

**Minutes of the Literatures in English Section, General Membership Meeting
Association of College & Research Libraries (ACRL)**

American Library Association (ALA) Annual Conference, Washington D.C.

**Saturday, June 23, 2007, 4:00 – 5:30 pm, Washington Convention Center,
Room 103B**

Present: Michael Macan (Chair, Membership), Kathy Johnson, Jaena Hollingsworth, Juliet Kerico, Douglas Black, Mary Freier, Diana Chlebek, Amy Reese, Tara Schmidt, Sophie Lesinska, Linda Stein, Christine Ruotolo, Kristine Anderson, Mary Onorato, Connie Stovall, Jan Zauha, Shawn Martin, Judy Olsen, Melissa Van Vuuren, Stephanie Graves, Leigh Ann Palmer, Tim Hackman, Meg Meiman, Priscilla Finley, Daryl Boone, Steven Harris, Angela Courtney, John Tofanelli, Elizabeth Peterson, Frank Gravier, Vince Graziano, Kathleen Kluegel, Tammy Voelker, Deborah Lilton, Kathy Obbay, Jill Hollingsworth

1. Kathy Johnson, Chair LES: Introductions and discussion of meeting format.
2. Linda Stein, Chair Publications: Archiving past bibliographies from past LES programs on the LES website; if you have one, send it to her.
3. Kristine Anderson, Vice-Chair LES: The new way of applying to be on a LES committee is to use ACRL's online form (<http://www.ala.org/ala/acrl/aboutacrl/resourcesforwork/acrlforms/volunteer.htm>). After you submit an application, the Vice-Chair can check the website and appoint you. You can accept or reject the appointment. The new method has been problematic for users; ACRL has made changes according to the feedback they've received.
4. Steve Harris, Chair Collections Discussion Group: The group will meet at 8 am Sunday morning. Sofia Lesinska will chair in Steve's absence.
5. Angela Courtney, chair Reference Discussion Group & Mentor Coordinator: LES needs mentors; please contact her if you're willing to serve. Angela is also chairing the Reference Discussion Group at Sunday at 10:30. The group will discuss instruction issues for literature research.

6. Vince Graziano, Member-at-Large: The new, provisional Information Literacy discussion will share time with the Reference Discussion Group. Under discussion will be: how do we teach literary studies research?
7. Kathleen Kluegel, Chair Planning: Input is needed on the LES Strategic Plan.
8. Kristine Anderson, Vice-Chair LES: LES needs a new chair for the Planning committee, preferably someone experienced either in LES or in other sections, with some knowledge of ACRL. Please see her if you're interested.
9. Kathy Johnson, Chair LES: We are hoping for final ACRL acceptance of the LES Research Competency Guidelines for Literatures in English tomorrow (Sunday). Then at Midwinter 2008, we will hold a discussion about how the guidelines are being applied by librarians in the field.
10. Kathy Johnson, Chair LES, and Karen Munro, Secretary LES: We need input for the LES Strategic Action Plan for 2009 (starting September 2008, finishing August 2009). This is a new process for ACRL, requesting concrete action items for the fiscal year, two years in advance. I.e., an action plan has a specific goal, can be carried out in a specific period of time, supports ACRL's Strategic Vision 2010. Past Strategic Action Plans have been related to publicity for and expanded use of the LES Research Competency Guidelines for Literatures in English, and member attendance at the Modern Language Association's national conference. Suggestions from the group are solicited.
 - o Suggestion: create a Shakespeare website clearinghouse, linking to vetted sites. Analogous to the online Whitman archive, which contains original scholarly work, not just an aggregation of what's on the Web. Has coherence that we would not provide if we simply pulled together websites on Shakespeare. Comment: The Whitman effort is a specific edition, not an effort to evaluate everyone's Whitman page, which is what we would be proposing. We can't provide access to scholarly editions of Shakespeare for free. Resources such as the World Shakespeare Bibliography and the Literature Resource Center already provide this service.
 - o Suggestion: Use the LES website to host models of literature instruction. Analogous to the LOEX Clearinghouse. Question: would instructional modules be more achievable? Our research guidelines are specific enough that we could justify a silo for our own materials. Maintenance is an issue. Could we suggest a task force to explore the possibility? We don't want to duplicate LOEX, MERLOT, PRIMO, etc. Could we propose a project with a more definite sunset date or smaller, tighter scope?

**General Membership Meeting (M. Macan) (4:45)
Libraries and Marketing**

Q: Is anyone using Facebook or other social networking sites to promote their library services to students?

Steve Harris's library has MySpace profile and Facebook group. Hard to say what they do. Have friended many students in FB, send announcements about trainings in libraries, etc. Has answered some reference questions in MySpace. Some surveys on MySpace (more ironic & cheeky, in keeping with tone of MS).

Stephanie Graves uses Meebo widget in her English liaison page. Gets subject-based questions too. LeeAnn XX too.

Vince Graziano (Concordia) uses Moodle, and is in process of getting passwords for course websites. Will design library moodle site for librarians. Chat, phone, and email reference is sometimes overwhelming in total as it is.

Tammi Voelker uses FB ads to promote instant message reference and personal consultation services. Very cheap: 10,000 views for \$10. A few students came through that.

Sofia Lesinska (USC) created outreach coordinator for libraries—outreach lunches for student senators. Successful, created desiderata for dream library. This process sets standards and expectations, and you need to be prepared to follow up and deliver. Not much literature on this—i.e., outreach in libraries?

Q: English faculty may not respond to outreach as well as other disciplines. English faculty may not feel they need assistance with libraries or resources? How to market services to faculty when they do in fact need assistance, but don't realize it?

John Tofanelli (Columbia) says that History faculty very attentive to library, send students to him, etc. English departments not as engaged? Partly a sense that faculty want to protect students from exposure to too much secondary literature. Strong sense that faculty will **tell** students what articles to read, rather than loosing them in MLA to search at will. Important to get a sense of how the discipline is taught at your institution—may make sense to focus on senior students rather than underclassmen.

Some faculty may assume their students know everything, when in fact the students don't. Some faculty may feel territorial, or rivalries. Cf. Todd Gilman's article in *The Chronicle of Higher Education*, about faculty not wanting to surrender class time to librarians until they see that their students can't perform tasks.

It may be helpful to make inroads by demonstrating bibliographic management software, purchasing materials that faculty want, or going to Director of Graduate Studies.

Q: Has anyone done anything unusual or interesting or strange to win over faculty who are resistant to library?

Juliet Kerico had Libations with Librarians: wine and cheese; faculty and provost came, very helpful in meeting individual faculty. Smaller reception ceremonies if a person in the department had published a book—have them sign, take pictures, hors d'oeuvres, etc.

Kathleen Kluegel: approach faculty through graduate students. Punch and cookies in the library for new crop of graduate students. Changes association in faculty minds from failure or admission of defeat to social and pleasant exchange.

Vince Graziano: get on the party list, go to the parties.

Find a good point of contact; someone you like, use them as a mole to get into the department. Relationship with that faculty member serves as model to colleagues.

Graduate research assistants important—post an announcement on their list once a year, letting them know you're available. Word of mouth between GSAs and faculty (who do much of the library legwork) can be very helpful.

Judi Olsen: created friendly space in library. Made posters of graduate students' poems from poetry class. Open mike poetry reading for students and faculty. Students can come and get their poem on poster at graduation.

Q: Has anyone done trading cards?

I.e., baseball card with librarians' pictures on them. Carleton did it, very successful. In rack by reference desk, and would hand out in class. Everyone more likely to keep them than they would have been a business card. Never did assessment.

Meg Mieman: interested in tying assessment to marketing. How do students and faculty find out about workshops, etc.? Enlist graphic designer for, say, sticky notes, etc.

Q: Has anyone done office hours in English dept.?

Leigh Anne (Johns Hopkins) has. Timing is important; have to be there when students will be there too. Mostly helpful just to be around, not the most useful reference space, but students know her face and name. Gets lots of CD requests, esp. from graduate students. She does 2 hours one day a week.

Q: How do we market for particular resources?

Kathy Johnson works with graduate seminar each fall; students have option to choose between variety of resources after they learn basic research strategies. Students sign up in small groups to do a 5-7 minute presentation on a resource (i.e. EEBO, ECCO, etc.) to their class.

Michael Macan suggests to vendor who is present that vendors create materials targeted at faculty rather than at librarians, for librarians to pass on.

Shawn Martin says that sending a link to a database out to faculty does nothing. Best way is to look at specific faculty who will be most receptive, and show how it makes life easier and better, rather than more complicated.

John Tofanelli says that if you buy a big database, buy the MARC records and put them in your catalog. Otherwise, users won't find the materials.

Kristine Anderson (Purdue) says that when they bought ECCO, they had a reception for faculty with refreshments, and had readings done by those who worked in the 18th century. Also exhibited books in the collection that were in ECCO; first editions and facsimile editions.

Evaluation forms distributed.
Adjourned 5:35 pm.