Dear LES Members,

Greetings! As the busy Fall semester begins, I’m excited for the coming year. Early Fall semester always feels like a new beginning to me, and I hope that you, too, are enjoying the sense of possibility it brings.

This issue of Biblio-Notes will include a short article on a workshop on Anti-Oppressive Meeting Facilitation and Allyship Training, which was co-sponsored by LES and the Digital Scholarship Section for LES and DSS leaders. The workshop, which was facilitated by Tyler Dzuba and Maisha Carey from DeEtta Jones & Associates, was excellent. It provided both a conceptual framework and practical advice for anyone leading a meeting – along with a long reading list! This workshop is intended as one concrete step toward recognizing and addressing inequity – especially racism— in the profession; from the LES side, we organized it to help equip section leaders to practice more inclusive leadership and to address unacceptable behavior when it occurs. We were happy to join DSS in this effort. Thanks to all who attended, and thanks (cont. on page 3)
Dear LES Members,

Happy Fall. With the semester well underway, we’re delighted to showcase the wonderful contributions and achievements of LES members.

This issue, Aimee Gee describes how open conversations with liaison departments can bloom into collaborations that transform both courses and collections in “For Liaisons, the Personal Is Professional.” Jane Faulkner brings us news from the International Conference on Anglo-American Literary Studies in Montenegro and considers the ways librarians’ specialized knowledge can inform scholarly research and communication. Brian Flota and Richard Cho discuss recent finds with us in our new feature, “What’s In My Bag,” in which LES members exchange notes about what we’ve been reading. And much more!

We’d love to hear from you, too. What projects are you working on in collections, instruction, outreach, and other areas of librarianship? What have you read lately that’s inspired you? What conferences are you attending? We welcome you to share your work with our community!

Cheers,
Stacy Reardon
Matt Roberts
in particular to Christine Ruotolo and Kristin Totleben for their work in organizing this workshop! For those who were not able to attend, a recording of the session is available. ACRL leadership has indicated that they may use this as a model to encourage similar workshops in the future.

LES was very active at this year’s ALA Annual Conference in Washington, DC! The section’s programming this year had a general focus on equity and diversity. Our program on “Difficult Decisions: Diversity in Digital Collections and Archives,” co-sponsored by the Digital Scholarship Section, was both thought-provoking and well-attended. The session featured Amardeep Singh, Sylvia Fernandez, and Alex Gil as speakers. The panel spoke of the need for better archives for the work of people of color and critiqued the institutional problems that make it difficult to find, build, or sustain decolonizing digital projects in academic libraries, and in academia generally. All the speakers, but especially Gil, provided a strong and necessary critique of the obstacles to doing this work in a mostly-white profession and librarians’ reluctance to appear political by challenging white supremacy. A recording of the program is available on the conference website (login required). Congratulations to Michael Notto, Zara Wilkinson, and the rest of the Program Planning Committee on a very successful program.

Throughout the conference, LES members engaged with questions of inclusion, equity, and diversity. In the General Membership Forum, LES members discussed strategies for hiring and retaining librarians of color, and identified some of the moments in their libraries in which they have had the opportunity to push for more inclusive policies, practices, and collections. The Reference Discussion Group discussed strategies to improve equity and diversity in reference and instruction services; these included interrogating power and the structures of information in the classroom and at the reference desk, using language (and search terms) critically, and advocating for more inclusive language in MLAIB. The discussion group also touched on other topics, such as liaison librarian burnout and cross-training for liaison librarians. The Collections Discussion Group touched on a variety of topics of interest, including librarians’ involvement in OER

Working on committees and chairing a discussion group have helped me to get to know other literature librarians and to think more deeply about my own work.

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initiatives, collecting for underrepresented groups, and weeding.

Looking to the year ahead, there are some exciting initiatives upcoming in LES.

Given the importance of rhetoric and composition in English departments and in the work of many librarians who do liaison work with these departments, LES is partnering with the Instruction Section to sponsor a liaison to the Conference on College Composition and Communication (CCCC), starting with their conference in Spring 2020 in Milwaukee. The liaison will be responsible for education, outreach, and communication between CCCC and ACRL. We (a committee consisting of IS’s Meghan Sitar and me) received applications from many enthusiastic and highly qualified librarians who are deeply engaged in collaborations with rhetoric and composition instructors. The liaison for this three-year term will be Dr. Kathy Anders, assistant professor and graduate studies librarian at Texas A&M University. Thanks to all who applied! I am looking forward to the collaborative efforts that come out of this partnership.

This year will also see some new updates to old LES document! The Planning Committee has been working to finish and approve changes to the LES Bylaws; as the bylaws have gone untouched for quite some time, this update is certainly necessary! They also have plans to tackle some other official section documents that have not kept up with the update schedule. Additionally, the working group updating the Research Competency Guidelines have almost finished their work! The new and improved version of the Guidelines is more closely aligned with ACRL’s Framework for Information Literacy and provide specific guidance for applying the Framework in writing and literature. Keep an eye out for these documents in the near future!

There is a lot of important and exciting work going on in the Literatures in English section this year (as always!), and I encourage all of you to be a part of it! The ACRL volunteer appointment cycle begins in a few months, and Vice-Chair Brian Flota will be appointing volunteers to committees. Speaking personally, working on committees and chairing a discussion group have helped me to get to know other literature librarians and to think more deeply about my own work. In particular, I encourage new members to consider volunteering! You can help make the section into what you need it to be.

I hope that you’ll all keep up with LES throughout the year, whether it’s via our very helpful and active LES-L listserv, on Twitter @LES_ACRL, or on Facebook, and watch for the virtual convening of our Reference and Collection Development Discussion Groups!

As I close this letter, I’d like to express my thanks to everyone who’s chaired or served on a committee this year. All of you make LES the vibrant, supportive community it is.

Thanks,
Nancy Foasberg

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For Liaisons, the Personal Is Professional

Aimee Gee

When I joined the staff of the University of Delaware Library, Museums & Press in September 2017, I was well aware of some of the differences I would encounter in leaving a small, private college for a much larger university. Librarians at my previous job were generalists by necessity, so I was excited by the opportunity to focus on literature in my new liaison role. Learning the organizational culture and navigating the additional levels of hierarchy at a larger institution, while less fun, were also on my mind from the very beginning. What I didn’t expect was how much I would miss working closely with undergraduate students – getting to know their names, their projects, and their future plans.

This sense of something missing is what prompted me to arrange a meeting with the chair of the English department and the director of undergraduate studies. My modest goal was to find new ways to support undergraduates in English. Maybe the department could include my contact information and a brief note from me in communications with newly declared English majors. Perhaps I could even participate in their orientation programming. To my surprise, the department had bigger plans. They hoped I would help establish a standing partnership with the library to support collections-based courses for upper-level undergraduates.

The English department’s request follows a successful collaboration last fall, when several library units supported a capstone seminar course focused on a collection of Langston Hughes-related ephemera. The Digital Collections and Preservation Department digitized the collection, made it accessible via the institutional repository, and provided instruction on metadata and digital presentation tools. Special Collections provided meeting space, access to the physical collection, and instruction on working with archival materials. As a member of the Reference and Instructional Services Department, I provided more traditional instruction on using bibliographic tools and digital archival collections. At the end of the semester, students produced both a pop-up exhibit in the library...
and digital projects, and they presented their work as part of the ongoing “Scholar in the Library” lecture series.

Building on the excitement surrounding that previous course, the proposed partnership will create a streamlined process for faculty members in English to plan unique collections-based courses supported by the library each fall. For instructors, it will eliminate the uncertainty and exploratory work of building all-new collaborations with library staff. For students, it will provide unique learning experiences and opportunities to showcase their scholarship. For the library staff, it will advance all four facets of our strategic plan: 1) student success and learning; 2) research, scholarship and discovery; 3) library as place; and 4) partnership and collaboration.

After sharing the proposal with my library colleagues and receiving an enthusiastic initial response, I drafted a memorandum of understanding (MOU) to clarify the expectations and responsibilities of the partnership. As I write this in March 2019, a round of thoughtful feedback has taken place, and I expect the revised version of the MOU to be approved within the month, with the first course to be held in the fall of 2019. As liaison to the department, I will serve as the initial contact for course instructors, consulting with them to create a unique course plan within the guidelines set forth in the MOU. I will also lead a periodic review of the MOU in order to account for changes in library staffing and spaces or revisions to the English curriculum.

As a relatively new liaison librarian, I would not have dared to imagine this opportunity to facilitate a formal partnership with an academic department on behalf of the library. Yet it was my desire to connect with students on a personal level and my outreach to the department

that started the conversation. I still hope to achieve my modest goals for increasing contact with students in the major, and now I have even more reason to believe that my colleagues in English will welcome my involvement and help me succeed.

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In the summer of 2019, I was hired as the Humanities Librarian and subject liaison to English at California State University, Los Angeles. As I got to know the campus community, I kept hearing faculty discuss their interest in conducting “community-engaged research.” Community-engaged research is a research process which involves community partners (e.g., non-profit organizations) and contributes to the well-being of the community. It is not only Cal State L.A. faculty who are interested in how scholarship can advance public good. Results from a campus-wide survey showed that over 50% of our students ranked conducting research that addresses societal needs and giving back to the community as very important to them.

With this in mind, I began thinking about how the library’s collections might support user interest in community-engaged research and public service. It is important to note that Cal State L.A. serves an incredibly diverse student population. The enrolled student population is 65% Latinx, 13% Asian, 6% White, and 4% Black. A majority (57%) of students are the first in their families to attend college. Many of our
students view a college degree as the means to a higher quality of life and an ability to give back. How might the collection be more inclusive and help our students thrive?

Acquiring and displaying materials written by diverse authors is an important strategy for advancing inclusion. Another strategy is to purchase materials on topics that students believe are relevant to their lives. Incorporating socially and culturally relevant materials into the collection can encourage students to share their perspectives and contribute ideas to the scholarly conversation. There are many texts published on the theme of Shakespeare and social injustice, for example. Through conversations with teaching faculty, I have identified two Shakespeare texts that will be directly relevant to course content as well as current social issues impacting our students. These texts include: 1) *New Places: Shakespeare and Civic Creativity,* and 2) *Shakespeare in a Divided America: What His Plays Tell Us About Our Past and Future.*

In addition to collecting culturally and socially relevant literary criticism, the library can build resources for students interested in the practical skills gained from studying English. The English Department knows that many first generation students who are English majors want to learn about transferrable skills and the job market. Beginning in the spring of 2020, the English department will require all undergraduate students majoring in English to complete an “Engaged English Studies” course. Courses include grant writing, archival science, and narrative therapy. English graduate students are also engaged in professional development. They frequently work as Graduate Teaching Assistants (GTAs) and need resources for teaching. Students are pragmatic and driven, and they value materials that are both interesting and useful.

This semester, I had a student share her thesis topic with me. Her argument is that Latina students read British Literature through the lens of personal experience, because they are less likely than their white peers to relate to the cultural or historical nuances of a predominately white literary canon. By acquiring materials written by diverse authors and about culturally relevant issues, perhaps we can be more inclusive in our interpretation of literature.

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Anti-Oppressive Facilitation Training

Christine Ruotolo and Nancy Foasberg

On September 3, 2019, LES and DSS partnered to sponsor a workshop on anti-oppressive facilitation practices for the leadership of both sections. For LES, this was intended to serve as a first concrete step toward creating a more inclusive and equitable section. The workshop, “Facilitating for Inclusion” was facilitated by Tyler Dzuba and Maisha Carey from DeEttaJones and Associates, and hosted by ACRL on the Zoom web conferencing platform.

Dzuba and Carey framed the workshop by stressing that inclusive facilitation is a demanding task. It requires facilitators to be intentional about their practices, and to commit to doing the pre-work necessary to build structures that make teams successful and create a culture of continuous learning. In the first half of the workshop, the facilitators broke this work down into three parts -- Prepare Yourself, Create Structure, and Facilitation Techniques -- and discussed tools and strategies for each part.

Prepare Yourself

Maisha Carey argued that good preparation is necessary to overcome unconscious bias, and looked at the way the brain works to explain why this is so. We can understand the brain as having two systems: one that works quickly and unconsciously, giving us gut reactions and conserving our energy, and another that is more logical and intentional. The second system often shuts down under stress. By giving ourselves more time to prepare, we can better enable this system to do its work.

Carey introduced the “Ladder of Inference”, a mental model made popular in Peter Senge’s The Fifth Discipline, as a tool to slow down the reflexive thought processes that can feed unconscious bias, especially in stressful situations. By mapping out the steps that lead us from our observed experiences to our assumptions, and then to conclusions, beliefs, and eventually actions, the Ladder of Inference can help us interrogate our thinking and be more mindful of how we arrive at our beliefs and decisions. Carey suggested that facilitators who practice using this tool will find it easier to respond under pressure, to check their own thinking or to defuse a conflict between others.

Create Structure

Carey emphasized the importance of considering how we structure our meetings, noting that “equity lives in the process.” She discussed a few essential elements of well-structured and inclusive meetings:
Meetings need an agenda which is circulated ahead of time, with any pre-work spelled out. This allows preparation and helps to reduce stress.

Meetings also need a facilitator (not necessarily the convenor of the meeting) who can bring in voices equitably and intentionally.

Meetings need outcomes and goals, which not only make the meeting meaningful, but can help to redirect conversations and stop the loudest people from taking over.

Community agreements provide ground rules or guidelines for how the group members will interact with one another. These agreements should be explicitly mentioned in the meetings of the community, and can be invoked in the course of the conversation to redirect it or to bring in voices that have been silenced.

Carey provided a few examples of community agreements that can foster inclusivity. For example, instead of calling out a group member’s problematic behavior, which can sometimes backfire, the group can agree on a strategy of calling in, a more compassionate approach which seeks to end the behavior while also moving toward growth and healing.

**Facilitation Techniques**

Tyler Dzuba led the discussion of facilitation techniques. He focused on multipartial facilitation, a conflict mediation technique developed by Wing and Rifkin and applied to intergroup dialogue by Fisher and Petryk. Multipartial facilitation is based on the recognition that cultural “master narratives” are an invisible presence in every dialogue. These master narratives -- for example, the notion of a meritocracy in which effort reliably leads to success -- reinforce existing power dynamics and the status quo. Traditional facilitation assumes a “neutral” facilitator who will, by default, support this master narrative. A facilitator who takes an advocacy approach that explicitly pushes back against the master narrative may risk alienating the other participants in the dialogue. Multipartial facilitation provides an alternative, by calling attention to the master narrative in a way that encourages others to remain engaged in the conversation. A multipartial facilitator will seek to:

- Support a participant who expresses a view that runs counter to the master narrative, by asking questions or asking for additional details
- Pursue the master narrative, by asking participants who support it to explore it more deeply and examine its assumptions
- Challenge the master narrative by exposing it as an invisible participant in the discussion, and calling attention to the way it influences our mental models

This multipartial approach can increase mutual understanding within the group, particularly in the context of extended dialogue. While the technique can be adapted for many settings, Dzuba noted that sometimes an advocacy approach is more appropriate, and he stressed the importance of choosing the right facilitation technique for a given situation.

**Group Discussions**

In the next portion of the workshop, the participants were divided into smaller groups, using the “breakout session” feature in Zoom. Each group was given three conversation prompts:
• What community agreements have been useful to you in the past, or which ones might you want to try in the future?

• How do the tools we shared apply differently in person as opposed to remotely?

• When might you choose multipartial facilitation strategies as opposed to advocacy? What factors are important to consider?

Participants were encouraged to discuss these prompts and to take notes in a shared Google Doc. After the breakout sessions, the whole group reconvened to report out on their conversations and ask questions. The moderators indicated that they would leave the Google Doc open, so the participants could continue to add to it after the conclusion of the workshop.

Reflections

We found the workshop to be incredibly valuable. It presented a wealth of information in just one hour, and it struck a nice balance between conceptual foundations and specific, practical strategies that attendees can readily put into practice. Maisha Carey and Tyler Dzuba were excellent facilitators who skillfully modeled many of the inclusive techniques they were describing. Participants were deeply engaged throughout the workshop; in fact, many of them remained in the virtual meeting room at the end of the session for an informal chat with the facilitators, who generously agreed to stay and answer questions.

In addition to the facilitators, we’d like to thank our colleagues in DSS for proposing this training and taking the lead on planning it: Hannah Scates Kettler (Chair), Kristen Totleben (Vice-Chair), and Pam Lach (EDI Chair). LES Vice-Chair Brian Flota was also an important member of the planning team. Finally, special thanks are due to the folks at ACRL, especially Megan Griffin, who provided administrative support for this program, and Elois Sharpe, who hosted the Zoom session. We hope that ACRL can continue to offer anti-oppressive facilitation training to its leaders and committee members in the future.

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What’s In My Bag?

As librarians, we surround ourselves with literature. So we want to know: what are you currently reading? Inspire us with recommendations for new titles, rereads of literary favorites, and books that inspired you to become a librarian.

Qiana Whitted’s *EC Comics: Race, Shock, and Social Protest*

This summer I picked up Qiana Whitted’s slim scholarly monograph *EC Comics: Race, Shock, and Social Protest* (2019, Rutgers UP). It had been on my to-read list for sometime since it hit the shelves in March. I was reminded about it when the institution that Dr. Whitted works at, the University of South Carolina, where she is a professor of English and African American Studies, received a massive donation of 180,000 comic books, in May.

Whitted’s book, like other recent scholarly monographs on mainstream comics, particularly Ramzi Fawaz’s *The New Mutants: Superheroes and the Radical Imagination of American Comics* (2016, New York UP), asks us to reconsider some large assumptions about its subject. EC Comics are known to most comics readers as gruesome cult classics, laced with violent images such as bondage and decapitation, that directly led to Fredric Wertham’s attack on the comics industry that culminated in the creation of the Comics Code Authority in 1954. In her book, Whitted focuses on EC Comics’ line of “preachy” comics that sought to address some of the most controversial social issues of the day, particularly racism against African Americans (and the legacy of slavery and lynching) and other people of color, mob violence, and abusive parents. Whitted’s analysis is bolstered by very colorful and clear reproductions of panels from the original EC Comics. Particular attention is paid to a variety of stories from the series *Shock SuspenStories* (which ran from 1952 to 1954) and to “Judgment Day!” the famous anti-racist story from *Weird Fantasy #18* (1953) in which, in a classic EC Comics twist, an astronaut, whose face is obscured throughout the six-page story, is revealed to be a black man in the story’s last panel.

*EC Comics: Race, Shock, and Social Protest* is chock full of careful and illuminating analysis. Even fan letters from these comics are considered. And unlike many scholarly texts, Whitted’s prose is clear and direct, making this a rare example of a page-turning academic book. For those with an interest in comics history with an eye toward social justice, especially
from an era where the racism, sexism, and nationalistic impulses of mainstream comics were text rather than subtext, Whitted’s book is a refreshing revelation and re-evaluation of one of the so-called “Golden Age” of comics’ most infamous companies.

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Libraries in Literature

Over this summer, I sought out works that feature libraries in interesting, varying ways.

The Library of Babel
Jorge Luis Borges
Type of library: The entire universe

Jorge Luis Borges engages readers with what can be deemed as “paradoxical intellectual possibilities.” In this short story, he conceives of the universe as a library.

All the books in the Library of Babel (e.g. things in this world) signify something, but we seem to get totally lost vis-à-vis such abundance of signification. The aged narrator of the story recounts his life as an unending toil to find the “Book of books” (also called the Vindication). There are official searchers, called inquisitors. As far as he knows, no one has found it, and the quest has incurred great unrest in civilization for centuries.

This library contains: “All that is given to express, in all languages. Everything: the minutely detailed history of the future, the archangels’ autobiographies, the faithful catalog of the Library, thousands and thousands of false catalogs, the demonstration of the fallacy of those catalogs, the demonstration of the fallacy of the true catalog, the Gnostic gospel of Basilides, the commentary on that gospel, the commentary on the commentary on that gospel, the true story of your death, the translation of every book in all languages, the interpolations of every book in all books.”

This allegorical tale speaks to our innate yearning for the Absolute, explores our humble existence in this vast world, and probes the grand scheme of things that elude our comprehension. Borges renders a library as a perfect metaphor for the universe.

The Lives of Girls and Women
Alice Munro
Type of Library: A public library in rural Canada.

Alice Munro, who received the Nobel Prize in Literature in 2013, is known for her masterful short stories. She has also authored one novel, titled The Lives of Girls and Women. In 1940’s rural town in Canada, Del Jordan is that rare reader and aficionado of the public library.

The endearing library scene in the book features two adolescent girls hunting for passages in novels where a man and a woman “do it.” Surrounded by books, she
makes a witty remark about her town: “I was happy in the library. Walls of printed pages, evidence of so many created worlds—this was a comfort to me. It was the opposite with Naomi; so many books weighed on her, making her feel oppressed and suspicious. She used to read—girls’ mystery books—but had outgrown the habit. This was the normal thing in Jubilee; reading books was something like chewing gum, a habit to be abandoned when the seriousness and satisfactions of adult life took over. It persisted mostly in unmarried ladies, would have been shameful in a man.”

Del Jordan is known to her teachers and peers as someone who can memorize poetry as easily as she can flip her hand. Her love of books testifies to her sharp observation and sensitivity to different levels of lives in her town, especially to the lives of girls and women.

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Member News

Laura D’Aveta recently accepted the position of Assistant Professor, Humanities Librarian for the English Department at Texas A&M University. A native of Ohio, D’Aveta received her PhD in Children’s Literature from Pennsylvania State University (’16) and her MLIS from Kent State University (’19). Her research interests include user group profiling in collection assessment, digital humanities, and a host of other topics that may or may not go anywhere. D’Aveta is also looking for ways to become involved in the ACRL community, so please feel free to reach out to her at ldaveta@library.tamu.edu if your committee/group has need!

Send your updates to biblionotes@gmail.com for the next newsletter.
Notes from the International Conference on Anglo-American Literary Studies

Jane Faulkner

In late June I gave a presentation at the National Library of Montenegro in the remote mountain city of Cetinje. The occasion was the XV International Conference on Anglo-American Literary Studies, a small but remarkable gathering of scholars from across the globe.

So why this particular conference? I knew nothing about Montenegro beyond the fact that it was near Albania and that the fictional character Nero Wolfe had been born there. The short answer is that I was intrigued by the conference theme of “Home- Thoughts, from Abroad,” which was taken from the title of a Robert Browning poem that I knew well. I was curious about the ways in which presenters might interpret this: they could discuss the concept and values of home; the weakening ties between location and people, as expressed in literature; the role of memory and cognition in society; the value of poetry and representation; the risk of alienation in a global, digital world. The possibilities of interpreting this multidisciplinary theme seemed endless, and therein, I thought, lay a challenge.

I have been an academic literature librarian for over two decades, and at every non-library conference I attend I am struck by how much working knowledge I have to share with scholars. Do they know whether their work is discoverable? Can their search strategies be transferred across disciplines? Is their scholarship hidden behind paywalls, and if so, why, and how can that be avoided? Have these authors registered for persistent digital identifiers, and do they understand their author rights? Do they deposit their work in local or institutional repositories? Do they know where their scholarship is indexed?

Questions like these come up often when I meet with scholars, researchers, and graduate students, many of whom are pleased when I can introduce them to an obscure index or show them a primary source archive that they had not been aware of. The very interdisciplinarity of this conference, and the likelihood that those attending might be interested in
the limitations of certain methodologies and the lack of discoverability in global research, is why I felt the expertise of a librarian would be of value.

And it was. My paper, titled “The Art and Science of Research Discoverability: Notes from an American Librarian” was very well received and I was peppered with questions immediately afterward and over the next few days. Faculty and grad students alike wanted to know more about proprietary databases, commercial repositories, and library discovery platforms; they wanted to know more about why I urged caution in using Academia.edu and other commercial tools; they were surprised to learn about licensing restrictions on ebooks. But the biggest topic of discussion was how difficult it was for many of them to access scholarly information.

I learned so much about the culture of scholarship in a part of the world that until then had been completely unknown to me, and I made friendships with literature scholars whom I would otherwise never have met. It was a costly trip both in terms of time and money, but it was well worth every minute and every euro that I spent.

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Taking Care of Literature Collections: Weeding and Adding Materials

Leslie Madden and Naomi Lederer

The Collection Development Discussion Group met in Washington, DC on Sunday June 23, 2019. Attendees discussed Open Educational Resources (OER), weeding and replacing stacks literature, weeding reference literature, and notable recent purchases.

The first topic was how are literature librarians participating in Open Educational Resources (OER) initiatives? Attendees discussed curating authoritative/good digital humanities projects to use as OER. Excellent Web resources come and go and get different URLs. It was observed that there are many requests for science and social science books, but not many for humanities books. One attendee’s university belongs to the Open Textbook Initiative and they incentivize faculty to review titles. At the University of Virginia (funded by the National Endowment for the Humanities, in collaboration with Marymount University) they have a grant to create a repository of curated, authoritative humanities texts called “Literature in Context: The Open Anthology of Literature in English”; its purpose is to provide “reliable, edited texts for classroom use” (anthology.lib.virginia.edu). Genres at present are: fiction, essays, poetry, and life writing.

There is another OER project called Open Anthology of Earlier American Literature (openamlit.pressbooks.com), which at present has 80 texts, most of which are excerpts (some of the 80 are introductions), beginning with Native American and ethnographic texts, a few historical events (e.g. the Pueblo Revolt of 1680), and then items by author. The question of reuse of digital projects was raised; people like to create them, but what about others using them?

There was a general sense that “students won’t do the reading” so fewer and fewer books are being assigned, even in literature courses. Sections or chapters of books are being assigned, instead. This raises a concern about long-term attention to full texts.

When open assignments were brought up attendees learned that at Georgetown University faculty are working with students to write in real-world contexts. Some students created Escape Room narratives. Currently, a class is working on an assignment for how students can teach other students about the ACRL Framework for Information Literacy. This will probably be an ongoing project with new classes each semester. (www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/framework1.pdf).

Checking back in after midwinter’s productive discussion on collecting for underrepresented groups, attendees mentioned that they are getting recommendations from faculty and students. It is great to see constituents getting involved in making sure their collections are representative.

Under the topic of weeding & replacing stacks literature collections: strategies, parameters, and defending the object, attendees learned that Concordia University’s
selection policy requires that literary works never be weeded; duplicate copies of older criticism can be weeded. At Georgetown University they cull books to send to storage each year. Georgetown is also part of a research university consortium and has been using ALMA to look for duplicate copies, etc. Two copies must be kept in the consortium. The same novel with a different introduction, forward, preface, and/or afterward may be purchased and retained at Colorado State University.

The discussion then migrated to reference literature materials. Attendees noted that a library renovation at Concordia University necessitated the reduction of two thirds of the reference collection. They got rid of old bibliographies (kept ones that indexed primary sources) and all of the GALE sets. The University of Virginia (UVA) reference collection is not actively being added to and has become ossified. UVA is rethinking about why reference materials can’t be checked out. Many materials are getting circulated that weren’t before. Georgia State University has recently weeded about 90% of the reference collection to make space for more student study space. Some older materials were withdrawn, but most materials were moved to the circulating collections.

The final part of the discussion was sharing purchases that were welcome additions. Colorado State University acquired Acta Hispanica; Concordia University—GALE Databases; CUNY Queens—Sonia Sotomayor’s book after her visit!; University of Virginia—Latin American, Caribbean, and Times of India newspaper collections; Brigham Young University—literature by Mormon authors to fill gaps in collections; Georgetown University—materials related to slavery and reconciliation; and University of Illinois, Chicago—works by local poets. Still on the wish list at Temple University is Drama Online.

Thanks go to all attendees and contributors to the discussion. Here’s hoping there will be a great online discussion at midwinter! Possible topics may be: collecting locally—how do you highlight those items and how do you deal with gifts? Keep tuned on the LES listserv.

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LES Members Co-Edit *Buffy to Batgirl*

Julie Still

While they may not be slaying vampires themselves, two librarians have vanquished darkness and brought forth *Buffy to Batgirl: Essays on Female Power, Evolving Femininity and Gender Roles in Science Fiction and Fantasy* (McFarland, 2019). Edited by Julie M. Still (a former Biblio-Notes editor) and Zara T. Wilkinson (current LES member), this volume serves as a proceedings for the 2014 *Buffy to Batgirl: Women & Gender in SciFi, Fantasy and Comics* conference. It includes essays on *Firefly, Buffy the Vampire Slayer, the Twilight* franchise, Sarah Jane Smith (*Doctor Who*), and many other household names. Fans of *Grimm, American Horror Story,* and *The Book of Heroes* will also find chapters to read. Still and Wilkinson, on the faculty of the Paul Robeson Library (Rutgers University -- Camden), co-organized the conference.

Librarians may not consider organizing academic conferences as a form of service, but it is. Conference planning is an exhilarating, exhausting, rewarding way to meet people and nurture scholarship in others. The secret to a successful conference (other than a great campus events office) is to have cupcakes at one or more receptions. You can read more about conference organization in their article, “Planning an Academic Conference,” in *College & Research Libraries News* (Sept. 2015). The conference was a daughter of the Pippi to Ripley conference held at Ithaca College in odd numbered years. There have been other daughter conferences in other even numbered years.

The conference, and the new edited monograph, focus on female centered books, television shows, movies, and graphic novels in the science fiction and fantasy genres. If you want to know more about *Steven Universe* or *Adventure Time* you can read a chapter about them. There is also a chapter on the female lead characters in *Dead Like Me, Wonderfalls,* and *Pushing Daisies.* Those attending the conference were enthusiastic about the talks they gave and listened to. The editors hope readers will share that enthusiasm.

For those wondering how one goes about publishing a proceedings volume, talking with publisher representatives at conferences is a good way to gauge interest in the project.
representatives at conferences is a good way to gauge interest in the project. Follow up with a formal proposal. If you can’t travel, look at publishers who have books in that subject area and send in a proposal. Contact those at the conference to see who might be interested in expanding their talk into a chapter. Then the editorial work begins: copyediting chapters, asking for revisions, planning out the order of chapters within the book, writing the introduction, creating an index, and final edits. It’s not quite as easy as that, but those are the basic steps.

Librarians may be wary of stepping outside of the library field but there are a number of opportunities for service and scholarship in related fields. It’s a wonderful change of pace and a way to meet others who share your interests. And sometimes there are cupcakes.

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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.

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