



Biblio-Notes

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Notes from the Chair

Dear LES Members,

I am so happy that summer is quickly approaching and am looking forward to seeing fellow literature librarians in sunny California at this year’s annual meeting. The virtual Midwinter meetings were very productive, but I much prefer the experience of gathering with colleagues in person.

While some of you may have braved the cold air in Chicago for Midwinter meetings, most of the LES business was held virtually. Unless a meeting is closed for official LES business, all are welcome to attend, especially the discussion groups. The 2015 Midwinter Collections and Reference Discussion Groups focused on the complexities of Digital Humanities and Open Access endeavors, including examples of specific projects librarians and faculty are collaborating on and the tools needed to produce digital scholarship.

As we get closer to the annual conference, we will be asking for new topics for the Reference and Collections Discussion Groups. Please send your ideas to Judith Arnold and Hazel McClure (Collections) and John Glover and Kristen Hogan (Reference).



Photo provided by Laura Taddeo

For further discussion on the digital humanities, take a look at the new ACRL publication, *Digital Humanities in the Library: Challenges and Opportunities for Subject Specialists*, edited by our very own LES Executive members, Arianne Hartsell-Gundy, Laura Braunstein, and Liorah Golomb. The book includes essays, some written by additional LES members, that provide practical advice regarding support of and collaboration with digital humanities projects, including real-world examples that will doubtless encourage similar efforts among our colleagues.

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I am very excited about this year’s special program at Annual. Co-sponsored by the ACRL Anthropology and Sociology Section (ANSS), the Law and Political Science Section (LPSS) and the Association of Specialized and Cooperative Library Agencies (ASCLA), “Libraries Behind Bars: Education and Outreach to Prisoners” will be held on June 27, 2015, from 1-2:30 p.m. at the Moscone Center. The moderator is Elizabeth Marshak, the Prison Librarian at the California Department of Corrections and Rehabilitation. We are lucky to have such a diverse panel that consists of: Tobi Jacobi, Associate Professor of English, Colorado State University; Amy Lerman, Associate Professor of Public Policy, UC Berkeley; and Dan Pacholke, Deputy Secretary, Operations, Washington State

Department of Corrections. We hope this event will raise awareness of the importance of prison education and the role academic libraries play in research on the incarcerated and outreach to incarcerated populations.

Have you ever been a mentor to another librarian, or are you seeking a mentor? Then you should definitely attend the General Membership Forum, on Saturday, June 27, 4:00-5:30. Participants will share stories about their mentoring relationships with fellow humanities librarians. There will be time for discussion among the panelists and the audience. ACRL members can now join as many sections as they wish at no additional cost. In the past, the cost was an additional \$5 for each section/interest group over the three complementary affiliations. Please encourage your colleagues to join our group!

Throughout the year, LES committee members devoted many hours of their time to the success of our section. One future goal of the Planning Committee is to revise the LES Competency Guidelines to align with the new ACRL Framework for Information Literacy for Higher Education. Committee members are also developing updated weeding guidelines for literature librarians and an updated statement on the preservation of primary materials. These finished products will help librarians deal with the challenges posed by today's demanding digital environment. The group also hopes to develop an online calendar for LES members to use to keep track of local and regional conferences in their area, with the intention of keeping lasting connections between LES members. The Publications Committee continues to add references to the LES Bibliography. "Studies of Interest to Literatures of English Librarians" is a selective bibliography of citations appearing in the MLA International Bibliography, LISTA, Google Scholar, and other databases. The citations are categorized under four subjects: English in Higher Education; Reference, Research, and Instruction; Technical Services; and Collections. Take a look at the recent additions at https://www.zotero.org/groups/les_bibliography.

Thank you to everyone who voted in the recent elections! Please join me in congratulating our newly elected officers: Vice Chair/Chair Elect: Laura Braunstein; Secretary: Jaena Alabi; and Member-at-Large: Zara Wilkinson.

I want to say a special thank you to all LES members who contributed to the ACRL 75th Anniversary Scholarship Campaign. LES raised a total of \$540. Although it was a little short of our goal of \$635, our donations will go to funding additional ACRL 2015 Conference scholarships. Your support enables ACRL to foster professional development for early and mid-career librarians. For a list of recipients, go to <http://conference.acrl.org/scholarships-pages-162.php>

After Annual, Amanda Rust will be taking over as a Chair of LES. I have enjoyed serving as Chair and collaborating with such a dedicated and professional group of librarians. I especially want to thank the LES Executive Committee for all of their support and hard work throughout the year. We should be proud of all of our accomplishments! Hope to see many of you in San Francisco!

Lastly, don't forget to keep track of LES happenings by joining our new LES Facebook page at: <https://www.facebook.com/lesacrl>

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LES @ ALA Annual Conference 2015

** Not an official LES meeting but of possible interest to LES members

Saturday, June 27

8:30 am - 10:00 am
Executive Committee Meeting I
Hilton-Union Square, 13

10:30-11:30
Modern Language Association
International Bibliography
Discussion Group**
Hilton – Union Square, 22

1:00 pm – 2:30pm
“Libraries Behind Bars:
Education and Outreach to
Prisoners”
Moscone Convention Center-
2008 (WEST)

4:00-5:30pm
General Membership Forum
Marriott Marquis San Francisco
–Pacific Suite H

Sunday, June 28

10:30 AM - 11:30 AM
Reference Discussion Group
Hilton-Imperial B

1:00 PM - 2:00 PM
Collections Discussion Group
Hilton – Union Square 17&18

4:00-5:30
Digital Humanities Interest
Group**
Hilton, Plaza A

Monday, June 29

8:30 am - 10:00 am
All Committees Meeting
Hilton Golden Gate 5

10:30 am - 11:30 am
Executive Committee Meeting II
Hilton – Lombard Room



From Informal Discussion to Published Book: the Making of *Digital Humanities in the Library: Challenges and Opportunities for Subject Specialists*

Good things come out of informal and semi-formal discussions with LES colleagues. Several of us have formed research and writing partnerships over a beer or in the pause between one meeting and the next at conferences. In the summer of 2013, at the LES General Membership Forum during ALA Annual in Chicago, someone mentioned that it had been awhile since Kathy Johnson and Steven Harris published the most recent ACRL book on behalf of the section (*Teaching Literary Research: Challenges in a Changing Environment*, 2009) and that maybe it was time to do another. Ideas were tossed out, and the one that stuck was from Arianne Hartsell-Gundy, that we do something about the role of subject specialists in digital humanities projects. Laura Braunstein and I volunteered to work on the project with Arianne.

About 21 months later, that idea is now 312 pages of glossy-covered goodness titled *Digital Humanities in the Library: Challenges and Opportunities for Subject Specialists*. While Laura, Arianne, and I have our names on the cover, the glory belongs chiefly to our contributors: Tami Albin, Sean Atkins, Christina Bell, Zoe Borovsky, Peter Carini, Angela Courtney, Michael Courtney, Frances Devlin, Hazel-Dawn Dumpert, Brian Wade Garrison, Katie Gibson, Kathleen A. Johnson, Marcus Ladd, Kate Langan, Joan Lippincott, Elizabeth Lorang, Elizabeth McAulay, Valla McLean, David D. Oberhelman, Caro Pinto, Dot Porter, Jenny Presnell, Brian Rosenblum, Ilse Schweitzer VanDonkelaar, Anu Vedantham, and Judy Walker. Laura co-authored and I authored chapters as well, and most of the work on the Introduction was done by Arianne.

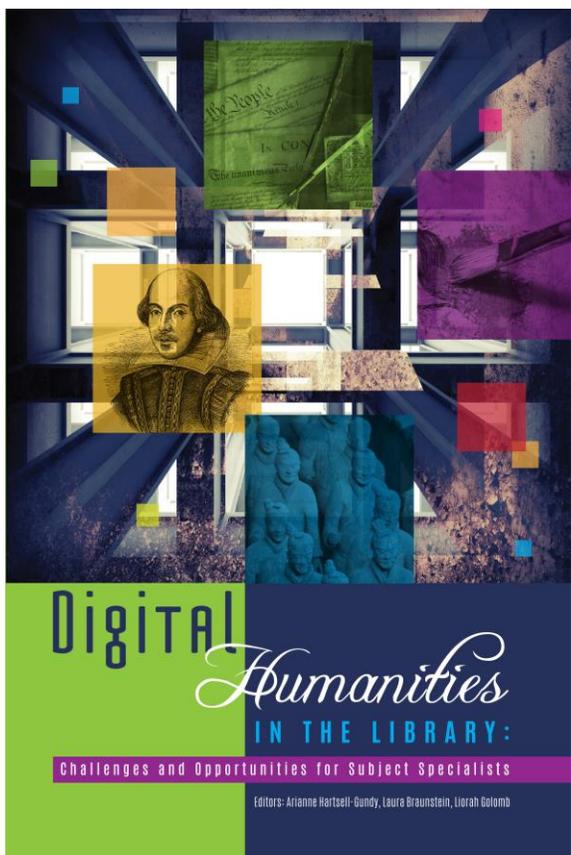
The What, When, and How of it All

About two weeks after Annual 2013, Arianne, Laura, and I confirmed with one another that, yes, we were still interested in doing the book, and no, none of us had experience editing a volume before. Looking back at old email exchanges, I'm surprised to find that about a month later I was talking about dropping the project because I was too busy with other work. As it turned out, we were all too busy to get started right away. We resolved to have a completed proposal before ALA Midwinter.

ACRL's form for submitting book proposals for can be found here: <http://www.ala.org/acrl/sites/ala.org/acrl/files/content/resources/forms/prlmpub.pdf>. Around October the three editors met via Google Hangouts and divvied up the parts of the proposal. We had originally planned to get approval for the project before calling for papers, but the proposal form asked for an outline with particulars such as chapter headings, authors, and titles. So, we put out a Call for Book Chapter Proposals to various lists and through other outlets on November 15, with a December 15 deadline.

The proposals started coming in. The three of us read every proposal and individually assigned them Yes, No, or Maybe; then we met via Google Hangout and discussed our determinations. In many cases we were unanimously in agreement on what to accept. Some of the Maybes were good proposals but there was a stronger proposal covering similar territory. Even the rejected proposals weren't bad; they perhaps weren't fleshed out enough, or they were untried ideas. We received 22 chapter proposals and accepted 14.

We submitted our proposal on February 17, 2014 – a little past our intended deadline. On March 14 we received an acceptance from Kathryn Deiss, ACRL Content Strategist, along with some very encouraging comments from the readers. This was my favorite:



“Wow--I am really impressed with the thoroughness of this proposal, and the legwork that the editors and contributors have already completed! Although the timeline is ambitious, I really don't think that will be a problem since contributors and their topics have already been identified and (may be) in progress. I want to read this book, so let's get them on their way!”

And so, on our way we went. We set a deadline for chapter submission of August 1, 2014. We figured some authors would ask for extensions, and our *real* due date was August 15. Most authors got theirs in by then. One author had to be appealed to with a pleading phone call from me, but I'm so glad that the author got the chapter done. It's a valuable contribution to the book.

We spent August through late September reviewing chapters. We each served as the primary editor on a roughly equal number of chapters, and then after initial revisions we read all of the chapters. We asked for revisions on every chapter, and most went through a second set as well. The chapter authors were so wonderful to work with; everyone understood that we were working together to produce the best book we could.

Once we'd finished with the chapters, ACRL copyeditors went through them, making formats consistent, noting where language was confusing, and pointing to incorrect or incomplete citations. I think we all really appreciate the work that the copyeditors did!

External reviewers Sarah Wenzel and Faye Christenberry and Foreword author Joan Lippincott were given access to the manuscript on December 2, 2014. Joan wrote a great Foreword, even though time was short, and got it to ACRL in time for the book to come out for the ACRL Conference. Both of the reviewers took their duties quite seriously and provided excellent comments on both the structure and tone of the book as a whole and on individual chapters. We implemented some of the suggestions; others we agreed with but could not implement because they would have disrupted production too much; and there were some that we considered but ultimately rejected.

The manuscript was mostly complete on February 10, 2015 (the Appendix of Tools and Resources, a last-minute addition, was completed a little later), and on February 17 it was sent out for layout and design. Normally ACRL does this work in-house, but because they were busy with publications for the conference, this time they outsourced it. On March 19, 2015, a book was born! None of the editors knew what the cover looked like until the book came out. Kathryn had asked us about color preferences and we vetoed yellow and brown, but beyond that we had no strong feelings, color-wise. I love the colors we wound up getting.

For anyone considering editing or authoring a book, here are some takeaways:

- It's more work than you think it is.
- It takes longer than you think it will.
- Working with a co-editor or two keeps you all accountable and lightens the work load.
- Take the proposal seriously, and do what it asks of you. If you have questions, ask the publisher or editor. ACRL reviewers were impressed with the amount of time and thought we'd put into the project and felt confident that we'd be able to produce the manuscript in a timely manner.
- The work you put into the proposal will help you to clarify what you're trying to accomplish, and you'll probably be able to raid it for your introduction or promotional copy.
- It's not easy to tell people that their work can be improved, but most of the time your comments will be appreciated, and sometimes you wind up coming around to the author's point of view. It's a collaboration, not a dictatorship.
- No matter how you try, it won't be perfect. In our case the Acknowledgements were inadvertently left out of the print edition.
- It's all worth it!

Digital Humanities in the Library: Challenges and Opportunities for Subject Specialists, edited by Arianne Hartsell-Gundy, Laura Braunstein, and Liorah Golomb (Chicago: ACRL, 2015) is available in print and e-book through the ALA Online Store and Amazon.

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Working with Faculty to Assess and Promote Their Scholarship

I recently built upon a list of citation analysis resources covered by my colleague Michelle Price (Special Collections and Outreach librarian, liaison to the sciences departments) in a Faculty Development Day Workshop at St. John Fisher College. I selected resources of interest to humanities faculty: how to measure the impact of books, book chapters, conference proceedings, and also articles. The end result was [this list](#) that I now use when consulting with faculty on their scholarly impact.

While it is not by any means exhaustive, the list is helpful for generating questions about what kinds of assessment faculty are interested in, and for guiding faculty through resources to use based on the format of their works. Once faculty determine the best bibliometrics for their field it will be much easier to benchmark the statistics they uncover. For English faculty, analysis of books or book chapters may demonstrate the impact of their scholarship better than citation analysis of journal articles, as they tend to publish scholarship more in monographic form. For example, the geographic spread of a book and the number of copies in WorldCat may be more telling than the number of journal article downloads on a publisher's website. Knowing what a good benchmark is for their area of expertise will make these statistics tell an even better story about their scholarship.

I also thought it would be helpful to include altmetrics resources in this list, since traditional metrics are no longer the only option for measuring impact. Altmetrics are becoming easier to analyze and incorporate into faculty's assessment of their scholarship through the use of social media analytics, publisher platform analytics, and download reports from institutional repositories. For instance, faculty who have uploaded scholarship to Lavery Library's institutional repository, [Fisher Digital Publications](#) (FDP), automatically receive monthly download and page hit reports via email. Along with traditional metrics, altmetrics may be included in tenure dossiers to show a different view of faculty's scholarship impact, and altmetrics seem to be carrying increasingly more clout.

This compilation of resources has worked well so far, and I hope to continue working with more faculty in this area. Being able to share the library's expertise and these resources is win-win: the library works toward its [mission and vision](#) by providing assessment resources and giving faculty a way to share their scholarship through FDP, while faculty feel less frustrated and more empowered to assess and share their scholarship with the Fisher community and beyond.

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Leisure Reading in an Academic Library

Over the past year, Miami University Libraries has taken a new approach in providing a leased leisure reading collection and a book club to promote information literacy. Emily Alford, Laura Birkenhauer and Jennifer Natale share their reflections on the successes of the programs...

Academic libraries can encourage the development of valuable information literacy skills by providing opportunities to read for pleasure. In January 2013, the Miami University Libraries' long-standing, dated leisure reading collection was evaluated as a part of a renovation of King Library, where the collection was housed. We decided to incorporate titles with high circulation or value to the academic mission into the permanent collection and to withdraw those remaining. A new leisure reading collection was piloted through the Baker & Taylor Book Leasing program.

Though we were eliminating an aged collection, there was still so much this collection could tell us about the interests of our patrons. What were they checking out? What genres were the most successful? Usage statistics from the previous collection suggested that popular genres included dieting and health books, and books made into movies. The most circulated genre was nonfiction, which was checked out 33% of the time, followed in popularity by mystery/thriller (32%) and romance (10%). The popularity of these items factored heavily into our decision of what to select monthly for our new collection from the Baker & Taylor Book Leasing program.

Leased Collection

The Baker & Taylor Book Leasing program was selected in an effort to provide more current leisure reading titles, including bestsellers. The benefit of this program is the ability to rotate the collection and keep only the most actively used and current titles. The entire collection builds to approximately 120 volumes, with about 6-10 new titles selected monthly and evaluations made quarterly on which books to return. Each month we receive a list of bestsellers and popular titles that are in stock and available for selection. The list contains bestsellers in fiction and nonfiction, large print, Spanish titles, and other popular books. We are limited to the selections offered and those books of higher cost count as multiple selections in our monthly quota. Though it is still too early to discuss detailed circulation statistics for these titles, numbers show that 68% of titles in the collection have been checked out at least once.

Along with the different model of leasing the leisure collection, the physical collection was also moved to the cafe, a high traffic area within the library. The rationale behind this was to improve visibility and promote browsing of the collection. Due to lighting concerns and distance from any circulation desk, this location will be further evaluated.

Book Club

Along with other initiatives by the Miami University Libraries aiming to engage second year students, librarians and staff piloted a book club for sophomores to escape from their typical college commitments, enjoy popular, current books, and build community with peers and library staff. Our focus was on young adult (YA) titles adapted into movies, a popular genre with the phenomenon of titles like *The Hunger Games* by Suzanne Collins and *The Fault in Our Stars* by John Green attracting a readership beyond teen and young adult readers. The Miami University Libraries, Second Year Programs, and Family Fund co-sponsored the events, allowing for copies of the books for participants on a first-come, first-serve basis.

We held four total meetings; two meetings in both fall and spring semesters. Our first book was *The Maze Runner*, by James Dashner. This was a great movie tie-in to begin with, as an adaptation of the book was released in theaters that month. The following two titles — *The Night Circus*, by Erin Morgenstern, and *Ready Player One*, by Ernest Cline — were selected as popular YA titles. We later found out that both are slotted to be released as movies. *Insurgent*, by Veronica Roth, was our last title, selected to coincide with the release of its movie adaptation in March.

In preparation for book club, moderators collaborated to create a list of discussion questions gathered from websites and author discussion questions, or created by moderators. The first discussion relied on moderators posing these questions to attendees, which proved largely unsuccessful. Aside from a few outspoken students, attendees were hesitant to participate. As a remedy to this, the remaining book club discussions incorporated an activity for all attendees, asking each to write down and share with the group questions, topics or quotes related to the book. This method encouraged greater participation from all attendees and ensured that the direction of the discussion was heavily influenced by the preferences of the group.

Although attendance was not what we had hoped, we built a loyal following of regular attendees and additional participants who were inspired to discuss a particular title. Feedback was very positive, and we are discussing a continuation of the program.

Marketing

Our marketing efforts have included the following: library displays, bookmarks, social media, and promotion during instruction/tours to first-year students.

The initial campaign, including social media and bookmarks, promoted the new leisure collection and location. Throughout the year, new titles were advertised on social media using Pinterest, Twitter and Facebook, all of which linked to the catalog record of the book. Targeted displays were also created, such as a display of diet and cookbooks for the month of January, assuming that many of our patrons would be making food-related New Year's Resolutions at this time.

For the book club, we created a Goodreads group as a space to reconnect with moderators and members between meetings. After meetings, moderators posted further questions about the book to discussion boards and polls to gauge attendees' preferences for title selections.

NEW YEAR, NEW YOU!

The most popular New Year's resolutions include **eating healthier food** and **losing weight**.

Start your 2015 off on the right foot with some of the hottest diet and cookbooks, located in the **Leisure Reading** collection in King Café!

Pinterest.com/miamilibraries @MiamiULibraries

If you have questions or would like more information, contact [Laura Birkenhauer](mailto:Laura.Birkenhauer).

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Modern Language Association 2015 Convention: Vancouver, BC

“Negotiating Sites of Memory,” lent itself to many sessions relating to archives of all contents, shapes and sizes, as well as to questions of libraries. Other areas of interest were using technology as part of “visionary pedagogies,” to quote one panel title and what the concept of a book will look like as we move forward. As an aside, given that I just heard a monograph referred to as a “book-length object,” it can only get more interesting.

Visionary Pedagogies

Types of “visionary pedagogies” that librarians might want to be aware of in case we could support – or use – included the use of Google Hangouts in language learning and Digital Storytelling (which has very real institutional repository implications). One of the more interesting concepts that we librarians might want to think about and even might want to create for ourselves is that of “A Bill of Rights and Principles for Learning in the Digital Age.”

The faculty member who has created a course on digital storytelling has a very compelling case for the use of technology in creative writing. One of the intriguing pedagogical strategies he uses is that of an “assignment bank” from which students may choose the projects they want to work on that fulfill certain requirements. It made me wonder if this were a strategy that could be applied to teaching library skills and if such an assignment bank could be offered to instructors for use in their classes.

Scholarly Communication

New forms of scholarly and pedagogical communication remain, and probably will for the foreseeable future, a topic of interest for all of us. The number of projects that included students tweeting or creating online personae representing different characters in a literary work was striking. Given the theme of the conference, there was more focus on archiving these forms, which I hope will make the producers aware of how ephemeral they can be. An interesting conceptual talk from Molly Hardy at the American Antiquarian Society spoke to the idea of an Archivist, the ways in which the nature of the term has changed since the 19th century, and how some of the values of those 19th-century practices can be brought to light and re-used thanks to digital technologies. One presentation directly dealt with resurrecting (or trying to) a ‘dead’ digital artifact: “London Stage Information Bank.”

And with those new forms comes the ever-present question of evaluating them. The MLA Office of Scholarly Communication is very involved with this issue, as are many untenured faculty who would like to use non-traditional methods of research. The Office of Scholarly Communication sponsored a program on “A New Kind of Work: Articulating and Evaluating Excellence in Digital Scholarship.” In addition to pointing to and emphasizing new MLA guidelines for evaluating digital scholarship, the speakers noted that this year there were over 100 “digital-humanities type” panels this year at the MLA Convention. [As an aside, the advice given to the graduate students in the traditional departments with which I work is strongly anti-digital humanities, with the stated threat of not obtaining a professional position if the students do not focus on traditional scholarship.]

Bibliography in the 21st Century

Related to the focus of new forms that scholarly communication could take were approaches to bibliography for the 21st century, the *English Short-Title Catalog* for the 21st century (<http://benjaminpauley.net/c18booktracker/>

& <http://www.carlstahmer.com/2012/09/english-short-title-catalogue/>), literature and digital games, Variorum editing in the electronic age (e.g., <http://darwin-online.org.uk/Variorum/index.html>, <http://textualcommunities.usask.ca/web/Canterbury-tales/viewer>), using digital techniques to answer literary questions regarding placement of fragments. Notable for English scholars is Simon Fraser University's work on the Lake District: <http://edocs.lib.sfu.ca/projects/LakeDistrict/>.

The Library as Method

A non-librarian organized presentation arranged by the Division on Methods of Literary Research on "The Library as Method" was primarily interesting because of the choice of speakers, all three of whom were new to their fields and two of whom were not librarians. "'Researching 'Search': The Historical Impact of Information Science,'" would have been more informed by use of research in information or library science. "'Research and the Robot: What Do Disappearing Library Stacks Mean for Literary Scholarship?'" was an interesting look at planning for a project that is yet to occur; however, it wasn't possible to know what it will mean for literary scholarship based on the case study. "The Art of Accident" was an interesting presentation of a joint project with an art historian, using Scalar, that will result in a publication on *Calculating Risk: The Image and Interpretation of Disaster in America's Insurance Libraries*.

The Future of the Print Record

The relevant panel in the conference with the "big" names on it was The Future of the Print Record, which reprises a similar discussion from 1995 conducted by the Task Force on the Preservation of the Artifact that resulted in a report on the "Significance of Primary Records" (http://www.mla.org/resources/documents/rep_primaryrecords). The speakers were : James Grossman, American Historical Assn.; Chuck Henry, Council on Library and Information Resources; Geneva Henry, George Washington Univ.; Deanna Marcum, Ithaca S-R; Andrew M. Stauffer, Univ. of Virginia. Those not in attendance were Dan Cohen, Digital Public Library of America; Seth Denbo, American Historical Association; Robert H. Kieft, Occidental College; Mildred Jackson, University of Alabama; Elliott Shore, Association of Research Libraries and Steven Wheatley, American Council of Learned Societies. Background materials are at <http://printrecord.commons.mla.org>. The panel stated that discussion would continue at that site, although there have been no further postings. It was noted that the work of the group would continue for "for quite some time." Overall, I thought that Chuck Henry summarized the concerns of everyone on the panel and most in the audience quite succinctly when he pointed to the issues of idiosyncrasy of individuals and institutions versus the universality of national plan. In some ways, our diversity makes us the envy of many nations and it is the very lack of systematization that makes the system work. On the other hand, it hampers us in large-scale efforts. He re-stated the obvious that had been frequently iterated by previous panelists in that "the record" is a slippery term and there is no single definition. He is of the opinion, which seems slightly mixed on the committee, that librarians are a historian's best friends – and educators. This will be an interesting panel and process to watch, although in the end it will depend on administrative decisions.

Two grant-funded projects that were mentioned:

Andy Stauffer has a CLIR grant to look at 19th-century books for marginalia, bookplates or donor information. Students look at each book for 30 seconds to see if it's possible to discern unique features. The project will then determine what to do with books thus identified. The website is <http://www.booktraces.org>.

Stanford UP has a Mellon grant to invent the ebook of the future.

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Biblio-Throwback!

[Way back in Fall 2000, when Y2K fears were rampant and everyone was arguing about whether 2000 or 2001 was the right time to celebrate, then-Chair William Wortman had this to say about the value of LES...]

“Personal reward and association solidarity aside, however, an organization such as LES must be useful and provide something tangible for its members. We don't just meet at ALA and share stories about the good times and the bad back home; we get together and work. Some of us are actually paid (that is, reimbursed) to attend LES meetings and so need to prove there's some value to our institutions in membership. LES has evolved since it became a full-fledged section in 1995, and certainly it will continue to as active members find ways to improve their professional work by working together with other literature librarians.”



Member News

Mollie Freier published “The Librarian in Rowling’s Harry Potter Series” in volume 16, issue 3 of *CLCWeb: Comparative Literature and Culture*.

John Glover presented “Node, Edge, or Tentacle: Data and the Lovecraftian Literary Network” at the 36th International Conference on the Fantastic in the Arts.

Arienne Hartsell-Gundy started at Duke University in February of this year as Head, Humanities Section and Librarian for Literature and Theater Studies.

Arienne Hartsell-Gundy, Laura Braunstein, and Liorah Golomb published *Digital Humanities in the Library: Challenges and Opportunities for Subject Specialists* with ACRL.



Call for Participants: ALA Annual Panel on Mentoring

Will you be attending the ALA Annual Conference in San Francisco this year? The ACRL LES Membership Committee is asking current and past LES mentors and mentees to share their experiences in a panel discussion during the General Membership Forum on Saturday, June 27, 4:00-5:30. This discussion will benefit colleagues who have questions and concerns about being mentored or serving as a mentor.

The panel will be moderated and participants will be asked to respond to questions, provided in advance, about how they have benefitted from being a mentor or mentee, any changes they might like to see to the program, etc. There will be time for discussion among the panelists and the audience.

Ideally, we would like to have mentor/mentee pairs contribute to this panel; however, we realize that travel might not be possible and would appreciate individual participation.

If you would like to be considered for the Mentorship Program Panel or have any questions, please contact Liorah Golomb, lgolomb@ou.edu as soon as possible.



ACRL preconferences @ 2015 ALA Annual Conference

ACRL is offering four preconferences in conjunction with the 2015 ALA Annual Conference in San Francisco on Friday, June 26, 2015. Complete details, including descriptions, learning outcomes, and registration materials, are [online](#).

Instruction Section Preconference - [Reflective Teaching: Self-evaluation to Assess and Improve Your Teaching Practice](#)

Discover techniques and strategies for more structured and intentional reflection. Learn how to identify, articulate, and diagnose teaching and learning “problems” you encounter in the classroom, analyze your role as a teacher in that situation, and learn about techniques of reflective practice to address those learning problems and improve student learning.

[Data Visualization: Tools, Techniques, and Practice](#)

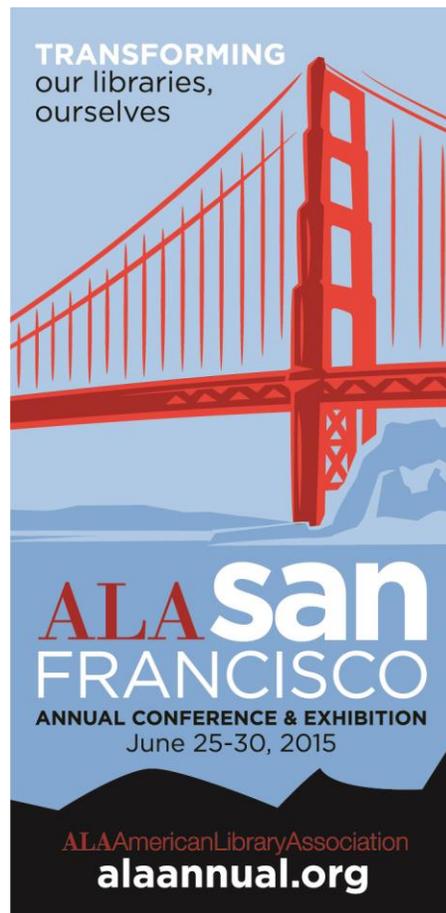
Due to the proliferation of digital data and the emergence of big data, visualization is of crucial importance in academic research and institutions. This preconference will introduce the fundamentals of data visualization including discussion of visual variables – the building blocks of any visualization. Attendees will participate in a sketching exercise to explore visual variables and create a foundation for the creation of library specific visualizations in the afternoon.

[Storytelling 101: Craft Narratives to Engage and Persuade](#)

When was the last time someone changed your mind with a story? We empathize with, persuade, and teach each other using the social tool that is storytelling. Whether you’re a high-powered library administrator headed into an important conference call or a part-time instruction librarian at the head an unfamiliar classroom, humans crave connection and a compelling story can be the difference between connecting deeply with your campus colleagues and patrons or experiencing a total disconnect.

[Writing Data Management Plans Across the Curriculum](#)

Demand for data management plans (DMPs) is growing as more granting agencies add this requirement. Join an experienced data management plan consultant from a major research university to learn how to apply your existing skills to writing strong DMPs for the sciences, social sciences, and humanities. Most presentations concerning data management are more concerned with the creation and management of repositories than how to write, or consult with researchers writing a data management plan for grant submission. Contact Margot Conahan at mconahan@ala.org or call 312-280-2522 with questions.





Host ACRL Standards, Scholarly Communication Workshops in 2015

Today's academic and research librarians increasingly act as change agents in the higher education community while being called on to demonstrate their value on campus. ACRL's one-day scholarly communication and Standards for Libraries in Higher Education workshops help you achieve those goals through learning more about these important topics at your campus, chapter, or consortia. Facilitated by our team of expert presenters, both workshops provide a framework for libraries to grow, innovate, lead, and succeed.



Scholarly Communication: From Understanding to Engagement

To help empower our community in accelerating the transformation of the scholarly communication system, ACRL is pleased to offer the day-long workshop, "Scholarly Communication: From Understanding to Engagement." The workshop helps participants in very practical ways, such as preparing for library staff or faculty outreach, contextualizing collection development decisions to internal and external stakeholders, and initiating or supporting new models for scholarly communication. Details are available on the ACRL website at www.ala.org/acrl/issues/scholcomm/roadshow.

"The workshop helped me connect complex issues like the relationship between the open movement, copyright, and economics in a coherent way. It is good to have this conceptual framework moving forward." – Scholarly Communication Workshop Participant

Standards for Libraries in Higher Education Training Workshops

The ACRL Standards for Libraries in Higher Education provide a framework for planning and assessment that can be adapted for a variety of circumstances including strategic planning, program review, and accreditation self-study. ACRL's "Planning, Assessing, and Communicating Library Impact: Putting the Standards for Libraries in Higher Education into Action" workshop provides information on using the standards and other foundational documents as a framework to develop benchmarks, evaluate quality and performance, and demonstrate value. Details are available on the ACRL website at www.ala.org/acrl/standardsworkshop.

"In this workshop, the assessment process was presented in a clear, understandable way. Great job on difficult material!" – Standards Workshop Participant

Hosts are responsible for the full cost of both workshops and may choose to recover costs through registration fees.



RBMS 2015

June 23–26, 2015
Oakland & Berkeley

Preserve the Humanities! Special Collections as Liberal Arts Laboratory



The 56th Annual RBMS Conference

Preserve the Humanities! Special Collections as Liberal Arts Laboratory
Oakland and Berkeley, June 23 - 26, 2015

The annual RBMS Conference will feature three plenary panels around the theme of the role of special collections libraries in the context of larger trends in the humanities and higher education. Speakers will focus on collaborative partnerships forged amongst archivists, librarians, researchers, and teaching faculty and position libraries as laboratories for the liberal arts and sciences. Registration information at <http://www.preconference15.rbms.info/>



The End of the Ink: The Further Education of a Literature Librarian

Recently Ithaka S+R released "[Educating the Research Librarian: Are We Falling Short?](#)" This brief, written by Deanna Marcum, formerly of the LoC and CLIR, addresses the current situation of librarian education. It roams far and wide over the kinds of work performed at research libraries, and the kinds of degrees or experience possessed by the people performing that work. She notes that the topic is evergreen, but doesn't get into the weeds in terms of instruction specifics or mode of delivery. While fitting for a strategic analysis, this does beg the question sometimes asked by those of us in the trenches: what do I learn next?

We work in a quickly evolving field. Like most of you, in order to keep up, I attend webinars, follow discussion lists and blogs, and attend library conferences—where I learn from workshops, panels, preconferences, and informal meetings with colleagues. Sometimes, however, I become impatient with the rate of knowledge acquisition from this kind of professional development, and I take on something large and challenging.

In the last couple years I've taken various opportunities to add new skills and expertise pertinent to my job. A number of my patrons work in Early Modern, some specifically with printed matter, so I went to Rare Book School at UVA last summer and studied descriptive bibliography, learning a staggering amount about early printed books in the process. Many of my patrons "do" DH, and so, partly to gain some direct familiarity with their experience, in 2014 I started a data visualization project involving H.P. Lovecraft's letters. This work is giving me substantial experience with data entry, beta software, tinkering, and the disciplinary/technological boundaries of DH. This year I've also attended conferences off the library track, which, while often overlapping with my avocation of writing fiction, have nonetheless pushed me to interact with ideas, practitioners, and scholars new to me.

In her brief, Dr. Marcum notes that “[t]he Association of Research Libraries and the Association of College and Research Libraries make continuing education and training programs available for professionals working in the academic environment who want to enhance their skills and expertise.” She follows that up with concerns about the research library of the future, and particularly how to staff it. While I have learned tremendously from the kind of opportunities she mentions, I also think it is important to remember that education—not just enhancement, but paradigm-shifting, epiphanic learning—need not end at the degree. I know many librarians, both at my institution and across the U.S., who are doing radically different work than they were hired to do in 1995, or 1985, or 1975, many involving concepts and technologies developed after their careers were well under way. No one can tell you precisely what to learn next, but I hope that you’ll spend some of this summer considering the next big step in your own education as a literature librarian.

See you in San Francisco!

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Editorial information

Biblio-Notes is a biannual electronic publication of the Literatures in English section of the Association of College & Research Libraries, a division of the American Library Association. To submit articles, photos, announcements or news items, please contact the newsletter editor, John Glover, at jglover2@vcu.edu.

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