Dear LES members,

I hope all of you are enjoying a happy and productive Fall semester, and finding opportunities, even at this busiest time of year, to slow down and appreciate the pleasures of the season. After a relentlessly rainy summer, many of us here in the mid-Atlantic are looking forward to some crisp autumnal weather for a change. (As I write this, some areas of the Carolinas are still suffering residual flooding from Hurricane Florence, weeks after it made landfall; my thoughts are with all those impacted by the storm.)

This issue of Biblio-Notes includes a recap of an ARL-sponsored Liaison Institute that I was fortunate to attend along with several LES colleagues. During the event, I participated in a few conversations about the challenge of providing training and professional development opportunities for liaisons. Thinking back on those discussions, I’m struck once again by how fluid and complex the role of a liaison is, and how

(continued on Page 3)
Dear LES Members,

As a new academic year begins, we would like to welcome all LES members. The opportunity to serve as co-editors of Biblio-Notes enables us to connect with literature librarians from across the country and learn more about the unique and inspiring work that each of you do. It is with that in mind that we would like to introduce ourselves as your new editors.

Stacy Reardon is the Literatures and Digital Humanities Librarian at UC Berkeley and a doctoral candidate in Ethnic American literature at the University of Massachusetts, Amherst. In addition to developing the literature collection at Berkeley, Stacy serves on the editorial board for C&RL News and reads for the New England Review literary magazine.

Matt Roberts is Assistant Professor and Librarian for Literatures and Languages at the University of Illinois at Urbana-Champaign. Prior to his current appointment, Matt served as the Research Librarian for Comparative Literature, Critical Theory, English, and European Studies at the University of California, Irvine. He received a PhD in Comparative Literature at Emory University, where he began his library career as a Woodruff Library Fellow. Matt is an active member of ACRL, serving on the LES Research Competencies Working Group and soon acting as a member of ACRL’s Instruction Section Mentoring Program.

We hope that this Fall’s edition of Biblio-Notes represents the important work that we do as a group, and encourages members to showcase their accomplishments in future issues.

All the best,
Stacy Reardon
Matt Roberts

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few formal mechanisms there are for learning how to perform it well. For me and for many others, LES has helped to fill this gap, providing crucial opportunities to ask questions, compare notes, and learn by example. When I first joined the section as a relatively new English subject librarian and began attending LES events at ALA, I was deeply grateful to find such a welcoming and knowledgeable community to draw upon for support. It’s no exaggeration to say that I’ve learned more about English librarianship from my LES colleagues than from any other resource. And as subject liaison roles continue to evolve and expand, professional communities of practice like LES will become even more important in helping us navigate these changes.

Currently, our section is thriving. Thanks to the recruitment efforts of our Membership Committee, our numbers rose in 2018, with a particularly robust increase in the number of student members. The Membership Committee has also continued to organize the LES Mentoring Program, which matches new and aspiring humanities librarians with mentors who can provide career advice, networking opportunities, and peer support. If you’re interested in being mentored, or becoming a mentor yourself, please complete the interest form (www.ala.org/acrl/aboutacrl/directoryofleadership/sections/les/involved/lesmentors) on the LES website.

The LES events at the 2018 ALA conference in New Orleans highlighted the wide range of activity that our members are engaged in. Our program on “Zine Cultures as Critical Resistance,” co-sponsored with the European Studies Section and the Zine Pavilion, drew about 100 enthusiastic attendees.

I’ve learned more about English librarianship from my LES colleagues than from any other resource.
The conversation about zines carried over into the Collections Discussion Group, where participants talked about strategies for collecting zines in academic libraries. The discussion also touched upon other topics, including the challenges of providing access to materials in off-site storage, the impacts of demand-driven acquisition on collection development, and decision-making around new database subscriptions. The Reference Discussion Group featured some lively debate about the pros and cons of the traditional reference desk model, and how it stacks up against other models that employ a triage system or otherwise steer patrons toward private, individualized consultations. And the General Membership Forum provided another opportunity to discuss the changing roles of subject specialists in libraries, and to think about how the credentials, competencies, and job duties associated with these roles might continue to evolve.

As the scope of our work expands, many other conferences and training opportunities now compete for our limited travel dollars, and as a result many LES members aren’t able to attend the ALA Annual Conference. Fortunately, it has never been easier to get involved with LES without attending face-to-face meetings. The Virtual Participation Committee has organized some great events this year, including a well-attended webinar featuring the 23 Framework Things creators, and a weekly series of Twitter chats on various topics (which you can find using the #leschat hashtag). The Publications Committee maintains our website, our Facebook and Twitter accounts, the LES-L listserv, and this Biblio-Notes newsletter, all of which help us stay connected year-round.

Whether you are an ALA attendee or a virtual participant, LES needs you! The ACRL volunteer appointment cycle will kick off in just a couple of months, and LES Vice-Chair Nancy Foasberg will be making committee appointments for next year. I’d like to encourage you all to volunteer for one of the LES committees or discussion groups. Volunteering with LES is a great way to get to know some of the amazing members of this section. New members are particularly encouraged to volunteer — this is your section, and by getting involved, you can help create the kinds of programming that will be most compelling and meaningful to you.

In closing, it is my pleasure to report that LES was successful in fully funding a named scholarship for the 2019 ACRL National Conference in Cleveland. This scholarship has been dedicated in memory of David Oberhelman, an exceptionally active and engaged LES member who passed away in January. I can’t think of a better way for our section to commemorate David’s collegiality and his enthusiasm for our profession than by providing an opportunity for an early-career librarian to attend an ACRL conference. Many thanks to all of the LES members who donated to support this worthy cause, and to honor David’s legacy.

Chris Ruotolo is the Director of Arts & Humanities at the University of Virginia Library. She can be reached at ruotolo@virginia.edu.
Scholars in the Vineyard

Michael DeNotto

Recently, I had an article published in College & Research Libraries News in which I detailed a number of online educational resources, libraries, and important archival collections that relate to the interdisciplinary study of wine, viticulture, and enology (Wine, Viticulture, and Enology: Resources for Study. College & Research Libraries News, 79(7), 387-390.). One might be tempted to muse that this is quite the curious topic for a Humanities Librarian at Hope College, which is a small, private liberal arts college with a dry campus and deep ties to the Reformed Church in America. And, I would certainly not fault anyone for pondering as such.

However, the genesis of this article relates to my time working in an upscale wine shop as I worked towards my graduate degrees in English and Library and Information Science. This employment afforded me a wealth of opportunities to develop my palate, delve into a world of wine that I would not have been able to afford otherwise, being a poor graduate student, and the opportunity to devour books, magazines, and other information sources detailing the complexities of the wine world. All done in the name of being a good employee with an insatiably curious appetite for learning. But, what truly spurred my production of that article was the fact that in my letter of application to the iSchool at the University of Illinois, I showcased how I was considering libraries both practically and conceptually by juxtaposing wine and librarianship. I analyzed a variety of intersections where wine and libraries seemed to meet; for instance, comparing the appellation/geographical classification systems of European wines to library classification schemes, the concept of terroir as an evocation of time and place in conjunction with a book’s ability to transport a reader.

I analyzed a variety of intersections where wine and libraries seemed to meet; for instance, comparing the appellation/geographical classification systems of European wines to library classification schemes, the concept of terroir as an evocation of time and place in conjunction with a book’s ability to transport a reader.

One benefit to this article being published is that I’ve made some connections in the niche library wine world; one of the libraries I highlighted was the Peter J. Shields Library at the University of California,
Davis. And, a fantastically talented cataloger at UC Davis, Elaine Franco who is also an alumnus of Hope College, contacted me expressing her gratitude for my highlighting the academic nature, scholarly heft, and interdisciplinarity of studying wine, viticulture, and enology. She also put me in touch with UC Davis’ distinguished and kind librarian Axel Borg, who holds the enviable title of Distinguished Wine and Food Science Bibliographer. Through our correspondence, Axel directed me to a work by social critic, historian, and philosopher Ivan Illich titled *In the Vineyard of the Text*, which is an historical re-examining of a medieval piece on knowledge, the arts, and reading titled *Didascalicon* by Hugh of St. Victor.

On page 57, under a section titled “The page as a vineyard and garden,” Illich notes that “When Hugh reads, he harvests; he picks the berries from the lines. He knows that Pliny had already noted that the word *pagina*, page, can refer to rows of vines joined together.” Borg related to me that since reading that piece, he has “seen scholars as those who toil in the vineyard of the text, vineyards preserved by librarians. Those who toil, toil to reap the fruit and transform that fruit into wine that stimulates the mind.” Borg even added that “The metaphor works even to the leaves; either grape leaves or the leaves of the codex.” Gardens of course have a long history as metaphor, everything from relating to the prelapsarian paradise, the fecundity of love, to caretaking and education, but the intoxicating stimulation of the mind through wine and reading, is one that most fascinates me.

I was recently interviewed by the iSchool at the University of Illinois, to discuss my wine article, and I was asked what drew me to make my analogy between wine and libraries. I responded that “I think that wine and books (recorded information) are both human expressions that can be intoxicating methods of communicating time and place. They are both the products of multiple millenia of accumulated knowledge.” But, while crafting this piece for *BiblioNotes* and reminiscing on the discussion I had with Borg, I think I have an additional answer. What draws me to wine and libraries is connection and communication. A sense of time and place is communicated through stories and wine; these are things that have been consistent throughout most of human existence. Through the communal and communicative nature of sharing a story, sharing a glass of wine, we forge connections and companionship; we learn and we grow. As scholars, writers, librarians, and vineyard tenders, we stimulate the mind and each other, distilling heady primordial senses of communion and connection.

*Michael DeNotto is Assistant Professor and Humanities Librarian at Hope College.*
The changing nature of subject liaison roles has been a frequent topic of discussion within LES over the past several years. The Association of Research Libraries (ARL) has been working to facilitate a national conversation around this issue through a series of publications, panel discussions, and workshops. In April of this year, the Association of South Eastern Research Libraries (ASERL) hosted an ARL-sponsored Library Liaison Institute in Atlanta, which brought together teams of two or three liaisons from approximately 25 libraries for a two-day event that included scenario planning, unconference sessions, and brainstorming. Several LES members attended the event, and we were able to catch up over lunch. What follows is a brief recap of the institute, along with a summary of what we feel are the main takeaways for literature liaisons.

Structure/Content of the Institute

The Institute kicked off with a keynote address by Anne Kenney, University Librarian Emerita at Cornell University and the author of several
publications on liaison roles in academic libraries. Kenney stressed the importance of demonstrating the impact of liaison programs by measuring how they contribute to the goals of the institution as a whole, providing several examples of tracking the “outputs” or impacts of liaison efforts, particularly in the area of scholarly communication. She challenged the audience to identify library activities that have the greatest impact on academic productivity, and to focus on performing those activities as efficiently as possible.

In the next session, the attendees broke into groups for a liaison competencies “mash-up” exercise. Institute facilitators Rita Vine and Elizabeth Waraksa gave each group a liaison position description that had been contributed anonymously by one of the participating libraries. Groups were asked to revise the position descriptions by removing any job duties or competencies they felt should be reduced or eliminated and adding any missing competencies that a liaison should have in 2018. A number of common themes emerged. Most groups noticed that undergraduates were seldom mentioned in the position descriptions, and felt that more focus on students was needed. Participants also recommended more emphasis on digital scholarship, scholarly communication, and assessment strategies for liaison work. Conversely, many recommended less focus on reference duties and on checklist approaches to communication and outreach. Collection development duties proved to be the most controversial topic -- most felt that these duties should be reduced or streamlined, but some argued passionately for the importance of collection development and its centrality to the professional identity of a liaison.

The discussion about liaison duties and competencies fed into the next session, in which the breakout groups discussed the revised competencies in the context of several “provocative” and future-oriented scenarios provided by the moderators. These conversations highlighted the need for robust training opportunities for liaisons, particularly in data analysis, digital scholarship, scholarly communication, and grant writing. In the final session of the first day, participants chose one of several “birds of a feather” sessions on topics such as student analytics, marketing and PR strategies, the role of functional liaisons, and identifying new library partners.

The morning of the second workshop day had an unconference format, with participants choosing from among six discussion topics that had been brainstormed on the previous day. Because each participating library was encouraged to bring a liaison supervisor as part of its cohort, several of the unconference topics focused on management issues, such as job performance criteria, assessment and evaluation, and organizational structures that advance liaison work. The discussions revealed that most libraries in attendance have either recently reorganized their liaisons or are planning to do so, but the change process is often iterative -- many attendees described their liaison models as works in progress. Liaison supervisors acknowledged that performance criteria and job descriptions are often too fuzzy, and that the increasingly team-oriented nature of liaison work can make assessing individual performance more challenging. On the positive side, many libraries are experimenting with innovative methods for developing liaisons for new roles, including peer-to-peer training models as well as programs that leverage technical and pedagogical expertise in other areas of the parent institution.

In the final session, participants regrouped with colleagues from their home institution, and discussed ways to bring ideas from the workshop back to their own libraries. Having this session at the end of the workshop prompted each team to develop concrete
next steps for advancing their own liaison programs.

**Our Main Takeaways**

The Institute was a rare opportunity to gather with other liaisons from a range of disciplines, and look holistically at the way the role is changing. We were encouraged to learn that other institutions are grappling with similar questions about liaison roles. In looking at competencies and job descriptions for liaisons across organizations and disciplines, it became clear that the role and its definition require flexibility. Liaisons today feel constrained by position descriptions, and attendant metrics, that were created even just a few years ago. Similarly, competencies or functions relevant for one institution or discipline may not be needed for another. For those managing liaisons or liaison programs, keeping descriptions of positions and responsibilities flexible will ensure liaisons can adapt as libraries and their disciplines continue to evolve.

It also seemed apparent that the role of collection development at the institutional and individual librarian level will probably change, but how exactly is uncertain. Humanities librarians overall still find collection development work valuable and necessary, while liaisons from other disciplines do not find these duties as relevant and prefer doing away with collections responsibilities.

Overall, we found the Library Liaison Institute to be a great opportunity to network with other subject liaisons, commiserate about the challenges we all face, and brainstorm possible solutions. We came away with renewed enthusiasm for the work we do, and with great ideas to share with our colleagues at our home institutions. And we were all grateful for the chance to connect with other LES members in the Southeast!

**Resources for More Information**

Detailed materials from the April Library Liaison Institute, including presentation slides, notes from the facilitators, and photos of the brainstorming activities, are available on the ASERL website: www.aserl.org/april-2018-conferences. ARL maintains a website on reimagining library liaison roles, with links to publications, webinars, and workshop materials, including resources to support member libraries interested in hosting their own liaison workshops: www.arl.org/focus-areas/arl-academy/communities-of-practice/reimagining-the-library-liaison. ARL often hosts liaison discussions at ALA Midwinter and Annual meetings, which are a great way to connect with other librarians who are interested in these issues.
Historical Bike Route Narratives Now Online

Julie Still

A unique window into travel narratives of the late 19th century, the transcription and digitization of a series of 46 bicycle routes from the 1897 and 1898 Philadelphia Inquirer is now available online at: https://libguides.rutgers.edu/historicalbikeroutes.

The route author, Alphonse Estoclet, was French and immigrated to the United States by way of Ireland and Great Britain. His routes often include literary allusions, snippets of songs and poems, and detailed descriptions of what he sees as he cycles around the Delaware Valley, and extended trips to Pittsburgh and New York City. He comments on historical sites and passes along what we could consider urban legends. He also provides information on road conditions, the price and quality of restaurants along the way, and includes a hand drawn map for each route.

Estoclet was one of the original translators for two of Jules Verne’s novels. His own writing is concise and thoughtful but a wry sense of humor clearly comes through.

This is the first digital project for the Paul Robeson Library on the Camden Campus of Rutgers University.

Project coordinator Julie Still can be reached at still@rutgers.edu.

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Member News

John Glover, the Humanities Research Librarian at Virginia Commonwealth University, published “Reception Claims in Supernatural Horror in Literature and the Course of Weird Fiction” in New Directions in Supernatural Horror Literature: The Critical Influence of H. P. Lovecraft, a recent critical volume from Palgrave Macmillan.

Send your updates to biblionotes@gmail.com for the Spring 2019 newsletter.
Active Learning Exercise: Search Strategies

Brittany O’Neill

Several of the liaison librarians at LSU Libraries have been on an active learning kick for their instruction sessions, myself included. While I have traditionally used tech-enhanced active learning tools such as Kahoot!, I decided to try out something more literally “active” this semester.

I have been testing out an activity in some of my instruction sessions for the English and History departments. Before the class begins, I post 11x17 sheets of paper on the walls around our classroom. On each sheet is a topic related to the course. Below each topic are two columns labeled ‘keywords’ and ‘sources/material types’. When the class begins, I ask students to move around the room. I ask them to brainstorm what kinds of keywords they might use to find information on that topic and what source types and/or databases they might go to for that information. In 15 minutes, they have to make their way around the room to contribute their ideas on each of these sheets.

In testing this out, I have found that students naturally start working collaboratively with whomever is looking at that particular sheet, critiquing different keyword choices, brainstorming ideas, and questioning which sources might apply to these situations. (A favorite comment overheard between two students: “Were ‘the humors’ still a thing in the 21st century?”) After the 15 minutes are up, we regroup and I ask students how they felt about the activity. In past iterations, some have expressed that it was fun to think about what could work each situation. Some have said that it was challenging to come up with keywords for a topic they did not know much about (which serves as a nice segue into conversations about the importance of background research as an early step in the research process).

I then walk around the room to discuss some of their responses. I select a few examples from each and ask them what kinds of results they might expect to get from those search strategies. For example, one topic I have used is how rationing in World War II affected food behaviors in the United States. One student came
up with the keywords *canning and preservation* and the source type *women’s magazines*. We then discussed what kinds of results we might get based on searching using those terms in a historical periodicals collection and what that aspect of the topic might contribute to the overall paper.

<table>
<thead>
<tr>
<th>Keywords</th>
<th>Sources</th>
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</thead>
<tbody>
<tr>
<td>preserva</td>
<td>magazines</td>
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<td>tion</td>
<td>recipes</td>
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<tr>
<td>freeze</td>
<td>cookbooks, advertisments</td>
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<td>the depres</td>
<td>religious text</td>
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<td>sions</td>
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</tr>
<tr>
<td>icebox, egg, milk</td>
<td>personal accounts</td>
</tr>
<tr>
<td>curing process</td>
<td>farming production logs</td>
</tr>
<tr>
<td>larger portions (able to save)</td>
<td></td>
</tr>
</tbody>
</table>

Having gone through the nuances of developing different search strategies and how those variations churn out different results, we are then able to transition into how to apply those techniques to their own topics and begin exploring relevant resources.

This assignment has been used in classes of different levels (from a Freshman English Composition class to an upper-level History class) and works best with small to mid-size classes. Physical space limitations can constrain movement around the room, so for smaller classroom spaces, having students work in small groups and pass the different topic sheets around between them may work better. This assignment is also scalable to focus on just the basics of searching (for example, only coming up with keywords so as to show them sources later, and on topics of which they already have some understanding).

I am hoping to conduct authentic assessments to evaluate whether or not students who complete this activity are then able to do similar types of brainstorming and apply it to research for their chosen topics. If you test this out for yourself, I would love to know how it goes!

*Brittany O’Neill is the Humanities & Social Sciences Librarian at Louisiana State University. She can be reached at boneill@lsu.edu.*
Non-Traditional Collections: Collection Development Discussion Group

Leslie Madden and Naomi Lederer

The Collection Development Discussion Group met virtually on February 15, 2018. Twenty participants discussed graphic novels and zines as one kind of non-traditional collecting and electronic collections as another.

The selection of graphic novels came down to input from faculty and students along with graphic novel core collections lists. The “Great Graphic Novels” lists created by the Young Adult Library Services Association (YALSA) in an example of a vetted list that is readily available to librarians (www.ala.org/yalsa/great-graphic-novels). Zines are most often collected based on input from faculty and students (own works included). Given their nature there are no, at least currently, central locations for identifying zines.

In addition to discussing the selection of these items, where they are housed was found to vary from library to library. In some libraries graphic novels are shelved along with other titles by subject. In at least one library graphic novels are by subject in the “regular” collection and by subject in the adolescent literature section, with special graphic novels added to Special Collections. Other libraries shelved them separately in leisure reading collections, thereby having them as non-research titles, while others have them in arts libraries, emphasizing the artistic aspects of this genre. There really was no typical way to shelve them.

Zines are typically kept in special collections because of their ephemeral and delicate nature. Attendees discussed ways zines are promoted and marketed. Special events (usually aimed at teen audiences) are one way zines are promoted; at the events attendees create their own or communal zine(s). Some zine collections are being digitized.

The discussion then turned to electronic collections. Most attendees’ libraries have Early English Books Online (EBBO) and Eighteenth Century Collections Online (ECCO) (those without one or both of them were envious). Not owned and wanted was Nineteenth Century Collections Online (NCCO), which interestingly was a title that more than one library who bought it regretted purchasing. Sabin Americana was another database that the purchase thereof was deemed unnecessary. Reasons were that NCCO and Sabin were expensive and not used much by the places that had them. This does not mean that other places would not see use, but when budgets are tight, libraries will want to identify multiple known users (courses with large numbers of students with assignments, for instance) before buying them.

Leslie Madden and Naomi Lederer are Co-Chairs of LES CD DG.
Research Competencies Working Group: Report

Hillary Richardson and Dan Coffey

Since Summer 2016, with many starts and re-starts, the dozen or so members of the Research Competencies Working Group began to explore the components of ACRL’s newly-minted Framework for Information Literacy in Higher Education to see how best to concoct a parallel LES document. Along the way, questions such as whether the LES document should extend to digital scholarship and how interdisciplinary should the reach extend often became a part of our conversations. Sharing, conspiring, and cajoling one another via Google Docs comments for the better part of a year, the messy documents have finally been polished into an initial draft by the summer of 2018.

At the time of this writing (late September), we have a document that we are sharing with colleagues in literature departments, some with emphases in digital humanities, medieval studies, and composition and rhetoric, and we are hoping to have feedback from them on the document in October. Once this feedback is collected, it will be analyzed and discussed by the working group, and changes deemed necessary will made. After sharing with the LES Executive Committee again at the 2019 ACRL Midwinter Conference, we will share our second revised draft with all LES members. We are looking forward to your comments, concerns, and thoughts after January 2019!

Hillary Richardson and Dan Coffey are the co-chairs of the Research Competencies Working Group.

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Upcoming Conferences & Publications

RBMS Conference: Response and Responsibility: Special Collections and Climate Change
June 19-22, 2019, Baltimore, Maryland,

The archives and special collections library communities – as part of the global community – face prospective major shifts in our energy systems, economic models, and literal landscapes. Current and predicted impacts associated with climate change offer highly varied and unpredictable effects on our collections, collecting, facilities, services, funding, users, communities, and professional lives. This conference invites attendees and the broader archives and special collections communities to a candid and forward-looking conversation about our work in the era of climate change. Sessions will connect these issues across our proven professional capacities for committed cultivation of inclusivity, technical excellence, strong collaboration, cultural and historical scholarship, educational expertise, and resource stewardship. Registration opens in February! http://conference.rbms.info/2019

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. Some recent titles:

- Academic Libraries and the Academy: Strategies and Approaches to Demonstrate Your Value, Impact, and Return on Investment, 2-Volume Set

- Shaping the Campus Conversation on Student Learning and Experience: Activating the Results of Assessment in Action
- Framing Information Literacy: Teaching Grounded in Theory, Pedagogy, and Practice, 6-Volume Set

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

Call for Award Nominations

Excellence in Academic Libraries Award
$3,000 and a plaque

Academic/Research Librarian of the Year
$5,000 and a plaque

DEADLINE: December 7, 2018

More information about these and all other ACRL award opportunities can be found on the ACRL website: http://www.ala.org/acrl/awards or by contacting Chase Ollis at collis@ala.org

Generously sponsored by GOBI Library Solutions from EBSCO

ACRL RoadShow Workshops

Looking to build your library’s professional skills? ACRL offers a variety of traveling workshops that can be brought upon request to your campus, chapter, or consortia. Led by expert presenters, these one-day immersive workshops help academic librarians learn new skills and strengthen existing competencies to 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
- Putting the Standards for Libraries in Higher Education
into Action

- Research Data Management
- Scholarly Communication: From Understanding to Engagement

Please visit www.ala.org/acrl/conferences/roadshows or contact ACRL Program Officer Chase Ollis at collis@ala.org to discuss dates and locations, pricing, and for complete workshop details.

ACRL 2019 – Recasting the Narrative is coming April 10-13, 2019, in Cleveland.

The ACRL Conference (https://conference.acrl.org) is your once-every-two-years opportunity to access the best information, discover new ideas, and stay at the forefront of the profession. You’ll get irreplaceable opportunities to connect with your peers from all over the country and all over the globe, along with access to content all year long.

Conference Program

ACRL 2019 features more than 500 thought-provoking sessions hand-selected by your peers. The conference offers a variety session formats, including contributed papers, panel sessions, poster sessions, roundtable discussions, TechConnect presentations, preconferences, and workshops. With this wide range of formats, there’s something to appeal to all learning styles. The initial ACRL 2019 program schedule will be available later this fall on the conference website. And while you can’t be in two places at once, your conference registration allows you access to nearly 400 of these sessions in the Virtual Conference for one full year after the event.

Keynote Speakers

Journalist Michele Norris will deliver the opening keynote on April 10. Norris is a Peabody Award-winning journalist, founder of The Race Card Project and Executive Director of The Bridge, The Aspen Institute’s program on race, identity, connectivity, and inclusion.

ACRL 2019’s middle keynote on April 11 features author Viet Thanh Nguyen. Nguyen’s writing is bold, elegant, and fiercely honest. His remarkable debut novel, The Sympathizer, won the Pulitzer Prize, was a Dayton Literary Peace Prize winner, and made the finalist list for the PEN/Faulkner award.

You’ll leave ACRL 2019 inspired by our final keynoter, cartoonist Alison Bechdel. Bechdel is an internationally beloved cartoonist whose darkly humorous graphic memoirs, astute writing and evocative drawing have forged an unlikely intimacy with a wide and disparate range of readers.

Register Today!

Registration and housing for ACRL 2019 are now available! While the conference is coming up April 10-13, 2019, you can get a jump on registration to get the best rates, meet current fiscal year deadlines, or because you’re just too excited to wait. Register for ACRL 2019 by February 8, 2019, and take advantage of discounted early-bird registration rates. You can save $70 or more! Group discounts are also available for institutions that register ten or more employees.