

Welcome to the July/August 2021 issue of *C&RL News*. We start out this month's issue with a Scholarly Communication column featuring an examination of the myths of "Transformative agreements" by Ashley Farley, Allison Langham-Putrow, Elisabeth Shook, Leila Belle Serman, and Megan Wacha.

Matthew Weirick Johnson, Salma Abumeeiz, and Elizabeth McAulay write about a partnership between teaching librarians and digital library staff at UCLA in their article "Teaching in the digital library." Ways the library can help promote a culture of inquiry on campus is the subject of Jennifer Jarson and Kate Morgan's article "From concept to creation."

In this issue's Perspectives on the Framework column, Erin Weber highlights the promotion of reading literacy at the University of Tennessee-Martin in "You can improve."

Three articles this issue look back at the impact of the COVID-19 pandemic on libraries

in the United States. Mozhdeh Khodarahmi and Gwen M. Gregory share their experiences transitioning to new management positions during the pandemic. Stephen Boss, Michelle Green, Yolanda Hood, Cynthia Hughes, and Susan Schulz look back at "Virtual programming during COVID." In our latest International Insights column, Marcelo Rodríguez outlines a project monitoring the impact of COVID-19 in Latin America "A year on" from the start of the pandemic.

Make sure to check out the other features and departments this month, including a The Way I See It essay on improving EDI in the profession by Bernadette M. López-Fitzsimmons and Kanu A. Nagra, a look at a digital mapping project highlighting field guides by Lori Bronars and Miriam Olivares, and an outreach project to bring freshmen into the library at the Kyiv National University of Culture and Arts by Olena Skachenko.

Thanks as always for reading the *News*!

—David Free, editor-in-chief, [dfree@ala.org](mailto:dfree@ala.org)

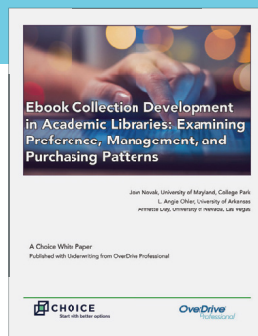
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