Dear LES Members,

Greetings! Here in Virginia, the weather is starting to warm up, and the azaleas and dogwoods are in full bloom, which means that spring has finally arrived and summer is just around the corner. By the time you read this, I hope you will all be enjoying the relative calm that comes with the end of the academic year.

LES has had another busy and productive year, fueled by the efforts of several dozen active volunteers. This issue of Biblio-Notes, the second one produced by co-editors Stacy Reardon and Matt Roberts, is itself a great example. In addition to their editorial work, Stacy and Matt have done a terrific job of refreshing the format and design of Biblio-Notes. Thanks to their efforts, which build upon the hard work of previous editors, we have a visually appealing and content-rich publication to showcase the many noteworthy activities of the section and its members. Please consider sharing your own work in the next issue!

This year will also mark the completion of a long-term project to update an important LES resource. The Working Group to Update
Dear LES Members,

We hope that this spring’s newsletter finds you doing well as the academic year comes to a close. As always, it is a pleasure to read submissions, as they reflect the quality work that LES members perform.

In this issue, you will discover a variety of articles that represent how LES members contribute to higher education and demonstrate leadership among their peers. For instance, Arianne Harstell-Gundy, our very own representative to the Modern Language Association, details her attendance at the most recent MLA convention, and illustrates how librarians and literature scholars collaborate to create new research methods. Furthermore, Leslie Madden and Naomi Lederer document how the Collection Development Discussion Group addresses complex issues, such as drafting recommendations for inclusive collection development practices. Finally, Hillary A.H. Richardson brings us up to date with the progress made to revise the LES Research Competencies in Writing and Literature. If you are inclined, please review the latest draft of the LES Research Competencies and provide Hillary with your feedback.

We hope that this spring’s edition of Biblio-Notes showcases the important work that we do as a group. With summer fast approaching, we know that our LES colleagues will soon be on their way to completing exciting work. Let us know what you are doing so that we can continue to represent the impressive accomplishments of LES and its members.

All the best,
Stacy Reardon
Matt Roberts
the Research Competencies in Literature, led by co-chairs Hillary Richardson and Dan Coffey, completed the final draft of its work and seeks feedback from LES members. This revision resituates the research competencies within the ACRL Framework for Information Literacy, providing updated guidance for librarians who teach research skills and methods in the context of literary study. Many thanks to Hillary, Dan, and to the Working Group members who contributed their time and their expertise to this project over the past three years.

In other happy news, the ACRL External Liaisons Committee approved our joint proposal with the Instruction Section to co-sponsor a new ACRL liaison representative to the Conference on College Composition and Communication. The liaison will foster communication between the CCCC and ACRL, and will identify opportunities to collaborate on projects that support our shared interest in pedagogies of research and writing. If you’re interested in serving as the liaison, keep an eye out for the call for applications, which should be circulated soon.

As I reported back in the fall, LES was successful in fully funding a named scholarship for the 2019 ACRL National Conference in Cleveland, dedicated in memory of our late colleague David Oberhelman. The scholarship was awarded to Natalie Ornat, Humanities Librarian at UNC Charlotte and an active LES member, who attended the ACRL conference in April. Thanks again to all of the LES members who made contributions in David’s honor to support the scholarship.

Looking ahead to the summer, LES will have a full schedule of events at the ALA 2019 Annual Conference. I’m especially excited about our conference program, “Difficult Discussions: Diversity and Equity in Archives and Digital Collections,” which will feature a panel discussion on issues of inclusion, representation, and social justice.

LES was successful in fully funding a named scholarship for the 2019 ACRL National Conference in Cleveland.
to co-chairs Zara Wilkinson and Michael DeNotto and the rest of the Conference Program Planning Committee for putting together such a compelling proposal and shepherding it through an extremely competitive selection process.

LES members attending Annual will also want to check out the Collections Discussion Group (co-chaired by Naomi Lederer and Leslie Madden) and the Reference Discussion Group (co-chaired by Glenda Insua and Alex Watson), which always offer lively conversation about the challenges we face as literature librarians. The All-Committees Meeting is open not just to current committee members, but to anyone who is interested in volunteering for LES or learning more about its various activities.

Finally, I hope everyone at Annual will plan to attend the LES General Membership Meeting on Saturday, June 22nd at 4pm in the Washington Hilton. As many of you know, the last ALA Midwinter Meeting was marred by multiple reported incidents of racial bias and harassment. The LES Executive Committee affirms ACRL’s core commitment to equity, diversity, and inclusion (acrl.ala.org/acrlinsider/archives/15380), and we support the ACRL Board’s Statement Against Racism, Harassment, and Discrimination in the Profession (acrl.ala.org/acrlinsider/archives/17145), issued in response to the specific incidents at Midwinter. But we also recognize the urgency of moving beyond statements and good intentions. We will therefore use the General Membership Meeting to discuss positive action our section can take to eliminate bias and to create a safe and welcoming environment for all, within our section and in the profession more broadly. We invite all section members to share their thoughts on this important issue by contacting me or any member of the Executive Committee.

There will be a social hour for LES members immediately following the General Membership Meeting. It will be held in the Punch Garden of the Columbia Room (columbiaroomdc.com), starting at 6pm. The social hour is a wonderful way to meet fellow section members and is one of the conference events I most look forward to, so please plan to come out and join us! Updates on this and other conference events will be shared on the LES-L list as well as the section’s Facebook (facebook.com/lesacrl) and Twitter (twitter.com/LES_ACRL) accounts.

It has been an honor and a pleasure to serve as LES Chair over the past year. I look forward to seeing many of you in Washington this summer, and to working with Nancy Foasberg, Brian Flota, and the rest of the incoming LES officers, chairs and committee members who will take over the reins on July 1.

Chris Ruotolo
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MLA Convention 2019: Report

Arianne Hartsell-Gundy

Though I have attended the annual Modern Language Association (MLA) Convention in the past, this year was the first year that I went to the conference as the ACRL LES/ESS liaison to the MLA. This year’s theme was “Textual Transactions.”

You can find the transcript for the MLA presidential address at mla.org/Convention/Convention-History/MLA-President-Addresses/2016-20-President-Addresses/2019-President-Address. If you have the time, I would also recommend watching the video from the “Humanities in Five” program: mla.org/Convention/Convention-History/Past-Conventions/2019-Convention/Humanities-in-Five. The panel provided models for presenting scholarly research to the general public—in five minutes (a challenging feat for faculty). The presentations are lively and worth watching.

This year I attended the DHSI@MLA preconference workshop. The theme was “DH Curious? Digital Humanities Tools and Technologies for Students, Emerging Scholars, Faculty, Librarians and Administrators!” There were opportunities to move to different presenters. I attended the geospatial humanities and the open access/open social scholarship sessions. I was a little disappointed that there weren’t more hands-on exercises, but I think there were limitations in terms of time, attendance, and space. My favorite part of the open access/open social scholarship presentation was seeing how Alyssa Arbuckle presented the issue of scholarly communication and open access to humanities faculty. I gained some great pointers for how to get my faculty engaged with rising journal costs and the opportunities involved with institutional repositories.

The MLA Convention is filled with presentations and programs on every topic you can imagine related to literature and languages. I found it a great way to learn more about what people are studying in literature, and I loved attending presentations given by some of the faculty and graduate students with whom I work.
addition to being able to hear everything from talks on the literature of the global south to presentations on fandom, there were many presentations that are of very specific interest to librarians. I found that you can almost always find talks on digital humanities, scholarly editions, archival research, etc. From my perspective, some of the more interesting themes that emerged this year included: disability studies presentations, citation practices and social justice (particularly #citeblackwomen), ethical issues specific to digital humanities (especially in terms of labor), and international digital humanities projects.

I was also really pleased to see at least two panels explicitly related to information literacy: “When Digital Meets Information Literacy: What We Can Learn from Following the Research Processes of Individual Students (#316)” and “Teaching Writing in the Fake News Era (#671).” While the first presentation included researchers from the Citation Project and Project Information Literacy, the second presentation had a mix of librarians, writing instructors, and faculty members. At least one presenter at that second session specifically discussed the ACRL Framework for Information Literacy for Higher Education. I appreciated how speakers talked about using rhetorical theory, reading strategies, and visual literacy to help students learn how to better engage with the news and media they are consuming.

Finally, I attended the “Collaboration in the Digital Research Landscape (#374)” panel hosted by the Libraries and Research Forum. Speakers talked about how scholars and librarians can work together better, especially to help students connect with primary sources. I liked that the session had a lot of time built in for discussion with the audience. You can learn more at mla.hcommons.org/groups/libraries-and-research-forum-2. If you are looking for a way to get more involved with MLA, this is a good group to follow on the Humanities Commons!

Since this is my first year serving as your liaison to MLA, I would love to hear from you if you have suggestions on topics related to MLA that you would like me to address in the future!

Arianne Hartsell-Gundy
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Go Small and Go Home

Hyper-Local Professional Development

John Glover

How many times have you thought that your colleagues were doing interesting work, but you just can’t catch up with them? Likewise, how many conferences have you attended where you were faced every hour with more concurrent sessions than you could possibly attend, get reports on, or follow on Twitter? In recent years, VCU Libraries has run a number of “mini-cons” that have aimed to solve both problems, providing opportunities for professional growth in the process.

At VCU I’m a liaison in the Academic Outreach department, and I work primarily with humanities departments, among which one of the largest is the Department of English. Members of my unit predominantly engage with faculty, graduate students, and upper-level undergraduates, with the bulk of lower-level undergraduate support carried out by our sister department: Teaching, Learning, and Information. In 2017, my colleague Megan Hodge, Assistant Head for Teaching and Learning, launched the first in our series of mini-conferences, the Instruction Mini-Con.
This event was a rousing success, with attendees from across VCU Libraries who teach in one capacity or another presenting on pedagogy and instructional technology. It ran like clockwork, with a series of presentations spread out over a few hours in one of our library instruction spaces, generating considerable excitement and ideas among attendees, many of whom were hearing fascinating, inspirational stories about the work of colleagues that we had known in some cases for many years. From this, it was a short leap for me to conceive of and lead in the creation of a Liaison Mini-Con in 2018.

The process was relatively straightforward. In advance of the day, I worked with department heads to identify dates during Spring Break that seemed best for units with substantial liaison responsibilities, circulated on our all-library listserv a CFP to attract participants and attendees with or without formal liaison responsibilities. I set a deadline several days in advance of the event for brief topic descriptions, and along with the CFP, I included a link to a Google Form.

When the submission deadline arrived, I organized a schedule of topics in thematic blocks. I solicited slides from presenters, loaded them onto the presentation computer in our classroom, and sent various reminders out to presenters and attendees.

The Liaison Mini-Con itself, as well as its 2019 iteration, lasted around three hours. It was scheduled during Spring Break, which made scheduling much easier, given that we used one of our primary instruction spaces at an otherwise busy time of year. The event ran on a single track, allowing everyone to be in the same space and not have to choose between sessions. It also meant that discussion developed throughout the afternoon, with ideas and questions emerging that tied to earlier sessions, and we were able to discuss them with easy reference to what we’d all already seen.

After the Mini-Con ended, attendees and participants helped to restore the room to its usual state. Thereafter, I wrote notes of thanks to presenters and to others who had supported the event. I also circulated a survey to determine attendees’ and presenters’ general satisfaction with the mini-con.

The event ran smoothly and similarly from year to year. Some sessions were brief, some longer. Some were highly interactive, some more static. In 2019, I
sought and received administration support to have a plentiful-but-not-overly-expensive array of snacks and drinks, which proved a useful grace note, especially during pauses while presenters signed in and out of various accounts to present slides from the web.

The mini-cons have been made easier by both a major renovation of James Branch Cabell Library, and by an invigorated library culture. The one provided us with a range of new spaces that can host many kinds and sizes of events. The other has come about for multiple reasons, including achieving long-term institutional goals like joining the Association of Research Libraries. Both have enabled VCU Libraries to run or host small-scale conferences, such as THATCamp New Souths, OpenCon Virginia, and Empirical Librarians. Both the Instruction Mini-Con and the Liaison Mini-Con have now run twice, with possibility for each to run again, as well as potential for other types of mini-cons or internal symposia.

Do small, internal conferences sound like a suitable topic for a Literatures in English Section publication? Perhaps not on the surface, but ask yourself: how often have you chosen between one of two (or more) excellent options for professional development because you lacked time or money? Few enough of us can attend multiple library conferences in a year, let alone MLA, SHARP, etc., and many librarians or library school students are unable to attend a national conference at all. Back in the Spring 2015 issue of Biblio-Notes, I wrote about the merit of attending both subject area conferences and library conferences. I continue to believe that, but I know that I’ve sometimes found myself making choices as to whether to deepen my LIS, subject, or functional knowledge. Professional development opportunities offered by state or regional library associations or consortia are one route to do this, but it’s hard to beat “free” and “no travel required” when it comes to deciding whether or not to attend a conference.

John Glover is Associate Professor and Humanities Research Librarian at Virginia Commonwealth University.
Collecting for Diversity & Controversial Material

Leslie Madden and Naomi Lederer

The Collection Development Discussion Group met online on February 14, 2019. Twenty-one individuals contributed via talk and chat and there were many recommendations for collecting literature by diverse populations.

**Collecting for Diversity**

Based on participant contributions, collecting for diversity focused on African American and LGBTQ resources. Items collected for special collections on African Americans included poetry, chapbooks, comic books, and other early important works. They can be located from rare book dealers. A good resource is the Small Press Distribution (SPD spdbooks.org), which has small press works by LGBTQ writers and writers of color. Collections have been funded by grants, in addition to regular funds.

Places to identify LGBTQ materials include: Lambda Literary Awards; Stonewall Awards; and -universities with strong diverse collections. Additionally, UVA hosts “Hack the Stacks” events where students suggest books by and about marginalized groups. Librarians use posters, social media, and word of mouth from some of the student organizers to solicit participation.

Online sources for identifying titles that were recommended are:

- [https://cartoonistsofcolor.com](https://cartoonistsofcolor.com)
- [https://queercartoonists.com](https://queercartoonists.com)
- [https://womenwriteaboutcomics.com](https://womenwriteaboutcomics.com)
- [http://blackletterm.com/shop.html](http://blackletterm.com/shop.html)
- [http://blackfeminism.library.ucsb.edu](http://blackfeminism.library.ucsb.edu)
- [https://thekilroys.org](https://thekilroys.org)

Promotion of diversity collections can be via new book shelves and special thematic displays. Displays featuring diversity authors is another way that goes beyond topics.

**Collecting works from people with abhorrent views/behavior (past/present)**

The next part of the discussion focused on books by controversial authors. Comments circled around removing works produced by authors who have been accused of sexual misconduct. Current authors are being removed, but what about past authors? There was no definitive answer; however, libraries often have to keep objectionable materials in their collections because scholars need them for research. Of those attending, librarians have been asked to remove...
plagiarized works and recalled government documents that included SSNs. There was also discussion of the difference between taking someone’s name/image off of an award and removing their materials from collections and no longer writing about them.

On a related topic, there was talk regarding how do you talk about fake news? A recommended resource was the Cornell Research Guide “Fake News, Alternative Facts, and Misinformation: Learning to Critically Evaluate Media Sources” at guides.library.cornell.edu/evaluate_news.

**Collecting (and Reading): Putting aside the Modern Lens**

The attending group was currently not being asked about things we should not have in collections, but we are getting requests for more diverse authors—that is—not white men. There was a question regarding whether or not there are benchmarks or methodologies for developing diverse collections. Also, should we try to collect retrospectively? The answer was yes, as much as one can. Resources for identifying recent and historical diverse authors were:

- Go through Dictionary of Literary Biography (DLB) volumes featuring diverse authors
- Follow #bigger6romantix on Twitter
- Look in encyclopedias featuring underrepresented groups
- Talk to faculty
- Get syllabi (search the Web, site:edu)
- Follow #WeNeedDiverseBooks on Twitter
- Search Gale Literary Resource: person search, filter by nationality and ethnicity
- Check college/university Web sites with robust diverse collections
- Check Ethnic Newswatch to find works by writers of color
- Look at Cambridge Companions, etc. and look at their bibliographies

All in all, it was an informative online discussion. We hope to hear from our midwinter 2019 attendees and new voices at the midwinter 2020 discussion!
Midwinter(ish) ACRL MLA International Bibliography Discussion Group

Daniel Coffey

On January 15, 2019 I had the pleasure to bring together several people from the MLA International Bibliography to talk with librarians, and other interested parties, about the decision to make the online version of the Bibliography available exclusively through Ebsco. Mary Onorato, the director of bibliographic information services and publisher of the MLA International Bibliography, spoke often and at length about various issues and concerns that the bibliography staff had regarding the contents of the bibliography available through multiple discovery tools, and responded to questions from session attendees. Greg Grazevich, the associate director of bibliographic services, and editor of the MLA Bibliography, also attended and elaborated some of the points that Mary addressed.

Chief among Mary’s points was that the multiple iterations and numerous vendors who made the MLA International Bibliography available to academic libraries made it ineffective for the staff to attempt to troubleshoot every problem that arose with the Bibliography. Moreover, it became particularly problematic for staff members who produced online tutorials to help users find information given the myriad ways that those users accessed the Bibliography. Greg confirmed that too many staff hours were directed away from tasks vital to the health of the Bibliography, such as the editing and maintaining of the thesaurus.

Of course, participants raised questions and concerns. One librarian summed up what many session attendees felt, underscoring that academic librarians didn’t seem to have a chance to provide the MLA with feedback about the decision.

Thanks to Mary, Greg, and Barbara Chen, as well as the many librarians who joined and provided thoughtful commentary and insightful questions, the nature and background of the MLA’s decision to partner exclusively with EBSCO for online distribution of the MLAIB was explained, and librarians were able to communicate their concerns about the future of the bibliography. A video of the session is available on YouTube at youtube.com/watch?v=J-TKvPYbdqs.

Member News

Send your updates to biblionotes@gmail.com for the Fall 2019 newsletter.
Zines, Storage, DDA, and Databases: Collection Development Discussion Group

Leslie Madden and Naomi Lederer


Taking inspiration from LES’s program at ALA, collecting zines was the first topic. Most of the attendees were not actively collecting them. The recommendation for those interested to start zine collections was to get students involved; collecting student zines is a good way to do this. The group wondered if LES should come up with a guide to zine collections in libraries. There is a list of zine libraries in the United States (by state alphabetically) and other countries (alphabetically) at zines.barnard.edu/zine-libraries (note: not all links work as of April 3, 2019, but the links that work provide useful definitions and descriptions), which serves as a useful starting point for those interested in developing their own zine collections.

Next, the group discussed off-site storage and access to materials, addressing experiences, concerns, and lessons learned. One library had to move a large portion of their collection to storage during a renovation. Pick-up was only two times a week because of the expense; the collection is now back in the library with room for ten years’ of growth. While the number of physical books purchased by libraries is down from the past, DDA has added some materials and e-books are being added via large collections such as JSTOR and Project Muse.

Concerns related to DDA and e-books include worries about future access to these books. Will they be available for purchase in the future when they are requested? Are the DDA titles of a high quality? Are titles and DDA records accurately depicting content? Sometimes and even often, once the items arrive they are not what the requestor needed. However, because it was purchased via DDA the item cannot be returned. There are also titles that are ephemeral, so if people years in the future want to order them...
they will not be available. When it comes to e-books, students often don’t like e-books—it is still faster to use print if you need to look at the preface, conclusion, table of contents, bibliography, selected chapters, etc.

A number of examples helped to address the issue of monograph acquisitions. For instance, James Madison University collects e-books for titles that “have legs”—those that are likely to disappear from the collections or be mutilated. The University of New Orleans buys e-books for some courses to help with textbook affordability. At Concordia University, students voted to establish a $1 fee per credit hour to give to the library to buy textbooks for all courses. There is a 24-hour textbook library with self-checkout. All textbooks for all courses are there. Students voted to do this for ten years and have recently voted to keep the fee for another ten years.

Regarding a variety of topics and questions related to e-books, the group conversed about: when and how e-books might affect textbook affordability and accessibility; the need to “sell” e-books to humanities faculty who still prefer print books; usage data to address if e-books are getting more use than we think; and if e-book platforms impact use. We also discussed the environmental impact of e-books green. In some cases, they result in more printed pages because individual users print pages out to read them. As for e-books and ILL and lending, many e-books are not lendable, though DRM ones are. How does this affect access to information in a time when budgets are shrinking and libraries are purchasing fewer print books? Another concern relates to earlier editions of reference books in e-book form disappearing from platforms. What if patrons need to look at older editions of reference books? This is especially important for some disciplines.

The last topic concerned how libraries acquire new databases? Some libraries have individual budgets for disciplines and buy access as they have the money. Some libraries currently don’t have money to buy or access new databases. Some libraries are cancelling print standing orders (such as Gale sets) to fund databases purchases and/or licenses. Some libraries are cancelling databases to buy other databases. There seem to be more one-time purchases of databases because libraries can’t afford on-going database costs. Buying outright is sometimes more cost-effective that paying yearly access fees. Vendors are responding by offering different models—rent to own or package deals, etc.

In sum, there was a wide-ranging discussion with valuable and thoughtful input from multiple attendees. We hope to see everyone who can make it to DC at the Annual Conference at the LES Collection Development Discussion Group!
Updated “Research Competencies in Writing and Literature”: Seeking Feedback

Hillary A. H. Richardson

The Working Group to revise the Research Competencies in Literature completed our first finished draft, and we now seek feedback from LES members. The aim of this document is to provide librarians with 1) concepts to improve information literacy for novice and expert learners of writing and literature, 2) tools to create learning objectives for information literacy instruction in these same areas, and 3) ways to align their teaching practices with the ACRL Framework.

To that end, we have consulted disciplinary standards and faculty colleagues in Literature, Composition & Rhetoric, and Digital Humanities fields. We regularly met to workshop and edit different frames, knowledge practices, and dispositions, and we are ready to share the document with you all for review and comments. The next step in our process will be to revise the draft based on your feedback, so please do not hesitate to voice your opinions, accolades, complaints, and overall reflections.

The full text of the draft that follows is also available in a Google Doc (see below) for the convenience of providing pointed comments and suggestions. If you’d like your name associated with the comments, please either login to your Google account, or put your name in the comment. If you wish to be anonymous, that’s ok too! A brief summary of some noticeable changes to the previous version of the competencies are:

- The document’s structure has been changed to mirror the Framework
- We’ve added emphases on interdisciplinarity, digital humanities, and other disciplinary nodes that reflect the changing nature of English as a field
- We’ve added “writing” to the competency, since many writing classes are taught within English departments, and often fall under the purview of English Librarians. Additionally, we found the WPA Framework for Writing Success influential to our document.

Interactive Google Doc for comments and suggestions: bit.ly/2vlSRQy

Thank you to all of the working group members, past and present, who’ve contributed to this document!

*Hillary A. H. Richardson is Assistant Professor, Coordinator of Undergraduate Research & Information Literacy at the Fant Memorial Library, Mississippi University for Women.*
Ithaka S+R/MLA Language and Literature Faculty Research Project

Angela Ecklund, MLA

Teams from fourteen academic libraries and the Modern Language Association are conducting a research study comprised of qualitative analysis of interviews with tenure track faculty in the fields of language and literature. Cosponsored by the MLA and Ithaka S+R, this research will serve Ithaka S+R’s tenth project in its ongoing Research Support Services program. A capstone report, scheduled for publication in 2020, will examine faculty members’ experiences with advances and obstacles in the production, dissemination, and institutional evaluation of their research. A roundtable discussion of the study’s logistics and preliminary findings, featuring librarians from five participating institutions and representatives from Ithaka and the MLA, will be held at the MLA convention in Seattle, 9–12 January 2020. For more information about the project, please visit sr.ithaka.org/blog/announcing-a-new-project-on-language-and-literature.

Angela Ecklund is the Thesaurus Editor and Tutorial and Instructional Technology Producer at MLA International Bibliography.

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ACRL Books

ACRL publishes a range of books to assist academic librarians in developing their professional careers, managing their institutions, and increasing their awareness of developments in librarianship, providing timely, thought-provoking, and practical content and research to academic and research librarians worldwide. Books can be purchased at the ALA Store (alastore.ala.org). Some recent titles:

- Scholarship in the Sandbox: Academic Libraries as Laboratories, Forums, and Archives for Student Work
- Critical Approaches to Credit-Bearing Information Literacy Courses
- Motivating Students on a Time Budget: Pedagogical Frames and Lesson Plans for In-Person and Online Information Literacy Instruction

Interested in writing for ACRL? Contact Erin Nevius, ACRL’s Content Strategist, at enevius@ala.org for more information, or visit ala.org/acrl/publications/publishing to learn more about our book publishing program and submit a proposal.

ACRL RoadShow Workshops

Bring an local, in-person professional development to your campus, chapter, or consortium worldwide. Led by expert presenters, ACRL’s one-day RoadShow workshops engage participants and help academic and research libraries tackle the greatest issues facing the profession today. Current workshop topics include:

- Assessment in Action
- Engaging with the ACRL Framework
- Intersections of Scholarly Communication and Information Literacy
- Using the Standards for Libraries in Higher Education into Action
- Research Data Management
- Scholarly Communication

For more information about each of these workshops, including program descriptions, sample schedules, and a list of presenters, visit www.ala.org/acrl/roadshows.
ACRL Preconference at 2019 ALA Annual Conference: RoadShow on the Hill

Join ACRL in Washington, DC, for the full-day preconference *Building your Research Data Management Toolkit: Integrating RDM into Your Liaison Work*, an ACRL RoadShow offered in conjunction with the 2019 ALA Annual Conference on Friday, June 21, 2019.

Research data management has emerged as a need among academic researchers and liaisons are building skills in response. This one-day preconference will assist liaisons to identify their existing skills and mindsets that transfer to research data management services and then create a learning plan for the RDM specific knowledge needed to serve their subject disciplines. Tools, hints, and tricks will be shared that facilitate partnerships on campus with disciplinary faculty and with other RDM service providers.

Complete details, including a full program description, learning outcomes, and registration materials, are available at ala.org/acrl/conferences/RDMpreconference.

Project Outcome for Academic Libraries

ACRL recently launched Project Outcome for Academic Libraries, a free toolkit is designed to help academic libraries understand and share the impact of essential library programs and services. It provides simple surveys and tools for measuring and analyzing outcomes.

The toolkit includes:
- Quick and simple surveys
- Easy-to-use survey management portal
- Ready-made and customizable data reports
- Interactive data dashboards
- Resources and training
- Peer discussion boards

Learn more and sign up at acrl.projectoutcome.org!