MIT Press launches Grant Program for Diverse Voices

In keeping with its mission and longstanding commitment to grow diversity in the ranks of published authors, the MIT Press recently announced the launch of the Grant Program for Diverse Voices. The initiative will expand funding for new work by authors whose voices have been excluded and chronically underrepresented across the arts, humanities, and sciences. The grant program will be supported by the press's existing Fund for Diverse Voices.

The MIT Press welcomes applications from new or returning authors from diverse backgrounds. Candidates who have significant personal experience or engagement with communities that are underrepresented in scholarly publishing are strongly encouraged to apply. Grants may support a variety of needs, including research travel, copyright permission fees, parental/family care, developmental editing, and any other costs associated with the research and writing process. Grantees agree to give MIT Press the right of first refusal on book projects.

Diverse Voices grant applications are accepted on a rolling basis and will be evaluated twice a year, in the spring and the fall. Prospective and current authors interested in applying for a grant should contact the MIT Press acquisitions editor in the field in which the author publishes. To learn more, visit mitpress.mit.edu/campaign/grant-program-diverse-voices.

Companion Document to the ACRL Framework for Information Literacy for Higher Education: Research Competencies in Writing and Literature

The ACRL Board of Directors approved a new companion document to the ACRL Framework for Information Literacy for Higher Education: Research Competencies in Writing and Literature at its November 2021 virtual meeting. Developed by the ACRL Literatures in English Section, the aim of the new Framework Companion Document is to provide librarians:

1.   concepts for improving information literacy for novice and expert learners of writing and literature,

2.   tools to help create learning objectives for information literacy instruction in these same areas, and

3.   ways to align their teaching practices with the ACRL Framework.

The Companion Document to the ACRL Framework for Information Literacy for Higher Education: Research Competencies in Writing and Literature is freely available in the Standards, Guidelines, and Frameworks section of the ACRL website at www.ala.org/acrl/standards.

Gale debuts Learning Centers for Primary Sources

Gale, part of Cengage Group, is helping faculty and students enhance their digital literacy and critical thinking skills. The company has launched its new Learning Centers for Gale Primary Sources. Built with the student researcher in mind, the Learning Centers orient

new users to the content and topics available in a digital archive, spark inspiration for new research topics, and provide guidance and best practices for searching, browsing, citing, and reusing primary sources.

The Learning Centers also provide faculty and librarians with an all-in-one instructional tool that helps learners get acclimated with a primary source database, saving educators' time creating teaching material. Now students can develop their digital literacy and critical thinking skills through practical examples and advanced search strategies, enabling better learning outcomes.

For more information on the Learning Centers for Gale Primary Sources, visit gale.com /academic/learning-centers.

New from ACRL—Academic Library Mentoring: Fostering Growth and Renewal

ACRL announces the publication of the three-volume *Academic Library Mentoring: Fostering Growth and Renewal,* edited by Leila June Rod-Welch and Barbara E. Weeg. This thorough work presents a cross-section of mentoring thought and practice in college and university libraries, including mentoring definitions, practice fundamentals, models, program development, surveys, analysis, and lived experiences.

Mentorships help mentees understand and meet performance standards, broaden their skills, shift to new specializations, and discern options for contributing to the larger institution and the profession. Through mentoring, mentors may be invigorated by contributing to the growth of mentees and by encountering ideas and approaches different from their own. In 30 chapters across three volumes, *Academic Library Mentoring: Fostering Growth and Renewal* addresses the many dimensions of contemporary academic library mentoring and how best to engage in inclusive, effective mentoring.

Volume 1, *Fundamentals and Controversies,* details effective mentoring skills and behaviors, mentoring models, dysfunctional mentoring relationships, conflicts of interest in mentoring, and, through a feminist lens, power differentials in mentoring. Chapters on diversity, equity, and inclusion call for library personnel to understand the exclusion some experience in the profession and to implement more inclusive mentoring practices.

Mentoring of Library Faculty and Librarians, Volume 2, explores mentorship skills, models, purposes and issues, and program development. Mentoring purposes include support for the pursuit of tenure and promotion, other career goals, and psychosocial concerns. Issues incorporate understanding and addressing diversity, equity, and inclusion in mentoring. Chapter methodologies include surveys, program assessments, analysis of practices against standards, case studies of mentor and mentee lived experiences, and case studies of libraries and affiliated entities.

In Volume 3, *Mentoring of Students and Staff,* we hear the voices of library science students and library student employees as they describe their library school and library employment mentoring experiences. Also presented are mentoring programs for recruiting individuals to the profession, practices supporting all library employees regardless of formal employee classification, and methods for enhancing the skills of consortial members. The volume ends with a look to the future of mentoring and organizational development and with a tool any library employee at any career stage can use in forming their own mentoring constellation.

Academic Library Mentoring: Fostering Growth and Renewal can help develop programs and practices for intentional, effective, committed mentorships that benefit both mentees and mentors at all stages in their careers. The set is available for purchase, in print and as an ebook, through the ALA Online Store, individually and as a set; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

2021 AALL Biennial Salary Survey & Organizational Characteristics report released

The newly released 2021 AALL Biennial Salary Survey & Organizational Characteristics report (AALL Salary Survey) conducted by the American Association of Law Libraries (AALL) features extensive compensation data for law librarians and legal information professionals. The 15th edition of the survey report provides the only comprehensive, comparative salary information designed by and for legal information professionals serving in academic, law firm/corporate, and government settings. The 2021 AALL Salary Survey continues to be updated based on the current environment. Organizations were asked if library salary budgets as well as benefits were impacted as a result of the COVID-19 pandemic.

The 2021 AALL Salary Survey found that the average salary for reference/research law librarians was $91,431 in firm/corporate, $74,227 in academic, and $71,393 in government law libraries. Additionally, the average annual salary for a director or chief law librarian was $162,558 in academia, $144,460 in firm/corporate, and $107,255 in government law libraries.

The survey has been tracking expenditures on electronic resources since the 1990s, and the 2021 findings showed that those expenses continue to claim a greater portion of the budget for all three types of law libraries relative to 2019. On average, firm/corporate law libraries used 85 percent of their total information budgets on electronic resources, while academic and government law librarians spent 59 and 34 percent, respectively.

Additional data detailed in the report included institutional benefits for professionals and other legal information personnel working in law libraries, staffing numbers, hard copy information budgets, educational characteristics, and more. Details on the survey are available at bit.ly/AALL-salary.

IMLS Native American Library Services Basic Grants available for 2022

The Institute of Museum and Library Services (IMLS) is accepting applications for Native American Library Services Basic grants through March 1, 2022. Native American Library Services Basic grants are noncompetitive one-year grants of $6,000 to $10,000, which can include up to $3,000 in eligible education and assessment activities or travel. The grants are available to federally recognized Native American tribes and Native Alaskan villages, corporations, and regional corporations and are designed to support existing operations and maintain core services of tribal and Native village libraries.

Grants may be used to buy library materials, fund salaries and training, provide Internet connectivity and computers, or develop public and private partnerships with other agen-

cies and community-based organizations, for example.

Libraries may request up to $3,000 for staff to attend library courses or training workshops, attend or present at conferences related to library services, or hire consultants for onsite professional library assessments. More information is on the IMLS website at www.imls.gov/grants/available/native -american-library-services-basic-grants.

GPO expands access to government information in Mississippi, Louisiana

Louisiana and Mississippi libraries in the U.S. Government Publishing Office (GPO) Federal Depository Library Program (FDLP) are entering into a shared regional agreement to offer citizens widespread and enhanced access to government information. Louisiana State University Libraries, Louisiana Tech University Library, and the University of Mississippi Libraries now share regional depository responsibilities across the two states.

This is the third time that libraries have entered this type of partnership across state boundaries, and the first that includes three regional depository libraries, as opposed to two. With three participating libraries, the Louisiana and Mississippi communities now have permanent public access to triple the amount of government materials than they did previously. Librarians have intimate knowledge of the collections of all three institutions, making it easier for citizens to quickly find the information they need.

Tech Bits . . .

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

Looking for a free, intuitive scheduling tool? Try Calendly. Set up your hours of availability and connect it to an existing calendar via Google, Office 365, iCloud, or Outlook. Share your friendly URL and allow others to book events with you using your logo-branded booking page, or schedule your own events to share. Calendly integrates with multiple platforms, such as GoToMeeting, Zoom, Teams, Slack, websites, and includes mobile apps for iOS and Android. Individual and team paid plans offer additional features, such as customizing colors, notifications, and creating automatic workflows for follow ups, reminders, and other messaging. All new accounts include a 14-day trial of the Teams plan before reverting to the basic free plan.

—*Melissa Johnson*
Southern Methodist University

... Calendly
https://calendly.com/

Project Outcome surveys available in Arabic

ACRL is pleased to announce that all Project Outcome for Academic Libraries surveys are now available in Arabic. These new translations make the toolkit accessible to a wider audience and make it easier for schools serving diverse populations to make use of this free assessment tool, while also aligning with ACRL's Core Commitment to Equity, Diversity, and Inclusion. Access the Arabic translations in the dropdown menu in the survey details screen of your Project Outcome account. If you have translated the surveys into other languages, please contact acrl@projectoutcome.org to have them added to the toolkit.