reduce them to a persona. This is unfair to that complex individual but also to the board, which is missing out on an enriching engagement with a whole person.

Broadly speaking, what are the effects of a more diverse and inclusive board? According to a 2013 study published in *Equality, Diversity, and Inclusion* (bit.ly/AL-nonprofits-EDI), a board that values inclusive behaviors contributes to the “creation of a positive organizational culture of inclusion.” Another study found that nonprofits that embrace diversity and prioritize inclusion tend to be more active participants in advocacy. This suggests that an increasingly diverse board will be more deeply involved in the community it serves and will advocate for a more diverse body of users.

Isn’t that a great way to sum up our intentions? That eventually, our board will be engaged in the type of advocacy that attracts new, diverse members and that it will be doing that work so publicly and in such an immersive way that potential members will hear about it and be excited by it.

Where do Friends groups, trustee boards, and foundations go from here? How should they handle strategic recruitment and new-member onboarding?

JARVIS: Recruitment is an ongoing process, a year-round activity; libraries can’t just start when they need a body. Start right now.

There are two things library groups should do before they start looking at these relationships. First, groups should examine their strategic plan and goals. United for Libraries has a great guide to board self-evaluation (bit.ly/UFLevel), and state

“If a young professional doesn’t know how long they’re going to stay in one community, a six-year term length could be an automatic turn-off.”

MADELINE JARVIS, adult and information services manager at Marion (Iowa) Public Library



Madeline Jarvis

library associations are a great resource as well. Groups should think about which basic duties or functions they’re struggling with—fundraising, personnel issues—and let that drive their recruitment. Where are the challenges and, more importantly, where does the group thrive? How can the group capture that excitement to bring in new members?

And second, build that pipeline. Does the library have a teen advisory council? If not, Friends groups could work with library staffers to create one. Task forces are another easy avenue for community engagement, particularly for busy young professionals who might not have the time to serve on a board or older volunteers with passion projects.

As groups and boards advertise term length and limits, make sure that the terms are viable for all ages. For example, if a young professional doesn’t know how long they’re going to stay in one community, a six-year term length could be an automatic turn-off. Does a board term need to be that long? Could this work be done in three years? When boards cycle off, a greater variety of voices can be heard.

Think about that feedback cycle, and make sure there are opportunities for members to share ideas and to ask questions. Encourage new members to keep a log or a journal of their first 90 days and write down all the questions that they encounter during the onboarding process to help shape future orientations. Think about board mentorship or buddy programs. If a library group doesn’t know any young parents, why not reach out to the children’s librarian to make a plug at a storytime, asking for volunteers?

Ultimately, library groups should be flexible. They shouldn’t just accept how things have always been done. Rather, they should look at the talent within their communities, empower their members, and make sure they recruit folks who are excited and willing advocates—who have voices and are able to use them. **AL**


2021 INTERNATIONAL INNOVATORS

**ALA Presidential
Citations honor
forward-thinking
global libraries**

by Phil Morehart

Five libraries earned this year's American Library Association (ALA) Presidential Citation for Innovative International Library Projects. The winning projects include programs that offered online academic aid and games to college students during the pandemic; examined the significance of historic lighthouses and maritime history; established lifelines to senior citizens; and provided digital literacy kits to help combat social isolation.

The citations began as an initiative of former ALA President Lorie Roy (2007–2008). Presented by the International Relations Round Table, the awards recognize exemplary services and projects that draw attention to libraries that are creating positive change, demonstrating sustainability, and providing a model for others.

The winners are Nazarbayev University Library in Nur-Sultan, Kazakhstan; Red River College Library in Winnipeg (Manitoba), Canada; Run Run Shaw Library at City University of Hong Kong; South Shore Public Libraries in Bridgewater (Nova Scotia), Canada; and Vancouver Island Regional Library in Nanaimo (B.C.), Canada. 

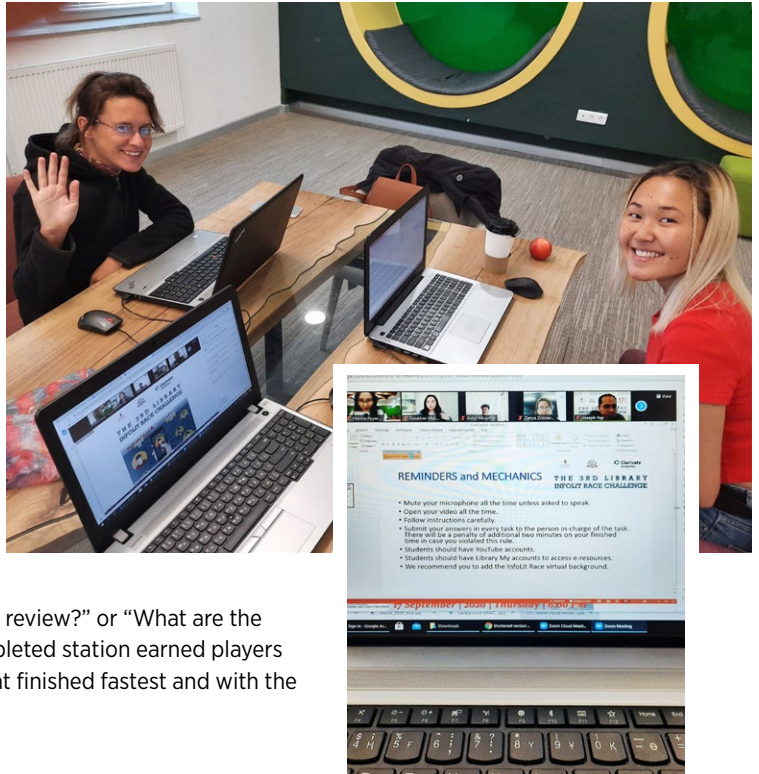


PHIL MOREHART is a senior editor of *American Libraries*.

Virtual Library InfoLit Race Challenge

Nazarbayev University Library
in Nur-Sultan, Kazakhstan

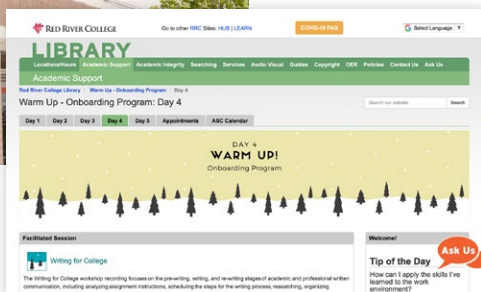
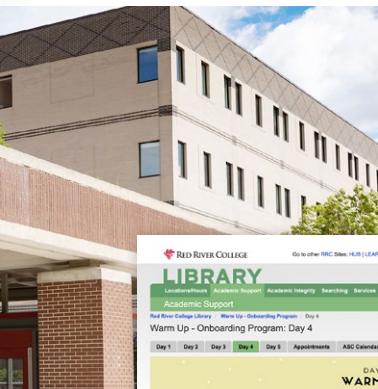
Since 2018, the InfoLit Race Challenge has helped students at Nazarbayev University hone information literacy skills and learn about the library through a series of speed-based activities. The annual challenge moved online in 2020 because of the COVID-19 pandemic, but the virtual environment didn't prevent students from finding reliable and authoritative information; exploring and expanding their knowledge of scholarly materials in the library; and becoming responsible researchers. The virtual challenge consisted of a series of stations where participants used their knowledge of the library to answer questions. ("What are five tools for literature review?" or "What are the tools for virtual mapping?," for example.) Each completed station earned players a clue to be used at the next station. The student that finished fastest and with the most clues won the race. •



Warm Up Week

Red River College Library in Winnipeg (Manitoba), Canada

Red River College is Manitoba's largest polytechnic community college, with almost 22,000 students. When it delayed the start of its 2021 winter semester by a week because of the pandemic, the library stepped in with Warm Up Week, an online environment where students could gather and proactively focus on developing cocurricular and academic skills that would encourage success heading into their second term. Held January 4–8, the event included seminars and workshops on writing, time management strategies, goal setting, and research skills. Partnerships with the college's School of Indigenous Education, mental health and wellness center, the Centre for International Education and Global Partnerships, employment services, and the Student Association yielded many collaborations: Indigenous elder drop-ins, résumé writing workshops, immigration advice, yoga classes, and mindfulness sessions. •



Lighthouse Heritage Research Connections

Run Run Shaw Library,
City University of Hong Kong

Initiated in 2015, Run Run Shaw Library's Lighthouse Heritage Research Connections is a research center that gives library patrons a chance to curate materials and exhibits about Hong Kong's lighthouses and the area's maritime history. The library serves as the central activity hub for the project, which brings together patrons and university faculty to conduct research, help with transcription and translation of archival documents, create digital renderings and artworks, participate in study trips, document photographs, produce film documentaries, and act as curators and organizers of events and exhibitions. The library also invited blind and visually impaired patrons to contribute to creating more accessible content. •



Caring Calls Project

South Shore Public Libraries in Bridgewater (Nova Scotia), Canada

South Shore Public Libraries (SSPL), located on the south shore of Nova Scotia, has a service population of 60,000 residents. In August 2020, the library began the Caring Calls project, wherein SSPL staffers call library members over age 65 to engage in meaningful conversations, decrease social isolation and feelings of loneliness, and increase a sense of belonging in the community. As of January 2021, SSPL had completed calls to 95% of those members. The program has been so successful that it has been expanded to allow local service organizations and families to make call referrals for senior friends and family. SSPL is also creating an online portal where families and caregivers can request check-in calls for family members and loved ones. •



VIRL Connects

Vancouver Island Regional Library in Nanaimo (B.C.), Canada

Vancouver Island Regional Library (VIRL) created the VIRL Connects program to help combat social isolation and foster digital literacy during the COVID-19 pandemic, especially for community members living in eldercare facilities, homeless shelters, domestic violence centers, and dayhomes (childcare services run from private homes). Using grants from local foundations, VIRL purchased hardware and subsidized support services to create care packages with digital products like Chromebooks, Chromecast, smart TVs, and support from VIRL staff to help recipients set up products, connect to library services, and learn about the content and services available through the library's website. To date, more than 30 facilities have received the packages. •

INTELLECTUAL FREEDOM:

A Manual for Library Workers

BY Amy Carlton

Editors and contributors discuss the latest edition

First published in 1974, the American Library Association's (ALA) *Intellectual Freedom Manual* has become an essential reference for library workers who need dependable answers to thorny

questions about book challenges, patron privacy, and policy development for their institutions. The 10th edition, coedited by Martin Garnar, director of Amherst (Mass.) College Library and former president of the Freedom to Read Foundation (FTRF), and Trina Magi, library professor and reference and instruction librarian at University of Vermont, was released under the direction of ALA's Office for Intellectual Freedom (OIF) earlier this year.

American Libraries spoke with Garnar and Magi, as well as several of the manual's contributors, about the latest challenges to intellectual freedom that library workers face. Helen R. Adams is a retired Wisconsin school librarian and online instructor in intellectual freedom, privacy, and copyright; Deborah Caldwell-Stone is director of OIF and executive director of FTRF; and Theresa Chmara is general counsel of FTRF.



What were some of the biggest changes in the manual—such as new laws, policy updates, privacy rules, and technology issues—since the ninth edition in 2015?

MARTIN GARNAR: One of the biggest changes was the sheer number of new interpretations of the Library Bill of Rights—eight in total, with topics ranging from religion and politics to internet filtering and equity, diversity, and inclusion. These interpretations reflect the ever-evolving understanding of how our professional principles and values should be applied in our daily library work. We also saw the first revision of the Library Bill of Rights since 1980 with the addition of an article on privacy in 2019. The expiration of parts of the USA Patriot Act in 2020 meant that the authors of our legal essays had to make significant revisions to their contributions to the manual.

TRINA MAGI: The new edition includes information about self-service hold practices, new guidelines on when to call the police, expanded content about developing library policies that support intellectual freedom, and a significantly expanded glossary of terms. The essay on the law regarding privacy and confidentiality in libraries was updated to include information about the European Union’s General Data Protection Regulation and information about threats to privacy from third-party vendors.

THERESA CHMARA: From a legal perspective, the Deeper Look entries that focus on the law provide updated information about how courts have dealt with those particular issues. For example, the ninth edition offered legal information about meeting rooms that was expanded in this edition to provide case law information about social media. The Deeper Look section explores how courts have addressed cases where government entities subject to First Amendment strictures, like public libraries, removed posts or blocked speakers.



Martin Garnar



Trina Magi

HELEN R. ADAMS: The essay “Censorship beyond Books” is significant [see excerpt on p. 26]. It acknowledges that there are

more types of censorship occurring than that of books. Censorship attempts are made against digital databases, programs (author programs in schools are a prime example, as are drag queen programs), displays (including student artwork or LGBTQ material displays), and library bibliographies or reading lists.



Theresa Chmara



Helen R. Adams

How did you solicit input or feedback from library workers in writing your sections? What new issues were they dealing with on the ground that they needed guidance on?

MAGI: During the years between the publication of the prior edition and the preparation of the manuscript for the 10th, I made lots of little notes about content that should be added or changed. Over time, my copy of the 2015 edition became full of yellow Post-it notes reminding me of ideas for new or revised content. These ideas came from my reading of library literature, from my own use of the manual, and from questions that library workers asked when they called for help about intellectual freedom concerns.

CHMARA: As general counsel for FTRF, I interact with librarians often during the course of my legal representation. I am also a frequent speaker to library groups. Additionally, I recently taught an ALA e-course that addressed legal issues confronting libraries and received feedback from librarians about the types of legal issues they have to address.

ADAMS: In July 2019 I conducted an informal survey for purposes of updating my essay “Internet Filtering and School Libraries” and received responses from librarians in 41 states. Although restrictive filtering still occurs in many schools, in 2019 there was a more nuanced view of filtering by school librarians. Whatever one’s opinion of internet filtering in schools, students have legitimate information needs. The latest edition of the manual offers school librarians multiple strategies to lessen the negative impact of filters.

The 10th edition includes a section on law enforcement and libraries, including guidelines on when library workers should call the police. Does the manual offer any new guidance on policing and libraries from a racial justice perspective?

MAGI: The section “Visits and Requests from Law Enforcement” is not new, but the guidelines on when library workers should call the police are a new addition to that chapter. At the end of those guidelines is a highlighted box referring readers of the manual to an important *American Libraries* article by Jarrett Dapier and Emily Knox, “When Not to Call the Cops” (bit.ly/AL-DapierKnox, The Scoop, July 8, 2020).

This year marks the 20th anniversary of the Patriot Act. Can you talk about how that law has affected libraries over the past two decades and what the future might hold?

CHMARA: Over the last 20 years, libraries have had to draft policies on how to address Patriot Act requests and other requests from law enforcement. Additionally, they have had to address how they collect information, how long they retain personally identifiable information about patrons, and how to respond to other third-party requests for information. Libraries also have had to expand training of library staff and volunteers to address privacy and confidentiality issues.

DEBORAH CALDWELL-STONE: We faced a dilemma regarding the extensive information we included on Section 215 of the act, which authorized mass surveillance and data gathering of citizens by the government. Congress had allowed Section 215 to sunset through inaction, but we could not predict if, during the waning months of the prior administration, they would renew it. We added a text box to alert readers to the status of Section 215 and recommend that they check with OIF or their legal counsel on the status of the law.

While some of the specific threats posed by the act have receded with the sunset of Section 215, other provisions remain in effect, and libraries must be prepared to defend against law enforcement agencies’ efforts to gain access to user records.

GARNAR: The Patriot Act has had a profound impact on how libraries and library workers view their role as privacy protectors and educators. I was just a few years out of library school when the law was passed, and I spent so much of my time giving presentations about its dangers and what libraries could do to protect user privacy. It was a formative

part of my identity as a librarian. I believe that libraries are still regarded as one of the few places that care about privacy because of our efforts around the Patriot Act, though it is a never-ending task to stay on top of all the ways our privacy can be breached or compromised.

As for the future, it will be interesting to see if Congress takes action to reauthorize Section 215. I hope they honor the spirit of the sunset provision, which was that it should have been a temporary measure in the wake of 9/11 and not a permanent change to our expectations around privacy.

What are some of the practical ways library workers can use the information in the manual in their work, as opposed to just reading it once or keeping it on a shelf?

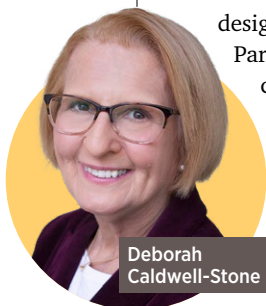
GARNAR: In Part I, there are checklists—with actual checkboxes—to guide library workers through the policy creation and revision process. The Issue at a Glance sections at the start of each chapter in Part II include discussion questions designed to be used for professional development.

Part III contains information about what to do in a crisis and whom to contact for help or advice.

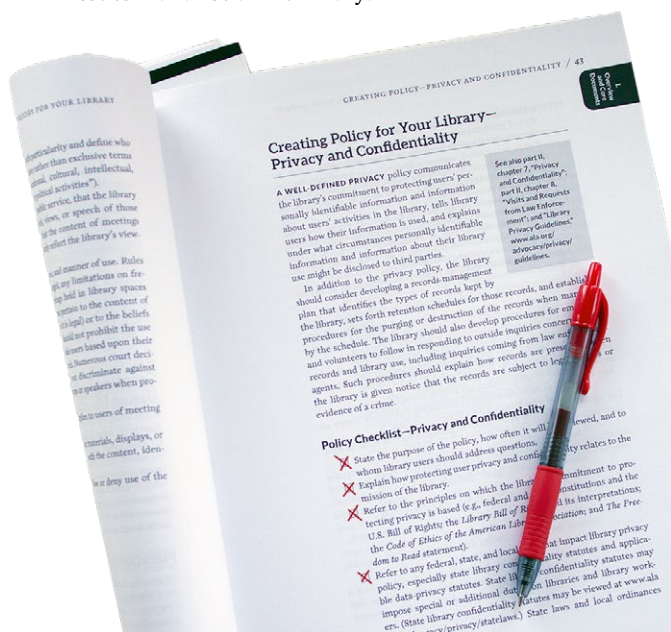
MAGI: When a question or need arises, library workers can quickly turn to the relevant chapter and get a summary of key points, official ALA policy statements about the issue, and more in-depth essays about the library’s legal obligations. And they can assign readings in the

manual as a way to orient new employees, volunteers, and trustees or as part of the library’s professional development program.

CHMARA: While the manual does not constitute legal advice, it does provide legal information for librarians and their legal counsel that can be used as a starting point when drafting new policies, analyzing current policies, and addressing issues that arise at the library.



Deborah Caldwell-Stone



ADAMS: School librarians face many intellectual freedom issues, including challenges to print and nonprint resources, author visits, and library displays. The manual can be a “first responder” resource for those situations. The essay “How to Respond to Challenges and Concerns about Library Resources” is a quick but practical read when immediate but thoughtful action is needed. The section also gives guidance to librarians on weighing their options when a reconsideration process is subverted or undermined. This is a resource to read repeatedly to be able to defend students’ right to read.

School librarians face multiple complex situations while protecting students’ library privacy. Many adults are not supportive of minors’ privacy, and laws protecting minors’ privacy are not particularly strong and are frequently ambiguous. Often librarians are left with Article VII of the Library Bill of Rights and Article III of the ALA Code of Ethics as defensive justification. While professional codes provide ethical support, they are not legal arguments. In chapter 7, Deborah Caldwell-Stone’s essay “The Law Regarding Privacy and Confidentiality in Libraries” can provide substantial information to educate and assist school library workers.

Libraries have had to deal with unprecedented challenges in the past year around COVID-19 and the sudden explosion of virtual programming, online learning, surveillance from test-taking platforms, and other issues. This book was already in production during 2020, but knowing what we now know about the pandemic’s effects on intellectual freedom issues, what do you wish could have been addressed?

CALDWELL-STONE: While the pandemic generated many challenges for libraries, the most immediate intellectual freedom challenges were related to access and privacy—for example, should libraries be in the business of contact tracing? What about mask wearing? Given the need for timely information, those specific topics were addressed through articles posted on our blogs and the ALA website but did not make the final text of the manual. Addressing disinformation, misinformation, and propaganda is another topic that might have made a valuable addition to the manual. We’ll certainly consider these topics for coverage in the next edition and work on developing online materials that are responsive to them.

GARNAR: The good news is that the committees work very hard to develop language and guidance that remains useful for some time after its adoption. Libraries supported online learning before the pandemic, so while the breadth of our concerns about privacy may have expanded, the core concerns haven’t changed. Likewise, the interpretation on library-initiated programs (last amended in June 2019) already acknowledges that our principles around programming are the same whether the program is being presented in the

building, offsite with a partner, or online. Still, it would have been great to reference the resolutions adopted at Midwinter in 2021 about facial-recognition software and behavioral data surveillance. I would have loved to add notes at various points in the manual that emphasized “This is still true for online and remote services during the pandemic,” but I believe the guidance is still sound. I imagine the 11th edition will be careful to make this point, as I think libraries will continue to explore how the virtual and remote services developed during the pandemic can be part of our offerings going forward.

ADAMS: The topic of copyright was already within the manual, but school librarians are receiving more questions about fair use of online intellectual property. In chapter 5, the essay “The Law Regarding Copyright” by ALA’s Director of Public Policy and Advocacy Carrie Russell is useful, but having more in-depth information on fair use of resources in K–12 schools would be beneficial to librarians who act as copyright consultants to teachers and students.

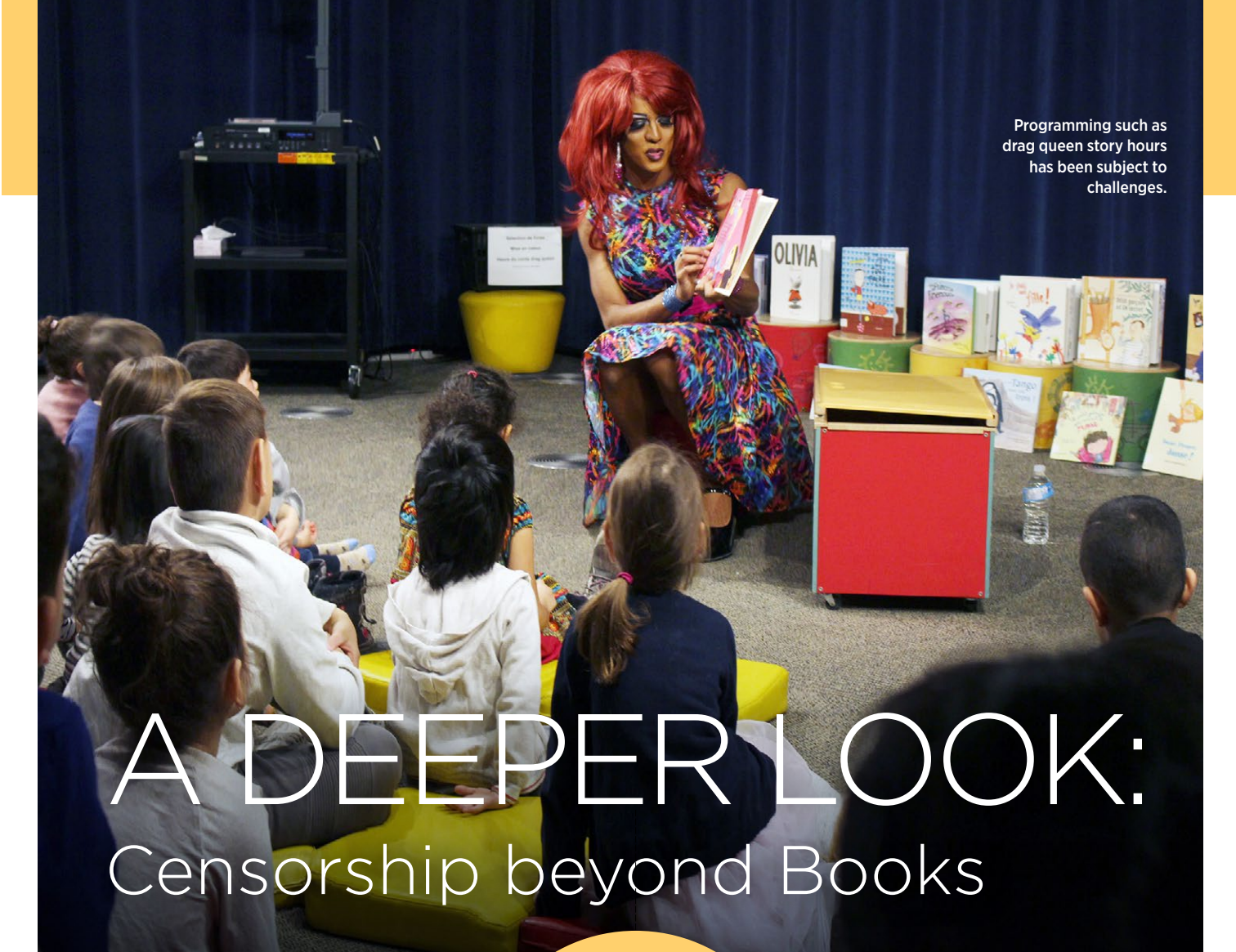
CALDWELL-STONE: We need to acknowledge that the *Intellectual Freedom Manual* cannot cover every specific topic or issue that might arise. We can, however, strive to provide sufficient guidelines, checklists, and information that give library workers, administrators, and trustees the ability to apply the broad principles espoused in the Library Bill of Rights and the ALA Code of Ethics to new situations. I believe Martin and Trina have created a strong intellectual freedom toolbox that any person working in libraries can use to address any new challenge that arises in the course of providing library service. **AL**

[Library workers] can assign readings in the manual as a way to orient new employees, volunteers, and trustees or as part of the library’s professional development program.

TRINA MAGI, coeditor of the *Intellectual Freedom Manual*



AMY CARLTON is a senior editor of *American Libraries*.



Programming such as drag queen story hours has been subject to challenges.

A DEEPER LOOK:

Censorship beyond Books

Just as books are sometimes challenged and banned in libraries, schools, universities, and public institutions, other library materials, resources, and services have been challenged, canceled, or dismantled. People's perception of offensive content is not limited to the written word. Censorship beyond books can happen anywhere—in private and public institutions, large school districts and small public libraries, rural universities, state prisons, and urban government buildings. The variety of resources and services challenged is just as broad, including films, videos, music, magazines, newspapers, games, internet access, databases, programs, use of meeting rooms, exhibits, displays, artwork, reading lists, and online resources. Here are three examples of censorship beyond books that could happen at your library.

Confronting challenges to other library resources

by Kristin Pekoll

DATABASES AND DIGITAL RESOURCES

Almost every library has at least one database subscription that offers curated content published by reputable sources. The target audience and content vary widely among databases, and because databases are digital resources, users can access the content in various settings—in the library, at school, and at home. These factors can cause confusion in determining whether content is appropriate and to whom concerns should be addressed. Does responsibility for content rest with the library, the library's parent organization (for example, the school district), or the database vendor? While most parents have directed their concerns to the school district, in some cases complaints are elevated to the level of elected officials, statewide systems, and even the courts.

In September 2018, a parent in Tooele, Utah, claimed to have found inappropriate content in EBSCO's K–12

databases and complained directly to the Utah Education Network (UEN). UEN connects all Utah school districts, schools, and higher-education institutions with the goal of providing high-quality educational resources.

After receiving the complaint, the network's board quickly voted to remove access to the K–12 EBSCO databases for every public school district in the state, potentially affecting more than 700,000 students. When trying to connect to the databases, users received this message: "Ongoing concerns about content prompted action. The Utah Education and Telehealth Network places a high priority on the safety and well-being of students and is taking additional action to address concerns about inappropriate content within EBSCO services for K–12 students." Many teachers did not know about the decision until students tried to use the databases for homework assignments.

Teachers, librarians, and parents, with strategic assistance from multiple organizations, sent thousands of email messages and petition signatures to protest the ban and urge UEN's board to restore access to EBSCO.

Then–American Library Association (ALA) President Loida Garcia-Febo issued a letter, cosigned by the leadership of the American Association of School Librarians, the Association of College and Research Libraries, the Utah Educational Library Media Association, the National Council of Teachers of English, and the National Coalition against Censorship. Garcia-Febo wrote: "By committing to statewide access to EBSCO databases for all students, UEN [would be] committing to a quality, equitable education for all Utah students."

At the board meeting and in the press, opponents of EBSCO's database continued to suggest that if the board reinstated access, it would be "intentionally and knowingly" distributing pornography to minors, though UEN could not substantiate their claims. Almost a month later, after public feedback, collaboration with EBSCO staff, and statements by multiple educational organizations, the board voted unanimously to restore the school districts' access to the K–12 databases.

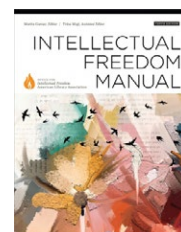
PROGRAMS AND DISPLAYS

People raise concerns about library displays and programs for the same reasons they raise concerns about other types of library resources: objections to LGBTQ+ content, profanity, political viewpoints, sexual content, and religious content. In June, during ALA's Rainbow Book Month (formerly known

as GLBT Book Month), libraries often receive complaints about displays that celebrate Pride Month or recognize LGBTQ+ history, or programs that acknowledge gender fluidity and diverse perspectives.

Sometimes the request to dismantle a display comes from an administrator in a preemptive attempt to avoid controversy or to placate informal concerns raised by someone with power or influence.

In Leander, Texas, a drag queen story hour was canceled by the city, and a local church used meeting space in the library to host its own Leander Family Pride Festival and Storytime. The security costs and a public outcry led to a review of the library's meeting room policy. The city council then changed the policy to limit meeting room use to city departments. During the policy review, another program was canceled: Leander Public Library had scheduled author Lilah Sturges to speak about writing and publishing her series *Lumberjanes*. The library administration told the transgender author that the event was canceled because she had not undergone a background check, but several other youth events were held in library meeting rooms without review by city officials. Community members have questioned whether this cancellation is another example of discrimination and censorship.



This is an excerpt from *Intellectual Freedom Manual*, 10th edition, edited by Martin Garnar and Trina Magi (ALA Editions, 2021).

LIBRARY-CREATED CONTENT

In addition to books, databases, programs, and displays, other resources can be challenged and censored. Many of these resources are created by librarians in their role as educators in their communities, such as online research guides, reading lists, materials advocating for libraries and an informed citizenry, and social media posts and items related to community outreach.

In February 2009, a complaint was deposited in West Bend (Wis.) Community Memorial Library's book drop along with a printout of the library's online readers' advisory list for teens titled "Out of the Closet." The library did not have a policy to address the demand to remove the online content, so by default, it offered the complainant a reconsideration

Policy Guidance for Library Workers

The Selection and Reconsideration Policy Toolkit for Public, School, and Academic Libraries (ala.org/tools/challengesupport/selectionpolicytoolkit) is an online resource that provides descriptions of and rationale for the basic components of a selection policy and provides detailed information about the informal and formal reconsideration of library resources. Each section includes brief explanations of specific factors to be considered for the library type. The toolkit is intended as guidance, and its policy language examples should be adapted to local situations and state laws.

WHEN THE RECONSIDERATION PROCESS IS COMPROMISED

Sometimes the principal or library director does not follow policy and removes the challenged resource or cancels the event. If the administration refuses to follow the reconsideration process, even after discussing the legal and ethical reasons for doing so, how far should library workers go to defend the challenged item?

This is a personal, ethical decision, and library workers must weigh all factors. If the director or principal is adamant, library workers may be forced to evaluate the risk of retaliation from their supervisor or losing a job against the merits of continuing to oppose the censorship attempt. After considering the situation carefully, they may acknowledge that they have done all that is possible at this time, or they may decide that taking a principled stand is worth the risk.

The reconsideration process can also be compromised if the concerned individual or group goes around the policy structure to speak directly to a higher authority such as an elected official, school superintendent, or board member. Although this does not always occur, optimally, higher authorities should be redirected to the reconsideration process and reminded of relevant policies.

*From "How to Respond to Challenges and Concerns about Library Resources" by Kristin Pekoll and Helen R. Adams, *Intellectual Freedom Manual*, 10th edition. ●*

form (a written request that the library remove or restrict access to particular resources, invoking a standardized review process by the library and/or its governing board). The form was returned to the library director with a list of 37 book titles with LGBTQIA+ content. Over the course of four months, the list grew to more than 80 young adult books with the complaint that the librarian had a "gay agenda."

This challenge garnered national media attention, daily local newspaper articles and letters to the editor, multiple petitions and protests, and support from ALA, the Wisconsin Library Association, University of Wisconsin–Milwaukee, the Cooperative Children's Book Center, and the American Civil Liberties Union of Wisconsin. In the end, the nine-member library board voted unanimously to retain the online reading list and books, and not to move them or label them differently.

WHAT TO DO

Libraries should have policies and procedures in place for routing and addressing concerns to ensure that community members are heard and that their opinions and concerns are seriously considered. These policies and procedures

should broadly cover all library resources, including books, journals, films, videos, music, databases, displays, programs, and more. They should outline how libraries select resources and how those resources will support the overall mission of the organization. They should outline an objective, thoughtful, and efficient process for the reconsideration of resources.

Finally, all library workers and governing authorities should be educated about these policies and procedures so that every challenge is handled in a consistent manner, whether the object of a challenge is a database, display, program, or book.

Following these policies and procedures helps the library serve the community as a whole. It also helps build a stable workplace where library workers feel secure and valued, as well as confident in the knowledge that the library's values extend beyond the freedom to read and reach into the freedom to teach, advocate, and engage. **AL**

People's perception of offensive content is not limited to the written word.



KRISTIN PEKOLL is assistant director of ALA's Office for Intellectual Freedom and author of *Beyond Banned Books: Defending Intellectual Freedom throughout Your Library* (ALA Editions, 2019).

Celebrate Banned Books Week

SEPTEMBER 26 – OCTOBER 2, 2021

Books unite us. Censorship divides us. During Banned Books Week, build connections, ignite discussions, and bring readers together to support the freedom to read.

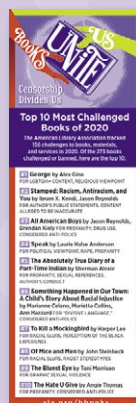
Banned Books Week is an annual event that highlights the benefits of unrestricted reading and draws attention to censorship attempts. Find program and display ideas at ala.org/bbooks.



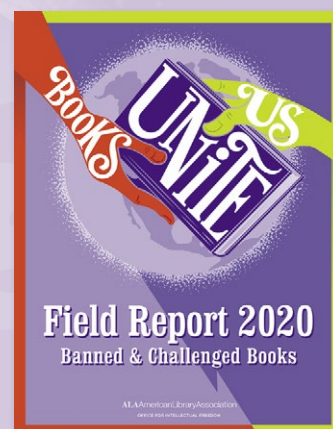
Books Unite Us Poster



Books Unite Us Bookmark



Most Challenged Books of 2020 Bookmark



Field Report 2020 50-Pack

An excellent handout, with descriptions of public challenges and the list of the Top 10 Most Challenged Books!



Free Your Mind Banned Book Bracelets



I Read Banned Books Sticker Roll



Downloadable products available at alastore.ala.org.

Shop for these items and more at alastore.ala.org

Catalog Locally, Share Globally

RDA's cataloging evolution continues with the 3R Project

by James Hennelly

If you have paid any attention to cataloging matters over the past three years, you might have heard rumblings about something called the 3R Project, which is having a large impact on RDA cataloging.

RDA, or Resource Description and Access, is the successor to AACR2 (Anglo-American Cataloging Rules, second edition), the cataloging system developed nearly 50 years ago for the creation of card catalog records of print materials.

The diversity and nature of library holdings has of course evolved since then, and by the turn of the millennium there was general agreement in the cataloging community around the need for a greatly revised or altogether new standard. That new standard, RDA, debuted in 2010 and shifted the focus of cataloging away from record creation and toward creating quality metadata that can easily be shared and reused. It was envisioned as an international standard to support a range of data creation scenarios, from the card catalog to linked data.

Like many major changes to systems and processes, RDA stirred controversy. Some protested that it went too far in discarding established cataloging practices, while others argued that it did not go far enough. AACR had sparked its own controversy when it necessitated a major revision six years after its 1967 debut, when work began on AACR2. Similarly, RDA also faced a need for significant changes to both the standard and RDA Toolkit (the website designed to deliver RDA content) six years after its release.


The 3R Project

By 2016, several factors spurred the decision to pursue what would be called the RDA Toolkit Restructure and Redesign Project—dubbed 3R.

- As the number of translations grew (RDA had been translated into seven languages at the time) and policy statement sets also increased (to seven), it became clear that the rigid and dated structure of RDA content as it was displayed in the RDA Toolkit was not sustainable.
- In 2016, the International Federation of Library Associations and Institutions' (IFLA) Library Reference Model (LRM) replaced RDA's underlying Functional Requirements model, making it necessary to bring the standard into alignment with the new model.
- The toolkit's user experience needed improvements to meet expectations for website performance.

Over the following four years, the structure of the toolkit data was rebuilt to make it more modular and flexible and to provide more efficient and reliable work processes for RDA





editors and translators. The project introduced a responsive design for the RDA Toolkit, optimizing the site for tablets and mobile devices. It also brought the site into compliance with established accessibility requirements.

The redesign also included a new integrated display that allows users to view policy statements from the Library of Congress and other leading institutions alongside RDA instructions. As for the standard itself, the alignment with IFLA's LRM introduced new entities—some familiar (place), some quite new (nomen)—as well as novel practices for key concepts, including aggregates and fictitious entities.

Among the 3R Project's goals was optimization of RDA for international use and in linked-data environments. The emphasis on these two areas is based on a vision for future cataloging that will require greater sharing of metadata for more efficient creation of records but still allow for local practices to better meet the needs of library users. In short, the post-3R RDA is for those who want to catalog locally but share globally.

Challenges of the new toolkit

Toolkit users have raised concerns about the explosion of new elements—now more than 3,000 of them—without any hierarchy or order imposed. The RDA instructions are also considerably less prescriptive, with an infusion of options that might have some users' heads spinning. But the most significant difference is likely the reorganization of the content so that RDA reads less like a cataloging manual and more like a data dictionary. Catalogers have long been used to the workflow-type presentation of instructions found in the AACR2 standard that was also carried over to the initial iteration of RDA.

These concerns are legitimate, and users are faced with conducting a close evaluation of the standard to determine how it can best meet their institutions' and patrons' needs.

So why expand elements? The decision was made primarily to remove relationship designators (such as *author* or *composer*) from the RDA appendices and transform them into full-fledged elements. Now a single designator such as *creator* has transformed into 10 different elements. The key point is that most catalogers will use only a small fraction of these elements in their work, but the elements themselves are necessary to maintain the integrity of the data model.

The infusion of options, including those explicitly labeled **OPTION**, as well as those that are implicit (such as deciding

to use a specific element or type of recording method), is critical to the support of diverse local practices found around the globe.

What to do

The changes put forward by the 3R Project may seem daunting but they are not insurmountable. Two important things to keep in mind: First, there is time. While the revised RDA is now the official version, there is no expectation libraries will immediately adopt the new guidelines and practices. The original toolkit remains online and accessible to all with an RDA Toolkit subscription. It will remain up for the foreseeable future, and users will be given a full year's notice before the site is

taken down, so there is no reason to panic.

Second, help is on the way. The redesign of the toolkit anticipated that community documentation would guide catalogers to the needed entities and elements, and influence which options should or should not be applied. This assistance may be provided through policy statements or user-created documents hosted on the RDA Toolkit, or even application profiles hosted in or outside of the toolkit.

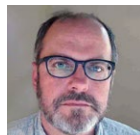
Library of Congress and its Program for Cooperative Cataloging—a cooper-

ative where members contribute bibliographic records and data under a common set of standards using bibliographic utilities—are already working on both policy statements and an application profile that will provide a foundation on which institutions can build their own policies. Expect a range of orientation and training materials and events to emerge in the next year to assist with the transition to the new RDA.

RDA is built to adapt to an environment where publishing practices and user expectations for access are continually evolving. The standard and the toolkit are now better suited than ever to support the continuation of established cataloging practices while also providing a pathway to new methods of bibliographic metadata creation. **AL**

A Primer on RDA

- *Introducing RDA: A Guide to the Basics after 3R, 2nd edition*, by Chris Oliver (ALA Editions, 2021)
- *RDA in Practice: A Workbook*, by Kate James (ALA Editions, 2021)
- RDA Toolkit channel on YouTube for training videos and presentations (bit.ly/RDAYoutube)
- RDA Lab Series and other online events from ALA eLearning Solutions



JAMES HENNELLY is director of the Resource Description and Access (RDA) Toolkit. For more information, visit rdatoolkit.org.

PEOPLE

Announcements

ON THE MOVE

May 15 **Bethany Baker** became virtual services librarian at Mesa County (Colo.) Libraries.

Sharon Buchanan became youth services librarian at Rappahannock County (Va.) Public Library in April.

Tawnee Calhoun started as adult services librarian at Algonquin (Ill.) Area Public Library District in February.

Mesa County (Colo.) Libraries named **Kacee Eddinger** youth collections librarian, effective February 16.

Stephen Fitzgerald joined Santa Clara County (Calif.) Library District April 5 as deputy county librarian of community library development.



Buck Memorial Library in Bucksport, Maine, appointed **Lisa Ladd** director, effective April 26.

March 8 **Erik Lionberger** became creative technologies manager at Mesa County (Colo.) Libraries.

In January **Jean Maguire** became director of Maynard (Mass.) Public Library.

January 30 **Emily McConnell** joined Mesa County (Colo.) Libraries as head of adult learning.

University of North Carolina at Chapel Hill appointed **Karina Soni** outreach projects librarian, effective April 19.

Diana Wendell started as director of Weedsport (N.Y.) Free Library in April.

PROMOTIONS

OhioLINK in Columbus promoted **Judy Cobb** to associate director of operations and platforms May 18.



Kudos

The California Library Association has inducted **Michael Buckland**, professor emeritus and former dean of University of California, Berkeley; the late poet and former librarian at San Francisco Public Library **Hiroshi Kashiwagi**; and **Bonny White**, retired deputy director of Marin County Free Library, into the California Library Hall of Fame.

Hartford Public Library's Hartford History Center received an Award of Merit from the Connecticut League of History Organizations for its online exhibit "October 1920," about the centennial of women's suffrage. ●

In January, **Linh Gavin Do** became librarian for digital publishing, curation, and conversion at Pepperdine University in Malibu, California.



Norwalk (Conn.) Public Library promoted **Sherelle Harris** to director April 26.

Columbus (Ohio) Metropolitan Library promoted **Miya Reyes** to manager of the Martin Luther King branch April 19.

OhioLINK in Columbus promoted **Theda Schwing** to associate director of member discovery and delivery May 18.



Iowa State University in Ames promoted **Hilary Seo** to dean of library services in May.



OhioLINK in Columbus promoted **Joanna Voss** to associate director of licensing and analytics May 18.



Middlebury (Ind.) Public Library promoted **Juli Wald** to director in March.

RETIREMENTS

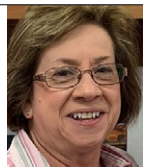
In April **Cheryl Austin** retired as director of Weedsport (N.Y.) Free Library.

Lori Goetsch, dean of Kansas State University Libraries in Manhattan, retired May 28.

Rosemary Grey, children's librarian at Elizabeth Taber Library in Marion, Massachusetts, retired in April.

Poppy Johnson retired as assistant director of Floyd Memorial Library in Greenport, New York, April 30.

March 10 **Janet W. Loveless** retired as assistant library director of Nassau County (Fla.) Public Library System.



Donna Olson retired as head of adult services at Salem-South Lyon (Mich.) District Library February 4.

AT ALA

Yumeka Brown, program officer for the Freedom to Read Foundation and the Merritt Fund, left ALA April 23.

Heather Cho, campaign specialist for the Libraries Transform program in the Communications and Marketing Office (CMO), left ALA April 21.

Judy Czarnik started May 10 as membership marketing and engagement manager.

Lindsey Simon, content strategy manager in CMO, left ALA April 27. ALA

In Memory

Kathie Coblentz, 73, rare materials cataloger at New York Public Library's (NYPL) Stephen A. Schwarzman building, died April 6. Coblentz had been with NYPL since 1969, and she cataloged and revised cataloging of rare books and special collections in English and European languages. She also wrote *Your Home Library: The Complete System for Organizing, Locating, Referencing and Maintaining Your Book Collection* and coedited with Robert E. Kapsis collections of interviews of Clint Eastwood and Alfred Hitchcock.

Vartan Gregorian, 87, president of the Carnegie Corporation of New York, who was awarded ALA Honorary Membership in 2000, died April 15. Gregorian had served from 1981 to 1989 as president of NYPL, where he formed a public-private partnership that helped restore the library's standing after large cuts to funding and services. In 1989, he became president of Brown University, where he served until joining the Carnegie Corporation in 1997. Among his honors are the Presidential Medal of Freedom, the National Humanities Medal, France's Chevalier of the Legion of Honor, and numerous honorary degrees.

Latanya N. Jenkins, 45, who served as a reference librarian at Temple University in Philadelphia, Morgan State University in Baltimore, Bowie (Md.) State University, and as a diversity fellow at Purdue University in West Lafayette, Indiana, died April 13. Jenkins was an active member of ALA's Government Documents Round Table, the Association of College and Research Libraries (ACRL), and ACRL's African American Studies Librarians Interest Group. She frequently published and presented on government documents and information and on diversity, equity, and inclusion.

James "Jim" Harvey Kirks Jr., 83, system coordinator for North State Cooperative Library System in Santa Rosa, California, for 27 years until retiring in 2002, died April 20. He had previously worked at Inglewood (Calif.) Public Library; the library at NATO Headquarters for Central Europe in Fontainebleau, France; and the North Olympic Library System in Clallam County, Washington.

John T. Ma, 71, who served as a librarian, bibliographer, and curator at Columbia University in New York; Cornell University in Ithaca, New York; Hoover Institution at Stanford



(Calif.) University; Leiden University in the Netherlands; and NYPL, died April 9. Ma held many leadership roles in the Chinese American Librarians Association (CALA), and received CALA's Distinguished Award in 2009 for the Books-for-China Fund project, which identified and shared more than 100,000 books and journals with academic libraries in China.

Cheryl McCarthy, 71, professor emerita of the University of Rhode Island Graduate School of Library and Information Studies, died May 16. McCarthy served as president of the New England Library Association and School Librarians of Rhode Island, as well as chair of the Rhode Island Coalition of Library Advocates. She frequently published and presented on teaching and learning in libraries.

Eugene L. Mittelgluck, 90, who had served as director of Mount Vernon (N.Y.) Public Library and New Rochelle (N.Y.) Public Library, died April 21. As director of New Rochelle Public Library, he oversaw construction of a new main library that won an American Institute of Architects and ALA Award of Excellence for Library Architecture in 1980. After retirement, he served as interim manager at Bronxville (N.Y.) Public Library and as a librarian at Yonkers (N.Y.) Public Library.

James Ruwaldt, 49, a library technician at the Library of Congress, died December 24.

Rosemary Anne Young Singh, 75, who worked at Manitowoc (Wis.) Public Library and the Main and Mathematics libraries at University of Illinois Urbana-Champaign, died January 21.

Henrietta M. Smith, 98, professor emerita at University of South Florida, died April 21. Smith edited four editions of *The Coretta Scott King Awards*, ALA's publication that profiles winning books and their authors and artists. She received the 2008 Association for Library Service to Children Distinguished Service Award, the 2011 Coretta Scott King-Virginia Hamilton Award for Lifetime Achievement, and the 2014 Carle Honors award from the Eric Carle Museum of Picture Book Art.

Lisa Harper Wood, 64, director of Keller (Tex.) Public Library from 1987 to 2007, died April 27. She also served as director of Richland Hills (Tex.) Public Library for five years and was named Library Director of the Year in 1994 by the Texas Municipal League. ●



Beyond Words

When Tenzin Kalsang, children's librarian at Brooklyn (N.Y.) Public Library's (BPL) Williamsburg branch, started an online series of bilingual storytimes in April 2020, the native Tibetan speaker couldn't have predicted she'd become an overnight sensation. After all, BPL wasn't new to hosting programs in Arabic, Bengali, Russian, Spanish, Urdu, and other languages—nor was the system unfamiliar with virtual storytimes, which typically attract 100–300 people.

But her program garnered tens of thousands of viewers, from patrons in her neighborhood to students attending a Tibetan school in Australia to monks living in Nepal. "I did not expect it would go that viral," says Kalsang. "I'm a really camera-shy person."

Once or twice a month, Kalsang reads three picture books (past titles have included *The Very Hungry Caterpillar* and *Brown Bear, Brown Bear, What Do You See?*) and sings songs in English and Tibetan from a decorated corner of her apartment. Her initial

goal for the program was to introduce the library and its services to children and caregivers—not to share her culture, necessarily. "We often say that the library is for everyone," says Kalsang, "[but] immigrants and marginalized communities have a hard time accessing and benefiting from library programs."

Her storytimes have found an audience among families that have been affected by the Tibetan diaspora that started in the 1950s, following China's invasion of the province. Kalsang says people of Tibetan origin and ancestry watch her storytimes and "see some hope in the preservation and continuation of the language."

"When I was a child, I didn't have the opportunity of going to storytime," says Kalsang. "I model for parents that you can read to your kids in your own languages." **AL**

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