



# Biblio-Notes

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## Notes from the Chair

Welcome to a new year for the Literatures in English Section! As the Chair of LES for 2017-2018, I look forward to working with many of you in the coming year. I currently am the Head of Scholarly Communication and Publishing at the University of Illinois at Urbana-Champaign Library, after spending the previous seven years as the English and Digital Humanities Librarian at Illinois. My perspective on our work in humanities librarianship, therefore, is rooted in part in cross-disciplinary collaboration and change:

I challenge all of you to take time this year to explore the many ways that we can collaborate across areas, disciplines, and services, and in doing so, work with our campus communities to show the expansive reach and scope of the humanities. One of the many things I've deeply valued about LES in my past eight years of membership is its members' unhesitating willingness to collaborate across sections and communities to achieve our aims.



Photo provided by  
Harriett Green

The summer activities at this year's ALA Annual yet again provided exciting examples of this: Our program at ALA Annual 2017 in Chicago was an invigorating session jointly sponsored with the Arts Section that featured an esteemed panel of guest speakers on the intersections of architecture and literature in Chicago history. And the LES discussion group meetings at Annual explored the ways that our jobs are changing due to new areas of user needs such as digital scholarship, ways we can build collections in light of open education resources (OERs) and other emerging new types of materials being used in classrooms today, and how to build new services on our campus. These types of discussions aren't just constrained to our twice-a-year Section-wide meetings, of course, but occur year-round on the LES-L listserv (<http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections/les/leslistserv>), which I encourage you to join if you haven't already: LES-L has always been one of the richest and most useful resources for me in my library career and the virtual community we have built is quite amazing.

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Another notable LES collaboration will happen this coming year: Thanks to the hard work of Past-Chair Laura Braunstein, LES will be co-sponsoring an ALA Emerging Leader with the brand new Digital Scholarship Section this coming year. This is a stellar example of how LES is actively connected to the dynamic changes occurring in academic librarianship, and supporting library leaders of the future who will be engaged in digital scholarship as part and parcel of their work.

And I know we're experiencing these changes on the front-lines as well: In these pages and well beyond, LES members routinely share about their evolving work that is charting new areas in humanities librarianship, ranging

from management of open institutional repositories, building special collections in contemporary arts and literature, and developing research services for digital humanities. Digital humanities in particular is becoming a marked strength of our Section, ranging from the 2012 ALA Annual pre-conference we organized on Digital Humanities, to the well-cited 2015 ACRL volume *Digital Humanities in the Library: Challenges and Opportunities for Subject Specialists* that was edited by our past chairs Liorah Golomb, Laura Braunstein, and Arianne Hartsell-Gundy. As I've experienced myself in this past year, the way we work as librarians is rapidly changing as our users explore using computational tools to expand humanistic inquiry, experiment with new pedagogical strategies to teach literature and humanities curricula, and draw upon new types of source materials as they work on interdisciplinary research. LES is a core community we can all look to as we experience these transformations in our work, and I hope this coming year will continue the conversations we've been having to share and support each other.

Along these lines, I also encourage all of you to contact me if you have any ideas for LES initiatives, programming, or projects: Whether you've been a member for a month or 20 years, everyone's voice is valuable and we're open to ideas that build upon our existing work or explore potential new areas for LES to make impact. Another avenue for getting your ideas into motion is to join an LES committee.

There are LES committees for Publications, Membership, Planning, Virtual Participation, and Conference Program Planning, and you can find out more about which committees might match your strengths on the LES website (<http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections/les/committees/lescommittees>). Vice-chair Chris Ruotolo will be appointing LES committees this coming year, so keep an eye out for the posting of the ACRL committee volunteer form this winter.

Another thing to keep an eye out for is LES virtual Midwinter meetings: I hope many of you will participate in our online discussions and meetings in January and February, as virtual Midwinter is another great low-cost way to get involved in LES activities.

In closing, I want to note that LES is making an impact on the future of ACRL: The remainder of the Section budget for the recently concluded FY2017 was invested in the ACRL Conference Scholarship Fund, so that by 2019, I anticipate that yet again LES will be able to support a very deserving librarian (perhaps one of you!) to have the incredibly rich professional experience of attending an ACRL Conference.

My thanks to all of you for the many contributions you make to LES, and best wishes for your fall semesters!

With many good wishes,

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# acrl 2019

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## **ACRL 2019 Call for Participation – Coming November 2017**

Keep an eye out for the ACRL 2019 Call for Participation, coming November 2017! ACRL invites you to share your research and creative endeavors at ACRL 2019, “*Recasting the Narrative*,” to be held April 10-13, 2019, in Cleveland, Ohio.

### **Why Present at ACRL 2019?**

- Advocate for your research, project or initiative.
- Expand your connections and get feedback from the best in the profession.
- Boost your professional experience and confidence.
- Invite new collaborations and opportunities into your life.
- Inspire your colleagues by presenting on the most dynamic issues and ideas facing the profession.
- Be published in the online ACRL 2019 Conference Proceedings (contributed papers).
- Add your presentation to your CV and feel good about contributing to the profession.
- Good work juju (it’s true, ACRL presenters receive good juju all year long).

Watch the [ACRL website](#) for details!



## Engaging with the ACRL Framework

### Learn More about the Framework

Take a deeper dive into the ACRL [Framework for Information Literacy for Higher Education](#) during a full-day [workshop](#) held in conjunction with the 2018 ALA Midwinter Meeting. “*The Mile High Roadshow: Engaging with the ACRL Framework,*” will be held Friday, February 9, 2018, in Denver, Colorado.

The ACRL Framework - with its emphasis on self-reflective and lifelong learning and on conceptual understandings about information, research, and scholarship and encouraging - has prompted many librarians to consider their teaching practices from fresh angles, as they explore their evolving instructional roles within and beyond the library classroom. This full-day [workshop](#) supports librarians in engaging more deeply with the Framework. Explore concepts and pedagogical approaches outlined in the Framework and their significance to your own instructional work. Apply learning and reflection to creating instruction plans for local contexts and considering possibilities for growing teaching partnerships.

Complete details, including registration materials, are [online](#). Contact [mconahan@ala.org](mailto:mconahan@ala.org) with questions.



# RBMS 2018 CONVERGENCE JUNE 19-22 NEW ORLEANS, LA

## RBMS Conference, June 19-22, 2018, New Orleans

New Orleans is a hotbed of convergences, ones so powerful that its lineage includes a dish as delightful as gumbo and a storm as destructive as Hurricane Katrina. This conference will focus on the idea of convergences including our field's preparedness for increasing environmental vulnerabilities, our readiness for the inclusion of different people and cultures in our outreach and leadership, and, finally, our willingness to democratize all of our materials. Registration opens in February!



## 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:

- [The Library Assessment Cookbook](#)
- [The Self as Subject: Autoethnographic Research into Identity, Culture, and Academic Librarianship](#)
- [Zotero: a guide for librarians, researchers and educators, second edition](#)
- [Creative Instructional Design: Practical Applications for Librarians](#)

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



## How to Turn a Blind Date with a Book into a Lifelong Marriage

Like probably many other Literature librarians, I frequently try to think of ways to promote recreational reading, especially to undergraduates. In my more idealistic moments, I imagine helping to foster in students a habit of reading that they will continue throughout their lives. Usually these impulses come after I read reports like the Pew Research Center's "Book Reading 2016." Over the years I have experimented with different approaches, but recently I have had a couple of successes that make me feel like I have made some progress in figuring out some strategies that work.

### Adventures in Blogging

At my institution, we have what we call our New and Noteworthy collection (<http://guides.library.duke.edu/newandnoteworthy>). It functions as both a leisure reading collection and a way to let people browse new books. Due to its prominent spot on the first floor of our library, it has always had strong circulation statistics. I noticed though that there were still plenty of people who had no idea the collection existed. I decided to begin a regular blog feature about this collection called "What to Read This Month" as a simple way to promote the collection to more people across the campus. Every month I highlight five interesting books from the collection. Sometimes I pick a theme, like political books during an election. Mostly I just aim for a good balance of topics (i.e. not all fiction). I realize of course that blogging is not particularly innovative anymore, but I feel it has been effective, partially because I have been able to work with the library's Director of Communications. He created a logo for me using Canva and has been willing to include this regular feature on the library website's news carousel. Though I have not kept usage statistics on the books featured, I have checked to see if titles have been checked out, and they are frequently circulating. Someday I would love to look into whether it has increased general awareness of the collection, perhaps with a survey.

### Putting a Spotlight on Collections

My department (Research and Instructional Services) has a Communication Team made of librarians from different sections and functions of our department. Our charge has been to identify, prioritize, and help coordinate the promotion of our services, collections, and programs to external audiences. We realized we had done a great job promoting the services and programs, but we had not done as much to promote our collections. Also, we have had requests from patrons over the years to do staff picks. After some brainstorming, we came up with the idea of doing a "Collection Spotlight" as a way to highlight our print collections by creating temporary collections centered on special themes. Our goals have been to: 1) draw attention to our collections, particularly unique formats and topics; 2) highlight diversity in all its forms; and, 3) engage our staff and students in discovering our collections. The Collection Spotlights are shelved on a special bookrack near our main Service Desk, and we usually highlight 20-30 books. This project has been a partnership with our colleagues in Access and Delivery Services, who have worked with us to figure out all the logistics of creating a temporary location and how to effectively check out and return these books.

Our first spotlight was a "Blind Date with a Book" for Valentine's Day. Many of us had seen this done at public libraries and thought it would be fun. Everyone on the Communication Team worked together to select titles and write short descriptions. We covered them in butcher paper, and several talented staff members drew beautiful illustrations. The project was a huge hit! We had planned to keep the books out the whole week

around Valentine's Day. I put the books out the Friday before that week. By the following Monday, we were scrambling to add more books because the rack was starting to look bare. Students were very excited to "unwrap" their books. Though nothing has been as popular as "Blind Date with a Book" (<https://blogs.library.duke.edu/blog/2017/02/09/valentines-day-go-blind-date-book/>), we have seen steady circulation of the books in these spotlight collections. We frequently see patrons after they return books at our Service Desk head straight to the Collection Spotlight rack to see what is being highlighted. I am especially pleased to say that one of the more popular themes was the poetry spotlight I did during National Poetry Month. Many of our colleagues throughout the library have been eager to participate, especially when we did staff picks over the summer.

### Just the Right Size Book Club

I have always wanted to run a book club, but the timing has never quite worked out for me. Imagine my excitement when I was approached by the librarian who runs our graduate student advisory board. One of the graduate students wanted to start a book club sponsored by the libraries. Along with the graduate student who suggested the idea, I formed a small committee with a science librarian and a social sciences librarian to plan a book club. We all shared a love of reading but had different tastes and ideas. Our initial conversations resulted in the idea of doing a "Low Maintenance" book club (<http://guides.library.duke.edu/bookclub>) instead of focusing on a genre or some other type of literature. We read briefer texts such as short stories, graphic novels, interesting short essays, and poetry. This approach has had strong appeal for many people at our university because our faculty, students, and staff are very busy.

The book club has also been relatively low maintenance to run. We work together as a committee to select something to read. We mainly advertise through blog posts, digital flyers, and list-servs. We usually provide light refreshments and generate a couple of discussion questions in case the conversation lags, but we try not to get too in-depth with our questions because we do not want it to feel like a classroom environment. We have been lucky to get some funding from our department at the beginning of the school year to purchase 10 copies of a book to distribute to the first 10 people who register, which helps generate interest. For the other book discussions we sometimes pick things that are freely (and legally) available online, or we try to pick a book that has a paperback edition and costs less than \$20. We let people know in the advertising if there are copies available in our library or at other nearby libraries (including the public library). We average 10-20 people at our discussions, and we have a robust number of people on our email list. For me, the most striking thing has been the great variety of people who have been interested. We have participants from many departments, including Political Science, Biology, Religion, Women's Studies, and History. Graduate students, undergraduate students, staff, post docs, and faculty have all attended the discussions. Having such a great mixture of people makes for wonderful discussions. For instance, when we read "Story of Your Life" (the movie *Arrival* was based on this story) by Ted Chiang, we had a Linguist and a Physicist in the room!

## Lessons Learned

These projects have taught me several things about how to be successful in these kinds of endeavors. First, it really brought home to me how important it is to collaborate with colleagues across the library. The expertise of people like our Director of Communication and the Access and Delivery Services staff have been invaluable in making these projects a success. Also, I have appreciated getting different perspectives from people when selecting books. What I like is not necessarily what appeals to other people (apparently not everyone loves high fantasy and French poetry), so multiple voices is key. I have also learned to think carefully about what works for the population I work with. I believe that our “Low Maintenance” book club has been a great success because it works well for the needs of our population. Finally these projects have reinforced for me that, sometimes, “simple is good.” One of the reasons that “What to Read This Month” has felt like a success to me is because I have been able to keep up with it instead of abandoning it after only a couple of blog posts because it only requires me to write something once a month about five books.

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## **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*

*Generously sponsored by [GOBI Library Solutions from EBSCO](#)*

**DEADLINE: December 1, 2017**

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 (312) 280-2521 or [collis@ala.org](mailto:collis@ala.org)





## 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 are designed to engage participants and help academic librarians strengthen competencies in multiple areas of concentration. ACRL currently offers several workshops available upon request on an ongoing basis, including:

- Assessment in Action: Demonstrating and Communicating Library Contributions to Student Learning and Success
- [Building Your Research Data Management Toolkit: Integrating RDM into Your Liaison Work](#)
- Engaging with the ACRL Framework: A Catalyst for Exploring and Expanding Our Teaching Practices
- [Planning, Assessing, and Communicating Library Impact: Putting the Standards for Libraries in Higher Education into Action](#)
- [Scholarly Communication: From Understanding to Engagement](#)
- [Two Paths Converge: Designing Educational Opportunities on the Intersections of Scholarly Communication and Information Literacy](#)

Please contact ACRL Program Officer Chase Ollis at [collis@ala.org](mailto:collis@ala.org) or (312) 280-2521 to discuss dates and locations, pricing, and for complete workshop details.



## Academic Library Impact: Improving Practice and Essential Areas to Research

Developed for ACRL by OCLC Research, [Academic Library Impact: Improving Practice and Essential Areas to Research](#) is a new, valuable resource investigating how libraries can increase student learning and success and effectively communicate their value to higher education stakeholders. The full report is freely available for download on the ACRL website. This action-oriented research agenda includes:

- a report on all project phases and findings;
- a detailed research agenda based on those findings;
- a [visualization component](#) that filters relevant literature and creates graphics that can communicate library value to stakeholders;
- a bibliography of the literature analyzed;
- and a [full bibliography](#) of the works cited and reviewed.
- 



### Did You Know?

ACRL members can view full contact information for all ACRL section committee rosters (<http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections>) by logging into the ACRL Web site.



### Biblio-Throwback!

*[Banned Book Week took place this year from September 24<sup>th</sup> to September 30<sup>th</sup>. In the Spring 2009 issue of Biblio-Notes, Michelle Martínez writes about the challenges of being a librarian at a college in the “Bible Belt” with a scholarly interest in “pornography and erotica”:]*

*“Some days I might as well cuss like a sailor’s parrot when I discuss my research interests because of the stunned silence with which I’m sometimes greeted.”*



## Member News

**Candace Benefiel**, a longtime LES member and chair of the section in 1991-1992, passed away on August 1, 2017 at the age of 60. She was a librarian at Texas A&M University. She was the editor of this publication from 1989 to 1993. Candace authored two books, *Reading Laurell K. Hamilton* (2011, Libraries Unlimited) and *The Image and Role of the Librarian* (2002, Haworth, co-authored with Wendi Arant). Her obituary can be read at <https://www.hillierfuneralhome.com/tributes/Candace-Benefiel>.

**Brian Flota** (James Madison University) and **David Oberhelman** (Oklahoma State University) were the recipients of the *MLA Bibliography* Fellowships for the years 2017 to 2020.

**William Gargan**, the Language & Literature Bibliographer at Brooklyn College, is retiring after 39 years of service. An active LES member for many years, he chaired the English and American Discussion Group from 1992-1993.

**John Glover** was promoted to Associate Professor at Virginia Commonwealth University.

**Alexis Logsdon** (Macalester College), along with colleagues Amy Mars and Heather Tompkins (both of Saint Catherine University), recently published an article on digital humanities and emotional labor. "[Claiming expertise from betwixt and between: Digital humanities librarians, emotional labor, and genre theory](#)" was published in *College and Undergraduate Libraries*. The article combines theory and praxis and discusses the liminal role of librarians in digital humanities initiatives. Drawing on feminist theories of emotional labor, we examine a series of common scenarios and how the invisible labor of librarians impacts the interactions described. As part of Macalester College Library's commitment to supporting open access, the article has been made available for free on the Taylor and Francis website:

<http://www.tandfonline.com/doi/abs/10.1080/10691316.2017.1326862>

**Audrey Robinson-Nkongola** (Western Kentucky University-Glasgow) co-authored the article "[Dropped in Without a Parachute: Library Managers' Supervision Experiences](#)" (with Simon P. Funge, Laura DeLancey, and Austin Griffiths), which appears in the *Journal of Library Administration* 57.7.



### The End of the Ink: Redefining "Peer Review"--My Year Back in the Writing Center

In January, I became the Librarian in Residence at my university's Writing Center (as part of a partnership between our two units). Returning to the Writing Center world after a fifteen-year absence (more on that later) has been a refreshing reminder of the similarities between library reference and tutoring writers in a collegiate setting.

The broad goal of both professions is to help a student or faculty member with their work, be it writing or research. More specifically, the writing tutor works with "clients" (that is the terminology used in James Madison University's [JMU] Writing Center) to teach them the skills to improve various aspects of writing -- such as organization, forming an argument, grammar and punctuation, and audience -- on their own. Librarians teach their users the tenets of information literacy, including conducting a search (for printed or online materials) and the evaluation of sources.

In both professions, the purpose of the tutor and the librarian is not merely to fix a short-term problem, such as replacing a comma with a period or finding a full-text version of Audre Lorde's "The Master's Tools Will Never Dismantle the Master's House" for a class that's in an hour: it is to teach the client or user the skills to work through these challenges on their own. By properly modeling how to effectively tackle a writing or research challenge, the tutor and librarian ideally empower their clients and users to teach themselves.

When I first became a PhD student in English, way back in 1999, tutoring writing became my first professional teaching experience. Back then, the best practices as they were taught to us were quite different than they are now. It was standard for the client to read a paper aloud so they could sense when a sentence was wordy (by virtue of tripping over their words), contained a run-on (because of confusing pauses), or too long (running out of breath). This worked most of the time. But for writers with greater challenges to overcome, this method was particularly ineffective.

Current best practices dictate that the tutor defer to the client as to who reads what and how (aloud or silently) and what is to be the main focus of the session. "Higher Order Concerns," such as organization, developing a working argument or thesis, and adhering to genre conventions, are given first preference over "Later Order Concerns" (or "Lower Order Concerns") such as punctuation and citation. This practice benefits writers by allowing them to see the bigger picture as it relates to their writing and eases the minds of those who get bogged down worrying about typos.

These changes are similar to those academic librarians have undergone as the field has moved from the old ACRL Information Literacy Competency Standards for Higher Education (2000) to the more recent Framework for Information Literacy for Higher Education (2016). The earlier model presented what was essentially a checkbox for teaching students how to navigate through a library or search engine's resources. The new framework provides librarians and patrons with a set of "frames" for thinking about information (and its production and dissemination) and its location within these various sites.

The new framework, with its six guiding concepts, also focuses on Higher Order Concerns: 1) Authority is constructed and contextual; 2) Information creation as a process; 3) Information has value; 4) Research as inquiry; 5) Scholarship as conversation; and, 6) Searching as strategic exploration. I know most of you reading this already have these six frames tattooed in glow in the dark ink on the inside of your eyelids by now. This is similar to how writing tutors now think about Higher Order and Later Order Concerns. Thinking more critically about the frames that shape knowledge production, which the new IL framework does, demystifies information production for patrons and lets them see how their research fits within this ever-evolving continuum. Students and faculty who bring what they have written into the Writing Center are looking for strategies to insure that their scholarship reaches its full potential within this meta-conversation.

One of the most interesting aspects about tutoring in the Writing Center is seeing how many library-related issues come up. I recently did an informal survey with the writing tutors, most of whom are undergraduates, and they shared with me some of the things they see most often. The biggest culprits are papers that heavily use Google-identified websites with dubious reliability, echoing a familiar complaint from the faculty members I work with on a regular basis. Other (related) issues that frequently occur include an inability to identify or evaluate the sources incorporated into papers or a general lack of awareness about library resources available to assist with research.

The undergraduate tutors not only provide a “peer review” of their colleagues’ writing but also give them the tools to teach themselves how to improve their own writing. Since the specific practices of librarianship are outside the purview of their job requirements, librarians like us can also create or become personal resources to make understanding some of the concepts of librarianship easier to understand for them and their clients. As a result, my big project this semester is to create a set of online resources for tutors to assist them if any library-related issues should arise during their sessions, especially those mentioned in the previous paragraph. This can help make their jobs easier. After all, the writing and research processes are inextricably intertwined. Good academic writing requires good academic research. And good academic research is the product of good academic writing\*.

\*While I know that “good academic writing” is in the eye of the beholder, antimetabole makes for a sweet conclusion to this column. Now go look up the word “antimetabole”!

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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, Brian Flota, at [flotabc@jmu.edu](mailto:flotabc@jmu.edu).

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