

# Biblio-Notes

## ACRL Literatures in English Newsletter

## Notes from the Chair

Glenda Insua



Greetings LES members!

This Fall is a big transition for many of us who are back on campus for the first time in over a year and a half. I hope you are enjoying working with faculty and students in person, albeit fully masked. I know students are happy to be back on my campus, and it's nice to see the library

abuzz again. This semester seems like a new beginning, but we can't forget that the pandemic isn't over. We may be working in a hybrid model for quite some time. Whatever your circumstances, I hope you are finding ways to connect with and support your users.

Despite the continued presence of COVID, I am excited to work as your chair this year. First off, I'd like to congratulate our new officers: Vice-Chair Kristina De Voe, Secretary Hillary Richardson, and Member-at-Large Sam Lohmann. I'm looking forward to working on LES business with each of them. Also, a big thank you to everyone who volunteered to serve on a committee. The work of the section couldn't get done without you!

ALA Annual was virtual again this past summer, but LES made the most of it. The Reference Discussion group held a lively (*cont. page 3*)

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Dear LES Members,

Welcome to the start of a new academic year! As we continue to negotiate the pandemic's effects on our work, we would like to recognize the great effort that you have all made to support students, faculty, and members of your community. You have all accomplished so much this past year and it is important to acknowledge that. Know that we appreciate you and value your contributions to our community.

Though brief, this issue addresses a number of topics that should interest you. Our new chair, Glenda Insua, introduces new LES officers and outlines important conversations—collection development initiatives and the Anti-Racist Ad Hoc Working Group's ongoing activities—that occurred during the annual ALA convention. We welcome Social Media Coordinator, Sara Maurice Whitver, who will moderate the LES twitter account. Candice Dahl reflects on a remote library internship program for undergraduate students at University of Saskatchewan. Finally, we invite you to participate in the LES Communications Feedback Survey, which will shape how members learn about LES events and initiatives.

We always welcome members to contribute content at any time of the year. Whether you have a program to represent, a recently published work to promote, or a reflection on a contemporary issue or debate in your field, we are excited to receive your submissions.

All the best,  
Stacy Reardon  
Matt Roberts



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discussion about returning to campus, and everyone shared activities from their online work that they'd like to keep going forward. Discussion also turned to the types of support provided to English majors and advice about weeding. The Collection Development Discussion Group discussed successful strategies for creating more diverse and equitable collections, collecting zines, and collecting materials from small presses. Like last year, a virtual social was held by the Membership Committee. Two lucky attendees received a gift card to Semicolon, a Black woman-owned bookstore in Chicago.

Although we did not have an official LES program this year, we were nonetheless represented by our own Brian Flota on a panel entitled, "How We Are Marching: EDI Efforts Across ACRL", in which he outlined the work of the Anti-Racist Ad Hoc Working Group. After meeting weekly for months, the group completed their action plan to integrate anti-racist practices into the operations of the section, and it was approved by the Executive Committee this past summer. I thank the committee for their hard work and look forward to implementing the plan this year.

The Planning Committee also worked hard on reviewing the section's governance procedures and documents, producing an advisory report for the new committee to continue the work this year. They used the Anti-Racist Ad Hoc Working Group's recommendations to make sure that our procedures and documents would allow us to move towards a more equitable section. I also believe the changes will make the section run more smoothly and will

hopefully make it more welcoming to new members.

This year brings about the formal change from ALA Midwinter to LibLearnX, which will be held virtually January 21-24, 2022. ALA Annual is at this point slated to be held in person in Washington, D.C. The Conference Planning Committee is working hard on a proposal, which is due October 1.

In addition to reading *Bibliionotes*, you can learn more about LES and get involved with the section by following the LES Twitter account, reading the LES blog (which features member bios, along with other news), and by using ALA Connect. You can send messages by logging into your ALA Connect account, or you can e-mail [ALA-ACRL-LES@ConnectedCommunity.org](mailto:ALA-ACRL-LES@ConnectedCommunity.org). Vice Chair Kristina DeVoe will be reaching out early next year for volunteers to fill committee positions. I encourage you to apply!

Finally, I want to send out a big thank you to Past Chair Brian Flota, who has been invaluable to me as I transition into my role as chair. Thank you so much for your advice and support!

If anyone has any ideas or suggestions for the section, please feel free to e-mail me. I want to ensure that the section reflects the interests of its members.

Glenda Insua  
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## Member News

New position? Retiring? Did you receive a grant or publish something? We want to know! Send your updates to [bibliionotes@gmail.com](mailto:bibliionotes@gmail.com) for the next newsletter.





*I created a credit course for undergraduates who wanted further exposure to the library profession before applying to graduate school. When my university switched to remote learning near the start of the Covid-19 pandemic I worried about the fate of the internship.*

*Photo by Patrick Tomasso on Unsplash*

## Reflection on a Remote Library Internship for Undergraduates

Candice Dahl

As a liaison librarian for the Department of English at my institution, I used to get many requests to meet with English students who were considering a career in librarianship. I enjoyed those conversations but wanted to do more. Five years ago, I created a credit course for undergraduates who wanted further exposure to the library profession before applying to graduate school. The course is run as an (unpaid) internship and is open to all undergrads (not just English majors!) in the College of Arts and Science at the University of Saskatchewan. (<https://libguides.usask.ca/ints380>)

When my university switched to remote learning near the start of the Covid-19 pandemic I worried about the fate of the internship. How ‘experiential’ could the learning really be in a remote environment? Would my librarian colleagues still be willing to supervise student projects if doing so required even more online meetings? And would students still register if they knew that they would have to complete the hands-on course with their hands on only their keyboards?

I polled my colleagues and they all believed that the experiential elements of the internship could absolutely be accommodated remotely. We reflected on the work of academic librarians and how

swiftly, and generally successfully, we were able to adapt to working fully off campus. We thought it would provide students with a reasonably realistic perspective of how we work – flexibly, dependent on technology, and (generally) nowhere near the books. And we quickly realized that even in past years when students were ‘in the library’ they were mostly doing their work in offices, on computers.

As revealed in the applications for the course over the years, often what initially draws English (and History) students to librarianship is a love of reading, the smell of books, and a reverence for library spaces. It has always been important to me that students develop a more robust vision of libraries and librarians, and that we explore emerging roles to understand how both are transforming in the current information environment. Humanities students in particular do a lot of recalibrating throughout the term, and never more so than last year when we were not even allowed on campus.

We used Webex to do everything we would have done face-to-face: weekly Tuesday seminars, meetings between students and the librarians overseeing their work projects, training, introductions to other staff, and more. There were some connection issues from time to time but students were allowed to keep their cameras off and participate in the written chat rather than the audio (in the seminars) if preferred. The seminars had always been designed to discuss

readings and host guest presenters, which was easily accommodated by Webex, though we did have to cancel the physical tour of the University Archives and Special Collections. In terms of the work experience we planned to pursue only projects that were suitable for an online environment but we found that there were actually very few projects that could not be carried out remotely, and little adaptation was required. Students completed software training; updated, assessed and created online resources; conducted research; attended instruction sessions and more.

Though students ultimately wished that they could have spent at least some time in the library and face-to-face with librarians, the remote offering of the course was a success. Projects were completed, perspectives were broadened, and decisions to apply (or not apply) to library school were made. In the end, the circumstances that initially made me think I’d have to cease offering the internship turned out to be circumstances that supported the learning outcomes of the course in a very experiential way. I don’t yet know what the course will look like in January 2022 but I do know that we can accommodate remote experiential learning if required.

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## How do you keep up with LES? Take our 1-minute survey!

The inquiring minds at LES want to know how you keep up with what’s happening in our section. Do you use Twitter? The blog? The listserv?

We’d love to know how you keep up with us now and what we could be doing better!

Please take our quick (1-minute) survey at <http://tiny.cc/e2tjuz>

## LES Twitter Gets an Upgrade!



[@LES\\_ACRL](#) welcomes new Social Media Coordinator, Sara Maurice Whitver, who will be handling our twitter account. In addition to member news and section announcements,

we hope to engage our community through live discussions and through connecting with professional or scholarly organizations associated with Writing Studies, Creative Writing, and other disciplines allied with English Departments. Join us on this new adventure!

Sara is Coordinator of Library Instruction and Liaison to the English Department at the University of Alabama, and is in the final stages of completing

a PhD in Rhetoric and Composition. She is excited to tackle this new role in LES and looks forward to developing close connections with LES members on Twitter.

Sara Maurice Whitver  
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### Follow LES!

LES Website  
<http://bit.ly/acrl-les>

Email Listserv  
<http://bit.ly/les-listserv>

Twitter  
@ LES\_ACRL

#### Officers

Glenda M. Insua, Chair  
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Hillary Richardson, Secretary  
Sam Lohmann, Member-at-Large  
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Stacy Reardon  
Matthew Roberts  
Sara Maurice Whitver

# Upcoming Conferences & Publications



## Project Outcome

Project Outcome is a FREE online toolkit designed to help libraries understand and share the impact of essential library programs and services by providing simple surveys and an easy-to-use process for measuring and analyzing outcomes. Participating libraries are also provided with the resources and training support needed to apply their results and confidently advocate for their library's future. Project Outcome's standardized surveys allow libraries to aggregate their outcome data and analyze trends by service topic, program type, and over time. Sign up today at <https://acrl.projectoutcome.org/>.

## New Virtual Workshops from ACRL



Bring robust online learning directly to your library, chapter, or consortium with ACRL's virtual Off-RoadShow workshops (<https://www.ala.org/acrl/conferences/roadshows>)! Led by expert presenters over multiple days, these online workshops are based on our popular in-person RoadShow workshops and support academic

library professionals in tackling the greatest issues facing the profession.

Current virtual workshops cover topics including: open educational resources and affordability; using the Standards for Libraries in Higher Education to communicate your library's impact; engaging with the ACRL Framework for Information Literacy for Higher Education; and building your research data management toolkit.

Schedule a virtual workshop for your library or organization today at <https://bit.ly/acrl-offroad>. Organizational members of ACRL receive a 10% discount off the hosting cost!



## 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. ACRL books provide timely, thought-provoking, and practical content and research to academic and research librarians worldwide (<https://www.alastore.ala.org/>). Some recent titles:

*Mind, Motivation, and Meaningful Learning: Strategies for Teaching Adult Learners*

*Envisioning the Framework: A Graphic Guide to Information Literacy (ACRL Publications in Librarianship No. 77)*

*Teaching About Fake News: Lesson Plans for Different Disciplines and Audiences*

*Stories of Open: Opening Peer Review through Narrative Inquiry (ACRL Publications in Librarianship No. 76)*

*The Teaching with Primary Sources Cookbook*

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](https://www.ala.org/acrl/publications/publishing) to learn more about our book publishing program and submit a proposal.