

Welcome to the November 2021 issue of *C&RL News*. Paulette Kerr, Kathryn La Barre, and Spencer Lilley start us off with the latest installment of the International Insights column. They discuss a project to develop an internationally scoped guide to help librarians worldwide develop antiracist educational materials in “Diversity in local and comparative contexts.”

At the University of Illinois-Chicago, Catherine Lantz, Glenda Insua, and Annie Armstrong adapted a model from UCLA to develop student-created, student-centered learning objects. They write about the project in their article “Students leading the way.” In “Broadcasting the Framework,” Stella Herzig of St. Ambrose University discusses a project to help students develop information literacy skills through creating podcasts as a class assignment.

Building on their existing family study space, librarians at the University of Toronto responded to the needs of their student parent

population by piloting a free childminding center in the library during semester crunch time. Jesse Carliner and Kyla Everall outline the project in “Time of one’s own.”

Many academic librarians continue to move into management positions feeling a lack of preparation or background in leading teams. Alyssa Archer, Candice Benjes-Small, Katelyn Burton, Jennifer Resor-Whicker, and Rebecca Seipp discuss their efforts at “Mentoring each other” through an ongoing online virtual support system for new and aspiring managers. Jody Hanshew and Adam Alley of Emory & Henry College write about “Confronting the beast” to make the strategic planning process fun through gamification.

Make sure to check out the other features and departments this month, including a Scholarly Communication column on undisciplining digital humanities by Lynne Stahl and a look at using LinkedIn as a publishing vehicle from Mark Bieraugel.

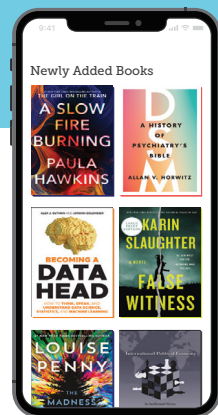
—David Free, editor-in-chief, dfree@ala.org

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