

### University of Illinois Library launches Gwendolyn Brooks website

This year marks the centennial of the birth of Gwendolyn E. Brooks, Illinois Poet Laureate and the first black winner of the Pulitzer Prize. In celebration, the University of Illinois at Urbana-Champaign (UIUC) Library has launched a new and interactive Story Map Journal website chronicling events across Illinois celebrating Brooks.

The site highlights continuities between Brooks' past and present by layering the evidence of her work to promote a love of poetry in Illinois with the work of libraries and schools around the state to celebrate her in 2017. The UIUC Rare Book & Manuscript Library is linking selections from its Gwendolyn Brooks Papers to relevant archival materials and memories contributed or held by other institutions in the state using the site.

The Story Map website is available at <http://go.library.illinois.edu/StoryMapJournal>.

### Texas Digital Library joins Chronopolis

The Texas Digital Library (TDL), along with the Texas Advanced Computing Center (TACC) at the University of Texas-Austin, has joined the Chronopolis digital preservation network, becoming the first new node since the network's inception in 2008. Other nodes in the TRAC-certified digital preservation network, administered by the University of California-San Diego (UCSD) Library, include UCSD, the National Center for Atmospheric Research, and the University of Maryland Institute for Advanced Computer Studies.

Chronopolis has the capacity to preserve hundreds of terabytes of digital data of any type, with minimal requirements of the data provider. The system leverages high-speed networks, mass-scale storage capabilities, and the expertise of the partners to provide a geographically distributed, heterogeneous,

and highly redundant preservation repository system.

### Framework for Academic Librarian Employment and Governance Systems call for comment

The ACRL Status of Academic Librarians Standards and Guidelines Review Task Force requests feedback on a draft of new ACRL Framework for Academic Librarian Employment and Governance Systems and a revised version of the ACRL Guideline for Appointment, Promotion, and Tenure of Academic Librarians. Review the documents on the ACRL website at [www.ala.org/acrl/standards](http://www.ala.org/acrl/standards) and send comments to Task Force Chair Allyson Mower at [allyson.mower@utah.edu](mailto:allyson.mower@utah.edu) by August 15, 2017.

### Library of Congress releases digital records

The Library of Congress (LOC) recently announced that it is making 25 million records in its online catalog available for free bulk download at [loc.gov/cds/products/marcDist.php](http://loc.gov/cds/products/marcDist.php). This is the largest release of digital records in LOC history. The records also can be accessed at [data.gov](http://data.gov), the open-government website hosted by the General Services Administration. Until now, these bibliographic records have only been available individually or through a paid subscription.

"The Library of Congress is our nation's monument to knowledge and we need to make sure the doors are open wide for everyone, not just physically but digitally too," said Librarian of Congress Carla Hayden. "Unlocking the rich data in the Library's online catalog is a great step forward. I'm excited to see how people will put this information to use."

The data covers a wide range of items, including books, serials, computer files, manuscripts, maps, music, and visual materials. The free data sets cover more than 45 years, ranging from 1968—during the early years of

## ACRL report highlights library contributions to student learning, success

Through a report recently issued by ACRL, “Academic Library Impact on Student Learning and Success: Findings from Assessment in Action Team Projects,” the higher education community now has compelling assessment findings that tell a strong story about the multiple ways that academic libraries are contributing to student learning and success.

The report focuses on projects completed during the third and final year as part of the program Assessment in Action: Academic Libraries and Student Success (AiA) from April 2015 to June 2016. Teams from more than 50 campuses completed assessment projects and reported on them individually (fully searchable online), and this synthesis builds on past findings from an additional 150 projects completed during the first and second years of the AiA program as context.

Positive connections between the library and aspects of student learning and success in five areas are particularly noteworthy:

Students benefit from library instruction in their initial coursework. Information literacy instruction provided to students during their initial coursework helps them perform better in their courses than students who do not.

Library use increases student success. Students who used the library in some way (e.g., circulation, library instruction session attendance, online database access, study room use, interlibrary loan) achieved higher levels of academic success (e.g., GPA, course grades, retention) than students who did not use the library.

Collaborative academic programs and services involving the library enhance student

learning. Academic library partnerships with other campus units, such as the writing center, academic enrichment, and speech lab, yield positive benefits for students (e.g., higher grades, academic confidence, retention).

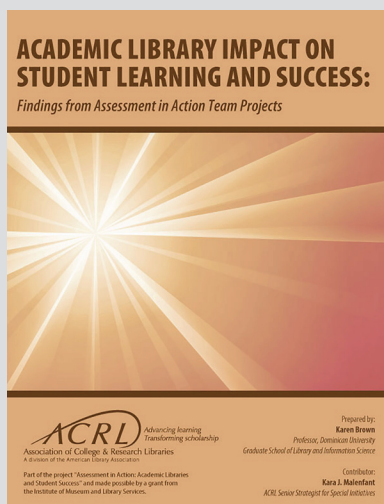
Information literacy instruction strengthens general education outcomes. Library instruction improves students’ achievement of institutional core competencies and general education outcomes such as inquiry-based and problem-solving learning, including effective identification and use of information, critical thinking, ethical reasoning, and civic engagement.

Library research consultations boost student learning. One-on-one or small-group reference and research assistance with a librarian enhances academic success, as

documented by such factors as student confidence, GPAs, and improved achievement on course assignments.

While these project findings may not be generalizable, as from some forms of social science research, they can be adapted to other settings with care and consideration to local context. Because the findings are derived from action research, which is situated in authentic institutional contexts, the results reflect “on the ground” practices in terms of resources available and campus priorities.

Read more in the full report “Academic Library Impact on Student Learning and Success: Findings from Assessment in Action Team Projects.” The executive summary is available as a separate document, formatted to share broadly with campus stakeholders.



MARC—to 2014. Each record provides standardized information about an item, including the title, author, publication date, subject headings, genre, related names, summary, and other notes.

### **EBSCO Information Services certified under Privacy Shield Framework**

EBSCO Information Services (EBSCO) has self-certified under the E.U.-U.S. Privacy Shield Framework. The Privacy Shield Framework replaces the earlier U.S.-E.U. Safe Harbor Framework that was invalidated in October 2015. It is intended to provide a reliable mechanism for companies to transfer personal data from the European Union to the United States, while retaining adequate protections and safeguards and providing transparency related to the information collected. It also builds in accountability for data transfers and mechanisms for dispute resolution. By participating in the E.U.-U.S. Privacy Shield Framework, EBSCO certi-

fied that it adheres to the framework's principles, as set out by the U.S. Department of Commerce, in the collection, use, and retention of personal information transferred from the European Union or the European Economic Area to the United States.

The certification Privacy Shield Framework covers EBSCO Information Services' parent company, EBSCO Industries, Inc., and its subsidiaries EBSCO Publishing, Inc. dba EBSCO Information Services; DynaMed, LLC; and Yankee Book Peddler, Inc., dba GOBI Library Solutions. More details about EBSCO's privacy practices, including their compliance with the Privacy Shield Framework, can be found in EBSCO's privacy policies available at [www.ebsco.com](http://www.ebsco.com).

### **LYRASIS announces Catalyst Fund project awards**

LYRASIS recently announced support for six Catalyst Fund projects valued at \$135,000

## **New presenters for ACRL Scholarly Communication workshop**

The ACRL Research and Scholarly Environment Committee (ReSEC) is pleased to announce the selection of Elizabeth Brown, Carla Myers, and Rachael Samberg as the newest presenters for the one-day workshop, *Scholarly Communication: From Understanding to Engagement*. Brown, Myers, and Samberg join the current presenter team as partners in shaping the curriculum and presenting the workshop.

Brown is the director of assessment and scholarly communications, Binghamton University; Myers is the scholarly communications coordinator, Miami University; and Samberg is the scholarly communications officer, University of California-Berkeley.

"We are thrilled to have Elizabeth Brown, Carla Myers, and Rachael Samberg join the presenter team for the Scholarly Communication workshop,"

said 2016–17 ReSEC Chair Amy Buckland of the University of Guelph. "Not only does this group bring a wealth of expertise on a topic considered to be a core competency of the academic librarianship profession, but the enthusiasm with

which they have taken on their new roles will ensure these workshops continue to empower participants to

help accelerate the transformation of the scholarly communication system."

The Scholarly Communication workshop is currently offered as a "roadshow" as part of ACRL's slate of daylong licensed workshops that can be brought to your campus, chapter, or consortia at any time year-round. Contact Chase Ollis, ACRL program officer, at [collis@ala.org](mailto:collis@ala.org) with questions or to discuss dates, pricing, and details about bringing a workshop to your institution.



to foster innovation among members and knowledge communities worldwide. A new LYRASIS program, the Catalyst Fund offers “kickstarter” funds to incubate new ideas and test creative approaches to advance objectives of member institutions. Projects were chosen by LYRASIS Leaders Circle participants based on the merit of the idea and the potential positive impact on the wider field of libraries, archives, and museums. Five Project proposals (to be implemented by the applying institution) and one Idea (to be implemented outside the applying institution) were funded. Recipients include Columbia University, Indiana University-Purdue University Indianapolis, Johnson C. Smith University, the University of Nebraska-Omaha, the University of North Carolina-Charlotte, and Washburn University.

### **New Engaging with the ACRL Framework workshop**

ACRL recently announced that its newest workshop, Engaging with the ACRL Framework: A Catalyst for Exploring and Expanding Our Teaching Practices, is now available for scheduling beginning in July 2017. The workshop joins the slate of ACRL’s other workshops that can be brought to your campus, chapter, or consortia upon request throughout the year.

Led by two expert presenters, this one-day immersive workshop supports librarians in engaging more deeply with the Framework for Information Literacy for Higher Education and in exploring ways it may help enrich their individual teaching practices, as well as their local instruction programs and institutions. This workshop is relevant to any librarian who supports teaching and learning, whether through direct instruction or through instructional programming or initiatives.

More information about the workshop, including a full program description, sample schedule for the day, presenter biographies, and host responsibilities, is available on the ACRL website at [www.ala.org/acrl/frameworkroadshow](http://www.ala.org/acrl/frameworkroadshow). *ZZ*

### **Tech Bits . . .**

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

Asana is a web-based project management system. A basic version of Asana is available free of charge. Premium and enterprise versions are available for a fee. Librarians can use Asana to plan, organize, and manage projects, programs, and initiatives. Asana can be used to establish workflows; identify tasks and subtasks to complete; assign tasks to individuals and set deadlines; set up automated reminders; track progress; and manage communications among team members. My library colleagues and I used Asana to plan a library orientation for new and transfer students. A library colleague and I used Asana to manage the migration of our library web site to a content management system. We are currently using Asana to manage our work on an article.

—*Rosalind Fielder-Giscombe*  
*Chicago State University Library*

**. . . Asana**  
**<http://asana.com>**

### **Correction**

In the Internet Resources article “Research Data Management and Services” in the May 2017 issue, the authors incorrectly stated that the DataCure List was associated with the Research Data Alliance (DataCure is an independent list), and incorrectly attributed the organization of Love Your Data Week to Kristin Briney, rather it is led by Heather Coates at IUPUI with a nationwide planning committee managing the annual event. The authors and editors regret the errors.