

Reference & User Services Quarterly

The Journal of The Reference and User Services Association (RUSA)

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How Do Our Students Learn?

Reference Services to Incarcerated People

First Year Course Programmatic Assessment

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The Journal of The Reference and User Services Association (RUSA)

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Remembering Gail Schlachter

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Gail Schlachter served as editor of *RUSQ* from 1997–2000, as editor of reference book reviews in *RQ* (*RUSQ*'s previous title) from 1977–88, and as president of RUSA, 1988–89. It was with great sorrow that we heard of Gail's all too early death in April of 2015. Gail was a passionate and tireless advocate for libraries and for reference publishing, and her commitment to both of these areas inspired and influenced many in the profession, including me. Gail took great delight in mentoring those new to librarianship as well as in discussing with anyone how to better serve our users. What I will miss most about Gail though is her smile, and how it lit up any meeting or program session when I would see her at ALA, regardless of how early in the morning or late at night it was, or how busy she must have been, for she was always busy. I learned from Gail that taking joy in your work is the best way to enjoy that work, to inspire colleagues, and to accomplish great things. The memories below come from some of Gail's colleagues in the library and publishing worlds.—*Editor*

I first met Gail in New York at the 1980 ALA Annual Conference. During the next annual conference we talked at length about reference reviewing. Starting with the 1982 Midwinter she and I always had dinner together. It was my responsibility to select the restaurant, a process that depended upon concierges to tell me which restaurants had the best chocolate desserts. They would tell me about other foods, but the standard by which Gail judged a restaurant was that it served at least two decadent chocolate desserts. We always ordered and shared both.

During our January 2014 dinner in Philadelphia she received a phone call informing her she had been elected to the ALA executive board. She was sure that call would deliver different news. I had assured her that she would be elected because she offered the range of experience and knowledge as well as her keen intellect that would make her a significant contributor to the EB. She wanted to serve because, in addition to all she had given to that point, she had even more to give to ALA.

She was a justifiably proud but never boastful mother, evident when she introduced me to her children while they were in their teens, years before their very significant professional achievements. Sandy, Eric, and their children have much to mourn and much more to celebrate in Gail's life and her love for them.

We librarians develop long-term friendships we would never have had but for our involvement in ALA. I have lost the best of my ALA friends and one of my best friends ever. Our profession and her many friends in the library,

publishing, and education realms have lost the contributions she would have shared with us had she been with us longer.

All of us will ever remember and miss her warm welcoming smile.—*Jim Rettig*

I first met Gail Schlachter at the ALA Annual Conference in Chicago 2005. Xrefer, Ltd. (which would eventually become Credo Reference) was just stepping forward into the limelight. Previously we were considered to be an interesting little reference product for public libraries with mostly British “ready reference” content. But we’d just signed a distribution deal with Thomson/Gale. At that ALA I was appearing on the RUSA President’s Panel along with Jimmy Wales of Wikipedia and speakers from Thomson, Library of Congress, and others. And we’d just received our first invitation to attend the Independent Reference Publishers Group, which was then an invitation-only group of reference publishers specifically independent of the behemoths like Elsevier and Thomson.

I ended up sitting next to Gail at the meeting and we immediately connected. She stayed after the meeting to look at a model I’d developed to show how uses of reference information served very different needs depending on the user’s goals and state of mind. She immediately challenged me to learn more about the body of work that had been developed over the past many decades on the “reference interview.” It put me on a path to significantly improve our model. I asked her the following week to join Xrefer’s Corporate Advisory Board and she accepted my invitation.

Over the years I got to know Gail I learned more and more about her publishing business, Reference Services Press. Reference Services Press produces the very best set of directories for students looking for scholarship, grants, and fellowships for further study. They produce directories aimed at high school students planning for college, and college students looking for opportunities for advanced study. Countless numbers of people have benefited from these directories, not only students who found ways to seek new educational opportunities but also organizations and foundations have been able to reach particular populations of students that they seek to serve. Gail was justifiably proud of her publishing business. It was probably five years ago that she gave me a full description of the operation based near her home which was then in Sacramento. There was an executive office. There was a marketing office with books and a computer for planning out marketing campaigns. There was a finance office for handling billing and accounting. There was a customer support room where all customer requests and issues were sorted out. There was an editorial office. And, of course, a shipping and fulfillment office where orders were finally shipped out (or sent electronically). This is fairly typical of a well-organized small publisher.

What was remarkable in Gail’s case is that Gail was the only employee of Reference Services Press. When she was planning out marketing campaigns she did so in the Marketing Office. When she was doing the books, she’d move to

the finance office. To process customer orders she’d move to the shipping/fulfillment office. Before his health failed him her husband Stuart was sometimes a part-time staffer in her company. I can imagine that they would have meetings in the conference room.

I knew that someday I’d have to go to Sacramento to see this for myself. In September of 2012 my wife and I were in San Francisco for our son’s wedding. Gail offered to drive into SF to meet me, but I insisted. Gloria drove to Sacramento so that we could see this remarkable company and remarkable woman who ran it.—*John G. Dove*

An ALA friend says: “ALA Conference is like Brigadoon. It is a small town that happens twice a year, and then disappears until the next time.” How true that is for me—having attended close to one hundred conferences. And, like the inhabitants of most small towns, there were friends I bonded with almost immediately . . . Gail Schlachter was a “Brigadoon” friend. Oh yes, we occasionally ran into each other at another library conference. And yes, we always meant to get together outside of conference, but only managed that once or twice. As we both became more involved, busier and busier (probably my fault mostly), we rarely even found time for a drink in later years. Nevertheless the connection was there. There were smiles (hers was always radiant), hugs, and a quick catch-up—husbands, friends, children, business, ALA politics.

The first time we met we talked for hours. We were both from similar cultural backroads, divorced, transitioning from work in a library setting to publishing. We were young, active, and passionate librarians—convinced of our profession’s power to make a difference. The conversations got shorter as we both founded businesses, became more enmeshed in ALA, and took on greater time obligations—but it never stopped. Neither did the smiles or the hugs. And we both talked fast! We called each other “mentors” because advice was free-flowing, one librarian/publisher/businesswoman to another.

I have many fond memories of Gail, personal and professional. What I remember most is her unstinting encouragement. One example took place at the California Library Association debate for ALA President. This was the first of several debates with my opponent, Patrick O’Brien. I was very nervous. Gail rehearsed me, she cautioned; “Let your passion shine through—be a *great* ALA President—let them see that.” I believed her and calmed down. She sat in the front row and smiled her glorious smile at me during the entire debate.

When Gail asked me to speak at her RASD (Reference and Adult Services Division, now RUSA) President’s Program about Technology and the Future of Libraries. I asked, “why me?” Gail had arranged to show Steve Jobs on video, and for others to demonstrate innovative technologies. I was the only “live” speaker. Gail said, “I want an overview, a perceptive look at the human and societal implications.” When the time came and I arrived to speak I found that the room had all the

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bells and whistles available in the late 80s—but there was no microphone or podium for me! The people in charge said it was too late. I panicked, but Gail, with her sweet smile, and her determined “don’t take no for an answer” attitude, had the podium delivered in time for my speech! That speech, which Gail inspired, led to articles in *Library Journal* and the *Whole Earth Review*.

A wise friend told me that when someone close to you dies you lose not only that person, but that person’s view of you. Very selfishly, I miss both terribly.—*Patricia Glass Schuman*

When I think of my experiences with Gail Schlachter, I realize how lucky I am to have so many. They are all of course very positive, memorable, and make me smile. From the very first time we met in her role as a co-convenor of the ALA Councilor forums, Gail’s genuine warmth was evident. She was a very special person who made you feel special. I admit I was not sure why she thought I was so great, but she did and she shared it with me frequently. That had a way of bringing out the best in you. Gail did that for all of us I think, bringing out the best in us. When I ran for ALA President, I approached Gail about being my campaign treasurer. She was thrilled! In fact I’m pretty sure that is the exact word she used—and if you knew Gail like so many of us knew Gail, you know the bright and enthusiastic way she said it. Every interaction with Gail was a joyful one. The last time I saw her on April 19, 2015 at the conclusion of the ALA Executive Board meeting was no different. She flashed her sunlit smile, told me how proud she was of me and the great job I was doing as ALA President, and she gave me a big hug. We are all so fortunate that Gail not only had such a positive outlook on life but that she shared that positivity with anyone and everyone. Gail taught us all how to live through hard work, respect for others, and a love of life. I cannot thank her enough for all she did to be an outstanding librarian, publisher, colleague, mentor, and friend. I will cherish the joy she brought to the profession and to me personally for the rest of my life. Thank you Gail for being uniquely Gail.—*Courtney Young*

From across the room she was a diminutive, pixie-like figure, at first not particularly prepossessing. But as you approached her—she was invariably talking to someone—you would be struck by her animation, particularly her smile and her easy laugh. And without intimidating you, well maybe just a bit intimidating as you joined the conversation, you quickly became aware of her tremendous commitment to (and involvement in) the library profession.

Gail and I went back as colleagues and friends almost to the beginning of our professional lives as librarians. We served on committees together, discussed professional and personal issues over an endless number meals at conference (you quickly learned to never get between Gail and chocolate dessert), and both served on (as it was then called) the RASD board. But mainly Gail was for me and many others an encouraging example and mentor. I began as *RQ*’s (now *RUSQ*)

book review editor under her leadership as editor-in-chief. When I needed to publish a book for promotion to associate professor, she explained manuscript submission procedures and smoothed the way for me at ABC-CLIO where she was working at the time. Through service as RASD president she encouraged me and others to see this role as both viable and important to the work of the division and we followed in her footsteps. One of my happiest ALA moments was as RASD President introducing her as President of Reference Services Press (a company she founded and ran) to present her company’s substantial annual award at Conference for best *RUSQ* article. Few of us would think to make such a tangible contribution to the advancement of professional librarianship.

The news of her passing was not just a surprise and a deep sadness. It was as if a sudden rent had been made in the fabric of my own personal and professional identity. Gail was one of those rare good people who make an outsized contribution to the world and it is hard for me to imagine the library profession without her. I, and many, many others, will miss her ideas, her energy, her encouragement, her friendship and above all her cheerful, “we can do this” attitude.—*David Kohl*

How do I capture the essence of Gail? The words that come to mind are courage, determination, empathy, sparkle, thoughtfulness, passion, and dedication. Gail personified those qualities for everyone whose life she touched. I first met Gail as we served together, many years ago, on the Committee on Education. I knew no one on that committee, but Gail’s warmth and magical smile brought me into the group and started our decades-long friendship. I witnessed firsthand Gail’s amazing ability to get to the core of an issue, listen intently to every individual who offered a perspective, and honor different points of view while guiding a group to consensus.

Gail’s leadership from the heart was expressed in every commitment she made in ALA. Certainly we saw her leadership when she was president of RUSA and editor of *RUSQ*. When she was elected to ALA Council, she went beyond her participation as a member to become an active (and voluntary) mentor for new councilors, welcoming them with her smile and guiding them through the maze of Council responsibilities.

A year and a half ago, Gail stepped up to a more public leadership role when she was elected as an executive board member. What a joy it was to serve with her, starting from our shared delight when her daughter, Sandy Hirsch, surprised her by coming to the inauguration to escort her. Gail’s experience and wisdom were invaluable to our executive board conversations and decision making. She always knew just the right question to ask or the perfect comment to make to move our conversations forward.

Yes, Gail was the consummate professional. But what I cherished the most was her generous spirit and her true friendship. She dealt matter-of-factly and privately with her own personal challenges, including her own health issues,

while focusing on support for others. Gail took the time to ask each one of us about our lives; she embraced and bolstered us with her empathy and her smile.

I do not like to contemplate a world without Gail Schlachter. I know, however, that she has left a piece of her essence in my heart. I will be forever grateful.—*Barbara Stripling*

I first met Gail Schlachter, in person, during the 2009 ALA Annual Conference as members of EMIERT. I recall finally being able to meet her after she so kindly, along with Em Claire Knowles, assistant dean for student affairs at Simmons College, welcomed me my first week at UC Davis with a warm telephone call. They previously worked at the Peter J. Shields Library and shared useful institutional history and career advice. To say I was overwhelmed when I arrived at Davis in November 2005, as I transitioned from public to academic librarianship, would be an understatement and so those phone calls remain so meaningful in my life.

At the time I did not immediately connect Gail's name and immense work to her excellent and indispensable series of financial aid book titles. Only after sometime did I do so and remained in contact. I regret that I did not meet with her sooner—as I should have—for the next several years and all the more so given that she always made the time to speak to me whenever I had a question—or several, as was often the case.

All this didn't matter when we finally met in 2009 and bonded over the aftermath of a cancelled EMIERT panel titled Perspectives on Islam: Beyond the Stereotyping. That panel was to have provided insight and serve as a forum for discussion on the Islam of the twentieth and twenty-first centuries. Space constraints prevent me from providing readers with a full accounting of the events that led to that panel's cancelation but the key things I'll always remember from that series of events were Gail's insights that while librarians seek to be objective, it is impossible to avoid controversy over some issues. It is part of our mission as librarians, she shared, to teach the skills of critical evaluation, including an ability to assess the sources and reliability of information. Libraries cannot, force individuals to be informed, but they can provide the means when the individual is ready.

While these insights were not new, per se, coming as they did from Gail made me recast them in a new light. The time also allowed me to get to know Gail better as a friend, mentor, ALA councilor, and closer to home as a fellow founding member of a REFORMA chapter that I had the honor of establishing and maintaining in, large part, due to Gail's financial stewardship and commitment to diversity. I feel honored to have known Gail, and will always be grateful for the professional and social time we shared.—*Roberto C. Delgadillo*

I was saddened by the death of Gail Schlachter, especially since she was my role model for almost three decades. I looked up to her and always wanted to follow in her footsteps. I was able to do so in several ways. Like Gail, I served

as President of the Reference and User Services Association, as editor of *Reference & User Services Quarterly*, and was a recipient of the Isadore Gilbert Mudge Award. Coincidentally, I also served as a Councilor-at-Large on ALA council, overlapping with Gail's tenure on Council. I will never forget how Gail helped to orient me to the work of Council. None of these achievements would have been possible without Gail's enthusiastic support and constant guidance. I will miss her dearly and intend to pay tribute to her by mentoring other professional colleagues.—*Diane Zabel*

I had the privilege of working with Gail Schlachter when she served as *RUSQ* editor from 1997 to 2000. Under her leadership, she facilitated the change in the journal's name from *RQ* to *Reference and User Services Quarterly*, and brought a new design and format to the journal. Gail worked closely with *RUSQ* columnists, referees, editorial board members, member leaders, and staff to make sure that every issue met the needs of the RUSA membership. Gail was steadfast in her commitment and encouragement of research in the field of reference and adult services. She served as a mentor to scores of researchers and gave willingly of her time and expertise. For me, Gail represented the best of the profession. Her enthusiasm and her passion for what libraries and librarians can do for individuals and communities will be greatly missed. I'll also miss seeing her welcoming smile at conference and hearing her latest developments. Gail touched so many lives, all the budding authors she encouraged and the hundreds of ALA and RUSA members she supported. We are all the better for having known her.—*Cathleen Bourdon*

Gail served two consecutive two-year terms on the ALA Publishing Committee, which sets the framework within which ALA and the ALA publishing department operates. She was appointed Chair of the Committee in each of the two years of her second term. The chair is appointed by the president-elect for a one-year term, which means Gail was chosen by two presidents to serve in that capacity—a rare circumstance.

She was tireless (if not indefatigable) in her commitment to the committee's potential for outreach. At Midwinter, the publishing committee convenes a joint session with the publication committee chairs of ALA divisions and units. Appreciating the potential of this cross-unit outreach opportunity, not only did she issue an appealing written invitation, but she also called each chair or executive director to encourage participation.

She was also instrumental in setting the groundwork for the revision of the Publishing Department Strategic Plan, which was initiated by Ernie DiMattia when her second term ended and she had to move off the committee per policy. Even then, she was selected to participate in the member panels Ernie convened to engage the environmental scan.

Along with the sense of immediate contribution she seemed to provide in all her engagements there were also so

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many acts of kindness. Before she moved off the committee she developed a simple but detailed (six-page) overview of the responsibilities of the chair so that her successors would not have to fret over their responsibilities and timelines. Another of her many, many legacies.

Among her many, many awards and honors, Gail was also a successful entrepreneur in reference publishing and carved out a niche that provided financial aid resources, often for underserved communities. Her company, Reference Services Press, also sponsored the RUSA Reference Press Service Award for the most outstanding article published that year in *RUSQ*.

Consequently, it should come as no surprise that Gail was the ultimate multi-tasker. Nor should it come as a surprise that she was ever efficient and frugal in the administration of her affairs. So: no secretaries, home office, etc. As a result, our phone calls were often accompanied by a chorus of door bells, postal carriers, service professionals, and barking dogs. Laddie is now the official Pub Committee mascot.

Gail never expected anything but the best—and before anyone realized it, pretty much always got it.—*Don Chatham*

It is with such a heavy heart that I write this remembrance of Gail Schlachter. She was such a positive influence for our profession that it hardly seems possible she is gone. I was very fortunate to know Gail for years, through our service together on ALA Council. But I actually knew her more socially through ALA, via mutual friends and colleagues. Gail was such a wonderful and inspirational colleague and friend—she was a role model as well as a mentor to many. Most recently, at the 2015 Midwinter Meeting, I was re-impressed with her ability to communicate respectfully and powerfully when a very contentious issue came before council. After she spoke on the floor of council, I remember thinking, “if only I could speak that clearly and effectively.” I was thrilled along with her when she was recently elected to ALA executive board. I remember her saying in her candidate speech that serving on executive board was the last professional goal she had. I am so glad she reached that goal! As I look back on our friendship, I am extremely grateful for the time we spent together, especially at this most recent conference. Gail, her daughter Sandy, and I were staying in the same hotel and would see one another in the breakfast room each morning. We talked about family, about ALA and council, and I absorbed her beautiful outlook on life. How I will miss her.—*Karen Downing*

Gail Schlachter was a strong supporter of RUSA, serving in many capacities, including as president, as editor of *RUSQ* and as a strong supporter of the RUSA awards, funding the Reference Service Press Award. She won many awards herself over her long career, most importantly two of RUSA's major awards, the Isadore Gilbert Mudge Award and the Louis Shores Award for excellence in reviewing.¹ Her biography at the Reference Service Press website shows a long career serving libraries and library users,² but her influence extended so much farther.

To many of her RUSA and ALA colleagues, Gail was a mentor, providing gentle suggestions and great advice. As I looked at the many tributes on Facebook, comments connected to her son's blog posts,³ remembrances on the ALA Council electronic discussion list, and in other places, I was struck by the characterizations of Gail and how much these characterizations from a variety of sources were similar. Words like “intelligence,” “energy,” “open-minded,” “smiles” and “humor” were used again and again to describe Gail's approach to life. Comments extolling her as warm, kind, inspirational, welcoming, making others feel special, wise, supportive, and generous described her approach to her friends and colleagues.

What was clear in all the anecdotes I have heard and read was that Gail saw herself as both friend and mentor. She shared her thoughts and ideas with a smile and perhaps a joke, helping both newcomers and colleagues she had known for years. She epitomized the definition of the word “mentor.” My favorite definition of the word describes a mentor as “wise and trusted . . . an influential senior sponsor or supporter.”⁴

I was lucky enough to be on the receiving end of some of her warmth when I served as vice president and president of RUSA. When I became vice-president of RUSA, Gail made a point of coming over to me at the awards reception and introducing herself, offering anything I needed. She continued to stop and talk with me at conferences through my past-presidential year in Las Vegas last year. Gail made sure I knew she would answer questions and made me always feel comfortable asking. She did not hesitate to provide comments and advice, but never come across as judgmental. Sometimes she asked me questions. I did not know Gail until she stopped to talk to me, but she made me feel as though I were part of a wonderful group of RUSA officers through the years. She fostered a real feeling of belonging.

What Gail Schlachter gave me were lessons on how to be a mentor. Here is what I learned:

- Don't be shy; initiate a conversation.
- Establish trust.
- Don't butt in.
- Maintain interest over time.
- Don't pass judgment, but provide a listening ear.
- Smile and laugh. Life is fun!

Rest in peace, Gail. Your example will continue to shine and you have taught us all how to pay it forward.—*Mary Pagliero Popp*

It seemed to me that Gail was always around. Ever since I started going to ALA and became involved in RUSA, Gail was always there. She was at every conference and frequently attended the same meetings that I attended. I cannot remember when the two of us first met, but it must have been in some forum related to reference books. Gail was a reference book publisher and I became a reference book reviewer. We

bonded over our mutual desire to provide good information sources to libraries and librarians—she from the vendor side and me from the user side. She was never afraid to take chances—first by leaving the stability of academic libraries to work for a publisher (ABC-CLIO) and then by leaving that publisher to establish her own firm, which she named Reference Service Press. That she was successful at every step along the way is no surprise to anyone who knew her.

Gail's accolades and achievements are very well known, including the Isadore Gilbert Mudge Award, RUSA's highest honor, in 1992. Her company, Reference Service Press, was known for publishing guides to scholarship and financial aid resources that targeted underserved groups, including minorities, women, veterans, and people with disabilities. While this approach gave Gail and her company a very successful niche in the reference publishing market, her products also helped thousands of students find and obtain the financial aid that helped get them through college. In this way, Gail made helping others her core business. Here in California, she combined her interests in reference and financial aid by funding a scholarship to help educate future reference librarians. For over twenty years, she worked with the California Library Association to fund the Reference Service Press Fellowship that provides funds to a library school student interested in reference service. I had the honor to serve on the selection committee on a couple of occasions and it was a joy to read the applications and to select a student who would benefit from the scholarship funds. Whenever scheduling allowed, Gail would personally attend the CLA Awards ceremony to present the award to the student.

My favorite personal memory of Gail is one that highlights how caring and supportive she was. One day I came back to my office and the dreaded red light on my phone was on, indicating that someone had left me a message. Dutifully, I called in and was surprised and pleased to hear Gail's voice on the recording. She said that she had just read a short piece that I had published in the December 2006 *Against the Grain* about the "Top Ten Library Innovations in Library History." Her message told me that before she read it she knew that any such article had to be self-indulgent and could not possibly ever select the appropriate achievements. It went on to say that after reading it, she loved it and agreed with every word. I have published many things throughout my career, but no praise has ever been higher to me than hearing Gail explain to my voice mail why she loved that particular article. I saved that message for years and would go back and listen to it whenever I needed a pick-me-up. To me, that message defined Gail—taking the time to give unsolicited but very welcomed praise and advice to a colleague.

Unfortunately, that message is gone now—a victim of a routine software upgrade in 2013 that wiped out all of our stored messages. And even more unfortunately, Gail is also gone now—a victim of a routine medical procedure that wiped out one of the best librarians of our generation. Yet Gail's spirit will continue to live on—in the students who benefit from her scholarship books and in those who enter

our profession having been funded by her fellowship. And I think that is how Gail would have wanted it—to know that she continues to help others and to make a difference.—*David Tyckoson*

I first met Gail at a RUSA Past President's breakfast. She sat down next to me, introduced herself, and started to provide play-by-play for a conversation about the leaders of RUSA a decade ago about which I was clearly at sea. As I have been thinking of her since I got news of her passing, I have decided this is perhaps the best story to capture Gail's character. She was extraordinarily generous, so very smart, and devoted to the job of being a librarian. I had heard about her long before I met her. She was legend in RUSA. She served as President, won both the Isadore Gilbert Mudge Award and the Louis Shores Award, and was the founder and funder of the heralded Reference Services Press Award. I am certain that there are endless stories to illustrate the wonder that was Gail and plenty of ways to remember her. I will remember her kindness and the image of her as a whirlwind striding down a conference hall, smiling at so many people she knew as she passed them, a hand out here to pat a shoulder, a hug there in a rush to keep going, always with her arms outstretched to the person she was walking toward. That was Gail. Connected, at home, and continually making sure everyone else was as well.—*Neal Wyatt*

It is a great honor to be invited to participate in this memorial to my best friend, Gail Schlachter. She was a person of many dimensions, many skills, many attributes, so I could write about many different aspects of her character and life. For this context, however, it seems most appropriate to write about Gail as a librarian.

I first met Gail in January 1964 when we were both graduate students in American history at the University of Wisconsin. She decided, however, not to continue on for a doctoral degree. I have often speculated about what Gail would have done if she had continued her study for a career as an historian. I have no doubt that her intellectual prowess, her diligence in pursuit of truth, her skill as a researcher, and her commitment to excellence in anything she undertook would have made her an outstanding historian. She enjoyed history, but it was not her passion. She enrolled in a master's program at the School of Library Science, and there she found her calling, her role in life. History's loss was librarianship's gain.

Gail eventually earned a doctorate in library science at the University of Minnesota, the first offered by that school. She could have had a career as a professor of library science or a library administrator, but she preferred the independence that owning her own company, Reference Service Press, offered. From the mid-1980s onward, she earned a living as a publisher of directories of financial aid and was not actively employed as a librarian. Never once during those three decades, however, did Gail ever stop thinking of herself as a librarian first and a publisher second. Her record within

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the American Library Association is well known. She served in several leadership roles for the ALA and won two of its major awards. Although she faced complaints that she was not really a librarian, she won election to the ALA council and then the executive board. Days before her death, after she returned from a meeting of the executive board, I asked her if she had enjoyed the meeting. She confided to me that it had been a great experience. She loved that position and regarded election to it as the most important accomplishment of her life. She won honors and awards for other activities, but librarianship remained the great love of her professional life.—*David Weber*

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A New Strategic Plan for RUSA

Anne M. Houston, President of RUSA 2015–16

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In the fall of 2014 the RUSA leadership embarked on a strategic planning process intended to position our organization for strength and growth over the next few years. In beginning of the process we first needed to confront a challenge: that RUSA—like many professional organizations and indeed many ALA divisions—has experienced declining membership since the economic downturn of 2008, which placed economic pressure on librarians and caused many to question whether to continue association memberships, and if so, how many associations our budgets would allow us to join. For many of us, the bottom line is that we must see value in our association memberships, and receive excellent products and services in return for our investment. Recognizing this, the strategic planning team asked what our members most value in RUSA, and how we can strengthen it while minimizing bureaucratic inefficiencies and eliminating activity that does not benefit our members.

In addressing these questions we were fortunate to have some very good data on how RUSA members regard the activity of the association, gathered by an excellent team chaired by Chris LeBeau and Diane Zabel during a thorough review process in 2013–14. The RUSA Review Task Force conducted interviews and a survey and received more than four hundred responses. The data told us what our members most value in their RUSA membership: the chance to network with colleagues from academic, public and other types of libraries; quality conference programming and educational and professional development opportunities; *RUSQ* and other excellent publications; guidelines and standards for professional practice; and the chance to become leaders in the organization and the profession. There was strong interest in moving RUSA to a structure that includes interest groups, which can be formed easily and quickly around current topics, and disbanded just as easily if members' time and energy can be better used elsewhere. The Task Force recommended that more time be spent developing the quality content valued by our members, and less time spent on administrative issues.

While recognizing the urgent need for our planning process to focus on providing value to our members, the RUSA leadership shares an optimism about RUSA's future. We believe that RUSA serves a unique and important role within ALA and the profession, which is reflected in the Core Purpose statement and the Vision statement in the new strategic plan. We also came together around three Core Organizational Values, which reflect in particular our belief in the value of forming connections among all types of libraries. With the help of Paul Meyer from Tecker International

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Consulting, who worked with us on early stages of the plan, we also crafted a description of our desired future which describes what we hope RUSA will become and achieve. Our operating principles describe how we aim to do business as an organization. The core of the plan then includes two major goals focused on streamlining the organization and providing value. Objectives listed under the two goals will be supported through action items identified by the RUSA executive committee and board.

We would like to thank everyone who played a part in the completion of this project, including all of our RUSA members who participated in the RUSA review survey last summer, the board members who have been engaged in providing constructive input and feedback, the staff of the RUSA Office, and the members of the Strategic Plan Coordinating Task Force—Joe Thompson, Anne Houston, Chris LeBeau, Erin Rushton, Jennifer Boettcher, Kathleen Kern, and Liane Taylor—for their hours of dedication to ensure that we defined the right priorities for our association.

REFERENCE & USER SERVICES ASSOCIATION STRATEGIC PLAN: JULY 2015–JUNE 2018

Core Purpose:

RUSA is a member community engaged in advancing the practices of connecting people to resources, information services, and collections.

Core Organizational Values:

- Building relationships among members from all types of libraries
- Encouraging openness, innovation, and idea sharing
- Promoting excellence in library services and resources

Vision:

RUSA is an influential and authoritative organization, essential to the work of anyone engaged in the practices of connecting people to resources, information services, and collections.

Vivid Description of a Desired Future:

RUSA is known for signature products made available through a variety of innovative formats. The association's services are relevant, accessible, and clearly contribute to the success of its members at all stages of their careers. RUSA members benefit professionally through relevant programming featuring the newest trends, technology and services. Participation in the association's programming is considered essential to professional growth and to advancing libraries to meet new user needs. The strength of RUSA is reflected in

its diversity of collaborative, innovative and engaged members who participate in collegial mentoring and networking. RUSA is renowned as a leading advocate group for library resources, information services, and collections, and is recognized throughout ALA and beyond for its expertise.

Operating principles:

- Maximize time of RUSA staff and volunteers by operating as efficiently as possible.
- Manage our financial resources responsibly.
- Cooperate and collaborate with other divisions and groups in ALA.
- Enable virtual participation whenever possible.
- Emphasize the importance of marketing and communication to ensure that members are aware of all opportunities.

Goals and Objectives:

GOAL #1: Create an organization with greater flexibility in structure, enabling members to pursue their areas of interest in a variety of ways with minimal barriers to involvement.

- a. Create a proposal to transition RUSA to a new organizational structure based on interest groups with a goal of reducing the complexity of the organization and better serving the members' needs.
- b. Create a process that allows members to become more easily involved in RUSA.
- c. Offer more flexibility in programming so that opportunities are accessible to all librarians regardless of their ability to travel to conference.

GOAL #2: Offer services, programs and products that maximize the value of membership, making RUSA a good return on investment for its members and encouraging member engagement, recruitment and retention.

- a. Develop and expand educational resources and experiences that are of high value to many members, including education on cutting edge and advanced topics.
- b. Respond to changes in ALA conference structure to ensure excellence in conference programming and delivery.
- c. Maximize impact of RUSA publications and communications.
- d. Increase opportunities for members to network with colleagues with similar interests.
- e. Maximize the exposure and prestige of RUSA through awards.
- f. Increase recruitment activities.
- g. Boost retention strategies through member engagement.

Jay Gatsby Goes to College

Engaging At-Risk Students

Laura Barrett, Ridie Ghezzi, and Jay Satterfield

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Jay Gatsby, the main character in F. Scott Fitzgerald's 1925 novel *The Great Gatsby*, is a self-made man. He entered St. Olaf College in Minnesota but then dropped out during his first term because of the humiliating circumstances of his poverty. Gatsby's flight from college contrasts with the Ivy League education of Fitzgerald's narrator, Nick Carraway, the Yale graduate better equipped to navigate East Egg's social world. Gatsby's experience is still relevant today: while the transition to higher education is often difficult for young people, it is especially so for first-generation students. Many students can call on the experiences of family members to help them acclimate to the college environment, but first-generation students lack a road map for academic success and social comfort in what can feel like an alien world. These students often face even greater hurdles at highly selective institutions such as Dartmouth College, where expectations for academic achievement are high and the social climate is often unfamiliar.

First-generation and low-income students, referred to here as "at-risk students," have an increased risk of underperforming in a few key areas while in college. These areas are engagement, achievement, and retention. Many at-risk students are less academically and socially engaged than the typical college student: they are less likely to attend faculty office hours, to participate in peer study groups, to make use of campus support services, or to be involved in extracurricular activities.¹ This reduced engagement contributes to their lower aggregate grades and rates of persistence, most notably from the first to second year of college. Eleven percent of Dartmouth students in the undergraduate class of 2018 have identified themselves as the first generation in their family to attend college, the highest percentage since the College tracked this figure.

Early intervention with at-risk students has been shown to ease their transitions to college and to promote their success.² Targeted orientation programs that offer personalized attention can help at-risk students make early and meaningful connections with faculty and staff that have been shown to have positive correlations with student success.³ Dartmouth College excels in its commitment to the academic success of its first-generation students, manifesting its responsibility formally through its First-Year Student Enrichment Program (FYSEP). The Dartmouth College Library is one of several departments within the College community that partners with FYSEP to support these students.

FOR YOUR ENRICHMENT

FIRST-YEAR STUDENT ENRICHMENT PROGRAM (FYSEP)

Launched in the fall of 2009 as a student-led mentorship program and, in subsequent years, supported by the College President and the Dean of the College, FYSEP provides an eight-day preorientation and year-long peer-mentoring program for students who are among the first in their families to attend a four-year college. FYSEP offers sample classes with Dartmouth faculty, workshops, and seminars designed to simulate life at Dartmouth and to prepare participants to handle some of the academic and social challenges they may face during their first year.

Presently there are 130 students who have attended the invitation-only program. Twenty-three FYSEP students participated in the 2014 commencement exercises at Dartmouth as among the first in their families to graduate from college. “FYSEP provides a rigorous, dynamic, and transformative experience that puts participants in a position to thrive at Dartmouth both academically and socially,” says Inge-Lise Ameer, vice provost for student affairs. “The participation and commitment of student mentors and our faculty has been key to the great success of the FYSEP program,” she says.⁴ This assertion is backed up by the students themselves. One recent graduate commented, “I was able to meet some of the nicest, coolest people on campus through FYSEP. These are the people who will teach you the ropes, give you great advice, and will do anything possible to help you. There is no other program that gave me more confidence or connections at Dartmouth.”

DARTMOUTH COLLEGE LIBRARY SERVICE ETHIC AND EDUCATIONAL MISSION

Housed in nine separate libraries, the Dartmouth College Library prides itself on its strong service ethic. The Library serves a diverse and highly motivated constituency of students and faculty. As part of an institution with a recognized strength in its undergraduate education, the Dartmouth College Library supports the community’s high expectations with a culture of intense personalized research assistance to both students and faculty.

The Library has long been a partner in the classroom by offering traditional bibliographic instruction, but in 2002 we consciously began a shift toward a more intentional and intensive engagement with the curriculum. The newly formed Education and Outreach program worked across the Library to instill a culture of teaching and learning that continues to affect all Library units.

A hallmark of our Education and Outreach program is its embrace of active learning techniques. Active learning is any instructional method that engages students in the learning process and gives them ownership of the classroom experience.⁵ Research shows that active learning positively affects student achievement and improves student thinking and

writing. Eddy and Hogan have found that active learning techniques also improve student success by creating a more interdependent classroom community.⁶

ADVENTURES IN RESEARCH

As a component of the eight-day FYSEP preorientation, the Library offers a ninety-minute session that introduces the students to the “faces and places” of the Library. Our primary goal working with the FYSEP students mirrors that of the preorientation program as a whole: to help Dartmouth’s first-generation students begin their first term with an understanding of how to proceed academically. In the case of the Library, this support includes instilling in students an awareness of available research assistance, as well as developing their comfort in seeking help with assignments. FYSEP creates experiential learning opportunities for its participants, including real class lectures by Dartmouth faculty and other activities. The Library offers its interactive session to simulate the research process.

The Library’s session in the FYSEP schedule usually takes place toward the end of the program. At this point, the students have already had multiple academically focused sessions; they have gained some familiarity with faculty and their expectations and teaching styles; learned strategies for success; and been introduced to many student support services. The students have already begun work on an academic essay they will turn in at the end of the FYSEP program. The research strategies learned in the Library session cohere with other strategies students have been developing, and Library staff members are recognized as important elements of the students’ support network on campus.

Kicking it Off

The librarians start the session describing its modest, fundamental goal. By the time the Library session is complete, the students should be able to answer the question: “Why would I want to go to the Library?” Secondary goals are numerous and include knowing who to ask for help, developing a comfort level with the environment, and getting a broad sense of the breadth of resources available. To allow the students to understand the purpose of the session, it is imperative to share with them what will take place and why, so the next step is to outline the session’s activities. The Library maintains FYSEP’s commitment to authenticity and real-life situations by adapting an actual research paper assignment used by one of Dartmouth’s English professors in his First-Year Writing class. In the course, students are asked to explore a theme or event in F. Scott Fitzgerald’s *The Great Gatsby* by setting it into its original 1925 cultural context. The librarians work with the students to break down this assignment and model how one might tackle a similar assignment in one of their courses. The exercise begins with two or three librarians leading the FYSEP students through a brainstorming

activity. They ask, “What significant cultural phenomena or global events come to mind when you think about the 1920s, the decade during which *The Great Gatsby* takes place?” While one librarian records ideas on a whiteboard, students share an array of topics that range from music and art, to suffrage, to race relations, to politics, to Prohibition, to whatever else comes to mind related to the historical time frame of the 1920s. One of the most significant rewards from this phase of the session is observing the students as they realize how much they already know. For the students, the recognition that they have prior knowledge on a subject and have something to offer is very powerful. Though they are entering the college environment with no direct frame of reference for expectations and may harbor doubts about their abilities, they begin to recognize they have knowledge to bring to their experience. This active learning exercise also provides the opportunity to develop community by allowing the students to work together to solve a problem. This sense of community encourages students to take risks and engage in challenging thinking in a safe environment. Studies have shown that under-represented student groups, especially, develop greater performance and motivational skills when they feel to be a part of a community.⁷

After the students identify a list of topics and events, we invite them to think about what types of materials they might use to learn more about these issues. The students generate a wide-ranging list of potential sources, both primary and secondary, including newspaper and journal articles, diaries, letters, government publications, photographs, and more. Using the Library’s various information resources, we show them how they can locate and access the sources identified while demonstrating searches to give them a sense of the material that they may actually find. The focus is not on teaching students how to navigate the search tools—that will come later when they are in actual classes—but to illustrate the intellectual process of research and the thrill of discovery. The students’ engagement and excitement during this brainstorming process is an indication of its success. For many, this is their first encounter with a research library, and they are thrilled to see their ideas become manifest due to the wealth of resources available to them.

The librarians close this phase of the session by recapping the main points and discoveries made: the identification of significant elements of life and culture in the 1920s; the variety of available resources and materials that can elucidate these elements; and, most importantly, who to contact if they need help of any kind—“Library staff!” This call-out becomes the mantra for the ninety-minute period. Whenever the opportunity arises, and at the close of each portion of the session, we ask, “Who can you go to for help?” The students call out, “Library staff!”

Faces and Places

Following the brainstorming and exploration exercise, students tour various places within the Library that will be

important to them as they begin their coursework. We start by walking the students to the Library’s main research and information desk, which is staffed dually by a librarian and a student employee. This portion of the session reinforces the connection between students and individuals in the Library and helps students learn that Library staff are part of their support system and welcome their questions. We want to lower common barriers that might otherwise prevent the students from seeking help, such as self-consciousness or timidity.

At this point in the process, we emphasize that students can bring *any* questions to this desk, and that they can ask questions at *any* stage of the research process. Some students think they need to “earn” the right to ask a question at a reference desk—proving that they have devoted significant time on their own before asking for assistance. During the 2012 FYSEP orientation, one student in particular struggled to reshape her notion of libraries to fit with the Dartmouth College Library’s learner-centered model. Throughout the session she repeatedly asked for assurance that she could come to the research and information desk and ask for help as many times as she needs and at any point in the research process. We emphasize that students can come to the desk directly from class, the moment they get their assignment, and ask for help getting started. They can come to the desk with an in-depth research question, with a need for data and statistics, or just to ask for directions.

This introductory session helps to lower the students’ inhibitions toward seeking assistance, but we continue to emphasize this point even further and to connect this session with the overarching *Gatsby* theme. To help the students understand and internalize the availability of assistance at the point of need, we hold up a series of simple reference questions about *Gatsby* and the 1920s; we ask a different student to read each question aloud. After each question is read, the librarian working at the desk, or one of the session facilitators, offers a brief answer—explaining how she would help the student answer that question.

This question-and-answer activity gives the students the experience of asking “real” reference questions related to a real Dartmouth assignment in a low-stakes situation, and then getting friendly, helpful, and positive responses from Library staff. This scripted question-and-answer activity also gives us the opportunity to pull in students who might previously have been less engaged.

Multimedia

Next, the group heads upstairs to the Jones Media Center where they learn about the Library’s multimedia collections, software, and hardware through the theme of *The Great Gatsby* and life in the 1920s. The Media Services librarian greets the students and shows them an array of DVDs that are part of Jones’s collections, including items such as the 1974 and 2013 film adaptations of *The Great Gatsby* and documentaries on social and political issues from the 1920s.

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The librarian emphasizes that Jones staff have expertise in multimedia creation and editing and are available to support the students on their projects. While the Media Services librarian *presents* much of the information in this session to the students, the students' questions and interests guide the presentation to keep the session participatory. Students are generally excited and intrigued by the resources in Jones. As evidenced by their questions, the encounter leaves them curious about the potential projects the resources enable.

While the first portion of the Library's session is driven in large part by student input, as they share their ideas and interests pertaining to *The Great Gatsby* and life in mid-1920s America, the two service point stops are less student-driven in comparison. We have worked to balance, in a brief time slot, the delivery of important information with student engagement, and that balance sometimes leans more heavily toward content delivery. Each year we work to increase student engagement throughout FYSEP, from dividing the students into smaller groups for increased personal interactions to adjusting session content and format based on experience and feedback. Library-specific questions on the FYSEP follow-up survey (discussed below) will further help the Library assess the success of the program and make informed decisions about future changes.

Meeting Gatsby

The next stop on FYSEP's Library exploration is Rauner Special Collections Library housed in nearby Webster Hall. On the inside, Webster Hall is airy, light, and open with a stunning view of the closed rare book stacks, but from the outside, Webster offers a formidable façade: it looks more like a mausoleum than a library. Once students enter the building, and see the warm interior and inviting open study spaces, the first hurdle is overcome, but it is what happens next that creates the incentive to return.

When the students arrive in Special Collections, a librarian greets them with a first edition of *The Great Gatsby* in its original, iconic dust jacket. After a brief welcome, the librarian works with the students to do a short analysis of the cover art and the blurbs that grace the back cover. The cover art, with its depiction of a woman's soulful face superimposed on a fairground midway, evokes the pathos of the novel. On the back, a blurb boldly asserts that Fitzgerald has written a book that is "perilously near a masterpiece." What does that mean? Was it just common publishing hyperbole, or would it have affected the reader and influenced her interaction with the text? More importantly, does it say something about the era and how the book fit into the culture of the time? The jacket sets a publishing and social context: it illuminates the book as a commodity in the marketplace but also as an object imbued with cultural capital. The blatant commercialism of the cover helps even a novice reader to understand the book as a material and cultural artifact. This analysis of the first edition is an important introduction to Special Collections. The material artifact is given precedence over

the text within, and students are exposed to a new way of doing research that draws on their creativity and interpretive skills. It also shows the importance of understanding context. Significantly, while the librarians discuss the rarity and monetary value of this physical book, students are also encouraged to examine this first edition, which, from the librarian's introduction, has become more than just an old copy of *The Great Gatsby*. Rauner Library staff encourage students to use the collections as a part of their studies, regardless of how unique or rare the items are, emphasizing the collections exist for their learning.

The students then spend twenty minutes browsing through a classroom filled with archival sources from 1925 related to Dartmouth's history. The FYSEP group is the picture of diversity, but Dartmouth in 1925 was a largely homogeneous social world: all male, nearly all white, and nearly all Protestant. Finding a student of color in the 1925 yearbook is not impossible, but it is certainly a challenge. The students work through a series of sources that expose different parts of Dartmouth in 1925. Through course catalogs, registrar's grade books, a student scrapbook, the campus newspaper, and the campus lampoon magazine, Dartmouth's social world emerges in more detail.

Those items have an air of nostalgia, inviting and provocative in many ways, but a small collection of letters from 1925 about a group of students disciplined (and one expelled) for homosexual behavior at an off-campus house—known for harboring young men of "questionable morals"—quickly exposes the lack of tolerance on campus. There is also a disturbing series of materials related to the aggressive hazing upperclassmen imposed on the freshman class. This includes a freshman beanie, demeaning "rules" for freshmen, a photo of a student in prayer as he is about to be paddled, and even a hazing paddle snapped in half by the force of a blow on a freshman's backside.

The exploration of these materials accomplishes several important missions. First, as a hands-on, active-learning activity with relatively exotic materials, it gives the students an introduction to new methods and opportunities while tapping into another learning style. A period of tactile and intellectual involvement helps to re-energize the group. The exercise also provides the students with a concrete glimpse into the social world into which Gatsby tried to fit. The Dartmouth students of 1925 would have been like Nick Carraway, or like the young men who courted Gatsby's Daisy, and would become the financially successful socialites that reveled at Gatsby's parties. The materials convey some of the exclusiveness of that social and cultural club by illustrating its initiation rights and partially mapping its borders. A hazing paddle, a freshman beanie, and an Ivy League education all contribute to the construction of the social walls that Gatsby could never fully penetrate. These are some of the same kinds of walls—with allowances for nearly 100 years of social change—that the FYSEP students may encounter.

There is a risk that the FYSEP students will see this material and feel further excluded from Dartmouth: what is laid

out on the table is clearly not *their* history, but the history of the third- and fourth-generation Dartmouth legacy students whom they are about to meet in their dorms, classes, and in social settings. On a basic level, it allows the students insight into the history of a handful of campus traditions and institutions—from Winter Carnival to Homecoming and the student newspaper—which can be empowering information heading into the unknowns of the first year. But the materials also serve to show just how much the institution has changed, and the librarians are quick to emphasize this point. “Look around the room. How many of us would have been here in 1925?” The answer is nearly none; this is true not just for the students, but also for the librarians. In fact, approximately 65 percent of the current student body would not have been at Dartmouth. Moreover, the students find humor in Dartmouth’s past. The session is always marked by a lot of laughter and exclamations as the students explore a world utterly foreign not only to them, but to current campus culture. Historical context, even a negative one, can build social cohesion.

The materials do more than elucidate Dartmouth’s history and Gatsby’s social milieu: they show the students, most of whom have never worked with historical primary resources, how accessible and powerful those materials can be. Set into context and alongside secondary sources, they enable the students to make original arguments more persuasively. In addition, the students have been introduced to an area of campus that they may otherwise have felt to be off limits. Rauner Special Collections Library prides itself on its accessibility but it is still a pretty “special” place: the materials housed there are some of the most valuable at the College, and Rauner’s rules and procedures are different from other libraries on campus. Even a highly confident undergraduate needs a little coaxing to get through the doors for the first time. But the FYSEP students come away feeling empowered to make use of Special Collections in their research—not only because they have just had that very experience, but also because they have seen the excitement Rauner staff have in sharing the collection. Because of Rauner Library’s active involvement with Dartmouth’s First-Year Writing program, many of these students will have this point reinforced during their first year as they visit Special Collections again in their classes.

Wrapping It Up

At the conclusion of our time with the students, we lead a very quick wrap-up. The session began with an explanation of the primary goal for the session: the answer to the question, “Why would I go to the Library?” As a means of assessing this goal at the session’s conclusion, students are asked to answer this question: “Imagine that during fall term you see your roommate struggling with an assignment. From what you learned today, what advice would you give your roommate?” Responses are solicited from multiple students. Their comments vary, but all of them would encourage their roommates to ask a librarian for help. This activity not only provides us with a

quick assessment of what the students have learned during the session, it also provides the students with a few moments of reflection on all the new information they learned about the Library in the previous ninety minutes.

Assessment

Shortly after completing the eight-day FYSEP preorientation, participating students receive an online survey soliciting their feedback, including questions about the Library orientation; in 2014, twenty-one of the thirty-four FYSEP students responded to the survey. The students rated the Library session highly for its usefulness. Students’ responses to the most useful thing learned at the Library concentrated primarily on the availability of help and the resources available to them. One student wrote, “The most useful thing is that I know I can go to the reference desk for anything. I can ask about anything and they will guide me through the research process.” Another wrote, “I learned more about the resources the Library actually has that range from books, movies, newspaper clippings and so on.”

FUTURE DIRECTIONS

Due to the positive response by participants to the Library’s role in the FYSEP preorientation session, we envision the Library’s relationship with the program continuing in future years and foresee a broader role in the program as it evolves. In fact, the director of education and outreach has recently become a member of the FYSEP planning team. We are seeking to connect the Library session to a specific academic class the students attend before their visit to the Library, working with faculty to integrate the content to better model for the students the connection to their coursework and the Library’s role in the curriculum. To date, the Library’s role within the FYSEP program has been limited to the eight-day preorientation session, but there are many other opportunities within the year-long FYSEP program where librarians can continue to play an essential role in linking classroom work to research support. This connection will strengthen the FYSEP students’ understanding of the role of research in relation to their class work.

In addition to the future possibilities for more deeply embedding librarians throughout the year-long FYSEP program, we also see the opportunity to expand the model developed for the FYSEP preorientation to other orientations and workshops. The case-study approach used with *The Great Gatsby* and the context of the 1920s lends itself well to other contexts and eras.

CONCLUSION

Rather than beginning their college careers feeling academically and socially disconnected from the experiences

FOR YOUR ENRICHMENT

awaiting them, the FYSEP students begin their first fall term with an established social network and a safety net of academic support that allows them to fully participate in the first-year experience. The most convincing evidence of FYSEP's success comes from the students themselves. FYSEP participants praise the program for the confidence they gain and the knowledge they acquire that allow them to start their first year positively and avoid Jay Gatsby's academic fate. The students' voices best convey the positive influence of FYSEP:

I'm so thankful for being chosen for this program, and could only imagine what my freshman experience would be like without it. Some words come to mind . . . *lost, scared, and shy*. But this program has given me a voice and confidence about the future.

—FYSEP Class of 2014

I feel way more confident to begin my intellectual pursuit at Dartmouth because there was a space for me to acknowledge the intensity and uncertainty of such a transition. Thank you very much, I appreciate your commitment!

—FYSEP Class of 2016

I honestly feel like I have a family away from home behind me to support me and comfort me when I need it the most.

—FYSEP Class of 2015

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Project Management *Moving Beyond MacGyver*

Amy Stewart-Mailhiot

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As work in libraries continues to become more project-driven, formal project-management training for librarians and other library staff is not necessarily keeping pace. While this scenario is far from ideal, workarounds can be effectively utilized if need be. In this column, Amy Stewart-Mailhiot offers guidance to librarians about how to rely on the proven tools of their trade to successfully manage projects. She suggests that employing such approaches, and applying some dependable rules of thumb—while not optimal—can help pave the way to accomplishing this critical work in the absence of exposure to more structured project-management training.—*Editor*

In the Winter 2014 *RUSQ* Management column, Jane Currie reflected on the importance of followership and the prominent role it can play in librarianship, where a majority of professionals will not be active in formal organizational management.¹ As Currie's examples indicate, one area of management that many librarians do take part in is project management (PM), when they are tasked with leading a group of colleagues to address a need, improve an existing space or service, or implement something new. By their very nature, these projects are in addition to the librarian's day-to-day responsibilities, and therefore require careful planning to ensure success and decrease stress.

In her column, Currie highlighted the key components of effective followership, many that mirror the fundamentals of good project management: creating and sticking to deadlines, the importance of communication, the need for assessment, and an understanding of the value of relationships within an organization and how those relationships can develop into stakeholder support for a given project.² It is interesting that the topics of both followership and project management are underrepresented in the library literature, despite the prevalence of each within the profession. A quick scan of any article on PM in libraries indicates one of the two things (and usually both) mentioned: the lack of literature on the topic and the lack of training in PM among librarians. As Burich, et al note, "When project management techniques are used in American libraries, most often they are used informally, often without managers being conscious of their use."³

The extent of the disconnect between libraries and librarians completing projects and formal PM training among library staff was at the core of Howarth's 2011 study of librarians in Ontario. Ninety-two percent of survey respondents indicated that they had been part of at least one project team in the previous twelve months, with 31 percent indicating they had served as "project lead." However, when asked

about the PM training they had received, 23 percent answered that they had “no training,” with the greatest number of responses reported for “read book(s)” and “read article(s).”⁴ Winston and Hoffman trace the lack of formal training back even further, finding that less fewer 4 percent of accredited LIS programs in the US and Canada include PM in the curriculum.⁵ It is not surprising, therefore, that more than 40 percent of those in Howarth’s study described the PM processes in place in their library as “Ad-Hoc,” with “no formal approach to managing projects.”⁶

As an instruction librarian with no management responsibilities, I am firmly rooted in the followership camp that Currie described. I am also one of the many librarians with no formal project management training. So when, in the fall of 2011, I was tasked with creating a mandatory academic integrity (AI) module for all incoming students, I did what any good member of my generation would do—I “MacGyver-ed” it. For those of you young enough to have missed the 1980s television action-adventure series, or the myriad culture references in the intervening years, to MacGyver generally refers to employing creative thinking and the tools at hand to solve a problem. For my challenge of developing the orientation module, I would not rely on duct tape and paper clips, but on the tools that had served me well in developing information literacy sessions—a basic understanding of instructional design and strong people skills.

PROJECT BACKGROUND

As Lori Wamsley describes in her article “Controlling Project Chaos: Project Management for Library Staff,” the motivators for a project may be “market-driven, crisis-driven, or change driven.”⁷ The project described in this paper was primarily driven by combination of crisis and change—the crisis being the increase in academic dishonesty reports and the change being the desire on the part of Student Life staff to develop a more academically robust orientation program.

A liberal arts school with an enrollment of roughly 3,500 students, Pacific Lutheran University (PLU) is not immune to the issues of academic dishonesty and plagiarism. In my work as an instruction librarian, I was actively engaged in teaching both first-year and international students, which resulted in establishing relationships with both the Director of International Students in the Office of Student Life and the Director of the First Year Experience Program. Through these relationships, I became aware of the upward trend in academic dishonesty reports on campus among both international and domestic students. From members of the First Year Experience Program (FYEP) leadership, I also learned of previous attempts to integrate an AI module into FYEP courses through individual classroom visits from Writing Center staff. For a program that averages thirty-three course sections each fall, the scheduling and staffing of this approach was not feasible. In an effort to bridge the gap between the student life and the academic sides of campus, I

called a meeting of stakeholders from both units and within an hour it was agreed that Student Life would require the academic integrity module as part of new student orientation for the coming fall. I was given primary responsibility for making this requirement a reality.

THE MISSION

Viewing the project through the lens I knew best, teaching and learning, I set out to turn this large project into “just another information literacy session” and started where I always start—with the end in mind. From a backward design perspective, the first step in the project was to determine the learning outcomes we wanted the students to achieve as a result of the session. Using another trusted librarian tool, I started by conducting focus groups of current students, asking them to respond to the prompt, “what do I wish I had known when I started college” as it related to issues of academic integrity, citing sources, and plagiarism. Students were recruited by reaching out to campus partners, including the women’s center, diversity center, athletics, and the theatre program. The information gathered from the focus groups was then mapped to key concepts taken from the literature, as well as results from a campus survey on academic integrity that was conducted the previous year. This formed the basis of the information we would attempt to cover in the module.

With the learning and project outcomes in hand, the project turned to determining and designing the most appropriate mode of delivery to facilitate student learning. As a primarily residential institution, with a strong face-to-face tradition, it was decided that the session needed to take place in person. This meant that we would have one hour to deliver the module to more than six hundred students. Keeping in mind the student feedback on the need for an interactive session, the project team (consisting of me and the campus videographer) began brainstorming ways to deliver the content via video and integrate some level of audience response.

Working closely with the directors of the Writing Center, Student Conduct Office, and New Student Orientation, we developed a storyboard for the video that incorporated a variety of student and faculty members introducing various components of the content. We used Poll Everywhere to gather information in a series of pre- and post-video questions that was employed as our assessment of student learning. On the final day of orientation, I stood before a gym full of new students and brought the nearly year-long project to a close.

LESSONS LEARNED

The somewhat unstructured and makeshift approach to the project nonetheless resulted in a considerable number of valuable lessons learned that are worth sharing:

MANAGEMENT

1. Be creative in your thinking. Ask the questions you feel need to be asked, and don't assume that the answer will no—and when the answer is no, look for alternatives. As this project demonstrated, getting all first year faculty to agree to devote class time to the AI module would have been very difficult. Removing that obstacle from the table provided an entry for the Student Life Office to step in and make it a mandatory part of orientation.
2. Be realistic in planning the amount of time the project will take, and make use of mini-deadlines or mileposts along the way. A simple Excel spreadsheet or even a chart on a white board can provide a framework for accountability, but if you set unrealistic expectations, you run the risk of derailing some aspect of your project. If the deadline is set from outside the library, as was the case with the timing of orientation, be sure to add in a buffer period before the actual deadline to allow for confirmation that all elements are complete and working properly.
3. Communicate with stakeholders early and often. Establishing buy-in from directors of key departments on campus was critical to the success of the project. Regular check-ins not only kept the project on their radar, but also provided a team of individuals to offer feedback on the project at various points in the process.
4. Plan time to reflect and assess. Assessment is an increasingly central activity in libraries, but it can be challenging, particularly in a small shop, to set aside time to intentionally reflect on the work that was done. It is important to incorporate this step into your timeline on the front end, so as not to overlook it as you move on to the next project in your queue.

REFLECTING BACK

It was not until the project was successfully completed that I reflected on the structure of my MacGyver-ing approach and discovered that it contained many the project management tools and processes detailed in the literature (e.g., Atkins, Burich et al., Horwarth). For example, I started with a clearly defined project outcome and then created a timeline with milestones that took into account the deadline and various constraints of the academic calendar. Additionally, stakeholders were engaged early in the process, and team

members were selected based on the fit between their skills and the needs of the project. Yet despite the success and the important lessons learned, I can't help but wonder if I could have been more efficient and effective had I been armed with more formal PM training rather than just a crafty MacGyver mentality.

The literature on the topic appears to provide an answer to my question—PM training can make a positive difference. Establishing an organizational culture that incorporates project management and moving away from the ad-hoc model Howarth described can be of value for libraries of all types and sizes. I encourage those in a followership position to seek out training opportunities through your institution, at state conferences, or by attending one of LLAMA's Career Institutes on the topic. For those in leadership roles, I suggest that you explore ways to support your staff in developing and refining these skills. After all, while it can be exhilarating to pull off a project in MacGyver fashion, developing and deploying a fluency in project management has the potential for more sustainable success.

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There Seem to be More SEALs in Romance Fiction than in the US Navy, and if so, Why Does it Matter?

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Few of us are lucky enough to write about what we love. In particular, what we love to read *and* why it's so popular. But, Mary K. Chelton was able to do just that. We, the readers of this column are able to dive right into this article and read Chelton's thoughts on a book genre dear to her: Navy SEALs. Why we do love our military men? What is it with the strong, handsome type that often need "fixing" by intelligent, beautiful ladies in need of love that has our readers so transfixed? Chelton provides excellent insight into a genre that she, too, loves to read. In her own words, Chelton states that this article suggests reasons for popularity of military romance, from the type of hero and appeal factors to familiar story lines and authors. Whether you're a readers' advisor familiar with this reading trend, or new to the genre, this article is a great introduction or "go to" resource in your everyday RA world.—*Editor*

Readers' advisors often have problems identifying and suggesting titles for readers from subgenres of larger genre categories like romance or thriller or mystery, especially if they are unfamiliar with the overall genre's components and appeal variations, or with reader expectations. Since one of the hottest current trends in contemporary romance fiction is military romances, particularly those featuring SEALs, this article suggests reasons for their popularity, from the type of hero and appeal factors to familiar story lines and authors.

While there have been various types of military heroes in romance fiction since Jane Austen's *Pride and Prejudice*, their current popularity in contemporary romances has created a distinct and thriving subgenre,¹ dominated by Navy SEALs, followed by Marines, Rangers, and Delta Force members. Even romantic suspense stories with private security contractors like Maya Banks' KGI (Kelly Group International) series or Cindy Girard's BOI (Black Operations International) series or Julie Ann Walker's BKI (Black Knights and Deep Six) series inevitably include ex-SEALS.

THE HEROES

Military romances usually feature alpha male action heroes, the most popular type of romance hero. These are smart, hypermasculinized, honorable, heterosexual men who are in good shape physically, good with a gun, and good in bed. They are the quintessential alpha males, or what might be called by scholars of masculinity studies "representations of hegemonic masculinity."² Readers who like Jane Austen and

Georgette Heyer historicals, or readers who like suspense and thrillers might be able to make the transition to contemporary romances that feature modern representations of the military hero/alpha male. Also these heroes are perennially appealing as “men in uniform,” as a recent Harlequin promotion captured in a roundup of sexy law enforcement heroes.³

Alpha males are the rough, hard-edged, often tormented heroes at the heart of the vast majority of bestselling romance novels. They present a challenge to the heroine because the hero's strength is seen as a measure of her power as a woman to conquer him. He provides both the central seduction fantasy of the story in his courtship of the heroine as well as the male suitor's perspective on the growing relationship.⁴

The recurrent SEAL character in the romantic suspense end of the military romance spectrum, is generally depicted as a testosterone-laden, commitment phobic, smart, handsome “bad-ass” accomplished lover with six (or eight)-pack abs who is attracted to, protective of, and supportive but not controlling of, smart women heroines. The book covers inevitably show a “ripped” male torso from waist to the lower face. The description of the SEAL alpha hero in romances is particularly important because of the idealized masculine and heroic attributes he embodies, especially as experienced through the eyes of the heroine:

Jake was dressed in a light blue short-sleeve shirt, tan chinos and loafer. Even twenty feet away, she could tell he was a SEAL. He carried himself with a well-earned confidence, his shoulders back, his gaze always roving slowly around an area, checking it out. His black hair gleamed, indicating he'd probably just taken a shower. There was no question, he was a damned good-looking man. He was in control, powerful and intense.⁵

Military heroes, whether SEALs or not, embody the characteristics many contemporary romance readers want; however, they are embellished to meet fictional expectations. As romance author Tina Waincott says, “Losing her nephew, a Marine, in the war made her realize that our military men are the perfect heroes. Not only during the war but afterward as they try to stitch their lives and souls together once they're home.”⁶ Besides being depicted as gorgeous, protective, intelligent, able to take control, with a sense of humor, they are very good in bed, since most of these books are very sexy.⁷ “They promise strength, safety and military grade sex.”⁸ As one *Cosmopolitan* columnist so aptly describes their internal GPS systems:

They're highly trained in narrowing in on targets, finding objects in demolished buildings and even underwater, and tracing down pretty damn un-track-downable enemies. This is appealing for two reasons. They'll never ask for directions—because they don't have to. And if SEALs can find a terrorist who has eluded capture for 10 years, we're pretty confident they can also find a clitoris.⁹

In fact, many romance fans feel that beyond any reference to world events, the changing roles of women's lives alone demand the larger than life heroes exemplified by SEALs. When such heroes finally fall in love and recognize the feeling—usually when the woman is in some sort of peril (thus perpetuating the damsel-in-distress trope common in romances), it gives the reader the literary and emotional satisfaction of watching a gigantic redwood fall.

SEAL alpha heroes might also be considered popular culture representations of the Jungian warrior archetype,¹⁰ whose appeal is explained by romance author, librarian, and scholar of romance, Jayne Ann Krentz:

Genre fiction draws its power from the ancient heroic archetypes, not modern angst. A lot of modern literature is informed by the social theories of the 20th century—theories of psychology, our understanding of social problems—a lot of modern literature's built on that, and romance can have those themes going on and those problems going on, because they are a part of our real world, but the difference with a genre novel is that in any genre novel, including romance, the hero and the heroine overcome their problems not with social engineering and not with psychology, but with core heroic virtues and they're always the same. It's courage, determination, a sense of honor, integrity, and the ability to love, and that's at the core of all our heroic archetypes.¹¹

EVOLUTION OF THE MILITARY ROMANCE

The contemporary military romance phenomenon seems to have started, not as many surmise, with the SEAL takedown of Osama Bin Laden in 2011, but with romance author Eileen Nauman, known as “Lindsay McKenna,” whose *Captive of Fate* in 1983 is claimed to be the book that “created the military romance,” although her hero was not a SEAL.

A suggestion to author Suzanne Brockmann from a friend in 1995 to read about SEAL training ultimately led to her SEAL Team 10 and SEAL Team 16 books. Her research highlighted their use of stealth and being able to slip into a location unnoticed; their tight bonds with teammates; the fact that SEALs are alpha males who prefer to take action, they are in topnotch physical shape, highly intelligent and top scholars, intensely motivated and highly driven. She (and subsequent authors) then used these characteristics to make her SEAL heroes suffer in various ways, for example, by being forced to be passive in *Prince Joe*, being separated from the team in *Forever Blue*, getting injured so it is impossible to remain on active duty in *Frisco's Kid*, etc.¹²

Other authors have been extending these situations in their stories, imitating her and capitalizing on the audience she created ever since. One of the most recent iterations is a bundled ten-story e-book compilation called *Hot Alpha SEALs Military Romance Megaset* edited by Sharon Hamilton

While neither Brockmann nor Hamilton is in the military, nor is one of the most successful recent authors of the genre—M. L. Buchman, whose *Night Stalker* series about Black Hawk helicopter crews has garnered feminist praise for strong women characters, the military romance subgenre includes other authors with more personal military experience. Merline Lovelace, for example, is a retired Air Force officer, and Jessica Scott is a former Army lieutenant; Catherine Mann an Air Force wife; Anne Elizabeth the wife of a retired SEAL, and both Marliiss Melton and Marilyn Pappano are wives of retired Naval officers.

WHY MILITARY HEROES? WHY SEALS?

Beyond the psychological satisfaction for readers of watching big, bad, ripped SEALs fall in love, and the demands of genre plot conventions that must provide an empowered heroine something big and bad to conquer, the question remains of why the military warrior archetype and a stereotypic representation of hegemonic masculinity resonates within the most female-gendered of all literary genres. For those who feel romance fiction is anti-feminist, it is easy to suggest that the objectification of men is logical for such novels, but whether romances are anti-feminist or not is highly contested by both scholars and fans of the genre.¹³ They are generally considered to be women's empowerment stories told from the woman's point of view. As the Romance Writers of America puts it, "In romance novels, the heroine always wins."

The increasing focus of romance novels on military heroes, taking their cues from the headlines, has increased along with the number of veterans returning from Iraq and Afghanistan. There is also a feeling among editors that readers, influenced by the recession, have a rekindled interest in "a rugged workingman ideal." "Women are seeing these men who fight for the love of their country and to protect their families," says Gina Wachtel, associate publisher at Bantam Doubleday Dell. "All women are looking for that, particularly those in problematic relationships. It's like a lifeboat. These heroes promise strength, safety and military-grade sex." However, "while these heroes have an everyman air, they're strictly 1 percent in the context of their profession. The soldiers aren't regular grunts; they're SEALs and Special Forces."¹⁴

The soldier has long been a heroic image of masculinity. Despite current public discontent with war and military leaders similar to that following Vietnam, since the September 11th attacks, public attitudes toward the military have been nearly universally positive, and the military's prestige remains high.¹⁵ As Gerzon pointed out more than twenty years ago:

[The Soldier] was the protector, the man who made the difference between survival and annihilation . . . the man who defended his loved ones and the entire

community. He symbolized security. He was the man who did not hide from danger, who did not give in to fear. The Soldier was willing to risk his own life in order to protect those he loved. . . . He symbolized strength, courage, responsibility. He was the man who inspired other men to act bravely, who rallied a community and enabled its members to defend their sovereignty. In virtually every cultural system, the Soldier was a hero because without him, that system could not endure.¹⁶

This could be a description of any of the military heroes in romance novels. As Cindy Hwang, vice president and executive editor of Berkley Books, says, commenting that romances featuring military or ex-military characters and themes have been popular for years. "Not only is there just something about a man in uniform, but the military is full of heroes who have dedicated their lives to serving their country. Military men and women exemplify what readers want in their romantic heroes: bravery, loyalty, strength, and the willingness to make extreme sacrifices."¹⁷

It is important to note that the military's prestige remains high, with 78 percent of US adults reporting in 2013 that "members of the armed services contribute 'a lot' to society's well-being, and the military still tops the list of occupational groups the public says contribute a lot to society,"¹⁸ so beyond the conventional demands of the romance genre, romance novel readership may already be predisposed to like military heroes by being part of the public whose opinion is favorable to the military.

Another appealing aspect of military heroes is the depiction of comradery among the warriors, where loyalty to the team is as if they were family, and in some instances, such as Stephanie Tyler's *Hard to Hold* series, the team actually is family. Gibson, in *Warrior Dreams*, says that, "The brotherhood of war thus brings men together in ways that efface their individuality."¹⁹ He might have also been discussing Suzanne Brockmann's *Tall, Dark and Dangerous SEAL Team Ten* stories.

Higate and Hopton state that

The nexus linking war, militarism, and masculinities has remained an enduring and consistent feature of societies and their cultures across time. . . . In light of the recent military action by the United States and allies against Iraq, there has been a regression to traditional gender roles, with men cast as the protectors and women as the protected.²⁰

Both of these roles are common in romance fiction.

CONCLUSION

Besides the character and dramatic plot-driven appeal of the warrior hero in military romances for hardcore romance

READERS' ADVISORY

readers, the stories offer a crossover appeal for suspense and action thriller readers that can be exploited by knowledgeable readers advisors, if they can get potential genre crossover readers beyond the scantily clad torso covers. Other parts of the subgenre, like Jessica Scott's coming home stories, offer less action and excitement and a more bittersweet, emotionally intense or heart wrenching tone. Librarians must be careful to note which part of the subgenre they are dealing with, because of these different emotional appeal variations. Also, the suspense stories are usually sexual "scorchers" in *Romantic Times* terms; whereas the homecoming stories are softer and sweeter.

For traditional romance readers, though, there are many arguments to support the theory that romances are not anti-feminist and that women readers can distinguish between reality and fantasy. However, one cannot ignore the fact that the fantasy SEALS in many contemporary romance novels represent the embodiment of heterosexual masculinity. This representation prevails despite the work and education of the heroines depicted in the same books. Ultimately, these smart contemporary women need protecting and rescuing, and who better to do it than SEALS. The fairy tale damsel-in-distress trope is so powerful and enduring in romance novels that it is often difficult to remember that when the romance heroine gets the big bad SEAL in touch with his feelings, she is "rescuing" him as well.²¹ Unfortunately, this is viewed by many as formulaic and sexist, with the quandary stated by Sevick:

Is there a way to write a fun, cheesy romance that isn't problematic? Is there a way to appeal to all that awful internalized sexism that makes us fabulously independent women still want to be swept away by a possessive billionaire barbarian—without reinforcing the worst elements of that very fantasy?²²

Perhaps for contemporary romance readers, SEALS being among the most elite warriors in the armed forces makes them analogous to the lords who populate historical romances. Instead of the social class elitism those alpha heroes exhibit (a la Darcy in *Pride and Prejudice*), SEALS exhibit the elite stature of competence and heroism longed for in modern life. They are the "possessive billionaire barbarians" of many of today's romance reader fantasies. Serving up some SEAL romances to their avid readers and potential crossover readers should be one of the many activities that makes adult readers advising satisfying at both ends of the interaction.

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Cool Jobs

Expanding the Place of the Library Instruction Curriculum to Assist Graduates in Preparing Students for Atypical Work Environments

Loriene Roy and Elizabeth Hallmark

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To help our graduates become successful in both traditional and nontraditional information settings, Roy and Hallmark suggest that the requirements listed in modern job descriptions reveal the type of skills and talents we should include in our information science curriculum. This unique perspective allows us to determine how well our information science curriculum matches the skillsets required for atypical “cool jobs” not frequently associated with the library and information science field. They offer suggestions on how to include activities and challenges in a variety of courses to make the instructional setting more closely align with future employment settings. Loriene Roy has taught library instruction and information literacy for more than twenty years, and served as ALA president from 2007 to 2008. Elizabeth Hallmark graduated from the iSchool at The University of Texas at Austin. Hallmark herself has “cool job” experience as the Creative Director for the Texas Comptroller of Public Accounts and more recently as Internal Communications Leader in the public medical sector. Together, these authors summarize findings and offer recommendations for preparing students to become successful in those unusual, atypical work settings—those “cool jobs.”—*Editor*

JOB TITLES AND WORK SETTINGS: TRADITIONAL AND NEW

New library and information science graduates interested in providing library instruction services might take positions with the familiar job titles of “Public Services Librarian” or “Reference and Instruction Librarian.” More recently, however, other job titles have emerged for the instruction librarian (table 1). New graduates find employment in the familiar work settings of public and academic libraries, professional library associations, and academic departments—including LIS schools. Even within these settings, instruction is prominent, as information professionals are called upon to assist job seekers in activities as diverse as filling out online job applications at public access computing stations, helping faculty members and their teaching assistants digitize audio files, and teaching people how to use 3D printers.

PREPARATION FOR THE MORE TRADITIONAL WORK SETTING

The traditional course of study preparing LIS graduate students to provide library instruction concentrates the students' studies on sources and services and includes the equivalent of the basic reference course, specialized reference courses, technology electives, and a course on library instruction/information literacy. Working with their faculty advisor, students select coursework in preparation for demonstrating attention to patrons, collections, and technology. In addition, students can gain experience through paid or volunteer positions in libraries where they may design instruction products such as LibGuides, create instruction courses, and integrate instruction into personal and virtual reference services. Students can shadow other instruction specialists, or they can design a Capstone (a culminating graduation project) that focuses on instruction.

We generally advise students interested in public librarianship that they seek experience in a public library and document how well they work with the public. In addition, we advise them to acquire a specialized skill set to offer potential employers, such as youth services programming or web design. For students interested in academic positions, we suggest enrolling in one of our dual-master's degrees; students can earn their MSIS concurrent with Master of Art degrees in Latin American Studies, Women's and Gender Studies, Middle Eastern Studies, Master of Global Policy Studies, Master of Public Affairs, or the Juris Doctor. We also encourage students to write a thesis as their final degree requirement instead of completing a Capstone; the thesis better demonstrates their ability to conduct research and prepare publishable-quality work. For prospective school librarians who may enter LIS programs with an education degree and classroom teaching experience, advisors must additionally include guidance for fulfilling requirements specific for each state school librarian certification.

Despite diverse student goals and requirements, our iSchool (in conjunction with the assistance of field supervisors) prepares students for the many traditional work settings described above. Still, upon landing professional positions that require a portion of their time be spent providing instruction, LIS graduates have not always felt confident in their roles as educators. Recent evidence indicates that librarians engaged in instruction within their work feel that their LIS programs have not sufficiently prepared them for this task.¹

Professional organizations such as the Association of College and Research Libraries (ACRL) and academic centers like Dartmouth's Center for the Advancement of Learning, have acknowledged this gap in preparation and confidence by providing continuing education that helps information professionals improve their teaching skills.² Successful programs such as Immersion and the Librarians Active Learning Institute (LALI) are taught and organized by experienced practitioners committed to their role as

Table 1. Modern Library Instruction Job Titles

Embedded Librarian
Academic Liaison Librarian
Outreach and Instruction Librarian
Continuing Education Specialist
Student Enrichment Librarian
Information Literacy Coordinator
Customer Service Librarian
Director of Research and Instructional Support
Librarian for Instructional Design, Outreach, and Training

educators.³ However, these programs do not fully correct the instruction gap originating within LIS programs themselves. If LIS graduates feel unprepared for instruction in traditional settings, how can they secure employment and perform well in atypical settings?

PREPARATION FOR THE NEW WORK SETTING

While many students following the advice outlined above are offered excellent positions in traditional information service settings, other students find themselves venturing outside of these positions. These graduates in particular may find themselves struggling to adapt to their new career. What advice can best help those seeking alternative careers in nontraditional settings where they will contribute through instruction?

As new graduates explore work in nontraditional settings, their job titles may also be somewhat nontraditional, in other words, "cool." Librarians working in records may be called a "Project Archivist" or "Processing Archivist," while other cool titles reflect specific types of collections or items involved, such as "Digital Media Manager," "Digital Repository Coordinator," or "Digital Asset Management Analyst." Other graduates may become "Information Architects" or "Information Security Coordinators," while some titles—such as "Solution Designer" or "Knowledge Strategist"—are more vague, but potentially more exciting.

Searching for "instruction" (limited by "paid" and "full-time") in our in-house database of job vacancies returned 27 current openings. We then selected the handful of job titles that were less common ("Data Services Resident Librarian," "Coordinator of Digital Projects," "Information Designer," "GIS Librarian," and "Research Data Specialist") and reviewed their job descriptions for listed skills or preparation. The required or desired skills sought in these positions fell into four categories: (1) specific technical skills; (2) skills in working successfully with groups; (3) communication skills; and (4) personal attributes. These categories have the potential to significantly impact the design of library instruction curriculum within LIS programs. We briefly address technical skills and group work, and spend the remainder of

this column focusing on how graduate education can more directly contribute to the development of communication skills and personal attributes.

LIS students are understandably concerned with acquiring the necessary technical skills and practice in specific applications to secure a future position. The technical skills mentioned in our sample of “cool job” listings included data manipulation, media coding, knowledge of digital asset management systems, knowledge of web standards, and geospatial processing software. Like students of the past who listed on their resumes the typewriters they had used or the databases they could search, today’s students will mention XHTML/HTML5, CSS, JavaScript, SQL, PHP, and other technological assets. While our iSchool curriculum might not offer specific courses covering all of the technical areas listed in our sample, coupling coursework with field experience might provide a sufficient technical background for a new graduate applying for such positions.

In contrast to teaching technical skills in the iSchool curriculum, working in groups is a mainstay of our courses. By graduation, our students will have had extensive experience completing group projects. For other LIS programs looking to integrate more group work experience into their curricula, Roy and Williams have offered suggestions for employing effective collaborative-learning techniques in graduate reference courses.⁴ Students often incorrectly assume, however, that this participation in group work alone means they have acquired the communication skills and personal attributes that make them attractive employees. The following section provides advice on how students might take the next steps in developing their communication skills.

COMMUNICATION SKILLS: THE USER INTERFACE IS A CRITICAL SKILLSET

In our current information age, it is rare to find a professional job description that does not specify knowledge, skills, and abilities regarding communication. Understanding how to effectively convey information is more critical than ever—especially in the LIS arena, where information is the desired commodity.

But what, specifically, are good communication skills? Although in our experience, few job postings actually describe what good communication means, experienced communicators know that core communication skills include clarity and understanding, focus and purpose, listening, responding and adapting, and measuring and confirming that information has been properly conveyed.

An effective communicator must clearly articulate the message, point, or information he or she is working to share. This process requires that the communicator delve into the subject at hand and fine-tune the information for the user’s needs. This approach involves asking additional questions and being open to gathering more details before responding or sharing. A communicator with only a fuzzy

understanding of the information in question cannot effectively take the next step, which is to focus the message with a known purpose.

Additionally, one of the most critical traits for an effective communicator is the ability to pare information down to the most useful and essential points. A communicator does a disservice to users by not doing the hard work of curating the information. Student projects that include classroom or professional presentations offer opportunities to hone this skill. Group projects further enhance this experience by requiring collaboration and compromise to focus the key presentation points. In a professional setting, the ability to communicate only the most salient points is deeply appreciated; too much information can be as unhelpful as too little information. Guided practice is essential in learning to provide the right information in the right way.

Understanding effective communication comes directly from one, often overlooked component: listening skills. Strong communicators take the time to listen to others, truly understand the information needed, and determine how best to convey that information. It is not uncommon for users to be unsure of exactly what information they’re looking for or even how to ask for it. Such active listening is another skill that can be developed and refined during student group projects.

Additionally, conflict resolution involves highly skilled listening abilities that identify key issues and their solutions. While conflict, disagreement, and differing opinions may be unpleasant, they can also lead to better outcomes when handled confidently and professionally. Conflict resolution skills are valuable in every workplace. Future employers may even include questions about an applicant’s specific experiences with conflict and resolution to identify applicants who can successfully navigate such situations. LIS coursework that provides students opportunities to disagree and ultimately come to agree can help them as future information specialists.

Responding also means adjusting and adapting—effective communicators leverage the valuable information acquired through active listening by altering how and what they communicate. This can entail simplifying the message, seeking better communication channels, or trying a completely different approach. This process can be iterative and ideally becomes a feedback loop for continuous improvement. Working under the philosophy that “the user is never wrong,” skilled communicators are willing to change strategy when necessary and as supported by user input. Some of the most useful user feedback identifies unclear communication; being open to improvement is a marker of future success. Savvy communicators welcome constructive criticism and are not afraid to ask for it—in fact, the savviest communicators actively seek it by measuring their efforts at every opportunity. LIS students can learn this perspective by giving and receiving constructive feedback during class assignments or group work.

The best time to consider measuring communication effectiveness is at the outset of a communication effort. The

communicator should develop a strategy in advance for determining whether or not the information conveyed was received and understood. Methods for assessment can be formal or informal; for example, communicators can use surveys or analytics, or they can simply talk to and listen to users on a regular basis. Such assessment is enhanced by ensuring that the work has already been done to provide clear information with a known purpose. Through sufficient coursework and guidance, LIS students are uniquely qualified to understand the value of providing access and assistance with relevant, useful, and meaningful information. Lastly, the role of instruction in new environments requires the LIS graduate to produce and manage internal communications, listen to different stakeholders, and translate work across groups. When preparing interviews for “cool jobs,” therefore, applicants should be ready to offer stories that provide prospective employers with insight that illustrates their ability to be effective team members. Applicants should offer evidence that they are competent in fundamental skills (information management) and interpersonal skills (conflict resolution) making them ideal candidates for a changing work environment.

PERSONAL ATTRIBUTES: BEHAVIORS AND ATTITUDES ARE ESSENTIAL IN THE JOB SEARCH

An excellent employee in a “cool job” should be flexible. Therefore, graduates must translate their education, skills, and attributes to meet the stated wants of the employment setting; they must also demonstrate that their employer needs what they have to offer. By proposing new ideas and making unexpected contributions, information professionals may actively show that a single job announcement does not describe all of the needs within the employment setting, including a work setting that may never have otherwise considered hiring a librarian. In advocating for themselves, these graduates are also advocating for the LIS profession as a whole.

Seeking and retaining a “cool job” may require more risk taking on the part of the information professional who may be more familiar with the process and practice of working in traditional settings. This starts with being open to new opportunities in the job search that may require changing a career direction. This need for flexibility in the job search calls on the applicant to undergo a deep assessment of their values, skills, and comfort levels as well as conduct research on the employment market. This personal assessment should answer the fundamental question *What can I do?* During our face-to-face instruction delivery in the UT-Austin iSchool, we observe—to some degree—the personal attributes of our students within a formal classroom setting. As the instructors of record, we note if students submit work on time, credit other classmates in group projects, respond politely in their engagement with clients, follow instructions, or offer suggestions for

improvement. However, even when students submit peer- and self-evaluations of group work, we cannot always witness the energy, struggles, and strategies that arise in the collaboration. In either case, it is vital that students learn to effectively assess and develop their own personal attributes before graduating and entering the job market.

The job search requires a broader consideration of employment than one of browsing sites or sources that list traditional openings in traditional settings. Networking and connecting with prospective employers at social settings is highly important for LIS graduates, as is volunteering at settings where students can gain or test new skills. Students can further expand their reference-related search skills by imagining their ideal job and then comparing what is needed in such a scenario with a personal assessment. Confidence is a key contributing factor; students and recent graduates should affirm that anyone who can provide clarity within the world of information is an asset.

PREPARING FOR THE “COOL JOB”: LESSONS FOR EDUCATORS AND STUDENTS IN PREPARING FOR THE ATYPICAL CAREER

Learning to teach information provision is an essential skill in a world where users are inundated with information. Instruction is essential in helping people clarify what they are looking for and find what they need. Making tasks clear and actionable are critical contributions in many work settings.

In summary, there is no single suggestion for preparing to be an instructional librarian in a changing work environment. The four aspects essential to this work (technical skills; collaboration; communication skills; and positive personal attributes) can and should be considered by LIS students and faculty. Our recommendations are therefore as follows:

For Educators

- Learn alongside your students.
- Follow the careers of your graduates. You may learn from their advancement, successes, and challenges. They become your educators as they enter the workforce.
- Find places for your alumni to participate in courses.
- Incorporate opportunities for students to work together and evaluate their work not only by task accomplishment but also in their ability for responsible participation including conflict resolution.
- Incorporate coursework that assists students in becoming better communicators.
- Reward risk-taking.
- Seek ways to provide service learning opportunities within your courses.
- Become aware of atypical employment opportunities for your graduates.
- Save and incorporate the success stories of your alumni.

For Students and Recent Graduates

- Be open and responsive to change.
- Recognize opportunities.
- Shape your employment to both fit you and your employer.
- Avoid rigid thinking that may limit your job prospects.
- Continually refine your skill set.
- Return to your graduate program and help prepare the next generation of information professionals.

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What's Brewing?

An Outreach Event with Beer

Katy Kelly

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Beer in the library? Why not! The University of Dayton ran a very successful event featuring local craft breweries, designed to market the library's services and facilities to faculty and staff.—*Editors*

In recent years, libraries have used creative ways to invite current and potential users to their spaces and services. Inspired by our library's role in supporting faculty, staff, and students, Roesch Library at the University of Dayton hosted a free open house-style event targeted to university faculty and staff featuring local craft beer offerings selected by a faculty member well-versed in the brewing arts.

"What's Brewing at Roesch Library?" was a social event that offered good, free beer on the day grades were due: It was the perfect recipe. Personal email invitations to faculty and staff promising free beer and the opportunity to socialize drew a large crowd at the library to experience the newly renovated first floor and also learn about collections and services.

ORIGINS

At a winter collection development meeting, liaison librarians discussed ways to reach teaching faculty. In previous years, the library had hosted a wine and cheese reception, targeted to new faculty, as the primary faculty outreach event. The liaison librarians wanted to do something novel and expand outreach beyond the faculty to include staff, who can also be critical champions of the library.¹ However, instead of serving wine and cheese, the librarians decided to draw upon the surging appeal of locally brewed craft beer. The Dayton region has recently experienced a revival of its local brewing industry, reflecting a national trend, and many local breweries are owned by University of Dayton alumni.² The local brewers' connections to the university and the community pride in the local craft beer scene made beer an attractive choice for this event.

An event like this was timely in other ways as well. Over the course of the previous summer, the university renovated the library's first floor, introducing new spaces, technology, and services. One of these services is the Knowledge Hub, a one-stop center for research and writing help offered by the librarians (research) and student peer consultants (writing). Additionally, an entire room previously occupied by government documents had been transformed into a flexible, interactive, technology-enabled classroom now known as the Collab. If campus had not seen our renovations yet, this event would surely encourage them to come check it out.

THE RECIPE

It was important for us to maintain an air of sophistication for the event. A professor in the English department, Dr. Thomas Morgan, is a home brewer and beer connoisseur. Dr. Morgan enthusiastically agreed to be our beer expert and selected four local beers to feature: Eudora Brewing Company's German Wheat; Yellow Springs Brewery's Zoetic, a pale ale; Warped Wing Brewery's Barn Gang, a saison; and Fifth Street Brewpub's Ice Breaker IPA, an India pale ale. Each beer had prominent signage including brewery information, beer type, and taste description.

A planning committee organized logistics and chose what services and collections to highlight. Staff members who volunteered to represent a service or collection were nicknamed "table masters" and were in charge of coordinating a station and providing key points for the signage. The library-centric stations included the Knowledge Hub, our research and writing help service point; our leisure reading collection and tablets; Archives and Special Collections; and eCommons, our institutional repository.

One goal of the planning committee was to limit print materials. It is a habit of ours to create handouts or fliers, and we hypothesized a direct relationship between the number of handouts and the number of spills. We opted not to put this to the test, rather challenging each other to find creative ways to avoid handing out paper. For example, at the Knowledge Hub station, we collected emails to send out an electronic version of the syllabus statement promoting the services.

PROMOTION

What's Brewing was only open to current faculty and staff, so we had to communicate strategically. We asked library faculty and staff to sign up to contact department leaders directly, partly to personalize the invitation, but also to ensure that all departments were invited. The intent was for every department head to receive an invitation from someone with whom he or she was familiar in the library. We provided a PDF flier,³ sample invitation text, and a link to the RSVP form.

In the marketing materials, RSVPs were "appreciated but not required," but all attendees who responded were automatically entered to win one of two gift baskets from local breweries. This incentive worked, as many people asked about the door prizes upon entry. Out of 240 RSVPs, 220 faculty and staff attended. According to the university's executive director of events, a no-show rate of 10 percent is typical for successful RSVP events; the rate was only 8 percent for What's Brewing.

Using a Google Form for RSVPs, we asked if there was "anything specific you would like to know about University Libraries." The answers provided by respondents proved to be both informative and occasionally surprising. Two staff members specifically asked about the process for checking

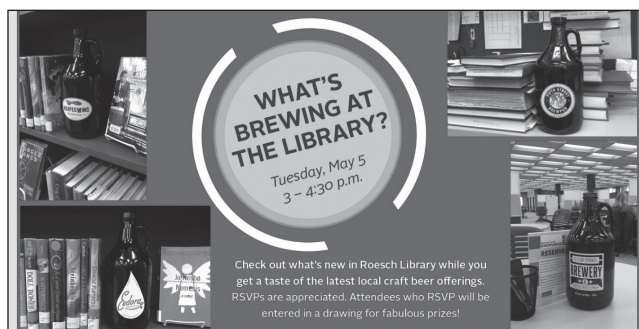


Figure 1. What's Brewing promo

out books and several said they didn't know staff had library privileges. Other questions included where to find business research resources, what staff perks are available, and what spaces are available for meetings. The RSVP form results were shared with library staff so other questions could be answered via email or in person at the event.

Using the email addresses compiled from the RSVP form, a reminder email was sent before the event. This email reminded people to bring their university ID card so we could verify their faculty or staff status. Since this event was open to current university faculty and staff only, we did not use our social media channels (Facebook, Twitter, and Instagram) to promote the event.

Before What's Brewing, all library employees received the space layout and RSVP list. This way, library staff knew what to expect and who was planning on attending the event. In this case, the more information the better, so all library staff could feel confident about participating in and promoting the event.

TASTING

The day of the event, setup went smoothly, and attendees arrived promptly at the 3:00 p.m. start time. At the entrance of the event, we swiped university IDs using a card swiper from our circulation desk that fed ID numbers automatically into a Google Spreadsheet. After the event, the director of institutional reporting provided collective data about the attendees.

Upon entry, attendees were given one four-ounce glass that could be rinsed out at rinsing stations between tastes. The beer stations were situated between the library information tables so attendees could interact with both types of stations equally. University Catering provided the beer tables, supplies, and trained bartenders. Library table masters coordinated with other staff members to greet people and answer questions at the stations.

At the Knowledge Hub station, attendees learned about the newly combined service point for research and writing help. The leisure reading station featured our new Kindles and tablet computers available for borrowing as well as selections from our popular leisure reading collection. Further

AMPLIFY YOUR IMPACT



Figure 2. What's Brewing Beer Station

down the line was our button maker, where attendees could learn how to make a button or magnet with a historical image from Archives and Special Collections. By the end of the event, approximately 200 people made a magnet or button. The Marian Library, University Archives and Special Collections, and US Catholic Special Collection station showcased rare materials in a case as well as archival documents and artifacts that attendees could handle. A laptop hooked up to one of our screens showcased our digital collections.

In our new classroom space, the Collab, we wanted to promote the availability of the space for meetings and events. One large screen gave information on how to reserve the space, and attendees captured the information using their smartphone cameras. In the Collab, we also showcased eCommons, our institutional repository. The eScholarship and communications manager was on hand to demonstrate eCommons and SelectedWorks, a new faculty research profile feature. The fourth beer station was also in the Collab to ensure that people would travel back to the space.

Attendees noshed on bar food snacks such as spinach dip, pretzels, meatballs, and stuffed mushrooms. The event also offered non-alcoholic beverages and hard cider for those looking for gluten-free or non-beer options. The hard cider proved to be a huge hit.

Upon leaving, attendees expressed positive feedback about the event. Many asked—perhaps jokingly, perhaps not—if we were doing it again the next week. The event was deemed a success based upon the attendee reactions and feedback from library staff. Several people checked out books upon leaving the event.

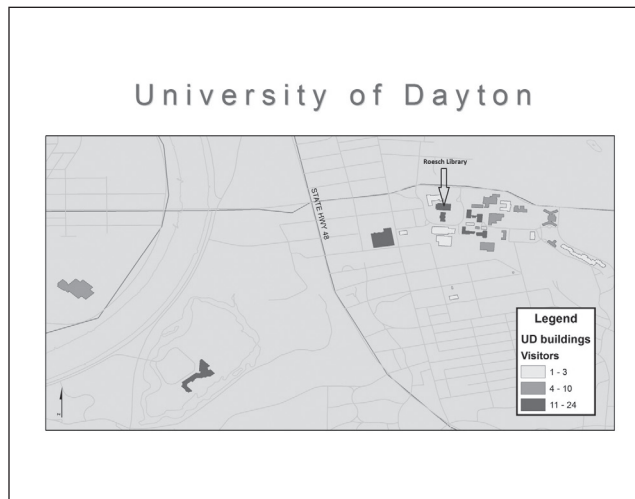


Figure 3. What's Brewing Campus Attendance Map, by Jennifer Lumpkin, June 5, 2015

POST-PARTY

The following day, the planning committee held a debriefing and reviewed the data collected from the IDs. Though our attendance count was 220, we collected swipe data from 190 because some attendees forgot their IDs. Rather than turn them away, we counted them on a tally. Based on the data collected from the card swiping, we were able to tell that the average age of the attendees was 43. The average number of years as a university employee was 8. More than half of all attendees had five years' experience or less at the university. A map (figure 3) of where attendees came from shows that we were successful in attracting people from all over campus.

The eCommons/SelectedWorks station was inundated with interested attendees and could have used more liaison librarians to help. The table master for the Special Collections station wanted more people interacting with the collections as opposed to the artifacts protected by a glass case. Attendees even saw the connection between the images on eCommons and those available at the button maker station. The planning committee held fast on not providing paper handouts, but the university archivist did distribute business cards to many attendees.

The table masters all agreed that the event would benefit from increased collaborative planning among library departments. For example, the leisure reading station could be improved by showcasing other interesting items available for borrowing such as headphones and phone chargers. The Archives and Special Collections area could be supplemented with research librarians who could describe curriculum integration for the items in the form of teachable packets. In the future, library staff could sign up for shifts at the various stations so assistance is spread out.

CONCLUSION

What's Brewing was a success, and many attendees during and after the event asked, "When is the next one?" The planning committee decided that we would like to try it again, keeping in mind our strategic approach for showcasing new services and spaces rather than simply repeating the event because it was successful. Our next event will feature all-new information tables and a new event layout. The library is slated for additional renovations in the coming years, so perhaps even a new space, such as our second floor or lobby, will be the new venue. To keep it fresh, we will select different beers from other local breweries.

The recipe for this event had a winning combination of library staff involvement, an incentive (free local craft beer), and strategic timing. If a beer tasting is totally out of the

question for other libraries, perhaps a tasting of other locally created fare would work just as well, such as ice cream, candy, or baked goods. Find out what your community is proud of and use it to promote your library.

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How Do Our Students Learn?

An Outline of a Cognitive Psychological Model for Information Literacy Instruction

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Effective pedagogy requires understanding how students learn and tailoring our instruction accordingly. One key element of student-centered pedagogy involves understanding the cognitive psychological processes according to which students learn, and to structure our teaching with these processes in mind. This paper fills in a gap in the current literature, by applying empirically grounded lessons drawn from the cognitive science of learning, and discussing specific applications of these lessons for information literacy instruction. The paper outlines a framework for information literacy instruction, grounded in the educational and cognitive psychology literature, for facilitating student retention and transfer of information literacy skills, two classic measures of student learning. Five specific principles and several strategies for promoting retention and transfer within information literacy instruction are outlined. This article is an expansion of a presentation given at LOEX in May 2014.

WHAT ARE THE GOALS OF AN INFORMATION LITERACY EDUCATOR?

Aristotle famously began his treatise on the good life, the *Nicomachean Ethics*, by drawing an analogy between the science of ethics and the art of archery. Just as

archers are more likely to be successful if they clearly understand their target, searchers after ethical truth must have some theoretical understanding of the “good life” to aim their lives toward that goal.¹ Without understanding the objective, achieving a goal is a matter of luck, not expertise and wisdom. Extending this analogy to pedagogy, instructors must have a clear idea of how and whether our students learn, so that they can adopt the most effective strategies for facilitating learning.

Applying insights from cognitive and educational psychology is one highly effective way educators can take concrete steps to successfully approach their teaching to maximize student learning.² Within the educational psychology literature, “learning” has a very specific definition. Educational psychologists Mayer and Wittrock write that learning is “a change in the learner’s knowledge.”³ This change can be measured through outcomes of retention and transfer, two “classic measures” of student learning.⁴ Retention is “the ability on the part of the learner to remember, recognize, and recall information presented to them,” while transfer is “the ability to take what one has learned in one situation and use it to solve problems in unrelated contexts.”⁵

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Understanding the science of learning is particularly important for instruction librarians in academic libraries who are being increasingly called upon to take on robust teaching and learning roles on their campuses.⁶ Although most information literacy (IL) instruction takes place within academic libraries, the goals are much broader. Librarians are not simply teaching students how to identify scholarly sources, access library databases, and cite sources. Instead, the instruction librarian's job is to teach students information literacy skills, applicable in contexts as varied as on-the-job decision-making and researching a new purchase.⁷ These objectives align directly with the concepts of retention and transfer: we want students to remember the concepts and skills that we teach them (retention), but we also want students to take what they have learned and apply it to new, unrelated contexts (transfer). Recent research suggests that IL instruction has mixed results in this regard,⁸ indicating a need for strategies to organize information literacy instruction in a way that will facilitate the transfer of IL skills acquired in one context (disciplinary research) to other contexts (other academic work, future careers, and personal needs).

A second key psychological idea about how people learn may come as a surprise to many educators given the ubiquitous practice of teaching to various "learning styles," especially within the library literature.⁹ A recent meta-analysis of the education research on learning styles research indicates that there is no compelling evidence for the claim that teaching with such preferences in mind enhances student learning.¹⁰ As a matter of fact, the cognitive psychological literature indicates that people "are more alike than different in how they learn"¹¹ and that, from a cognitive standpoint, "[a]ll students do have certain things in common."¹² That is not to say that people do not have different learning preferences or interests; that learning disabilities are not real; or that some people may not be better than others at remembering certain types of information.¹³ Those statements are all certainly accurate; however, cognitive psychology has found that almost all human brains share important similarities in terms of how they absorb and process information. For education practitioners, this means that there are certain pedagogical strategies that can improve the likelihood of learning for most students.¹⁴ The framework proposed in the present paper leverages this insight to suggest ways that instruction librarians can improve student learning outcomes. With these two key psychological principles in mind, instruction librarians can focus their instruction around the following two general questions:

1. How can I teach this material to students so that it best facilitates their *retention* of the information being presented?
2. How can I teach this material to students so that it best facilitates their ability to transfer this information across domains?

This paper elaborates five general strategies, grounded in the cognitive and educational psychology literature, that can help answer these two questions for any instruction session (these principles also apply to digital learning objects created to teach students online). This theoretical, evidence-based understanding of learning can help instruction librarians focus their practice toward long-term outcomes applicable beyond one library session. It also allows for reflective practice and introspection, encouraging instruction librarians to examine what we teach, how we teach it, and why it matters. This cognitive model of instruction is intended to serve as a guide and inspiration for instruction librarians who want to engage in evidence-based practice and leverage the findings of cognitive science to improve student learning outcomes.

FIVE PRINCIPLES FOR STRUCTURING INFORMATION LITERACY INSTRUCTION

Principle 1: Create a Problem Context

Human beings and their primate relatives are innately tuned to enjoy solving problems. In a 1949 study, University of Wisconsin researchers discovered that rhesus monkeys did not (as the scientists expected) require external incentive to solve a basic mechanical puzzle; they enjoyed solving the puzzle simply for its own sake.¹⁵ Additional studies have confirmed that "solving a problem gives people pleasure."¹⁶ The introduction of a puzzle or a problem to be solved immediately grabs people's attention, as they perceive that there will be something interesting and worthwhile involved in the process.¹⁷

For this reason, organizing instruction around a concrete intellectual problem can be an effective way to increase student retention of information literacy skills. When students come to a library session with a particular assignment to work on, there is an immediate problem context raised: students need to gain the skills that will help them crack the puzzle that is their assignment. This provides a critical opportunity for instruction librarians. With learning outcomes explicitly tied to the skills required to complete an assignment, the session becomes immediately relevant to students and can increase motivation.

Increasing students' cognitive engagement has been demonstrated to increase their information retention. Indeed, the cognitive psychology literature also indicates that people tend to remember what they pay attention to.¹⁸ If people are inherently more likely to be interested in problems than a straight delivery of content, then it follows that organizing lessons around specific problems that relate to the assignment at hand can lead students to be more invested in what they are learning and to thus improve their retention of material.¹⁹

There are multiple strategies for applying a problem context to an IL session. By being explicit about the session's learning outcomes, librarians can define the problem context from the outset of the session and generate student interest. A librarian might write the targeted learning outcomes on the

board and say something like, “The focus of this session will be to help you learn the research skills you’ll need for your assignment.” Students should then see the relevancy of the session to their current puzzle, completing the assignment.

Following the same lines, using the specific language of the assignment can increase cognitive engagement. For example, an instruction librarian might say of a specific learning outcome or skill: “This will help you find the three scholarly sources for your literature review,” highlighting the relevant portion of the assignment prompt. This language clearly indicates that the session is directly relevant to students’ coursework. By using the language of the assignment prompt, the librarian both taps into the student’s instrumental motivation to successfully complete the assignment for a grade and provides a potential solution for the problem of the assignment.

This strategy not only promotes retention, but also creates ideal conditions for facilitating the transfer of information literacy skills to other contexts. By tying a more abstract concept to a real-life problem (e.g., finding scholarly research for an annotated bibliography), students gain conditional knowledge, “knowing when and why to use existing conceptual and procedural knowledge.”²⁰ The acquisition of conditional knowledge has been demonstrated to improve the likelihood of transfer. When students understand how and why a particular skill is relevant, they are better prepared to recognize structural similarities in other contexts which may look different on the surface, but in which the same knowledge applies.

Principle 2: Do Less

In most library instruction scenarios, ranging from one-shot sessions to curriculum-embedded mini-sessions, librarians have a limited amount of time to teach information literacy concepts and competencies.²¹ The temptation, then, is to pack as much content into a session as possible to maximize students’ exposure to library resources and research skills. However, research in cognitive science indicates that this strategy is ineffective, and that by limiting the amount of content delivered in a single classroom session, instructors can improve the amount of information students retain.

In his seminal 1956 article, George A. Miller posited that the human brain can only successfully process a limited amount of new information at one time.²² While there is an ongoing debate in the psychological literature over the exact “magical number” of discrete items that can be processed by the brain at once, as well as controversy over whether there is a universal specific number at all, the general consensus is that there is some mental limit to absorbing new information.²³ Miller’s theory and related research create the basis for “cognitive load theory,” which considers the balance between acquisition of new information, building connections to previously learned information, and problem solving.²⁴

A related phenomenon is “information overload,” which occurs when too much relevant information is presented to a person, to the point where they are unable to differentiate

and prioritize information.²⁵ When people are confronted with too much information to process, they turn to a variety of coping behaviors to limit information input (e.g., tuning out, satisficing).²⁶

What we call “learning” begins when information enters the working memory, the part of the brain that “holds the stuff you’re thinking about” and which is the site of the information processing that is addressed in cognitive load theory.²⁷ For information to be learned it needs to travel from the working memory to the long-term memory, which stores facts and procedures for later recall. Simply put, this means that only information that fits into an individual’s working memory has even a chance of being learned.

These limitations on how much new information a person can successfully process have direct implications for the classroom. Specifically, by targeting only two or three learning outcomes per instruction session, instructors can successfully direct students’ focus to those skills and prevent the tuning out that occurs with information overload. *By teaching less content, instructors can help students learn more.*

One strategy for limiting the amount of content in a library session is to write down all potential outcomes for the session, given the particular assignment and infinite time. Then, rank the outcomes in order of priority: Which outcomes are the most critical for successfully completing the research assignment? The top two or three outcomes provide the basis for the current session. The remainder of the potential outcomes can form the basis of a compelling argument for additional library instruction sessions.

In short, minimizing content maximizes retention. Not only does limiting learning outcomes avoid cognitive overload, but it also provides time in the session for practice and application of new concepts. The importance of practice is discussed in Principle 5.

Principle 3: Build a Narrative

Human beings are innately interested in stories.²⁸ Psychological research has shown that the human memory accords a special place to information presented in the form of a story; Willingham writes that “psychologists refer to stories as ‘psychologically privileged,’ meaning that they are treated differently in memory than other types of material.”²⁹ This uniquely human preference for stories is equally represented in the arts. For example, Joan Didion famously began her essay, “The White Album,” by asserting, “We tell ourselves stories to live.”³⁰ Stories, then, are both humanistically and scientifically central to the human experience and memory. This insight gives teacher-librarians a concrete strategy for improving their pedagogy. When it is appropriate and necessary to offer explanations of class content to students, librarians can embed their instruction within the context of a narrative, since teaching through narrative maximizes the potential for learners to retain information.

There are at least two effective narrative strategies outlined in the literature that librarians can use; one which

we will call *narrative modeling*, and a second which we will simply call *storytelling*. *Narrative modeling* is a strategy that instructors can use to teach students how to problem-solve for a particular intellectual task. Librarians tell the story of how they performed a research skill in a methodical, step-by-step manner.³¹ The story itself will vary depending on the stage of the research process. For example, if students are developing a research question, the instructor might, quite literally, tell the story of how they came to choose the example topic and describe how it fits within the context of the assignment. The instructor could then tell the story of how they searched for resources that met their information need.

For example, consider an assignment that asks students to write a music review in the style of a Pitchfork.com review. The librarian can then use class time to model the selection of a topic that fits within the confines of this assignment. Here is one possible narrative:

When I got your assignment, I thought about what I could write about, and I was thinking about writing about my favorite rapper, Drake. I wasn't sure exactly what to write about though, so I just started Googling "Drake," and came across this article from Vulture.com about Drake.³² It had this quote that I thought was really interesting: that what was unique about Drake, compared to other rappers, is that for him, rap "authenticity" isn't about being gangster, like it was for Jay-Z, but it's more about being yourself. So I thought that was really interesting: how Drake has changed authenticity in hip hop. It's not about like, being tough, or coming from the streets, but about just being yourself. So I asked myself, how would I turn that into a research topic about music and culture that I can actually find information on?

This explanation, embedded in the context of a story, can then be used to walk students through the process (again through narrative) for how they could go about developing keywords and searching for information that would satisfy this particular information need. This strategy can be used for any research assignment, and can be effective at any level throughout the curriculum, provided that the librarian is teaching to a specific assignment. Narratives will be unique to both the course assignment *and* the instructor herself; library instructors will want to choose examples that are authentic to themselves.

On the other hand, librarians are often asked to provide a general introduction to library research, without a specific assignment attached. This is often considered problematic in the literature, since, without a problem context for the library instruction session, students may lose interest, not pay attention to the librarian, and learn little in the process on than librarians are boring.³³ However, librarians can take the opportunity to turn a "generic" instruction opportunity into a concrete narrative. This also creates a problem context for the session. For example,

When we do research in college, all we're doing is looking up something we might want to know more about. This is what your professors are doing, and it's what you can take the opportunity to use your classes for. There's so many things we see day-to-day that we don't even notice might be research, but that you could turn into a research project.

For example, I recently came across this article on Slate talking about "haters"³⁴—people who are always negative and down on people—and how scientific data now provides evidence for the popular phrase that "haters gonna hate."

Now I just thought this was kind of funny—but it's based on real research, and it's actually the kind of thing you could write a paper about—in a psychology class, in a first year writing course, or in many different places, really. But first you need to know a few research skills to be able to do that . . .

This method should not only be more interesting from a cognitive perspective than a more straightforward exposition, but it also provides students with a concrete model to solve information problems. As Mayer and Wittrock write, "The goal of example methods is to show learners how to solve typical problems in a field or subject area."³⁵ Modeling such behavior through narrative presents the students with a *meaningful context* to learn information literacy skills. This should help students retain and transfer these skills to their own information searching and research behaviors in the future.

A second narrative strategy that instruction librarians can use is a more straightforward *storytelling* approach. Educational psychologists Arya and Maul provide a concrete illustration of the difference between a traditional lecture and a storytelling narrative in the context of science education.³⁶ For example, a straightforward expository lecture on Galileo's discoveries might look like this:

And with this simple, powerful tool [Galilean telescope], we can see many details when we use it to look up into the night sky. The moon may look like a smooth ball of light covered with dark spots, but on a closer look through this telescope, we can see deep valleys and great mountain ranges. Through the telescope, we can now see all the different marks on the moon's surface.³⁷

This explanation, however, looks slightly different as a more traditional story:

When Galileo looked through his new telescope, he could see the surface of the moon, and so he began his first close look into space. He slept during the day to work and see the moon at night. Many people thought that the moon was a smooth ball with a light of its own. Now that Galileo had a closer look through

his telescope, he realized that the moon's surface had mountains and valleys.³⁸

The difference between the two modes of delivery is subtle, yet Arya and Maul's research indicates that the shift from lecture to story makes a significant difference for information retention. While educators have often stressed the "cognitive importance of having . . . texts students find interesting and relevant,"³⁹ it is interesting to note that *how* the material is presented by the instructor is at least as important as whether the material is deemed "inherently" interesting by students. The presentation of material matters.

Given this understanding of the science of memory, library instructors at all levels of experience now have a concrete, data-driven answer to the question, "How should I present this material to students so that they find it interesting?" The answer, though deeply humanistic, has the force of scientific evidence behind it: "Tell your students a story."

Principle 4: Focus on Deep Structure

As mentioned in Principle One, memory research indicates that people remember what they pay attention to. Practically, this means that librarians should organize their lessons around the material that they most want students to learn—the skills that are most important to retention and transfer. Additionally, the cognitive science literature can help librarians determine what aspects of a particular concept to focus instruction on. To more clearly understand this point, the distinction between *shallow knowledge* and *deep knowledge* is critical.

Shallow knowledge is a student's understanding of material that remains on the surface of the material and is therefore only useful within the initial context that it is learned.⁴⁰ One simple example involves identifying an article of clothing. If one were to define a polo shirt as "that black shirt with the crocodile on it," that would be accurate in the immediate context in which it was learned. This description would accurately describe a single type of polo shirt—it would not describe all polo shirts, as some are not black and some do not feature a crocodile. It is superficial knowledge that is relevant only in one context and thus only informs choices within that single context. Without additional understanding, the knowledge is not transferrable and does not promote critical thinking.

In contrast, *deep knowledge* is knowledge that focuses on the core meanings—or "deep structure"—of a practice. Deep structural knowledge is important because it is transferable to other contexts. It facilitates critical thinking by creating the right conditions for students to apply what they have learned in many situations. To return to the previous example, if we defined a polo shirt as "a form of shirt with a collar, a placket with typically two or three buttons, and an optional pocket,"⁴¹ this would come much closer to providing deep structural knowledge of a polo shirt that would transfer

to many contexts, and be useful for determining whether *any* type of shirt is a polo shirt. Unfortunately, a good deal of instruction that goes on in the classroom both in and outside of libraries focuses on superficial knowledge. This is problematic because it does not promote transfer and critical thinking, whereas getting students to think about meaning does promote those skills.

When thinking about teaching students the meaning, or deep structure, of material, it is often useful for the instructor to ask *why* it is important for the students to learn any given content. To take an example from the library context, consider database searching. Instruction pitched at surface level knowledge might focus on teaching students techniques for searching a particular database. This content is problematic from the standpoint of the science of learning, as it teaches students about *a specific* database, rather than about how databases work in general. It does not promote transfer and critical thinking, and thus does not lead to significant student learning.

Alternatively, a librarian might focus on teaching students the deep structural characteristics of databases. The librarian might ask herself: What is the point of teaching students about these databases in the first place? Why am I doing this? Reflecting on the deeper meaning of one's practice in this way may help the librarian to realize that the ultimate point of database instruction is not to tell students how to search *this* particular database, but to teach students more general principles about how databases work so that they can transfer this understanding to other databases. Although this point may seem banal, the implications for library instruction and particularly subject specialists may be radical, as it suggests that spending time showing students the ins and outs of a particular database is not an effective way for library instructors to spend time with students in the classroom. Instead, class time could be spent focusing on the deep structure of information, such as determining reliable evidence within a discipline. This strategy can help students ask deeper questions about the information they encounter in their daily lives.⁴²

Deep structure can also apply to the so-called "popular" vs. "scholarly" source distinction. Why is teaching students this distinction important? What is the deeper meaning of the popular vs. scholarly dichotomy? The deeper meaning here is philosophical: Out of all the information available in the world, what should I believe? How do I know if it is reliable?⁴³ The core knowledge that librarians can teach to is what makes a piece of information trustworthy *at its core*. As Pashler et al. recommend, "[t]eachers should identify deep-level questions that they can use to prompt students to reason about underlying explanatory principles relating to the course content."⁴⁴

Thinking of the popular vs. scholarly distinction in this way surfaces the deep structure behind the dichotomy: evidence. Belief should be based on the best available evidence, and the scholarly vs. popular article distinction is relevant because scholarly articles (at least tend to) provide the best

evidence for the claims that an author makes.⁴⁵ This is the deeper meaning of the popular/scholarly distinction and it is what we want our lesson to get students to think about. The meaning gets lost when the concept of evidence is not central to the lesson, as in general discussions of the CRAAP or other acronym-friendly tests that focus on surface characteristics of information.⁴⁶

Information literacy librarians working with first-year students may simply introduce students to the concept of “evidence:” the idea that robust arguments are backed up with strong evidence, and that concept is what is practiced in research assignments. This can help scaffold information literacy instruction throughout the curriculum, with subject liaison librarians focusing on the concept of evidence within a discipline. In this way, instruction librarians can move away from pointing and clicking and toward helping students think critically about information. Of course, what counts as evidence within a particular subject (and even for a particular claim) area may vary. For example, business librarians may use their subject expertise to recognize that quality industry reports are the appropriate standard of evidence for a particular research assignment; history liaisons may recognize that primary sources are the kinds of evidence that matter to historians; and education librarians will realize that what counts as evidence in their area are quality, peer-reviewed studies about student learning. Subject expertise still matters. However, thinking about deep structure can change how liaison librarians frame their teaching. They can center a lecture explicitly on questions like “What counts as evidence in business?” which can help students engage meaningfully and deeply with information. Database instruction may be one part of an instruction session whose overall aim is more robust: to get student to deeply engage with information. One method instructors can use to facilitate this critical thinking capacity in students is to ask students questions that get at the deep structure of content.⁴⁷

These examples are simply two concrete ways instruction librarians can organize their instruction around the *deeper meaning* of a particular research skill. Focusing instructional content on the deep structure of the material—the transferable conceptual content at the core of a research practice—is rooted in the science of learning. The next question is how to get students to practice application of deep structure.

Principle 5: Active Learning Is Practice of Deep Structure

For something to be truly “learned,” the information or process not only has to enter memory, but also has to get out again, to be applied to new contexts and situations.⁴⁸ One of the most critical components of this process is practice.⁴⁹ By allowing time and creating opportunity to repeat and practice new knowledge in the classroom, instruction librarians can get students to actively engage with the deep structure of the material and thus be more likely to recall and use these new skills in novel contexts.

Deliberate practice means that individuals are motivated to focus on a task, put effort into improving their ability, find the task only slightly more difficult than what they are already capable of, and receive immediate and constructive feedback.⁵⁰ This type of practice is required for a person to gain mastery of a concept or an entire domain. When Malcolm Gladwell writes about 10,000 hours of practice being required to become an expert in a field, he means 10,000 hours of *deliberate* practice.⁵¹ Indeed, this kind of intense focus on the task at hand is also what Willingham discusses when he says that people “remember what they pay attention to.” For students to apply information literacy concepts in their research and beyond, instruction librarians need to facilitate this type of active engagement with the material in the classroom, helping students apply the research skills they will need to deliberately practice throughout their college careers.

The combination of practice and deep structure is a potent one for ensuring that students will learn the material. Practice facilitates retention, while deep structure facilitates transfer. Active learning exercises can combine these two ideas successfully. Meaningful active learning methods engage with higher-level cognitive activity, including exercises that require finding, evaluating, and using information. Students are asked to take concepts they learn in class and meaningfully engage with them. This is in contrast to more traditional teaching styles, such as lecturing.

Of course, many of the concepts discussed in information literacy are relatively abstract, such as reliability and credibility. However, this makes them excellent candidates for active learning exercises that engage with deliberate practice, as “the surest way to help students understand an abstraction is to expose them to many different versions of the abstraction.”⁵² To engage with deep structure and practice, then, instructors need to plan classroom exercises that encourage students to think about the meaning of a concept in multiple different contexts.

To return to the polo shirt example from Principle 4, students who understand the deep structure of polo shirts will be able to identify any shirt as such that meets the general criteria: a placket, collar, and buttons. To have students practice their mastery of deep polo shirt structure, an instructor could have students examine a variety of types of shirts, including different brands, styles, and colors. Students would then have to pick polo shirts out of the line-up, correctly identifying them even when they featured different logos or colors than the original example shirt. This activity allows students to apply their knowledge in new contexts, and also to repeat the action of remembering and applying the concept of “polo shirt.” This type of activity allows for both repetition and transfer.

By asking students to apply this new knowledge in multiple contexts, they begin to see the underlying themes of the polo shirt—that is, deep structure. Additionally, this approach calls for students to pull knowledge out of their memory, use it, and then return it. Another benefit

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of sustained deliberate practice is that “the more times you retrieve a memory . . . the stronger it is and the more likely will remember it when you need to.”⁵³ Thus, when active learning activities involve practice focused on exposing deep structure, students are more likely to recall and reuse what they learn in library instruction.

CONCLUSION

Findings from the science of learning can refocus our instruction on student learning outcomes and enrich pedagogical practices. This cognitive model of instruction is intended to serve as a guide and inspiration for instruction librarians who want to engage in evidence based practice and leverage the findings of cognitive science to improve student learning outcomes. These five principles are broad enough that they can be applied to every type of information literacy session, including those done in online environments. The model is not meant to be prescriptive nor are the examples the sole way to apply these principles; indeed, one value of the framework as presented here is that it allows for infinite creativity in its applications. With this understanding in place, librarians are in the position to think of any number of innovative ways to develop specific learning exercises and lesson plans that will help students think about the deep structure of information within the context of research. This article should be the starting point for reflecting on how we teach and how we might support student learning more effectively.

To begin applying these five principles in your own instruction sessions, ask yourself:

- What research skills does this assignment require?
- Where will students be at in the research process during the time of the session?
- What two or three learning outcomes am I going to focus on?
- How can I incorporate storytelling into my lesson?
- What is the deep structure I want students to learn in the session?
- What active learning exercise would provide examples of the deep structure?

By answering these six questions, librarians will incorporate research findings that promote retention and transfer of information; that is to say, learning.

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Reference Services to Incarcerated People, Part I

Themes Emerging from Answering Reference Questions from Prisons and Jails

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Incarcerated people face significant information poverty, both because of limited access to information resources and because incarceration itself produces information needs that cannot be easily met. Through a content analysis of reference questions directed to the New York Public Library's Correctional Services Program, this study articulates the particular information needs of these users. Information needs cluster around self-help and re-entry information, along with general reference queries that typically go unanswered due to the lack of access to the Internet and robust general libraries in correctional facilities. Understanding these needs offers insight for librarians and libraries seeking to better serve incarcerated populations.

People in prisons and jails face significant information poverty. Used variously in LIS literature to refer to classes or groups of people who lack either access to information itself or to the digital tools that provide access to information, information poverty describes a situation in which a person cannot access the necessary information to solve a problem or answer a question.¹

Confronted with policies that prohibit Internet access, as well as limits on the kinds of reading materials deemed acceptable, incarcerated

people do not have the kind of access to information enjoyed by people with Google and well-stocked public libraries close to hand. While some of the information needs of these users are addressed by prison libraries, others remain unanswered.

In New York City, the New York Public Library (NYPL) addresses some of these needs by providing postal mail reference services through its Correctional Services Program. People incarcerated in New York City and State prisons and jails, as well as prisons and jails around the country, mail information requests to the library. These letters are distributed to volunteers who answer them, bridging the gaps between what incarcerated people seek to know and what can reasonably be provided by prison and jail libraries. Volunteers are primarily information professionals with the MLS, along with some library school students and interested laypeople. The authors, who each teach a core reference course at an LIS school in New York City, contacted the Supervising Librarian of the New York Public Library's Correctional Services Program and volunteered their students to answer these reference letters as part of a class assignment. Meant both to teach students the skills of reference work and to meet the needs

of NYPL's program, this service-learning project helped the authors to understand the information needs of people behind bars. Understanding these needs has implications for the provision of reference services to incarcerated populations, and highlights the persistent relevance of the real-time interview to reference work.

This article describes the results of two semesters' work. In the first section we describe the theory of information poverty as a frame for understanding the kinds of reference questions our students answered over the course of two semesters. Next, we detail the procedures and method for the project and describe the data sources and collection methods as well as limitations. This is followed by an analysis of the data and discussion of the findings. Finally we conclude with the project outcomes and plans for further research.

LIBRARY SERVICES TO INCARCERATED PEOPLE

The potential pool of patrons in New York prisons and jails is substantial. As of March 2014, the state of New York housed over 80,000 incarcerated people in both county and state facilities. The New York State Department of Correctional Services contains thousands of individuals who have been sentenced for longer than one year. In March 2014 this number was 53,968.² The remainder of incarcerated men and women are housed in county jails. The City of New York Department of Correction (DOC) has its own jurisdiction over the five boroughs and its incarcerated population. Rikers Island, a ten-jail compound located adjacent to LaGuardia Airport in the East River, is the main facility for New York City's DOC. Rikers houses a daily average of 12,000 individuals, with a maximum capacity of 15,000.³

Library services to people in prisons and jails in New York City and State are provided under a myriad of laws, regulations, and services. In a modern information ecosystem driven by "Googling it," incarcerated people are denied online access to information beyond electronic mail in some federal prisons.⁴ Federal prisons are required by federal regulation to provide law library services to incarcerated people that meet a threshold of "reasonable access."⁵

New York State provides library services to its incarcerated population at both the state and county levels, but that service varies depending on location and the number of people in that facility. At the state level, general libraries are required by the New York State Commission of Correction standards.⁶ They are modeled on public libraries, staffed by librarians, and offer educational, informational, reference, and referral services to incarcerated patrons. Law libraries are also required in state prisons by a US Supreme Court ruling and these facilities offer basic legal resources including case law, statutes, and state or federal rules and regulations.⁷ Of the 90 law libraries in New York State prisons, only four are staffed by librarians; the rest are staffed by correctional officers without library training. County jails

differ from state correctional facilities in that there is no state statute that mandates general library services. However, legal resources are mandated in these institutions by New York State's Commission of Correction. The New York State Library provides financial services to the state and county correctional facilities and helps maintain collections and resources for patrons. General libraries receive funding from NYSL based on service to incarcerated populations in state and county correctional facilities.⁸

The New York Public Library is one of the large public libraries playing an active role in providing additional library services to incarcerated individuals. The Correctional Services Program at NYPL delivers literacy programming to justice system-involved teens and adults, circulates library services inside jail facilities, and provides reference-by-mail services to people housed in New York State's prisons and jails. The reference letter service also reaches beyond New York, drawing letters from prisons and jails across the country. The most recent statistics from NYPL estimate that over 900 unique interactions are had each month in the New York City area, and that services of varying degrees reached 12 New York State facilities in December of 2012.⁹

PROJECT GOALS AND RATIONALE

In academic year 2013–14, the authors volunteered their students to answer reference questions received by NYPL's Correctional Services Program. The purposes of this service-learning collaboration were two fold. First, the authors sought authentic reference interactions that could be used to teach students enrolled in a core Information Resources and Services course. As discussed in a companion piece to this article (to be published in *RUSQ* 55:2), authentic reference transactions are well-suited to teaching learning outcomes related to information services. The authors also sought to identify the information needs of individuals in prisons and jails. These patrons experience significant information poverty, in part because federal and state laws require only a minimum of services. NYPL's reference-by-mail service, one of the only services of its kind, offers a way of better understanding these information needs that go unmet by existing library services and resources inside carceral institutions. What prompts a patron to reach outside for more information than can be found behind bars? Understanding these information needs can in turn help librarians improve the sources and services offered to these user populations.

The authors did not imagine that the letters received by NYPL constitute anything like a total representation of the information needs of this patron population. Indeed, the authors were guided by the work of Elfreda Chatman, whose analysis of the "life in the round" experienced by women in a maximum-security prison suggests that while these patrons lack access to certain kinds of information, their "small worlds" constitute deeply functional knowledge communities held together by insiders who enable a world

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that “both liberates and restricts.”¹⁰ We understood the scope of our analysis to be those information needs that could not be met either by the information-sharing that Chatman describes between insiders and the outsiders seeking to join a knowledge community, or by the limited law library services mandated by the state. When patrons reach out to librarians via mail service, their queries represent an acknowledgement that there is a gap in available resources. Understanding that gap can help librarians trace the limits of currently available resources and services. An analysis of these letters suggests what kinds of books, journals, legal materials, government documents and other resources should be made available, and also what kinds of information needs develop when significant portions of the population are incarcerated.

ASSESSING INFORMATION POVERTY

The authors’ assessment of user needs takes place within the framework of *information poverty*. Granting Chatman’s insight that incarcerated people are information poor in only some respects, access to information is still materially limited for people in prisons and jails. While many definitions of information poverty abide, we adopted the definition provided by Britz that describes information poverty as a situation

in which individuals and communities, within a given context, do not have the requisite skills, abilities or material means to obtain efficient access to information, interpret it and apply it appropriately. It is further characterized by a lack of essential information and a poorly developed information infrastructure.¹¹

Given poorly funded prison libraries and the lack of Internet access, incarceration produces a context in which people do not have *material means to obtain efficient access*.

Assessing the particular needs of users in prisons and jails beyond access to legal materials has been largely understudied. Many argue for the provision of reading materials, and the American Library Association has adopted a strong statement advocating for the intellectual freedom of these users.¹² As Sullivan has pointed out, early advocacy for prisoner access to reading materials focused on reading as rehabilitative, and became “instruments of cultural hegemony designed to instill a desire to emulate certain behavior and morality.”¹³ Even now, advocacy tends to be presented as a defense of the general value of access to information, rather than as an analysis of the information needs produced by the carceral context that are then unmet within its confines.

The particular needs of people in information poor contexts have been explored. Hasler, Ruthven, and Buchanan used posts in online support groups to discern the needs of users “who may be considered marginalized or with stigmatized identities” who turn to the Internet to meet

information needs, often anonymously.¹⁴ Lingel and Boyd conducted a similar study to evaluate the information needs and behaviors of people participating in body modification practices.¹⁵ Finally, studies of virtual reference services offer examples of the use of written reference queries as a resource for evaluating the information needs of users.¹⁶ Interestingly, these studies all rely on the production of digital texts, wherein the present study, written letters form the research sample.

PROBLEM STATEMENT AND RESEARCH QUESTIONS

Using the frame of information poverty, the authors sought to answer two questions about the information needs of incarcerated people who seek information through NYPL’s reference-by-mail service. We phrased our research questions as follows:

- RQ1: What are the general characteristics of letters from people in prisons and jails?
- RQ2: What are the information needs expressed in these reference requests?

The collection of letters sent to and answered by our students formed the data set from which we answered these two questions.

METHOD

Basic Procedure

Students enrolled in a core reference course at an NYC LIS program participated in the project during the Fall 2013 and Spring 2014 semesters. This is a required course, taught in a face-to-face classroom over the course of 15 weeks. A total of thirty-eight students participated in the project.

On the second week of each semester, a representative from NYPL Correctional Services Program came to the class to describe the reference services provided by mail to incarcerated people, the proper protocol for the answers including NYPL practices and protocol for protecting patron privacy, the standard format and disclaimers accompanying each letter, length limitation set by the correctional facilities on prison and jail mail, and finally, the reference sources available from NYPL specifically for people in prisons and jails. One of the most requested sources is the *Connections* book. *Connections* is a 268 page guide of NYC resources to assist people with reentry from carceral institutions. The library distributes this guide upon request.

Following this orientation session, we received scanned letters on a weekly basis from incarcerated people, which were then assigned to the students. This occurred in the beginning of class when each letter was read out loud, and was followed by a discussion of the best search strategies and

sources for filling the information request. Each student answered three letters. The instructor made efforts for each student to answer questions addressing different subject areas.

Students had four to five days to respond to the question. Answers were emailed to the instructor, who reviewed the answers, and if necessary, requested corrections or modifications. Once complete, the answers were sent to NYPL where they were printed out and mailed to the letter writers. The process of answering the questions, including time needed for modifications, was one week.

Data Source

The results presented here are based on a data source of 112 letters received during academic year 2013–14. Letters often contained more than one reference question, resulting in a total of questions that exceeds the number of letters received.

Data Analysis

The researchers employed mainly qualitative content analysis methods and applied them to issues and themes that emerged from the data sources. Analysis followed steps described by Zhang and Wildmuth (2009), and included data preparation (anonymizing questions, collecting data sources into spreadsheet), defining the unit of analysis (reference questions), developing themes categories, and coding the data sources.¹⁷ The researchers completed Human Subject Assurance training as required by their university and followed patron confidentiality guidelines practiced by New York Public Library. All identifying information was separated from the reference questions, and no personal information was collected.

Manual coding was carried out by the authors who identified broad categories based on the research questions. Both authors coded a sample of the data sources (8 percent) to determine inter-rater reliability, which was achieved at a 90 percent level. Subsequently, coding of data sources was divided between the authors.

RESULTS

To answer the first research question, *what are the general characteristics of letters from people in prisons and jails*, we analyzed each letter for the writer's geographic location, gender, and salutation. We used the salutation as an indicator for returning users. Letter writers who previously used the service sometimes opened the letter with a personal greeting to the person who answered their previous letter (e.g., Dear Ms. Doe).

General Profile

- Prison location: NY State—95 (84 percent) Out of state—18 (16 percent)

- Gender of letter writer: Men—111 (98 percent) Women—2 (2 percent)
- Personal greeting: Yes—21 (19 percent) No—92 (81 percent)

Information Needs

To answer the second research question, *What are the information needs expressed in these reference requests*, we analyzed the letters and sorted them into three broad categories: *Re-entry*, *Self-help*, and *Reference*.

The **Re-entry** category includes questions relating to the letter writer's preparations for re-entry upon their release from prison. These included questions about half-way houses, social security benefits, and other practical matters. We coded questions under this category only when the user specified that the question was related to re-entry.

My release from state prison arrives in 13 months & I would like to start getting ready for the world. I must do my post release in Syracuse NY, so I need . . . [SP14_050]

The **Self-help** category includes questions that relate to efforts by letter writers to improve their own circumstances while in prison. These include questions about rights to medical services, opportunities for studying while in prison, and information that will help letter writers aid in their own defense.

I'm currently incarcerated and I am looking for information on the Americans with Disability Act. The Law was enacted in 1990. I believe that I'm being discriminated because of my disability while in prison [F13_038]

The **Reference** category includes all other reference questions that are not specifically about re-entry or self-help. These include a wide range of questions from baseball statistics to neuroscience.

I am an incarcerated male writing to you today to request information on Emmit [sic] Till, Harriet Tubman and to request a copy of Dr. King's "I have a dream" speech. [F13_048]

An analysis of the letters yielded the broad breakdown illustrated in figure 1 (p. 46).

We further broke down each broad theme into smaller sub-themes: questions about re-entry, questions about self-help, and general reference questions. Tables 1–3 describe the numbers of question under each sub-theme along with several brief examples.

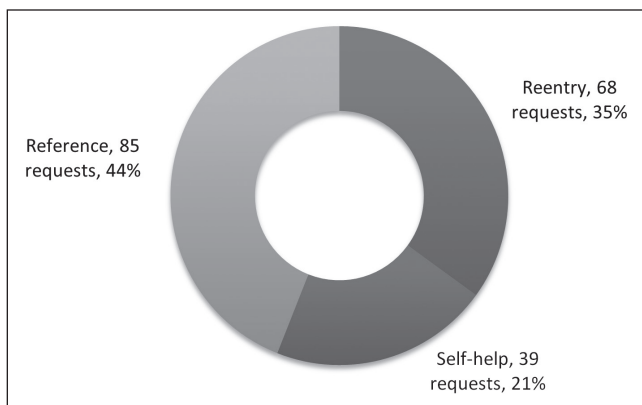


Figure 1. Request Themes

DISCUSSION

General Characteristics of Letters from Incarcerated People

The data source was drawn from letters sent to the New York Public Library’s Correctional Services Program. Unsurprisingly, the majority (82 percent) of the letters were from people housed in prisons and jails in New York City and State. Still, the 18 percent of letters from outside the state indicate the extended reach of the program, and suggest that a reference-by-mail service like that offered by NYPL would be useful in other parts of the country.

Nearly one-fifth of the letters (19 percent) opened with personal greetings, a direct indicator that the letter writer had used the letter service previously. This number is likely low, as people may use the service multiple times without a personal greeting. This suggests that the letter service, like other reference services, produces a relationship between the user and the librarian. While the focus of this study is on the need for information, the presence of these relationships and their sustainability is a potential area for further study.

Only 2 percent of the letters came from female letter writers (as indicated by the institution name; prisons and jails are sex-segregated). While the number of incarcerated people who are female is vastly smaller than the male population—only 7 percent of the prison population nationwide is female—the authors wonder if outreach to these populations has been sufficient.¹⁸

Information Needs of Incarcerated People

We found that letter writers requested information from three main categories, described above at Re-entry, Self-help, and Reference. Just over half of the questions, 56 percent, related to the every-day life of people in prisons and jails, namely re-entry and self-help information. The remaining 46 percent were general reference questions, and here the variety of topics was quite fascinating.

Table 1. Re-Entry Subtheme

Re-Entry	Summary of Examples from Letters
Connections book (21 requests)	Requests for the Connections book
Job Information (26 requests)	Sanitation civil service booklet Information on obtaining a car dealer license Commercial Driver’s Manual & barber’s license
Social Services (26 requests)	New York State ADA complaint form Obtaining Social Security number after adoption Benefits for spouses and dependents

Table 2. Self-help Subtheme

Self-Help	Summary of Examples from Letters
Rights of incarcerated people (19 requests)	AA & LGBT services for incarcerated Rights for incarcerated people under ADA
Education (13 requests)	Typing classes Martial arts classes
Own Defense (7 requests)	Jailhouse Lawyer’s Manual Case law relating to own trial

I am seeking the plant society that deals with Bromeliads. [SP14.044]

At present I am very interested in Tantra Yoga. This teaching has furnished me with awesome insights to Universal Consciousness which I find tremendously stimulating . . . I would love to continue this journey with assistance from the Correctional Library Services if possible. [F13.034]

Franz Bardon, the author of “Initiation Into Hermetics,” did he leave a foundation or institute? [SP14.018]

I need all companies in the US that buy perfume bottle designs. [F13.040]

The general reference questions indicate that people incarcerated in prisons and jails have general information needs whose purpose may be to satisfy curiosity, help start a business, expand knowledge about a philosophical or religious situation, or any of the other myriad reasons humans seek out information over the course of a lifetime. In this way, the letters reveal what we already know: that incarcerated people are like anyone, interested in learning more about their worlds. In the absence of access to the Internet or an extensive ready reference collection, these patrons reach out to librarians in a quite traditional way.

In the Self-help and Re-entry categories, however, we

Table 3. Reference Subtheme

Reference	Summary of examples from letters
Bibliography (16 requests)	Request for catalogs of several publishers of firearms books and car dealers Request for a quote from a book Recent publications for several authors Strong's Concordance of the Bible
Medical information (6 requests)	Information on the brain and neuroanatomy Nutrition
New Age (3 requests)	Mineral and crystal formation Tantra yoga Healing yoga
General Information (51 requests)	Geographic maps Baseball statistics Song lyrics China's constitution in English Designer eyeglasses Haile Selassie & Rastafarian religion
Private Information (9 requests)	Personal address for public official (out of scope) Habeas Corpus petition from the 1989 case Newspaper clippings about a mobster

begin to see needs that cannot be met by library materials inside prisons even while they are produced by the prison system itself. In many cases, letter writers requested information to solve problems related directly to their incarceration and problems that incarceration would produce upon release:

Please send me anything current (2010 to now) about corrections health care laws/memos in reference to liquidating or crushing medications. [SP14.046]

I would appreciate if you could help me out by finding out what programs out there provide felons grants for graduate school. [F13.026]

I am writing to you because I will be released from prison August 2014 & I would like a listed of in patient drug programs to continue my drug recovery. [SP14.032]

I sustained a leg injury playing football breaking my Tibia Bone, fracturing my Fibula and Ankle. I would like to find out the standard medical treatment for my type of injury, whereby, if not handled properly, will cause long term permanent [sic] pain. [SP14.051]

In these cases, letter writers reached out to the reference service to solve the daily problems of incarceration—substandard medical care, or medical care they could not

control—as well as issues that follow upon release, e.g., the lack of access to scholarship funds or drug treatment programs. Interestingly, the authors would assume that at least some information related to managing these problems would be available “in the round,” as Chatman would suggest, as all patrons in prison or jail negotiate the shared challenges of life in these institutional contexts. The letters suggest, however, that the knowledge community is insufficient to meet the related information needs of incarcerated people.

A second interesting line of questions concerned post-incarceration employment opportunities. Like many patrons of public libraries, the letter writers sought job information, but a striking number asked about entrepreneurial and self-employment opportunities:

I would like information on ‘car wrap companies’ which simply different companies will pay to have their logos and ads temporarily applied to your personal vehicle. [SP14_010]

I need to know which innovative environmental technologies are the E.P.A.-SBIR program soliciting proposals for. Is it soliciting proposals for environmentally friendly motors? [SP14_016]

I would like to receive any other information geared toward small businesses starting a small business. [F14_005]

These excerpts represent the range of entrepreneurial requests, from the very specific to the broad and general. In all cases, these requests are perhaps an acknowledgement of the very real deleterious effects of incarceration on the job and career prospects of individuals. In reaching out to the NYPL reference-by-mail service, these users point both to a problem of information poverty—how does one access start-up information while incarcerated?—as well as the role incarceration plays in the production of such information needs. In the face of drastically reduced employment options, incarcerated people may turn to entrepreneurship and self-employment as their best available option.

CONCLUSIONS AND FURTHER RESEARCH

Information poverty affects incarcerated people. Lack of access to the Internet as well as limited library services prevents users from finding answers to questions without the intermediary of information professionals or volunteers. Incarceration itself produces information needs that it then cannot meet, particularly regarding self-help and employment both inside and outside the carceral institution.

At the same time, the letters suggest another kind of need: personal contact with someone outside prison walls. Just as public librarians' work with patrons sometimes fulfills the simple desire for the discursive connection of the reference

interview, the letters—many of them from patrons who have used the service before—suggest an affective dimension of the reference letter service, one that goes beyond the scope of this analysis, but which offers an area for further research. The vectors along which people in prisons and jails seek that affective connection might usefully inform collection building for prison librarians.

The collaboration between the MLS classroom and the NYPL Correctional Services Program has provided a useful snapshot of the kinds of information needs presented by incarcerated people. As noted in the companion piece to this article (to be published in *RUSQ* 55:2), the project has proven very useful in meeting general reference learning outcomes in the classroom and in transforming the perspectives of students who begin to see reference services as urgent and critical, even in a time of Google. The project has also begun to usefully frame the concrete information needs of people in prisons and jails, needs that can be better addressed when librarians know in particular what they are. The authors intend to continue gathering data as the project moves forward, and expect to deepen their collaboration with peers working in correctional library services in New York City.

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First Year Course Programmatic Assessment

Final Essay Information Literacy Analysis

Washington State University recently launched a new general education system with a foundational first year course called *Roots of Contemporary Issues*. *Roots* features a set of library research assignments and a culminating final essay, jointly developed and maintained by *Roots* instructors and librarians. A group of *Roots* instructors and a WSU librarian conducted a study to assess the achievement of the information literacy, and critical and creative thinking student learning outcomes associated with the research project. The group found that students were proficient at the first year level in terms of utilizing scholarly materials and source attribution. The students were less successful concerning argument building and source analysis; they struggled most with thesis development. Adjustments to the assignments were made in light of these results and the findings contributed to the larger university-wide assessment program.

In 2009, Washington State University (WSU) began planning for a complete overhaul of its general education system. One central component of the project was deciding what to do with World Civilizations, a two course series, required for all undergraduates. After years of development, the new UCORE (University Common Requirements) system was

launched (fall 2012), with *Roots of Contemporary Issues* (History 105 or “*Roots*”) having replaced World Civilizations as the foundational, required undergraduate course. All UCORE courses focus on at least one of seven overarching learning goals and outcomes.¹ History 105 addresses five of these goals: diversity, critical and creative thinking (CCT), information literacy (IL), communication, and depth, breadth, and integration of learning.

Roots is taught by history department faculty and its basic framework includes five themes: Humans and the Environment; Our Shrinking World; Inequality; Diverse Ways of Thinking; and The *Roots of Contemporary Conflicts*. Each term, one of many possible issues is selected for each theme. The curriculum for a theme typically consists of all, if not nearly, all of the following components: a short background lecture about the issue, a series of short readings, in class and online student discussion about the issue/readings, a short quiz about the facts surrounding the issue, and a short written response essay (see online appendix A for the *Roots* Master Syllabus).

In addition to the theme-specific parts of the course, there is a term-length research project, which

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constitutes 20 percent of the course grade for students in most sections. The project is broken into four Library Research Assignments (LRAs) and culminates in a final written paper/essay. Across the four LRAs, students are asked to go through a progression from general topic idea to research questions to thesis statement, find sources of particular formats (e.g., books, newspaper articles), write about how those sources help answer the students' research questions and/or inform the students' theses, and cite all materials in Chicago Style. More specifically, students must find a contemporary newspaper article and encyclopedia entry on their topic (LRA I), two books addressing the historical roots of their topic (LRA II and IV), an article from a scholarly history journal, and a documentary (e.g., historical newspaper article) or non-documentary (e.g., speech, letter, diary, interview) primary source (LRA III). LRA IV also requires students to submit an outline of their essay, a bibliography of their collected sources, and demonstrate they know how to use footnotes in Chicago citation style. The final essay is five to seven pages in length and must include a minimum of six sources (see online appendix B for the Final Essay Instructions).

The creation and delivery of the LRAs/final essay is a joint venture of the Roots Program and Library Instruction team. During fall term 2011, a Roots instructor and an instruction librarian wrote the rough drafts of the LRAs and final essay guidelines. In spring and summer of 2012, the research project components were piloted in five sections of the soon-to-be-retired World Civilizations courses, for a total of about 600 students. All Roots instructors and public services librarians were afforded opportunities to comment on the materials, and the Library Instruction Team created a set of online tutorials to help aid student success with the LRAs.² The 2012–13 academic year was the first for the Roots of Contemporary Issues program. It included 59 sections of History 105 at four campuses (main campus, two regionals, and one fully online). The total number of students was about 3,500. In the second academic year (2013–14), the number of section offerings and student participants was relatively the same. This paper focuses on a UCORE/Roots/Libraries student learning outcomes assessment project conducted during the summer of 2013, and utilizing History 105 student course work from the 2012–13 academic year.

LITERATURE REVIEW

The literature surrounding librarian involvement in assessment of learning outcomes reflects the wide variety of ways libraries and librarians assess their information literacy instruction, and how the gathered information is used. While many librarians continue to work with individual instructors or single course sections to teach and assess information literacy, there is an increasing need for librarians to become involved in wider campus assessment initiatives to advocate for information literacy outcomes, and to partner

with faculty and administrators in incorporating them into curriculum. Reaching out to larger campus constituencies requires careful planning on the part of librarians, support from administration and teaching faculty, and consideration of how best to provide instruction and assessment to a greater number of students than ever before.

The assessment of student learning outcomes is becoming a focus in higher education and for academic librarians. Stakeholders and administrators are increasingly calling for measurement of student learning and success. Lakos and Phipps discuss this growing trend, noting that accreditation agencies are “emphasizing student learning outcomes and using assessment as a mean for improvement of teaching and learning.”³ In a current university culture of decreasing or plateauing budgets, it is imperative for libraries to be able to demonstrate their value and contribution to student learning. According to Oakleaf and Kaske, accrediting bodies are increasingly acknowledging “the importance of information literacy skills, and most accreditation standards have strengthened their emphasis on the teaching roles of librarians.”⁴ Oakleaf and Kaske also stress the importance of librarians choosing assessments that can contribute to university-wide assessment and accreditation efforts, noting that they are preferable to assessments that only benefit libraries.⁵

To implement meaningful assessment that will inform larger campus missions, the literature establishes that collaboration with both teaching faculty and department or program administrators is vital. Sommerville, et.al., posit collaboration between invested stakeholders and administrators “will advance the likelihood of campus consideration of large-scale assessment results.”⁶ Additionally, Bridgland and Whitehead found that teaching faculty responded better to assessment efforts when they were approached directly by librarians with whom they already had a working relationship.⁷ They theorize that advocating for library assessment to both administrators and teaching faculty was necessary, arguing that “although the organization provides a framework, it is through more subtle connections with individuals that successful collaboration and knowledge building occurs.”⁸ An additional study by Ziegenfuss and Borrelli had similar findings: developing partnerships with both teaching faculty and campus stakeholders contributed to successful assessment.⁹

Furthermore, the importance of closely partnering with teaching faculty to develop and deliver information literacy instruction that has been designed for a specific course is well-documented. Dorner, Taylor and Hodson-Carlton found that using course-specific modules was more useful for students than previous forms of instruction that had not carefully linked the library instruction to their course curriculum.¹⁰ Stagg and Kimmins also found this to be true, judging that having short, chunked information that is responsive to student needs has the advantage of offering contextualized support for student learning.¹¹

While much of the literature agrees on the need to implement assessment measures that contribute to campus-wide

initiatives, and that success depends upon collaborating with both administrators and teaching faculty, there are only a small number of examples in the literature of libraries contributing to campus-wide assessment initiatives. Additionally, studies that focus on formative assessment of a large population of students are largely absent from the literature. Most prevalent are studies that use direct assessment measures such as rubrics and portfolios to examine a small sample of student work, such as those done by Belanger et al., Sharma, and Blake and Warner.¹²

In addition to small assessment studies, there are examples of larger scale assessment projects, such as that undertaken in the California State University system by Dunn and Sommerville, et al., that only use indirect learning measures such as surveys and focus groups.¹³ This gap in the literature has been noted by others as well. Oakleaf comments “most of the published evidence of the impact of libraries on student learning is sporadic, disconnected, and focused on limited case studies.”¹⁴ Scharf et al. also found a scarcity of examples of large-scale, direct measures assessments, stating, “While most academic libraries provide some form of library instruction, quantitative assessment studies thus far have been relatively rare. Authentic assessment of student performance has been even rarer.”¹⁵

Scharf et al. is one of the few studies where a large population of students was assessed for information literacy skills using direct learning measures. The study evaluated 100 portfolios of seniors in a required capstone course, finding that students were better able to find and cite sources than to judge the relevance and authority of those sources. Students also struggled to use the information they gathered from their sources to support their own views.¹⁶ In the Scharf, et al., study, the assessment plan was developed around the general university requirements and findings have contributed, or are expected to contribute, to curriculum changes and development in other areas.¹⁷ One limitation of the assessment is that the course through which the assessment was done had not engaged in any type of information literacy instruction involving librarians.

As assessment of student learning outcomes continues to be a growing focus for institutions of higher education, librarians will be integral to the assessment of information literacy among college students. To be successful, the literature shows, librarians must build strong collaborative relationships among teaching faculty and university administrators, and be active participants in design and assessment of learning goals, outcomes, and curriculum.

METHODS

The assessment project was led by the library liaison to the Roots program and the Roots director. These two principle investigators were joined by six other Roots instructors, all of whom were paid to participate in the study through a university undergraduate teaching and learning grant. After

institutional review board approval was secured, a spreadsheet of the population of Roots students from academic year 2012–13 (about 3,500 students) was created by harvesting class rosters from the local learning management system. All students were assigned accession numbers, then 400 were randomly selected, 200 from fall term 2012 and 200 from spring 2013. A total of about 275 final essays needed to be examined to ensure our sample size produced a confidence level of 95 percent and a confidence interval of 5–6.¹⁸ The extra cases were harvested in the event that selected students did not have a final essay. It is important to note weighed sampling for the small minority regional campus and online groups was not done. As such, sample sizes for comparisons of student performance by campus were inadequate for statistical analysis. The 400 anonymous cases were divided into eight 50 case sets and assigned to each of the reviewers in a common electronic space, where they were evaluated with a common rubric. Each case set included two identical essays, so the researchers could check for inter-rater reliability.

The assessment rubric utilized for the project was drafted by mapping Roots research assignment goals to both course level and UCORE (university level) IL and CCT learning outcomes (appendix C). In addition, the Roots librarian also consulted a few final essay grading rubrics previously developed by Roots instructors and the AAC&U value rubrics.¹⁹ The rubric took its final shape during a two-hour norming session where raters individually examined two student essays, and mutually discussed scoring rationales and ideals.

In its final format the rubric addressed eight student learning outcomes: (1) constructed a thesis that articulated a historical argument (Thesis Development), (2) evaluated and selected multiple primary and secondary sources appropriate to a research paper (Source Quantity), (3) critically evaluated the nature of those sources (Source Analysis), (4) used those sources in a way that suggests they understood the relationship between the nature of the source and the kinds of conclusions they could draw from it (Nature of Sources), (5) identified the historical roots of their contemporary issue (Historical Roots), (6) used evidence necessary to construct an argument (Argument Building), (7) produced a complete and properly cited bibliography (Bibliography), and (8) used a citation system (in this case, Chicago 16th Notes/Bibliography) that suggests they ethically, legally, and accurately referenced their evidence (Footnotes/Citation). The rubric featured five levels of achievement. The first three represented the first year of the undergraduate experience: Emerging First Year Level, Developing First Year Level, and Proficient First Year Level. The final two denoted the rest of the undergraduate experience: Middle of Undergraduate Experience and End of Undergraduate Experience (appendix C). Overall, 275 randomly selected History 105 final research papers were analyzed with each paper rated on a scale of 1–5, where 5 indicated the most success in an area, for eight separate CCT and IL learning outcomes.

Means of student performance were compared by term, as well as across learning outcomes. To explore the influence

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Table 1. Independent-Samples t-Tests, Comparing Learning Outcomes by Academic Term

Category	Term	N	Mean	SD	t	df	sig. (2 tailed) p
Thesis Development	fall	162	2.148	0.934			
	spring	113	2.425	0.914	-2.438	273	p < 0.050
Source Quantity	fall	162	4.593	0.981			
	spring	113	4.602	0.891	-0.790	273	p = 0.937
Nature of Sources	fall	162	3.302	1.092	0.693	273	p = 0.489
	spring	113	3.212	1.012			
Source Analysis	fall	162	2.562	1.039			
	spring	113	2.673	0.967	-0.895	273	p = 0.372
Historical Roots	fall	162	2.426	0.944			
	spring	113	2.761	1.037	-2.780	273	p < 0.050
Argument Building	fall	162	2.623	0.870			
	spring	113	2.770	0.896	-1.356	273	p = 0.176
Bibliography	fall	162	3.167	0.947	-1.543	273	p = 0.124
	spring	113	3.336	0.819			
Footnotes / Citation	fall	162	2.691	1.076			
	spring	113	3.106	1.063	-3.159	273	p < 0.050

Levene's = Levene's Test for equality of variance (sig.)

of the academic term on student performance, student scores were compared between fall 2012 and spring 2013 relative to each of the eight learning outcomes using independent samples t-tests. Student scores relative to each learning outcome were compared using dependent samples t-tests. Independent samples t-test and dependent samples t-tests were performed using the Statistical Program for the Social Sciences (SPSS V. 22).²⁰

RESULTS

Independent-samples t-tests

For six of the eight outcome areas (Nature of Sources (M = 3.265), Source Analysis (M = 2.607), Historical Roots (M = 2.564), Argument Building (M = 2.684), Bibliography (M = 3.326) and Footnotes/Citation (M = 2.862)) students performed at the "Proficient First Year" level. Concerning the Thesis Development outcome (M = 2.262), students performed at the "Developing First Year" level, the middle of the three first year categories. For the outcome Source Quantity (M = 4.602), the students scored at the "End of Undergraduate Experience" level. There were observable mean average trends in the results by campus, and for seven of the eight outcomes, students achieved higher mean averages during spring 2013 compared to the fall 2012 term.

Differences in student scores relative to each learning outcome between fall 2012 and spring 2013 were analyzed using independent samples t-tests. Source Quantity was determined to be a criterion rather than an outcome, and was

not included in statistical analyses. Before conducting the analyses, the assumption of equal variance was examined for each learning outcome. The assumption was considered satisfied, as the significance for Levene's Test for Equality of Variances for each learning outcome was found to be greater than 0.05. No significant differences were found in student scores for the learning outcomes of: Nature of Sources, Source Analysis, Argument Building and Bibliography (table 1). A difference in student score based on academic term was significant though for the learning outcomes of Thesis Development, Argument Building and Footnotes / Citation (table 1). The average student score on each of these three learning outcomes was significantly higher in spring 2013 than in fall 2012.

Dependent-samples t-tests

Differences in student scores between each learning outcome are demonstrated in table 2. The learning outcome with the lowest mean, Thesis Development (M = 2.262) was significantly lower than all other learning outcomes. Historical Roots, the learning outcome with the second lowest mean (M = 2.564) was significantly lower than all learning outcomes other than Thesis Development. Source Analysis, had the third lowest mean (M = 2.607) and was significantly lower than Nature of Sources, Footnotes / Citation and Bibliography. The mean for Source Analysis was significantly higher than that of Thesis Development. No difference was found between Source Analysis and Historical Roots or Argument Building. Argument Building had the fourth highest mean

($M = 2.684$), and student scores were significantly higher than both Thesis Development and Historical Roots. The mean for Argument Building was significantly lower than the mean of Nature of Sources, Bibliography, and Footnotes/Citation. No difference was found between Argument Building and Source Analysis.

Footnotes / Citation had the third highest mean ($M = 2.862$), and student scores were significantly higher than those of Thesis Development, Source Analysis, Historical Roots, and Argument Building. The mean for Footnotes/Citation was significantly lower than Nature of Sources as well as Bibliography. Nature of Sources had the second highest mean ($M = 3.265$), which was significantly higher than the mean of Thesis Development, Historical Roots, Source Analysis, Argument Building, and Footnotes/Citation. No significant difference was found when compared to Bibliography. Bibliography had the highest mean score ($M = 3.326$) and was found to be significantly higher than Thesis Development, Historical Roots, Source Analysis, Argument Building, and Footnotes / Citation. No significant difference was found when comparing with Nature of Sources (table 2). Mean differences were found between all comparisons of learning outcomes other than Nature of Sources and Bibliography, Source Analysis and Historical Roots, and Source Analysis and Argument Building, which were determined to not be different.

DISCUSSION

Results of independent sample t-tests comparing means for each learning outcome by academic term show that students performed significantly better in the spring semester across some but not all learning outcomes than in fall. The learning outcomes of Nature of Sources, Source Analysis, Argument Building, and Bibliography when compared between semesters, were not found to be significantly different. As Roots is a 100 level course, this finding suggests that while students taking Roots in the spring term may have had more experience in higher education and writing research papers, that experience alone is insufficient for expecting stronger performance across all learning outcomes.

As evidenced by the dependent samples t-tests, students performed best in the areas of Source Quantity, Nature of Sources, Bibliography, and Footnotes/Citation. Source Quantity scores were very high because the outcome was a simple measure of the number of sources used in the paper (appendix C). The top achievement levels in the rubric matched what most instructors assigned as a minimum number of the sources needed for the paper. In other words, to score a five on the Source Quantity outcome, students needed to find the instructor's minimum number of sources for the paper. Also, students needed to write about and engage with sources they gathered in the four LRAs, consequently these sources appear in the final essays, and thus the source quantity is satisfied. It is positive to see that students met

what the researchers believe to be a standard undergraduate expectation of having roughly one source per written page of a research paper. The students also did well concerning the Nature of Sources outcome as they utilized scholarly materials (little selection of unvetted materials or sources lacking citation) in their work, and included a good blend of primary and secondary sources. In the final essays, students used the sources they engaged with in the LRAs, so blending of scholarly sources progressed naturally from the assignment sequence.

Source attribution, both in terms of final bibliographies and internal footnotes and citations, was a strength of the students in their final essays relative to most of the other learning outcomes. This occurred primarily because the students practiced citing each source, using in-text citations and a preliminary bibliography, across the four LRAs while getting instructor and/or TA feedback during each stage. In both the areas of finding the right quantity and quality of sources and attributing them correctly, the LRAs offered deep and paced work with sources that were helpful in students' writing.

Students performed least well in the areas of Historical Roots, Argument Building, and Source Analysis; and worst concerning Thesis Development as evident in the results of the dependent samples t-tests. Although, it should also be noted that in all eight outcome areas, the students performed at minimum as "proficient for a first year student level" based on the rounded mean average scores of this study.

There are a variety of potential reasons for lower scores in these categories; modifications to the curriculum were instituted for the second year of the program to address areas of deficit. The challenge of understanding the historical roots of contemporary issues is at the heart of the course, and is stressed in the LRAs and final essay, so lower achievement in this area was disconcerting, although not altogether surprising. From the launch of the program, resource requirements within the LRAs, such as needing to find a pre-1950 primary source, and a final essay prompt reading, "The body of your paper should clearly identify the historical roots of your contemporary issue through time and across space," has aided students in focusing on the historical roots of their topics (see appendix B). The findings of this study served as a catalyst for greater concentration on the historical roots of students' topics. The most central change was instead of asking students to provide short sets of summary statements in the LRAs for the various sources they found (e.g., books, reference entries, scholarly articles), students were more specifically asked to describe pertinent facts that would help them better understand the historical nature or dimensions of their topics.

The last two outcomes presenting students with the greatest difficulty were Source Analysis and Thesis Development. The former asks students to understand the relationship between the nature of their sources and the conclusions that can be drawn from them. The LRAs contain many short lessons about primary, secondary, and tertiary sources that

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Table 2. Paired-Samples t-Test, Learning Outcome Comparison

LO	LO	Mean	SD	t	df	sig. (2-tailed) p
Thesis Development		2.262	0.934			
	Source Quantity	4.596	0.944	-31.373	274	p < 0.001
	Nature of Sources	3.265	1.060	-14.420	274	p < 0.001
	Source Analysis	2.607	1.010	-5.625	274	p < 0.001
	Historical Roots	2.564	0.996	-5.304	274	p < 0.001
	Argument Building	2.684	0.883	-7.788	274	p < 0.001
	Bibliography	3.236	0.899	-15.223	274	p < 0.001
	Footnotes / Citations	2.862	1.089	-8.114	274	p < 0.001
Source Quantity		4.596	0.944			
	Nature of Sources	3.265	1.060	19.615	274	p < 0.001
	Source Analysis	2.607	1.010	28.425	274	p < 0.001
	Historical Roots	2.564	0.996	27.944	274	p < 0.001
	Argument Building	2.684	0.883	29.173	274	p < 0.001
	Bibliography	3.236	0.899	20.447	274	p < 0.001
	Footnotes / Citations	2.862	1.089	24.833	274	p < 0.001
Nature of Sources		3.265	1.060			
	Source Analysis	2.607	1.010	10.102	274	p < 0.001
	Historical Roots	2.564	0.996	10.394	274	p < 0.001
	Argument Building	2.684	0.883	9.269	274	p < 0.001
	Bibliography	3.236	0.889	0.460	274	p = 0.646
	Footnotes / Citations	2.862	1.089	5.712	274	p < 0.001
Source Analysis		2.607	1.010			
	Historical Roots	2.564	0.996	0.706	274	p = 0.481
	Argument Building	2.684	0.883	-1.422	274	p = 0.156
	Bibliography	3.236	0.899	-10.244	274	p < 0.001
	Footnotes / Citations	2.862	1.089	-3.755	274	p < 0.001
Historical Roots		2.564	0.996			
	Argument Building	2.684	0.883	-2.462	274	p = 0.014
	Bibliography	3.236	0.899	-10.760	274	p < 0.001
	Footnotes / Citations	2.862	1.089	-4.317	274	p < 0.001
Argument Building		2.684	0.883			
	Bibliography	3.236	0.899	-9.635	274	p < 0.001
	Footnotes / Citations	2.862	1.089	-2.881	274	p = 0.004
Bibliography		3.236	0.899			
	Footnotes / Citations	2.862	1.089	6.420	274	p < 0.001

LO = learning outcome

were present during year one of the program and instructors aimed to stress more in year two. In the future, one area for which the LRAs could be improved is to include curriculum which would help students utilize author credentials as a means for substantiating authority in source analysis. Thesis development in the first year included having students write initial thesis statements in LRA1, which was too soon

and students had trouble significantly departing from these initial weak statements. In year two, students instead stated their topic and offered some initial research question ideas. Also, in the first year, students did not need to submit their final, or near final, thesis statement until they submitted the last LRA, which was often just a week or so before the final essay was due. In the second year, the final/near final thesis

statement was submitted around one month before the final essay due date. This allowed more time for guided revision of the thesis statements.

The authors were curious to know if the results from this project paralleled those from previous IL student learning outcome studies. Scharf and her colleagues found in their portfolio study that students had the most developed IL skills in the areas of citation, and finding sources.²¹ This matches our results that Source Quantity, Bibliography, and Footnotes/Citation were relative areas of success for our students. The Scharf research also showed that students were not successful at judging source relevance and using sources to support their views.²² Judging source relevance and authority is similar to Source Analysis in this study, and student struggles using sources to support viewpoints is analogous to a lack of meaningful argument building and thesis development, with a thesis statement being one's ultimate view on a particular topic. The Scharf study did not examine library instruction as a potential factor in the development of IL skills.²³ Johnson did a recent study with a WSU Honors College course concluding that after library instruction, students incorporate more scholarly works in their writing.²⁴ The Roots LRAs also include pointed library instruction that is most likely connected to student success with utilizing scholarly works in their essays.

CONCLUSION

Although this study provided information for improving the research assignments, and a quality baseline of data for wider university assessment initiatives, it also was saddled with some limitations. For example, the study is based on the first year of the course's existence, so there was little time to solidify norms for judging student performance. On the other hand, because Roots instructors use a common syllabus, it is perhaps more likely that in the first year of the new course, instructors will follow the course curriculum the most closely because they have not had time to individualize the content. The more uniform the experience of students across sections and campuses, the more confident researchers can be in drawing generalized conclusions concerning student learning.

Another limitation is that the raters, with the exception of the Roots librarian, were all Roots instructors. The Roots instructors have a vested interest in wanting to show that students met the course's learning outcomes, and thus lacked a level of objectivity that would have been preferable. The project rubric was very similar to the grading rubric a few instructors used in their classes, so some had prior context for rubric use while other raters did not. Another key limitation was that the study included too few WSU Online and Vancouver campus students. Consequently, the study did not have a weighed sample and the researchers could not search for measures of statistical significance concerning performance differences among students on the three

campuses. Finally, it is best norming practice to include the process of having each item rated in the study be examined by more than one rater. For this study, raters did not have enough time to read twice as many papers, nor could twice the number of raters be hired. Despite these minor issues, this study has a firm methodological footing and contributes to our understanding of information literacy learning among undergraduates. The WSU Vice Provost for Undergraduate Education recently showcased this study in an address to the Washington Board of Regents about undergraduate learning.

In terms of future directions, there is a plan to do a similar study after the second year of the Roots course is completed. This study will feature better stratified sampling and recruitment of raters from outside the Roots program. Programmatic assessment is a key area for librarians to increase their worth to the departments and the wider institution, while analyzing the impact of their teaching efforts. This study helps fill a gap in the literature as it is a large scale, formative and direct (based on student performance) assessment of student information literacy skill development and contributes to campus wide assessment and accreditation initiatives. As the emphasis on outcomes based assessment in higher education grows, and the prevalence of information literacy as an institution-level student learning outcome increases, librarians will be key players in crafting more campus-wide information literacy instruction and assessment programs.

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APPENDIX A. ROOTS OF CONTEMPORARY ISSUES SYLLABUS—SELECTED PARTS

The Roots of Contemporary Issues

History 105 Syllabus
[ROOT, 3 credits]

Course Description

Since January 2011, the world has witnessed and experienced an environmental disaster in Japan, protests at the United Nations against a failed response to the global AIDS epidemic, the rapid rebound of China's economy while the United States stagnates in its recovery, an announcement by the Saudi government that they will extend the vote to women in 2015 (they still are not legally allowed to drive a car), and the near unanimous decision by Southern Sudanese to separate from the North. Our world has grown increasingly complex and interconnected, and the planet's diverse peoples are facing common issues that will have tremendous impacts on our immediate future. In this course we will attempt to make sense of our increasingly complex world by focusing on five themes and their historical roots: Humans and the Environment; Our Shrinking World; Inequality; Diverse Ways of Thinking; and The Roots of Contemporary Conflicts. By examining the links between the past and present, we will also attempt to identify ways forward.

The theme of Humans and the Environment investigates the ways that the changing environment has had an impact on humans and how humans have impacted the environment, exploring specific issues beginning with the origins of our planet and the human species, patterns of climate change, and the role of technological innovation in response to change. How humans have responded to change is as relevant today as it was to hunters and gatherers of the past.

The theme of Our Shrinking World explores the often-fundamental historical transformations that have occurred when technologies allow for more rapid communications between human populations. While we might

immediately think of airplanes, automobiles, and computers when first introduced to this theme, it will become clear that the introduction of earlier technologies such as domesticated horses, sailing ships, steamships and trains have been equally revolutionary in producing changes among human communities as these later technologies.

The theme of Inequality helps us explore the rise of race, gender, class and other differences in order to explain the great disparities (the "haves" and "have-nots") of the world around us. This theme allows us to ask questions about the origins of inequality, and how the inequalities evident in the world today relate to earlier eras, including the past 500 years of globalization dealt with in *Our Shrinking World*.

The theme of Diverse Ways of Thinking will help us understand the past's diverse peoples on their own terms and to get a sense of how they understood each other and the world around them. In doing so, we will attempt to recognize, confront, and move beyond some of the narrowness with which people and scholars in the West (Europe and the United States) have understood other peoples of the world, particularly during periods of increased globalization. It will also address the historical nature of ideologies and worldviews that people have developed to conceptualize the differences and inequalities address in the inequality theme.

The theme of The Roots of Contemporary Conflicts explores the deep historical roots of conflicts between people with different ideological systems. Its goal is to understand the global context of specific conflicts, their roots in specific historical contexts, and the global nature of their causes. This integrates the previous four themes within historical case studies that are both rooted in the past but also help explain the dramatic changes we are experiencing in the immediate present.

Learning Goals and Objectives

This course has five learning goals, each of which is directly tied to WSU UCORE requirements. These learning goals are designed to build foundational skills that will aid students from all disciplinary backgrounds in becoming effective, articulate, and well-rounded college students.

1. Develop Critical and Creative Thinking: students will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways, especially via interpretation and synthesis of historical documents, analytical writing and speaking, and comparative thinking.
2. Increase Information Literacy: students will effectively identify, locate, evaluate, use responsibly and share information for the problem at hand, particularly by becoming acquainted with the library and technology resources available at WSU and with primary and secondary sources.
3. Develop Communication skills: students will write (both formally and informally), speak (in small and large groups) and listen (in lecture and to each other) to achieve intended meaning and understanding among all participants.
4. Foster Diversity: students will understand, respect and interact constructively with others of similar and diverse cultures, values, and perspectives, especially via primary and secondary sources that expose students to a wide variety of world views over time and across space.
5. Enhance Depth, Breadth, and Integration of Learning: students will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large. Depth will be achieved through attention to a long chronology, breadth will be achieved through attention to a global arena, and integration will be achieved through attention to the importance of interdisciplinarity in the study of history.

Required Reading

Humans and the Environment

Global Water Crisis: No books required for purchase.

Global Warming/Climate Change: No books required for purchase.

Our Shrinking World

Global Pandemics: John Aberth, *The First Horseman: Disease in Human History* (Pearson, 2007).

Globalization: Jurgen Osterhammel & Niels Petersson, *Globalization: A Short History* (Princeton, 2005).

The Roots of Inequality

Racial Inequality: Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (New York: Broadway, 2011)

Gender Inequality: Merry Wiesner-Hanks, *Gender in History: Global Perspectives* (Wiley-Blackwell, 2011)

Diverse Ways of Thinking

Economic Ideologies: Joyce Appleby, *The Relentless Revolution: A History of Capitalism* (New York: Norton, 2010)

Clashing Civilizations?: Zachary Lockman, *Contending Visions of the Middle East: The History and Politics of Orientalism* (New York: Cambridge University Press, 2009).

The Roots of Contemporary Conflicts

Conflict in post-Colonial Darfur and the Question of Genocide: Mahmood Mamdani, *Saviors and Survivors: Darfur, Politics, and the War on Terror* (New York: Pantheon Books, 2009).

The Israel/Palestine Conflict: Ian J Bickerton, & Carla L. Clausner, *A History of the Arab-Israeli Conflict*, 6th Edition (Upper Saddle River, NJ: Prentice Hall, 2010)

Course Requirements and Grading Scale: Points possible: 1000

Library Assignments (10%) (100 points)

Over the course of the semester, students will work on a series of library assignments that will help build toward a final research paper at the end of the class. Each of the five assignments build on the former, and will help students learn the skills to complete their final research paper. The library assignments will generally be due at the end of the first week of each new issue.

Online Posts (30%) (300 points total, 10 points each)

[Generally, at the start of the second week of each lesson, students will be asked to complete an online post through the Angel site.]

Short research and response papers (30%) (300 points total, 60 points each)

[Generally, at the end of the third week, students will complete a short written assignment relative to that issues. The fifth issue will not have such an assignment, because students will be completing their research paper. These will vary according to the issues that the instructor selects. Check

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over the template lessons plans and write an appropriate narrative here].

Participation (including attendance) (15%) (150 points)

[instructors may choose to included attendance as part of the participation grade or treat them separately. Instructors are also free to mark students absent for chronic tardiness, sleeping, disruptive talking, text messaging, and/or surfing the web. TAs will be able to help with both attendance and participation].

Final Paper (15%) (150 points)

In lieu of a final exam, you will submit a five to seven page research paper that examines the historical roots of a contemporary issue of interest to you. You will in fact begin working on this assignment early in the semester and use the library research assignments to gather historical sources, learn how to cite those sources develop a thesis, and write the introductory section of your paper. This final paper and the library research assignments are individual assignments. While your chosen topic may overlap with others in the class, you must gather your own sources and write your own papers. Failure to do so will result in an F for the course.

APPENDIX B. ROOTS OF CONTEMPORARY ISSUES FINAL ESSAY/PAPER PROMPT

RCI Final Paper

The Roots of Contemporary Issues Research Paper

Format/Technical: All exams must be typed, at least 5-7 pages (double-spaced) in length, with 12-point font and 1.25" inch margins. Do not use long quotations to fill up space! These will be penalized. All exams should be thoroughly proof-read: papers with more than three typographical errors will be marked down half a letter grade.

Assignment: This course is designed to explore the roots of five critical contemporary issues over the course of the semester, one each from the themes of Humans and the Environment, Our Shrinking World, Inequality, Diverse Ways of Thinking, and the Roots of Contemporary Conflicts. Your job in this paper is to choose a contemporary issue of your own choice and to write a paper tracing its deep historical roots and its global significance. Remember that your contemporary issue must clearly link to at least two of the themes of the course, and that you will need to explicitly address these links in your paper.

Sources: Much of the research for this paper will have been done in your Library Assignment, which should have explored the contemporary issue you wish to write about. Go back to these sources, and then add at least one more book and one more academic journal article to your bibliography. All sources must be properly cited in a formal bibliography attached to the end of the paper, which does not count in your 5-7 pages.

The Paper: Make sure your introduction clearly introduces your contemporary issue, the central points about what you found, and which two themes of the course your issue relates to. The body of your paper should clearly identify the historical roots of your contemporary issue through time and across space. Remember to provide a conclusion that brings all the various parts of your essay together, especially addressing the question of how an understanding of the past is or is not important to understanding your issue in the present.

APPENDIX C. ROOTS OF CONTEMPORARY ISSUES ASSESSMENT PROJECT RUBRIC

CCT/IL Assessment Rubric – Roots Final Papers Assessment Project – Final
See page 2...

	Emerging First Year Level	Developing First Year Level	Proficient First Year Level	Middle of Undergraduate Experience Level	End of Undergraduate Experience Level
Issue Definition / Approach Thesis Development	Does not establish a thesis (historical argument) or organizational structure	Thesis (historical argument) attempted, but with little clarity; provisions for organizational structure are limited	Thesis (historical argument) established that is mostly clear, and moderately successful attempt to provide an organizational structure for the paper	Thesis (historical argument) well established, and provides a mostly clear framework for the rest of the paper	Thesis (historical argument) represents a very thoughtful research question, and sets out a very clear framework for the rest of the paper
Evaluate Information Source Quantity	Used (cited in essay/paper) 0 or 1 source(s)	Used (cited in essay/paper) 2 sources	Used (cited in essay/paper) 3 sources	Used (cited in essay/paper) 4 sources	Used (cited in essay/paper) 5 or more sources
Evaluate Information Nature of Sources	Does not utilize any appropriate primary or secondary sources; selects mostly open Internet sources or sources lacking citations	Includes a few appropriate primary and/or secondary sources, but mostly selects unvetted open Internet sources or sources lacking citations	Source selection split relatively equally between primary and/or secondary sources and unvetted open Internet sources or sources lacking citations	Selects a healthy mix of appropriate primary and/or secondary sources; limited selection of unvetted open Internet sources or sources lacking	All sources are highly appropriate, historical, and relevant to the chosen topic; no selection of unvetted material or sources lacking citations
Use Information Source Analysis	Treats sources superficially	Treats most sources superficially, but identifies the nature of those sources	In some cases, shows some awareness of the relationship between the nature of sources and the conclusions that can be made from them	Show general awareness of the relationship between the nature of sources and the conclusions that can be made from them	Treats sources in a sophisticated way, with a fairly consistent awareness of the relationship between the nature of sources and corresponding conclusions
Use Information (Integration) Historical Roots	Does not attempt to identify roots of a contemporary issue	Attempts to identify historical roots of a contemporary issue, but does so with limited space and/or time connections	Identifies historical roots of contemporary issue with moderate discussion of connections across space and/or and time	Explains historical roots of contemporary issue across space and/or time with above average quality of detail and analysis	Explains identifies historical roots of contemporary issue and makes sophisticated and deep connections across space and/or time
Use Information (Integration) Argument Building	Very little to no use of evidence to build arguments	Use of evidence to build arguments is characterized largely by limited success	Use of evidence to build arguments is a relatively equal balance of strong and weak examples	Use of evidence to build arguments is well done with more strong examples than weak	Use of evidence to build arguments includes insightful analysis throughout
Use Information (Legally / Ethically) Bibliography	No Bibliography	Bibliography present but poorly formatted and largely incomplete	Bibliography present but fails to include all sources or lacks correct formatting	Bibliography present with all sources and generally proper formatting	Bibliography present with all sources listed and correct formatting throughout
Use Information (Legally / Ethically) Footnotes / Citations	No Footnotes	Footnotes attempted but multiple errors throughout	Footnotes present with moderately accurate formatting	Footnotes included with minimal formatting errors	Footnotes have correct formatting throughout

Creative and Critical Thinking (CCT) and Information Literacy (IL) Rubric for Roots Research Paper Analysis

identify useful passages and information within”—Roots Research Assignments Goals

Issue Definition/Approach

- “Define, analyze, and solve problems”—WSU Seven Goals Document (CCT)
- “Determine the extent and type of information needed”—WSU Seven Goals Document (IL)
- “Identify... information for the problem at hand”—Learning Goals and Objectives from Roots Syllabus
- “Develop an initial thesis statement for your research paper and revise it in light of new sources”—Roots Research Assignments Goals

Use Information (Integration)

- “Integrate and synthesize from multiple sources”—WSU Seven Goals Document (CCT)
- “Combine and synthesize existing ideas, images, or expertise in original ways”—WSU Seven Goals Document (CCT)
- “Use information to accomplish a specific purpose”—WSU Seven Goals Document (IL)
- “Use responsibly and share information for a the problem at hand”—Learning Goals/Objectives from Roots Syllabus
- “Connect newly found sources to those you previously located and, when appropriate, to class material”—Roots Research Assignments Goals

Evaluate Information (Source Analysis)

- “Assess the accuracy and validity of findings and conclusions”—WSU Seven Goals Document (CCT)
- “Assess credibility and applicability of information sources”—WSU Seven Goals Document (IL)
- “Evaluate . . . information for the problem at hand”—Learning Goals and Objectives from Roots Syllabus
- “Critically analyze the sources that you gather and

Use Information (Legally/Ethically)

- “Understand how one thinks, reasons, and makes value judgments, including ethical and aesthetical judgments”—WSU Seven Goals Document (CCT)

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- “Access and use information ethically and legally”—WSU Seven Goals Document (IL)
- “Use responsibly and share information for a the problem at hand”—Learning Goals/Objectives from Roots Syllabus
- “Learn how to cite sources correctly according to historical disciplinary standards”—Roots Research Assignments Goals

Best Free Reference Websites

Seventeenth Annual List

Emerging Technologies Section (ETS)

Contributing members: *Ashley Rosener and Janice Wilson, Co-Chairs; Georgia Baugh, Jessica Cerny, Laura Hall, Van Houlson, Brian Kooy, Rosemary Meszaros, Sheena Sewell, and Paul Victor, Jr.*

Welcome to the seventeenth annual “Best Free Reference Websites” list. It is hard to believe that this project has been around since the late 1990’s. In 1998, the Machine-Assisted Reference Section (MARS) of RUSA (now ETS, the Emerging Technologies Section) appointed an ad hoc task force to develop a method of recognizing outstanding reference websites. The task force became a formal committee at the 2001 ALA Annual Conference, and is appropriately named the ETS Best Free Reference Websites Committee.

As in the past, the 2015 list of winning sites will appear in this year’s Fall issue of RUSQ. A link to this year’s list of winners can also be found on the ETS webpage along with a link to the “Best Free Reference Websites Combined Index,” which provides, in alphabetical order, all entries from the current and previous sixteen lists. Succinct and insightful annotations for the Best Free Reference Websites List entries were written by committee members in the years the particular websites were selected for the lists. These annotations provide guidance for using the websites as reference tools. Once again, the committee considered free websites in all subject areas useful for ready reference and of value in most types of libraries.

The committee has established the following criteria for nominations:

- Quality, depth, and usefulness of content
- Ready reference
- Uniqueness of content
- Currency of content
- Authority of producer
- Ease of use
- Customer service
- Efficiency
- Appropriate use of the web as a medium

More detailed explanation of the criteria can be found on the ETS webpage (www.ala.org/rusa/sections/mars/marspubs/marsbestrefcriteria).

As in previous years, the committee worked virtually, using email and the online bookmarking site Diigo (www.diigo.com). Each member nominated five to seven websites using the criteria specified above and then wrote brief annotations that would assist fellow committee members with reviewing and voting for their favorite nominated websites. The goal of this year’s committee was to produce a final list with approximately fifteen to twenty high-quality reference websites. It was a good year in terms of nominations. Over 50 websites were

FROM COMMITTEES OF RUSA

nominated and voting for the best ones was challenging. After careful review, the committee members recognized seventeen new Best Free Reference Websites for 2015.

Winning sites were notified electronically with a letter of recognition from the ETS Best Free Reference Websites Committee, and they were invited to link to the online version of this list. The annotations for winning websites were also edited by the co-chairs to ensure that they are of optimal use to librarians and fit the criteria listed above

BEST WEBSITE WINNERS 2015

Open States: Discover Politics in Your State, <http://openstates.org>

Open States allows users the opportunity to find information on politics happening in each state. The user can search by their address or browse by state. State political information includes the demographics and information on legislators, current and past bills, and committees. Searching for upcoming legislation and tracking bill progress is made easy with the bills page providing filters that can be applied by the user to narrow their results. On the legislator page, the user can find information on the legislator's committee memberships, bills they sponsored, recent votes, and contact information. Whether you are a voter or student looking for research, this website is a must for researching politics in your state. The website works with all widely used browsers.

Author/Publisher: Sunlight Foundation

Date reviewed: March 5, 2015

Crime Statistics, www.fbi.gov/stats-services/crimestats

The FBI Website gives access to Uniform Crime Reports of interest to citizens. The site claims that the Crime in the US publication "is the most comprehensive analysis of violent crime and property crime in the nation." The report also includes arrest and clearance data. Another useful publication is Hate Crime Statistics which includes information on the number of incidents, offenses, victims and offenders. The publication of Law Enforcement Officers Killed and Assaulted provides data for officers assaulted or feloniously/accidentally killed in the line of duty. Finally, there's the National Incident-Based Reporting System which includes information from state law enforcement agencies. Information includes aspects such as age, race, sex, relationship, location, time of day, type of weapons used, and more. This publication also has sections on statistics for schools and colleges, measurement of white collar crime, the structure of family violence and more information on victims and offenders.

Author/Publisher: Federal Bureau of Investigation

Date Reviewed: March 16, 2015

Travelers' Health, wwwnc.cdc.gov/travel

The CDC's Travelers' Health website provides information and health recommendations for US residents who are planning to travel abroad. The site helps travelers understand

the risks involved with traveling to certain parts of the world. Visitors start by selecting the country they want to travel to, as well as select extra options about their health or who they're traveling with (traveling with children, etc.), and next receive a customized report containing things they need to know. The traveler is first briefed about any health warnings that may be issued for that country (whether serious or not). Further information includes diseases travelers should be most concerned about and what types of precautions (vaccinations, sanitation recommendations, etc.) need to be taken either before or during their travel. There are also educational sections on how to keep safe while in the country (eating and drinking safety tips, germs, medical care, transportation, personal security, etc.). There's even a Packing List to recommend what to bring on your trip. The CDC site has a great deal of useful information for travelers.

Author/Publisher: US Centers for Disease Control and Prevention (CDC)

Date Reviewed: March 16, 2015

Famous Trials, UMKC School of Law, <http://law2.umkc.edu/faculty/projects/ftrials/ftrials.htm>

"The Web's largest and most visited collection of materials relating to famous trials, from Socrates to Clinton. The site includes original essays, images, primary documents, maps, transcript excerpts, chronologies, video clips, court decisions, and other materials to aid readers in understanding the significance of historic trials."

While suitable for a general audience, this site is particularly useful for high-school and college-age history or criminal justice students. The look of the website is dated, but there is an abundance of information, including primary source documents and extensive bibliographies and links, that more than make up for the site's appearance. The site is revised frequently with additional trials added, the most recent of which is the George Zimmerman trial.

Author/Publisher: Douglas Linder, University of Missouri-Kansas City School of Law

Date reviewed: March 16, 2015

Country Statistics, www.unicef.org/statistics/index_countrystats.html

The world's leading advocate for children's rights and health allows access to a wealth of statistical information on these topics. Visitor's start by selecting the country they're interested in and get statistics on such topics as child mortality rates, nutrition, health, education, demographics, protection, disparities and much more. The main statistics page also gives access to UNICEF's flagship publication called The State of the World's Children. Each year's report focuses on a key issue affecting children around the world (children with disabilities, child rights, etc.). Anyone needing information or statistics on the state of children internationally will find useful information on UNICEF's Website.

Author/Publisher: UNICEF

Date Reviewed: March 16, 2015

In Motion: The African-American Migration Experience, www.inmotionaame.org/sionid=f8303293501426480205999

“The website is organized around thirteen defining migrations that have formed and transformed African America and the nation. Each migration is presented through five units: a narrative, about 100 illustrations with captions and bibliographical information, from twenty to forty research resources consisting of essays, books, book chapters, articles, and manuscripts, maps, and lesson plans.” There is extensive material covering all migrations of African Americans from the initial transatlantic slave trade through the return south migration, along with African immigration. All in-text cited articles appear to offer full-text accessibility. The site can be viewed in non-flash version and is fully searchable.

Author/Publisher: New York Public Library, Schomburg Center for Research in Black Culture

Date Reviewed: March 16, 2015

360 Degrees of Financial Literacy, www.360financialliteracy.org

“360 Degrees of Financial literacy is a national volunteer effort of the nation’s Certified Public Accountants to help Americans understand their personal finances and develop money management skills. It focuses on financial education as a lifelong endeavor—from children learning about the value of money to adults reaching a secure retirement.” Advice is available according to your choice of individual life stages or specific financial topics. Questions may be posted to the Money Doctor and are answered by volunteer CPAs. The option is also offered to create individual accounts which will display a personalized dashboard of tips and targeted financial information.

Author/Publisher: American Institute of Certified Public Accountants

Date Reviewed: March 16, 2015

VideoETA, <http://videoeta.com>

VideoETA allows users to find “DVD and Blu-ray release dates for upcoming movies.” VideoETA posts release dates once the studio has given its Official Consumer Announce Date (OCAD) which is the exact release date of the item. With a sleek design users are able to narrow searches by type (Blu-Ray or DVD), timeframe (weekly or monthly) and by genre (action, comedy, documentary etc.). VideoETA is a customer friendly and in-depth resource.

Author/Publisher: VideoETA

Date reviewed: March 12, 2015

Index of Economic Freedom, www.heritage.org/index

This site provides an annual guide to raise awareness of economic freedom and opportunity in countries worldwide based on ten measures or “freedoms:” Business, Trade, Fiscal, Monetary, Investment, Financial, Property, Freedom from Corruption, and Government Spending. Features include a heat map to show how countries stack up with each

other, a highlighted list of countries with the highest overall rank along with a link to the entire list in rank order, along with a graphing feature to see data for up to three countries and one indicator from 1995 to present. A world average is shown for additional comparison. This site is useful for students, scholars, and the general public—anyone who is concerned about the fundamental right to control his or her own labor and property.

Author/Publisher: The Heritage Foundation in partnership with the Wall Street Journal

Date Reviewed: March 11, 2015

Woodall’s North American Campground Directory, www.woodalls.com

Also known as Good Sam RV Travel Guide and Directory, this website features descriptions and ratings of campgrounds with an emphasis on travel by RV (recreational vehicles). The facilities rated include RV parks, resorts, and rentals in addition to private tent campgrounds. The directory can be searched by location or name or browsed. It is an excellent resource for families or retired people planning vacations or extended winter travel. Each entry has detailed information about the facility, sites, nearby recreation, and other amenities. Includes National Forest and National Park campgrounds as well with detailed information about fees and facilities.

Author/Publisher: Good Sam RV Travel Guide and Campground Directory

Date reviewed: February 23, 2015

State Tax Forms and Filing Options, www.taxadmin.org/fta/link/default.php?lnk=2

This site provides links to all 50 states’ websites for income tax forms and filing sites. Clicking on the state on the United States map or on the name of the state opens a list of links to that state’s current year tax forms, filing options, and main tax or revenue department. It is useful for anyone who needs forms and filing information for particular states. Since all state-level tax agencies are members of the Federation of Tax Administrators, this site provides an authoritative and up-to-date source for quickly locating state tax forms and filing options for all fifty states.

Author/Publisher: Federation of Tax Administrators

Date Reviewed: March 7, 2015

Constitute, www.constituteproject.org

Subtitled “The World’s Constitutions to Read, Search, and Compare,” this site provides constitutions in force as of September 2013 from most of the world’s independent states. Constitutions are updated as they are amended. A user can browse using an alphabetical list, read in html, download in pdf, search by keyword or phrase, see where specific topics occur in each constitution, and select two to eight constitutions to compare side-by-side on a particular topic. The site has a clean, uncluttered design, with date of the constitution in effect and date of last amendment shown next to each

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country's name. It is appropriate for students, scholars, and anyone interested in this topic. Constitute is an outstanding source for learning about and comparing the constitutions of most countries of the world.

Author/Publisher: Comparative Constitutions Project, University of Texas

Date Reviewed: March 8, 2015

Copyright Tools, www.ala.org/advocacy/copyright-tools

The five copyright tools presented on this site are useful for anyone who uses copyrighted materials in his or her work, education, or leisure activities. Two of the tools, Public Domain Slider and Copyright Genie, help determine whether a work is in the Public Domain. The Fair Use Evaluator and Exceptions for Instructors e-Tool help teachers and others determine whether use of a particular copyrighted work may fall under fair use or one of the other educational exceptions to the rights of the copyright owner. The Section 108 Spinner helps libraries and archives decide whether, under certain circumstances, they can make reproductions of copyrighted materials. Overall these tools will help anyone become more comfortable reusing copyrighted works. Only by using the valuable exceptions to a copyright holder's rights, can "we strengthen copyright's primary purpose-" to promote the progress of science and useful arts" (U. S. Constitution, Article 1, Section 8, Clause 8)."

Author/Publisher: American Library Association, Office for Information Technology Policy

Date Reviewed: March 7, 2015

Internet Bird Collection, <http://ibc.lynxeds.com>

The Internet Bird Collection contains videos, photographs, and sound recordings of all the birds of the world. The IBC is the YouTube of birds and contains more than 200,000 files and is constantly growing. The site's goal is to post at least one video or photo per species and eventually include material offering a variety of biological information (feeding, breeding, etc.) for every species. Users can perform a species search, geographic search, and global search for particular birds. Each bird record available on the site provides a map, taxonomy and geographic information, videos, photos, and bird sounds.

Author/Publisher: Lynx Edicions

Date reviewed: March 5, 2015

Open Culture: The Best Free Cultural & Educational Media on the Web, www.openculture.com

Open Culture is an online information portal that brings together freely available cultural and educational materials

on the web. Resources on the site include links to online courses, certificate courses like MOOCs, movies, audio-books, language learning tools, ebooks, and educational resources for children. The content on the site is keyword searchable or browsed via categorized links at the top of the page. Additional links on the right-hand side of the homepage provide access to the site's most popular content. Also included is a blog of cultural topics on subjects including art, music, literature, anthropology, science, and more. Overall, the site offers a wealth of information compiled in one place that otherwise would need to be searched for individually.

Author/Publisher: Open Culture

Date reviewed: February 27, 2015

AFI Catalog of Feature Films, www.afi.com/catalog

The AFI Catalog of Feature films is a research database providing access to information "on every feature-length film produced in America or financed by American production companies" from 1893 to 2011. Basic and Advanced search functions allow users to locate information about the cast, crew, plot, production dates, music, subjects, genres, historical notes, and review sources for each film. Also included as a part of the AFI site are the American Film Institute's Award honorees from 2000 through 2014 and the Institute's top 100 films in twelve categories.

Author/Publisher: American Film Institute (AFI)

Date reviewed: February 27, 2015

WikiArt: Visual Art Encyclopedia, www.wikiart.org

WikiArt is an ongoing project to create a free online repository of art images, from the classical to modern periods. Images in the collection are of works in both the public domain and those protected by copyright. A copyright notice warns users that protected images are for instructional purposes only and should not be copied or downloaded. Artists can be browsed by alphabet, art movement, school or group, genre, nationality, or century. Artworks can be browsed by style, genre, or technique. Artist pages include brief biographical information, a link to a Wikipedia article (when available), and links to individual artworks. Pages for individual artworks include the name of the artist, the completion date, style, and genre.

Author/Publisher: WikiArt

Date reviewed: February 26, 2015

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RUSQ considers for review reference books and professional materials of interest to reference and user services librarians. Serials and subscription titles normally are not reviewed unless a major change in purpose, scope, format, or audience has occurred. Reviews usually are three hundred to five hundred words in length. Views expressed are those of the reviewers and do not necessarily represent those of ALA. Please refer to standard directories for publishers' addresses.

Correspondence concerning these reviews should be addressed to "Professional Materials" editor, Karen Antell, Head of Outreach and Strategic Initiatives, Bizzell Memorial Library, University of Oklahoma, 401 West Brooks St., Room 146, Norman, OK 73019; e-mail: kantell@ou.edu.

Animal Shenanigans: 24 Creative, Interactive Story Programs for Preschoolers. By Rob Reid. Chicago: ALA Editions, 2015. 248 p. Paper \$50 (ISBN: 978-0-8389-1271-3).

If your storytimes are feeling a bit stale and in need of some inspiration, get ready to walk on the wild side with Rob Reid's *Animal Shenanigans: 24 Creative, Interactive Story Programs for Preschoolers*. Reid uses his experience as a professor of children's literature and an author of beloved books on children's programming to craft this guide to animal-themed story programs. As the title indicates, the book features two dozen thirty-minute storytime plans for a preschool audience, although the plans could also be adapted for an older group.

While the story programs are animal-themed, they also tackle other topics such as imagination, colors, reading, and problem solving. Each plan includes four or five picture books, movement activities, musical activities, fingerplays, storytelling tips, and five backup picture books. This volume focuses on newer titles, listing only picture books published between 2010 and 2014. The summaries of the picture books are very descriptive and include full bibliographic information. Reid's passion for picture books is clear as he provides storytelling tips for each title and great ideas for engaging children with the books. The backup picture books are invaluable, as they allow librarians to customize the storytime plans or to create entirely new programs. Each plan also contains a plethora of "in-between" activities; some of these are traditional and well-loved by children's librarians, but Reid also includes seventy original ideas for songs, activities, and imagination exercises. The new songs are easy to learn, as traditional melodies are utilized, but some of the activities are trickier to envision and may need to be adapted. The single index is very thorough, and books are listed by both author and title. Songs and fingerplays are indexed with their titles in quotation marks, and titles of books and CDs are italicized.

Reid's upbeat, conversational tone makes this volume a fun read, and readers will feel as if they are discussing storytime ideas with a friend. Although the book may appear small in size and scope, the original songs and activities are fantastic, and no end of inspiration can be drawn from the titles and the tips. Like Reid's other programming titles, this guide's quality and creativity make it an essential addition to any storytime collection.—Jackie Thornton, *Children's Librarian, East Baton Rouge Parish Library, Baton Rouge, Louisiana*

Film Programming for Public Libraries. By Katie Irons. Chicago: ALA, 2014. 184 p. Paper \$55.00 (ISBN: 978-0-8389-1197-6).

Film programming is an engaging way to bring customers of all ages into the library, and this timely primer by Katie Irons offers libraries a step-by-step guide to make each showing a success. Film programming can be tricky, as libraries need to pay close attention to the legality and logistics of film screening in addition to programming. Fortunately we have

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Irons to show us the way, with her more than fifteen years as the audiovisual collection development librarian for the Pierce County Library System in Tacoma, Washington. Irons selects for and maintains a 500,000-item audiovisual collection for Pierce County, serving more than 560,000 people, and her knowledge and experience in film programming inform this excellent book.

Irons covers development of film programming, community outreach, film discussion groups, viewers' advisory, equipment and technology needs, legal considerations, and marketing. She also provides six insightful appendixes, covering topics such as films based on books, program templates, film discussion, and online resources useful for film programmers.

Films are an important part of a library's collection and reflect some of the best works in literature. Irons makes a case for the thematic and artistic value of film programming and provides practical details and advice on developing program themes and selecting titles for movies for different age groups. The annotated film lists for all age groups are among the best resources offered in this book.

Adherence to licensing rules and guidelines is an ongoing and often complex issue for public libraries that do film programming. Chapter six, "Legalities and Related Issues," can stand alone as a primer for legal issues involved with showing films. It offers a clear itemized breakdown of the different types of licensing agreements and advertising restrictions, which can change often and may seem like a moving target to library staff. For example, the Public Performance License allows the library facility to be used for film screenings by the staff as well as outside groups hosting an event inside the library, but depending on the content provider, the license may or may not cover outdoor showings. To avoid direct competition with the local movie theatres, a library may be permitted to advertise a movie title, studio name, and movie artwork within the library, but not outside its walls. In addition, libraries who offer film programming may have to deal with annual licenses and/or one-time showing licenses—for a fee, of course.

Irons reminds us that licensing agreements and their terms are in a continual state of flux. Indeed, some license agreements have become less restrictive since this book was published, but the book will still be useful to anyone doing film programming for public libraries.

Film Programming for Public Libraries offers insight into the wonderful world of films in public libraries and will meet the needs of librarians who wish to start or enhance film programming at their library. This is an easy-to-use primer on film programming. Author Katie Irons has given conference presentations on this topic for ALA and the Washington Library Association, and she continues to be a leading resource nationally on film programming.—Nelson Dent, *Information Services Librarian, Pioneer Library System, Norman, Oklahoma*

The Library Innovation Toolkit: Ideas, Strategies, and Programs. Edited by Anthony Molaro and Leah L. White. Chicago, ALA: 2015. Paper \$55.00 (ISBN-13: 978-0-8389-1274-4).

The Library Innovation Toolkit: Strategies, and Programs itself takes an innovative approach to the selection and exhibition of the content it presents. This deft representation of what it means to think broadly about the role and aims of the contemporary library is spread across six parts and sixteen individual chapters, with a subtle microcosm/macrocsm theme ultimately defining the book's structure. Indeed, in the introductory chapter, editors Molaro and White point out that "[I]nnovation is not a process as much as it is an organizational (or departmental) culture, mind-set, or worldview" (xv).

The mindset of innovation is explored early on in a chapter concerning the Zen Buddhist "Beginner's Mind." Approaching innovation with the mind open and even empty is encouraged, so as to prepare oneself for inspiration that transcends the straightforward thinking of our daily routine. This chapter centers on the individual's mental state with respect to library work, but it speaks also to the fate of organizations. The *Library Innovation Toolkit* excels in this regard; it approaches innovation from both the individual level and the organizational level to effectively communicate the value of forward thinking at all levels.

Yet the innovative ideas that result from an open mind cannot take root without support at the organizational level. Bergart and D'Elia's chapter ("Innovation Bootcamp: A Social Experiment") serves well as an example of the sorts of macroscale analysis that this text provides with regards to all library types (public, academic, etc.). The authors state that "[l]ibrary management needs to enable, reward, and model risk taking and experimentation" (56), thereby placing the impetus not solely on the individual information professional (who, as the text emphasizes repeatedly, may work at any level of the organization) but rather on the administration, without whose explicit support innovation would not be possible.

Finally, it's the specific programs peppered throughout, which emerge once the individual and the organization reach an understanding concerning the potential value of an experimental culture, that defines *The Library Innovation Toolkit* as a critical text for the implementation of new ideas. Two such programs stand out: "Ferry Tales" (from chapter 7) and "Mysteries Underground" (presented in chapter 14) show exactly what innovation looks like when it's adequately supported and encouraged at all organizational levels. Respectively, this book club on a commuter ferry ride, and the transition of a public library into a cavern-like exploratory space, represent first a mindset defined by openness and then an embrace by higher level information professionals.—Matt Cook, *Emerging Technologies Librarian, University of Oklahoma Libraries, Norman, Oklahoma*

Intellectual Freedom for Teens: A Practical Guide for Young Adult and School Librarians. Edited by Kristin Fletcher-Spear and Kelly Tyler. Chicago: ALA Editions, 2014. 144 p. Paper \$48 (ISBN: 978-0-8389-1200-3).

Intellectual Freedom for Teens is a short, easy-to-read introduction to the topic of intellectual freedom (IF). The book's raison d'être is the fact that many young adult (YA) librarians deal with unexpected book challenges because a large proportion of the titles on ALA's annual Frequently Challenged Books list are YA books that are popular among teens, used in classrooms, or both. The book aims to introduce librarians to the issues involved in championing for teens' intellectual freedom rights, specifically the right to read.

The book is divided into five chapters. The first covers a history of IF and YA librarianship. It stresses that a YA librarian's main responsibility is to make sure teens' information needs are being met. The second chapter discusses how to prepare for a book challenge before it occurs. It emphasizes the importance of materials selection policies to help justify a book's inclusion in the teen collection and covers how to handle patron complaints, prepare front-line staff members, and avoid "self-censorship" (censorship by librarians) that can unintentionally harm teen patrons. The third chapter gives advice on what to do when a book is challenged—whether the challenge comes in the form of an indirect oral complaint, a public attack, outright censorship, or anything in between. This chapter also provides advice about remaining calm and respectful when interacting with the complainant and preparing for a hearing (if it comes to that). The fourth chapter covers how to introduce IF topics to teens and parents through programming and marketing efforts, including everything from Banned Books Week celebrations to teen involvement in educating the public about the freedom to read. The final chapter discusses often overlooked issues regarding teens' IF rights in a digital world—equal right to digital access, online behavior guidelines, age limits for computer use, and the implementation of filtering software. The book ends with many appendixes.

The overall strength of this book is related to its overall weakness. The book is very straightforward and simple to follow. It would be a wonderful choice for students in IF classes or for new YA librarians to read. The corollary to this is that most of the information discussed will be old news to seasoned YA librarians who might be looking for more real-life examples and case studies than a general introduction to the topic.—Lindsey Tomsu, *Teen Coordinator, La Vista Public Library, La Vista, Nebraska*

Managing Copyright in Higher Education: A Guidebook. by Donna L. Ferullo. London: Rowman & Littlefield, 2014. 206 p. Paper \$45 (ISBN: 0810891484).

Need to know how to manage copyright at your academic library, or, scarier yet, your university? Yes? Then read this now. Unlike Kevin L. Smith's more abstract (but also

excellent) monograph, *Owning and Using Scholarship: an IP Handbook for Teachers and Researchers*, Donna Ferullo's text focuses on the practical. She earns the book's subtitle, striking a balance between explanations of the law and practical workaday advice, and for that, librarians throughout the land will rejoice.

Ferullo's and Smith's texts would complement one another nicely in a master's level library science course on copyright, or reside comfortably on any veteran librarian's shelf. Smith provides examples of intellectual property disputes, digs into the history of intellectual property law, and speaks more thoroughly to its dynamic nature, while Ferullo's call-and-response sections are utilitarian, posing the kinds of questions that librarians with copyright expertise are surely already tackling for students, faculty, and administrators at their institutions.

Has an administrator tasked you with starting a copyright office? Never fear. Ferullo devotes a chapter to this endeavor, laying out the questions to ask, a sound approach given the variety of ways institutions create such offices. Need to develop a policy on copyright? Build a website? Ferullo has advice on those projects too.

She devotes ample attention to fair use, of course, and this is where she excels, explaining in clear language how the courts apply it—and continue to apply it—in key cases such as the Georgia State University e-reserves case, the Authors Guild's infringement lawsuit against Google, and many more. These marvelous examples elucidate the four-factor test for determining fair use and show the state of flux intellectual property law is in today. All of Chapter 6, *Copyright Services for Librarians*, is an essential reference for day-to-day copyright issues at an academic library, whether related to interlibrary loan, e-reserves, archives and special collections, digitization projects, institutional repositories, conversion of VHS tapes to DVD format, or e-resource licensing.

Ferullo is just as effective and thorough at addressing copyright services for faculty, administrators, staff, and students, leading the way through scenarios (in print and online) that copyright librarians will encounter with increasing regularity.—Paul Stenis, *Librarian for Instructional Design, Outreach, and Training, Pepperdine University, Malibu, California*

Native North Americans in Literature for Youth: A Selective Annotated Bibliography for K–12. By Alice Crosetto and Rajinder Garcha. London: Rowman & Littlefield, 2013. 267 p. Paper \$40 (ISBN: 0-8108-9189-0).

In *Native North Americans in Literature for Youth*, the authors have selected appropriate Native American materials, focusing on book award winners and established authors, with an emphasis on books published from 1995 to the present. When this book first arrived on my desk, it prompted an immediate search for the materials pertaining to the major tribal nations in Oklahoma, where I work as a selector for a public library system. Well-written and accurate material

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about Native Americans is important for every public and school library in my state, and Alice Crosetto and Rajinder Garcha have done a thorough job in selecting objective and accurate literature on the topic.

The authors identify hundreds of appropriate and culturally consistent resources, including books, Internet sites, and media titles, to aid in curriculum development for K–12 students and educators. Entries are subdivided into twelve chapters covering geographic regions, history, religion, social life, customs and traditions, nations, oral tradition, biographies, and fiction. Ever sensitive to native cultures, the authors have divided the religion chapter into two subheadings: spirituality and creation stories. Additional chapters are devoted to general reference resources, curricular resources for educators, media, and Internet sites. These materials are not all written by native writers, but the books have been selected for accurate, consistent, and positive portrayals of Native cultures.

The succinct and thoughtful annotations are packed with information and include complete bibliographical descriptions, grade level information, brief quotes from sourced reviews, awards won, series information (if any), and URLs for supplemental online resources. The appendixes make this resource extremely user-friendly. In addition to author, illustrator, title, subject, and series appendixes, two additional appendixes are of particular interest: book awards and grade/level.

When combined with *A Second Look: Native Americans in Children's Books* (by Andie Peterson) and *The Broken Flute: The Native American Experience in Books for Children* (edited by Doris Seale and Beverly Slapin), *Native North Americans in Literature for Youth* can be used to analyze for accuracy any school or public library's Native American collection. Each of these three books has a different approach to the organization of books about Native cultures, and *Native North Americans in Literature for Youth* is unique in that it includes an alphabetical listing of books by nation. Aimed at educators and librarians, this book is an essential tool for anyone interested in locating accurate resources regarding Native North Americans.—*Jenny Foster Stenis, Readers Services, Pioneer Library System, Norman, Oklahoma*

The One-Shot Library Instruction Survival Guide. By Heidi Buchanan and Beth McDonough. Chicago: ALA Editions, 2014. 136 p. Paper \$40.50 (ISBN: 978-0-8389-1215-7).

Based on their combined thirty years of experience in information literacy instruction, Heidi Buchanan and Beth McDonough speak honestly of the challenges and opportunities associated with one-shot library sessions and provide readers with practical, creative, and inspirational resources. The authors begin each chapter with an attention-grabbing title, such as “They never told me this in library school” and “There is not enough of me to go around!” After capturing the readers' attention, they proceed to continually captivate

readers which covering relevant topics, such as how to effectively collaborate with departmental instructors, how to create a meaningful session despite severe time constraints, how to utilize active learning activities to engage students, how to instruct in non-traditional learning environments, how to successfully assess instruction sessions, and how to efficiently follow time management strategies. The authors' conversational writing style allows readers to easily grasp and stay engaged in the concepts being addressed. In addition, the authors' use of informative and clarifying tables allows readers to learn visually, and their use of storytelling boxes, such as “Lesson Learned!” and “Vignette,” provides readers with the chance to be encouraged by the successes and learn from the frustrations of their fellow instruction librarians.

This book is highly recommended for all instruction librarians, as they will find *The One-Shot Library Instruction Survival Guide* to be a useful and engaging read. In fact, following the sage advice of the authors, Buchanan and McDonough, will likely help instruction librarians to go beyond the “survival” promised by the title and find themselves with the strategies and resources needed to excel at any and all one-shot library instruction sessions they may encounter. Furthermore, all instruction librarians will find themselves encouraged by the relatable and sometimes humorous stories from fellow instruction librarians included in *The One-Shot Library Instruction Survival Guide*. Buchanan & McDonough make it abundantly clear that no instruction librarian stands alone in his or her challenges and all instruction librarians can learn from one another.—*Calantha Tillotson, Graduate Assistant, Bizzell Memorial Library, the University of Oklahoma, Norman, Oklahoma*

The Power of Play: Designing Early Learning Spaces. By Dorothy Stoltz, Marisa Conner, and James Bradberry. Chicago: ALA Editions, 2015. 224 p. Paper \$55 (ISBN: 978-0-8389-1255-3).

The Power of Play: Designing Early Learning Spaces is a discussion of how libraries are reinventing space to offer “play and learn opportunities” (xiii) to families. Predicated on the idea that play and interaction with caregivers enhances literacy learning, this book is designed as a hands-on guide in developing a library plan to implement early literacy play spaces in libraries of all sizes and budgets.

Stoltz, Conner, and Bradberry invite libraries to explore many dimensions of play. In the first section, “The Magic of Play,” the authors discuss the importance of play through the centuries, capping it with examples of three public libraries whose play spaces enhance early literacy learning. Each discussion includes examples of how play can be used to reinforce pre-reading skills through interaction of parent and child and how the librarian can model interaction in these innovative play spaces. The second section, “Play and Learn Destinations,” describes transformation at three public libraries. In the third part of the book, “Mindful Planning

and Creative Design,” the authors describe easy step-by-step methods for creating and renovating early learning spaces. This discussion covers types of themed areas, types of toys, use of a designer (or not), working within different budgets, staff training, and floor plans for small, medium, and large projects. The last chapter is inspirational and motivational, filled with comments from parents and caregivers on how these “playscapes” and interactions encourage literacy learning in their children. The many appendixes include sample surveys for customers, activity plans, logic models, activity sheets, a list of companies and resources, and sample play-and-learn guidelines for use as the library designs an early literacy space. Additionally, the book includes a companion website with printable documents from the appendixes. Clear, direct writing with lots of explanatory photographs, diagrams, and floor plans makes this book accessible to the public library audience for which it is written.

“Transforming underutilized public spaces into dynamic early learning places is a great starting point to help families do their best for their children” (xiii). Stoltz, Conner, and Bradberry have provided the research, developed the plan, and given step-by-step instructions for turning any library into an early learning space. What are you waiting for?—*Jenny Foster Stenis, Reader’s Services, Pioneer Library System, Norman, Oklahoma*

Repositioning Reference: New Methods and New Services for a New Age. By Laura Saunders, Lillian Rozaklis, and Eileen G. Abels. Lanham, MD: Rowman and Littlefield, 2015. 157 p. Paper \$36 (ISBN: 978-0-8108-9322-1).

Repositioning Reference makes a grand statement in its title, and although it is a concise book, it delivers in providing new methods and new services for this new age. The chapters are well-organized, beginning with a historic overview of how and why reference services developed in libraries. The chapters are well documented with excellent endnotes, and the bibliography is a great resource on its own. The authors outline the reasons why traditional reference services are no longer as popular as they once were and explain what the changes in library patrons’ needs and research behavior means for current reference librarians and the evolution of reference service.

It is notable that the authors singled out ambivalence to change among library staff as one of the major hurdles that must be overcome as reference services and reference librarians evolve to meet the changing needs of researchers. Accordingly, they offer strategies to help managers cultivate a work environment that is receptive to change, an approach that is popular in the business world but not always addressed within library management.

In this book’s discussion of core competencies for reference librarians, many soft skills as well as technical expertise are included. The list could act as a checklist for librarians interested in adding to their own skill set, and it could also help library management determine their staff’s areas of

strength as well as areas for potential further development.

The chapter on “Thinking outside the box” provides many ideas to explore and may inspire librarians to think of other avenues for outreach and research assistance, taking advantage of technology and new ways of communicating. For librarians, it can be bitterly disappointing to learn that research shows most students and faculty (especially in the sciences) start and sometimes finish their research with an Internet search, without taking advantage of library resources or librarian assistance. For this reason, repositioning reference and research assistance so that it moves outside the library, and does not wait for the library user to come to the service, is an important message for all libraries to heed, lest we return to the closed medieval archives of the past, with only limited relevance to those few scholars in the know.—*Laura Graveline, Visual Arts Librarian, Dartmouth College, Hanover, New Hampshire*

Successfully Serving the College Bound. Africa S. Hands. Chicago: ALA Editions, 2015. 168 p. Paper \$50 (ISBN: 978-0-8389-1272-0).

As the old saying goes, “forewarned is forearmed.” No truer words have been spoken about high school students preparing to enter college. Traditionally, parents, teachers and guidance counselors have prepared college-bound students with advice and programs to help them find and reach acceptance to their choice of college. But librarians, as information and research specialists, and usually known in secondary education as media specialists, can also successfully prepare high school students for college entrance. Africa S. Hands, with her book *Successfully Serving the College Bound*, provides a useful and resourceful handbook on how media specialists can successfully serve the college-bound student.

The author begins her book by identifying the characteristics of a successful college-bound student, and then proceeds to include, with clear and readable writing, how to create a relevant and useful library collection to prepare students to enter college (and to succeed after starting college), to assist students with financial aid and other college-bound procedures, to successfully identify needs assessments for college-bound students, and to create partnerships with other school administrators and organizations to successfully assist college-bound students. Unique features of this book include a chapter on media center marketing to the college-bound students, as well as a comprehensive list of online resources and forms dealing with college-bound planning and organization for a wide variety of college-bound programs.

With her well-written and timely guide, Africa S. Hands has written a necessary and important resource that will allow media specialists to effectively assist college-bound students at their schools. Highly recommended.—*Lawrence Cooperman, Adjunct Librarian, University of Central Florida Libraries, Orlando, Florida*

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Top 250 LGBTQ Books for Teens. Michael Cart and Christine A. Jenkins. Chicago: American Library Association, 2015. 164 p. \$21.95 (ISBN: 978-1-9375-8956-1).

This book should be required reading for anyone working with teens. Cart and Jenkins have compiled a list of LGBTQ-themed books comprising fiction, nonfiction, graphic novels, and professional resources. Both the fiction and graphic novel sections include codes to indicate whether the book's themes include "homosexual visibility," "gay assimilation," and/or "queer consciousness." Additional information about the meaning and use of these codes is presented in the appendix.

The book's introduction includes a brief history of LGBTQ novels for young adults and historical publishing trends and changes. The authors also describe the criteria they used to choose the 250 books. The Fiction section of the book comprises 195 titles. These titles include both historically significant titles as well as newly published. Each entry includes the author, title, publication information,

a summary of the novel, and fiction code(s). The Graphic Novel section includes the same information as the Fiction section, including the fiction code(s). The Nonfiction section includes books that, in the authors' opinion, will stand the test of time. The Professional Resources section consists of a list of titles with publication information. As previously mentioned, the appendix includes information about the fiction codes and more history about LGBTQ books. The index includes both authors and titles in one list.

Overall, this book is well conceived and well executed. The authors provide the reader with history and a compelling rationale for the inclusion of the books on the list. This is an essential purchase for any library that serves teens, not only for those developing collections and providing readers' advisory but also for teens themselves and for family members, teachers, and others who want to support and understand teens. This book is a phenomenal resource for collection development and a valuable teaching tool for teachers and librarians.—*Melanie Wachsmann, Reference/Teen Librarian, Lone Star College-CyFair Branch Library, Cypress, Texas*

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Tammy J. Eschedor Voelker, Editor

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American Civil War: A State-by-State Encyclopedia. Ed. by Spencer C. Tucker. Santa Barbara, CA: ABC-CLIO, 2015. 2 vols. acid free \$189 (ISBN: 978-1-59884-528-0). E-book available (978-1-59884-529-7), call for pricing.

Obviously there is no shortage of available resources on the American Civil War. Nor is there a shortage of encyclopedias covering this seminal event from numerous perspectives and vantage points. However, there are not many sources looking specifically at the war from a state-by-state viewpoint. Two separate books with the same title have covered this territory previously. *The Civil War State by State* by Paul Brewer (Thunder Bay 2004), and more recently, Chester G. Hearn’s unrelated work by the same name (BlueRedPress 2013) take the state approach. However, neither work is nearly as in-depth and detailed as this new release edited by the senior fellow in military history at ABC-CLIO, who has authored or edited a long list of military history books and encyclopedias. Also, the previous editions mentioned have a great emphasis on color graphics and appealing layout, and are not intended as a starting point for scholarly research. This latest release, however, is clearly focused on providing historical background information while also pointing the user to further research and analysis by way of Further Reading lists and a “Select Bibliography.”

The two volumes are simply organized alphabetically by state or territory into forty-four chapters. There were thirty-four states at the start of the war, and thirty-six by the end, with West Virginia and Nevada joining the Union mid-war. Each of these chapters begins with an Introduction providing geographical and historical context. Next are listed “Key Cities/Towns,” “Key Military Facilities,” and “Notable Individuals,” which includes civilians, politicians, and military figures. Finally, “Notable Battles” are listed, if any. Clearly, a state like Virginia will merit a longer section than California. Yet whatever manner of participation in the war took place in a region, whether by contributing soldiers, generals, ammunition, or food, this set will cover it. From a military perspective, campaigns, raids, and expeditions appear in addition to the expected battles. For example, the Battle of Gettysburg warrants a long, detailed explanation, but also included are summaries of two nearby engagements in Pennsylvania involving the town of Chambersburg, one before and one after the great Gettysburg battle. These forays into Northern territory neatly encapsulate an important aspect of the Civil War—the South taking the war to the North. This encyclopedia does an excellent job of concisely demonstrating how the South was only raiding to destroy Union supplies earlier in the war (the first raid on Chambersburg in October of 1862), but later changed tactics. In the second raid on Chambersburg in 1864, Southern forces actually held the town hostage, demanding monetary ransom. When it failed to materialize, they burned and looted the town. As clearly explained in this source, this gesture was both retaliatory and counter-productive, since the Union Army used the incident as an excuse to employ similar tactics as they occupied more and more of the South as the war progressed.

RUSQ considers for review reference books and professional materials of interest to reference and user services librarians. Serials and subscription titles normally are not reviewed unless a major change in purpose, scope, format, or audience has occurred. Reviews usually are three hundred to five hundred words in length. Views expressed are those of the reviewers and do not necessarily represent those of ALA. Please refer to standard directories for publishers’ addresses.

Correspondence concerning these reviews should be addressed to “Reference Sources” editor, Tammy Eschedor Voelker, Humanities Librarian, Kent State University, 1125 Risman Dr., Kent OH 44242; e-mail: tvoelker@kent.edu

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A user of this set can clearly and easily see how a particular area, in this case southern Pennsylvania near the Maryland border, played a crucial role in the war.

Overall, the set is well-indexed in case users do not know in which state to seek information on a person or battle. Other features are some black and white maps and illustrations. The entries clearly and concisely tie locations, events, and people to the overall war effort of each side. The level of detail and overall scholarly approach make this seem more appropriate for academic libraries; or perhaps public libraries with a strong Civil War collection.—*Mike Tosko, Associate Professor, Research and Learning Services, The University of Akron, Akron, Ohio*

American Poets and Poetry: From the Colonial Era to the Present. Ed. by Jeffrey Gray, Mary McAleer Balkun, and James McCorkle. Santa Barbara, CA: Greenwood, 2015. 2 vols. Acid free \$189 (ISBN: 978-1-61069-831-3). E-book available (978-1-61069-832-0), call for pricing.

In many ways *American Poets and Poetry: From the Colonial Era to the Present* is a condensed version of *The Greenwood Encyclopedia of American Poets and Poetry* (Greenwood, 2006). They have the same editors, many of the same contributors, and there is overlap in the poets and topics covered. The earlier encyclopedia was five volumes and much more comprehensive, but this new work does cover some contemporary poets not found in the previous work, such as Natasha Trethewey, and has more recent information about some of the still living poets.

The alphabetical arrangement of the entries, along with a table of contents and an index, make it easy to use. Signed entries include some biographical information, exploration of the poets' style and themes, and very brief lists of primary and secondary sources. Frequently entries discuss individual poems or poem collections, which really helps illustrate the nature of the poet's work. This two volume work also contains a historical chronology, a bibliography (featuring anthologies of poetry, critical studies, reference works, and websites), and an introduction that provides context for the periods covered.

The topical entries are a strength of this work since they make it more than just a biographical source. A student can gain more understanding about such topics as beat poetry, imagism, Native American poetry, and postmodern poetics. Unfortunately the topical entries are not easily linked to the individual poets. There is no "see also" section in the entries, and poets discussed in a topical entry are not highlighted in any way, even if they have their own entry. The index helps solve this oversight. For example, when beat poetry appears in the index, it lists not only the page numbers for the main topical entry and other pages where beat poetry is mentioned, but it also lists under it the names of beat poets that have entries.

The target audience for this reference work is high school and college students. It's only recommended for libraries who

have not already purchased *The Greenwood Encyclopedia of American Poets and Poetry*, or perhaps for those looking for a more compact reference work on this topic to be added to their circulating collection.—*Arianne A. Hartsell-Gundy, Librarian for Literature and Theater Studies, Duke University, Durham, North Carolina*

Encyclopedia of Asylum Therapeutics, 1750–1950s. By Mary de Young. Jefferson, NC: McFarland, 2015. 368 pages. acid free \$55 (ISBN: 978-0-7864-6897-3). E-book available (978-0-4766-1788-6), call for pricing.

Therapeutics is defined as the treatment and care of a patient to both prevent and combat disease and injury in the online *Encyclopedia Britannica*. This encyclopedia is an attempt to gather many of the treatments applied in institutions for the mentally ill (insane), using the writings of proponents and practitioners of these treatments. While a few of the therapies described and documented in this encyclopedia appear to be humane and well intentioned (Hydrotherapy—beach bathing), many others appear to be punitive and even sadistic when compared to contradictory views at the times and definitely so in light of current modern understandings of mental illness. Some forms of hydrotherapy such as douche, drenching, mustard bath, etc. might be considered torture.

The 35 alphabetically arranged entries or categories of therapeutics include summaries of single or related groups of treatments. These may be paraphrased or quoted from the writings of proponents of the wide ranging theories of sanity and insanity that led to the treatments sometimes inflicted on patients in asylums. The categories are succinctly defined under the headings, followed by descriptions of the various ways these might be carried out. There are reference lists for each category, though the placement between the introductory discussion of each category and individual treatments falling within the category is unusual.

An example of this entry organization is Cerebral or Psychic Stimulation where temporary anoxia was induced by altering air pressure, inhalation of various carbon dioxide mixtures, continuous oxygen therapy, nitrogen inhalation, nitrous oxide inhalation, or sodium cyanide injections. Major hospitals, university research centers, state and private institutions for the insane and even the Chemical Warfare Service of the US Army were involved in using one or more of these methods.

Another questionable category was genital surgery of various kinds. Castration, clitoridectomy, ovariectomy, sterilization (tubal ligation and vasectomy), and "wiring" to cause pain when masturbating, are described along with those who practiced and promoted these therapies for various types of behaviors.

Many of the therapies have obscure names that require reading the entry to discover the underlying theories and treatments. Awakenings, Depletive Therapy, Fixing, Metallotherapy, Psychic Driving and Total Push are examples.

Others like Bed Therapy, Diet, Forced Feeding, Isolation, Mechanical Restraints and Phototherapy offer a few clues to the category but still may surprise readers when more fully described. There are also descriptions of various surgeries, body manipulations and psychological practices. An example of physical force is Ovarian Compression to start or stop hysteria.

This encyclopedia's vocabulary assumes a high reading level partly because of the scholarly approach to the subject and partly because there are many very formal quotes and paraphrased sections from the writings of practitioners and observers from the past. Sentences are long and sometimes quite complex.

One will find other works describing some of the history of treatments for the mentally ill, including de Young's earlier book: *Madness: an American History of Mental Illness and its Treatment* (McFarland, 2010). This current encyclopedic collection appears to be unique in gathering and categorizing many of the ways in which the insane were treated over for over 200 years in Europe, North America and some other locales. Public and academic libraries should consider it for its accounts of many of the medical treatments of the mentally ill before the rise of scientific psychopharmacology.—Linda Loos Scarth, *Cedar Rapids, Iowa*

Encyclopedia of Education Economics & Finance. Ed. by Dominic J. Brewer and Lawrence O. Picus. Los Angeles: Sage Reference, 2014. 2 vols. alkaline \$340 (ISBN: 978-1-4522-8185-8).

Comprehensive studies of educational systems in an economic and social sciences context are relatively recent. The 1966 Equality of Educational Opportunity report (also known as the Coleman Report) addressed the availability of equal educational opportunities to children of different races, religions, and national origins in response to the Civil Rights Act of 1964. This was an early example of social science research being used to influence national policy. Since then, educational finance research has blossomed into an area of study that influences decision makers at the national, state and local levels in resource allocation, assessment, and school organizational and restructuring policies.

The Encyclopedia of Education Economics & Finance is a two-volume reference work featuring nearly 350 background and topical entries on primarily American educational economics from elementary to adult levels, including privatization, legislation, financing, and key economic concepts. While topics are arranged in the alphabetical order typical of encyclopedias, they are also grouped into 11 thematic areas such as “revenue and aids for schools,” “statistical methods,” and “education markets, choice, and incentives” in the prefatory Reader's Guide, a useful way to identify related topics. Each entry concludes with see also references and further readings.

Particularly useful for navigating the complicated terrain of educational economics is this work's set of appendixes. The first is a resource guide of major journals in education

economics and finance, as well as a historical and current bibliography of seminal books, articles and reports. Appendix B traces the chronology of key events related to the finance of education from 1647's interestingly named “Old Deluder Satan Act” (which required Massachusetts municipalities to finance local public schools) to 2014's Gannon vs. Kansas case, which highlights the issue of separation of powers between the state legislature and judicial systems. The glossary in Appendix C is limited to financial and economic terms, but is nonetheless useful; however, the inclusion of entries covering the “alphabet soup” of education organizations, initiatives, and terminology would be valuable. These include, for example, NCLB (No Child Left Behind), the NELS (National Education Longitudinal Study of 1988), CBA (Curriculum-Based Assessment), and SBM (School-Based Management).

Although the topic of education and finance in education is addressed in various entries in the excellent, although now dated *Encyclopedia of Education* (Macmillan Reference USA, 2003), this title is the first reference work to cover the topic in more depth. As such, it joins other special topics-based encyclopedias in education, including the *Encyclopedia of Diversity in Education* (Sage, 2012), and the *Encyclopedia of Educational Theory and Philosophy* (Sage, 2014). Recommended primarily for college and university libraries.—Jennifer A. Bartlett, *Head of Reference Services, University of Kentucky, Lexington, Kentucky*

Germany at War: 400 Years of Military History. Ed. by David T. Zabecki. Santa Barbara, CA: ABC-CLIO, 2015. 4 vols. acid free \$415 (ISBN: 978-1-59884-980-6). E-book available (978-1-59884-981-3), call for pricing.

This four-volume set seeks to explain and define 400 years of German military history. Early on the editor explains what he means by “Germany,” stating “for our purposes, Germany is defined as the Federal Republic of Germany today, its predecessor states, and the component kingdoms and principalities that combine to form Imperial Germany” (xxxvii). This was an important distinction to make given the unique history of Germany as a united nation. There are many books that cover German military history, however, many of those only focus on specific periods or states of Germany.

Germany at War contains over 300 entries in alphabetical order that seek to provide the reader with a comprehensive understanding of the individuals, events, places, and equipment relevant to German military history. These entries cover events from the “Thirty Years War through today's *Bundeswehr*” (xxxvii). The 300+ entries are reference entries typically between 5 and 7 paragraphs. At the end of each entry is an additional reading suggestion, which is very beneficial to this series. These suggestions do a good job of introducing the reader to material that goes more in-depth on the topic. Each volume contains an index and table of contents.

This set does not offer anything new to the field of Germany military history; however, it does a good job of

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compiling information together into one location. While there are other works that compile sections of German military history into one edited work, this one covers a unique timeline others do not. One fault I have with this work is the alphabetical listing of the entries. It would have been more accessible had it been divided chronologically. The choice to divide it alphabetically means that information about World War II is mixed with information about Imperial Germany or the Thirty Years War. The work contains some pictures and illustrations that add to the readers' understanding of the topic.

The work provides a straightforward overview of the topic and the entries are enough to give the reader an understanding of the person, place, or event they are discussing. I would recommend this collection to community college libraries or high school libraries. A larger university will already have most of the material contained within these volumes so it will not be as useful.—*Michael Hawkins, Adjunct Reference and Instruction librarian, Kent State University*

Government and the Economy: An Encyclopedia. Ed. by David A. Dieterle, Kathleen C. Simmons. Santa Barbara, CA: Greenwood, 2015. 552 pages. acid free \$100 (ISBN: 978-1-4408-2903-1). E-book available (978-1-4408-2904-8), call for pricing.

Government and the Economy explores the reciprocal relationship between the American government and the US economy. Oriented with respect to secondary school content standards, this work covers major economic events and policies in US history, with a specific focus on the twentieth century. This work functions as two reference works in one: an encyclopedic overview of major economic events, and an introductory macroeconomics biographical dictionary focused on American economic history. The interrelated and concurrent nature of major economic events is well served by this format choice, as the reader can easily move between essays on major economic events, and entries that outline and explain the economic topics at stake.

The extensive treatment of the relationship between Supreme Court case law and the economy is a noteworthy feature of this work. Citations point to multiple freely available access points for case transcripts, opinions, and facts on the case, simplifying content access to those who are unfamiliar with legal research. An appendix presents timelines of relevant Supreme Court cases for each of the Voluntary National Content Standards in Economics (K–12) from the Council for Economic Education. Other features are less helpful: for example, the list of “Legislative Acts with Economic Impact” is simply a list of popular names, many of which are not represented by entries in the encyclopedia, and the list lacks either full citations or suggested strategies for locating bill summaries.

While the encyclopedia is at some points inconsistent in language and tone, the entries are readable for high school and college students. The resources for teachers provide

categorized citations to primary and secondary sources that are valuable resources for lesson planning. *Government and the Economy* would be a useful addition to collections supporting introductory coursework in economics and US government, and those supporting educators in the secondary school environment.—*Shari Laster, Government Data and Information Librarian, UCSB Library, University of California, Santa Barbara*

Literature and Politics Today: The Political Nature of Modern Fiction and Drama. Ed. by M. Keith Booker. Santa Barbara, CA: Greenwood, 2015. 377 pages. Acid free \$89 (ISBN: 978-1-61069-935-8). E-book (978-1-6106-9936-5), call for pricing.

The editor, M. Keith Booker, Professor of English at the University of Arkansas, has served as editor on many reference works in literature as well as many books on genres and literary movements, specific authors, and other critical works. Booker also edited the last reference work dedicated to literature and politics, *Encyclopedia of Literature and Politics: Censorship, Evolution, and Writing*, a three-volume set published in 2005 by Greenwood, which is surprisingly the only current reference work dedicated solely to examining the connection between literature and politics. There are many recent book-length critical works on literature and politics, but these monographs typically focus on a genre or other refined topic such as a literary movement or single author. The compact single-volume *Literature and Politics Today* is a welcome addition to reference work in literature and politics. Certainly, other reference works in literary criticism cover some of the topics related to the intersection of politics and literature, but do not have the political focus of *Literature and Politics Today*.

The coverage of *Literature and Politics Today* is intended to be “International in scope,” with representation of “authors and literary phenomena from the beginning of the twentieth century forward, with a special emphasis on literature written in English, whether from Great Britain and the United States or from other parts of the world” (xiii). With any brief reference work, there are bound to be gaps in coverage, especially for expansive topics. However, some of the gaps in coverage present issues with the work’s usefulness in a High School or beginning undergraduate setting, especially coverage past the end of the Cold War. The coverage of American literature and politics in the United States in the twentieth century and twenty-first century aren’t covered; specific examples include: literature related to the Vietnam War, the Iraq War, and September 11th. However, there are many entries on literary and cultural movements (i.e., Postmodernism, Harlem Renaissance, etc.), which are exemplary and extensive. The value of this work is multiplied if the available E-book edition is purchased, where entries as search results can help students further understand literature from a focused political perspective. An example is the entry on

Dr. Seuss, which does a fine job of establishing Geisel as a political writer, which is typically covered in other reference works, but is not the focus of the entry. Genres are also well represented, with a specific strength with the coverage of science fiction including representation of authors from well-established canonical figures such as H.G. Wells, but also including more obscure international writers such as Karel Capek and also contemporary authors such as China Mieville. Further strong points of *Literature and Politics Today* are the entries on national literatures and subsets of national or regional literatures such as difference between Francophone or Anglophone literatures.

The entries have brief bibliographies, which tend to list a few major primary or critical works. However, often these bibliographies are not current enough. For example, the Toni Morrison entry has no citations newer than 1997. Booker is the author for many of the entries, but many other experts, mostly professors of English, are also represented, resulting in reliably accessible and informative writing throughout. Overall, this work does an admirable job of representing *Literature and Politics* and will serve as a valuable supplement to other reference works in literature. Recommended for high school and college libraries.—Shannon Pritting, *Library Director, SUNY Polytechnic Institute, Utica, New York*

Make 'em Laugh!: American Humorists of the 20th and 21st Centuries. Ed. by Zeke Jarvis. Santa Barbara, CA: Greenwood, 2015. 322 pages. acid free \$89 (ISBN: 978-1-4408-2994-9). E-book available (978-1-4408-2995-6), call for pricing.

While books about comedy often strip all the life out of it, good books about comedy are a useful resource for learning about key performers, for analysis of comedy trends, and for discovery of little-known works one may have missed. Unfortunately, *Make 'em Laugh!: American Humorists of the 20th and 21st Centuries* is not one of those good books about comedy.

The volume's purpose is to examine "the issues of craft and technique found in each artist's work as well as the social significance of these artists and their work" (xvi). A lengthy introduction provides an essay on various cultural aspects of humor, though it is puzzling why the editor chose to include references to literary and cultural figures who do not have entries in the book (Edna St. Vincent Millay, e.e. cummings, W.C. Field, and Shirley Temple, to name a few). The book is organized in several sections: literature, popular writing (which includes comic strips), television and film, and stand up and performance. The entries in each section are alphabetized, include biographical and career information, and have a few sources for further reading. The introductory material does not address how or why the entries were selected for inclusion, which would have been very helpful in determining just what this reference book intends to do. It does say that the text "tries to take a very broad view of humor so as to see as many different aspects of humor as

possible," (xv) but that does not assist with identifying the book's purpose.

The entries contain mostly factual information (some of which, unfortunately, is incorrect) and little analysis or insight into the individual's humor. There is also an alarming lack of inclusion of minority humorists. Had the editor chosen a narrower focus, such as just stand-up comedians and actors, or a more limited date range (most of the entries are from the late twentieth century through current), this book would have had a clearer focus and purpose. As it is, it's exclusive, not nearly thorough enough, and just too broad to know what its purpose is.

Not recommended.—Tracy Carr, *Library Services Director, Mississippi Library Commission, Jackson, Mississippi*

Modern Genocide: The Definitive Resource and Document Collection. Ed. by Paul R. Bartrop and Steven Leonard Jacobs. Santa Barbara, CA: ABC-CLIO, 2015. 4 vols. Acid free. \$415.00. (ISBN: 978-1-61069-363-9) E-Book available (978-1-61069-364-6), call for pricing.

As a term, "genocide" is one of the more recent entrants in the English language lexicon, having gained currency only since World War II and that conflict's attendant pogroms of the Jewish and other peoples. As a concept and course of action, however, that of a methodical effort to eliminate an entire race or ethnic group, history shows that there have been numerous holocausts stretching back, probably, to the origin of our species. In fact, there have been so many concerted efforts on the part of People A to rid Planet Earth of People B, that the editors have limited the scope of their work to those instances that occurred during the twentieth century, hence the import of "modern" in its title.

Editors Bartrop and Leonard state in the "Introduction" that their purpose in creating yet another reference work on genocide studies—and there have been several other excellent titles of late—is to educate ". . . a new generation to what has transpired in the century just concluded [so that] we can break this cycle of violence, death, and destruction and move humanity forward positively" (xxxvii). The question of whether education, commendable goal that it is, will act as a deterrent to such baser human instincts as hate and greed, is one for the philosophers to grapple with, as this is beyond the capacity of a mere book reviewer. That being said, the editors and contributors have done a yeoman's job in laying out the facts regarding mass murder over the last hundred years. The bulk of these four volumes are taken up by ten substantial chapters, each one focusing on a discrete episode of genocide as defined by Article 2 of the United Nations Convention. In alphabetical order, they range from Armenia during World War I to Rwanda in 1994. Each chapter follows a standard format beginning with an overview essay that frames the occurrence in its cultural and historical context. Other aspects examined include "Causes," "Consequences," "Perpetrators," "Victims," "Bystanders" (witnesses), and "International Reaction." An interesting and useful feature that

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this reviewer has not seen in other comparable reference works is a section on “Historical Dilemmas.” An explanatory note indicates that this text is designed to acquaint “students and researchers to debates and controversies in the study of certain genocides and atrocities. It presents a historical question with different perspectives on the issue” (131), such as “Why is the Armenian genocide not known as well as some other major genocides?” (131). More conventional, though important, features include sections on primary source documents, a bibliography and encyclopedia style A-Z signed articles.

The “Contributors” page indicates a crew well versed in their subject matter. Co-Editor Paul Bartrop holds a PhD earned at Monash University, located in Melbourne, Australia. He currently serves as Director of the Center for Judaic, Holocaust and Genocide Studies at Florida Gulf Coast University; he is widely recognized as a leading thinker and writer in his field. The other Co-Editor, Steven Jacobs, holds a Doctor of Divinity degree from the Hebrew Union College-Jewish Institute of Religion and is now Associate Professor in the Department of Religious Studies at the University of Alabama. Both men have had numerous books published regarding various aspects of genocide studies. They were ably assisted in this most recent endeavor by a lengthy list of librarians, academics and other researchers.

As alluded to earlier, this area of inquiry has generated a fair amount of scholarly attention. A mere sampling of recent titles include Israel W. Charny’s *Encyclopedia of Genocide* (two volumes, ABC-CLIO, 2000); Alexander Mikaberidze’s *Atrocities, Massacres, and War Crimes* (two volumes, ABC-CLIO, 2013); and Leslie Alan Horvitz/Christopher Catherwood’s *Encyclopedia of War Crimes & Genocide*, revised edition (2 volumes, Facts on File, 2011). While each are solid sets in their own respective rights, it is the three-volume *Encyclopedia of Genocide and Crimes Against Humanity*, edited by Dinah Shelton (Macmillan Reference USA, 2004) that comes closest in depth and scope to the title under discussion here. The fact that Shelton’s effort received a starred review in *Booklist* is evidence of the level of scholarship that went into its creation. Nevertheless, for libraries whose budgets allow for the purchase of only one major work in genocide studies, this reviewer strongly recommends the 2,200+ page, four volume ABC-CLIO set. It is the most current, thoroughly researched, clearly written and informative work on the market today.—*Michael F. Bemis, Independent Reference Book Reviewer*

Personal Finance: An Encyclopedia of Modern Money Management. Ed. by Barbara Friedberg. Santa Barbara, CA: Greenwood, 2015. 403 pages. acid free \$89 (ISBN: 978-1-4408-3031-0) E-book available (978-1-4408-3032-7), call for pricing.

This single-volume reference offers access to overviews of financial ideas and concepts, key events, and business figures that have shaped modern personal finance and money management. The editor, Barbara Friedberg, the author of

How to Get Rich: Without Winning the Lottery and Invest and Beat the Pros—Create and Manage a Successful Investment Portfolio and founder of the popular website *BarbaraFriedbergPersonalFinance.com*, has compiled an invaluable and easy-to-use reference to increase financial literacy and independence among American citizens across different age brackets and life stages, especially young adults who are handling personal finances and making financial decisions for the first time.

There are approximately 125 entries ranging from 1,000 to 2,000 words. Eighty-eight topical overviews explain financial ideas and concepts and are organized alphabetically by topic. Each article is signed at the end. In fact, Barbara Friedberg contributed many entries as evidenced from the signings. Other entries were written by nineteen different writers from a diverse cross-section of academia and practicing professionals.

Entries are subdivided into relevant subtopics. Subheadings in boldface delineate the different subtopics. Often, articles discuss the advantages and benefits of different financial tools, as well as the risks and disadvantages. Readers are encouraged to see related cross-referencing and further reading sections listed at the end of each article.

Other strengths of this reference are that economic and financial topics, such as derivatives, hedge funds, inflation, and short sales, which are often deemed complex for laypersons, are explained in easy to understand language. Many entries supply information about common financial interactions, such as acquiring a first credit card, buying insurance, understanding credit scores, renting apartments, or buying first homes. Many entries address aspects of financial planning, such as saving for retirement or choosing financial advisors. Moreover, many of these overviews would often be challenging to locate by other methods.

Seventeen articles are furnished about events that shaped the current economic and financial outlook. The years range from the 1930s (The Great Depression) to the years 2011–12 (The European Debt Crisis). Interestingly, the Iraq War is given its own article coverage, because the costs incurred by the United States government in funding this war had a lasting effect on the American financial outlook. Only twenty articles for people who have impacted personal finance are provided, including entries for the three last presidents: William Clinton, George W. Bush, and Barack Obama. Interestingly, five entries are about influential women: Christine Lagarde, Mary Schapiro, Muriel Siebert, Elizabeth Warren, and Janet Yellen.

After the Table of Contents, the reference offers a Guide to Related Topics that categorizes article entries by twelve topics: Banking, Business, Consumers, Debt and Credit, Economics, Finance, Government, Insurance, Investing, Legal, Real Estate and Retirement. The reference is complemented by a glossary of more than two hundred words and an Index for ease of use.

As discussed both in the preface and introduction, many Americans are suffering catastrophic financial losses, are incurring rising debt and saving less, and have less disposable

income that impacts their quality of life. Individuals can use this book to increase their financial knowledge and to avoid the mistakes others have made. Therefore, this reference is recommended for all academic and public library business collections.—*Caroline Geck, Independent Scholar, Somerset, New Jersey*

Proud Heritage: People, Issues, and Documents of the LGBT Experience. Ed. By Chuck Stewart. Santa Barbara, CA: ABC-CLIO, 2014. 3 vols. acid free \$294 (ISBN: 978-1-61069-398-1).

Proud Heritage offers an eclectic array of primary documents and encyclopedia entries on LGBT history, activism, and legal rights under state and federal law. While the thematic entries and short biographies in the first volume are similar to those that have appeared in encyclopedias and handbooks on LGBT issues over the last fifteen years, volumes two and three offer unique source material for undergraduate research in gender and sexuality.

Volume two presents primary documents related to LGBT experience, activism, and historical events from early America through the present, including those produced by LGBT communities, as well as those who have opposed them. Each prefaced with a short contextual introduction, these include reports produced by the Mattachine Society, the Lesbian Avengers, and the Conference of Lesbians of Color, as well as condemnations from religious groups, ex-gays, and elected officials. Over thirty legal documents are reproduced, including important decisions related to sodomy laws, employment, adoption, discrimination, harassment, and marriage. Some of the earlier documents would be difficult to locate elsewhere, including 17th and 18th century criminal trials, and pre-1950s documents on homosexuality among the Navy, Women's Army Corps, and US government employees.

The third volume is organized into chapters corresponding to individual states. For each state, a narrative overview provides history of the sociocultural environment for LGBT people, in most cases dating back to early European settlement. Following the overview, the authors provide a summary of relevant legal statutes. The areas of law consistently covered include adoption, reproduction, custody, gender markers on state identification, hate crimes, marriage, employment, schools, and sodomy.

When compared with the second edition of David E. Newton's *Gay and Lesbian Rights* (ABC-CLIO, 2009) there is some overlap in thematic coverage and emphasis on legal issues, but at over three times the length, *Proud Heritage* provides over one hundred fifty primary documents to Newton's fourteen. This emphasis on reproducing sources and summarizing legal statutes does come with a less granular approach to the topical and biographical entries in volume one of the set. For broader coverage in this area the *Encyclopedia of Lesbian, Gay, Bisexual, and Transgender History in America* (Charles Scribners & Sons, 2004) offers greater

emphasis on social movements, intersectionality, and academia. *LGBTQ America Today: An Encyclopedia* (Greenwood, 2009) has a similar focus, but a greater emphasis on short biographical entries. *Proud Heritage* is focused on the United States, so *Greenwood Encyclopedia of LGBT Issues Worldwide* (Greenwood, 2010), which provides entries for individual countries as *Proud Heritage* does for states, is a better source for developing arguments about legal issues for LGBT people on a global scale.

My one complaint about this work is that the "Q" typically found at the end of "LGBT," which represents "queer" identities, seems to be missing, both from the title and the thematic entries—though it does make a few appearances in the latter. Queer-identified people make significant and often radical contributions to LGBT activism, and it would be nice to see these communities better represented here.

While the signed thematic entries in *Proud Heritage* are well-written and could be useful to undergraduates pursuing research on LGBT issues, it is the large number of primary documents and thorough exploration of individual state laws and statutes that make this work significant. This content is unique, and provides a welcome addition among LGBTQ-centered reference sources.—*Madeline Veitch, Metadata and Reference Librarian, State University of New York at New Paltz*

Ring of Fire: An Encyclopedia of the Pacific Rim's Earthquakes, Tsunamis, and Volcanoes. By Bethany D. Rinard Hinga. Santa Barbara, CA: ABC-CLIO, 2015. 403 p. Acid free \$89 (ISBN: 978-1-61069-296-0). E-book available (978-1-61069-297-7), call for pricing.

This work seems to be unique, or close to it, in its scope. The author discusses geological phenomena in the Pacific region from "historical, geographical, and geological perspectives" (xv) with an emphasis on earthquakes, tsunamis and volcanoes. Topics range from as overarching as plate tectonics to narrower but still broadly applicable topics such as definitions of hazard versus risk to specific sites and events. She uses "important stories" (xv) and myths to add interest. Because of all of the processes, events, and consequences it drives, the author notes that "the strongest theme presented herein is plate tectonics" (xvii).

Each of the approximately one hundred entries includes cross references and a list of further reading. The indexing is a little disappointing. As an example, the Fukushima Daiichi plant disaster, which was located in the Fukushima Prefecture in Japan is discussed reasonably thoroughly and is included in a timeline in the front matter. It is neither cross referenced from the Fukushima name nor indexed under that name. It is under the Sendai earthquake and tsunami.

The interdisciplinary approach taken by Hinga may have contributed to less scientific detail than some works. *The Encyclopedia of Geology* by Richard C. Selley, L. R. M. Cocks, and I. R. Plimer (Elsevier Academic, 2005), for example, generally presents a more scholarly style. The section on plate tectonics in Selley is about twice as long as the one in *Ring of*

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Fire, focuses more on processes and technical details using precise scientific terminology, and is written in a more conservative style. An example is referring to plate tectonics as a “theory” based on “assumption[s]” where Hinga describes the plates and their behavior as “known.” Hinga’s narrative focuses largely on the history of the development of the theory and the individuals involved, with the process itself and the evidence supporting it playing a secondary role. *The Encyclopedia of Geology*, a five-volume set with global scope, is no longer available from the publisher in print, and is substantially more expensive.

Peter Bobrowsky’s *Encyclopedia of Natural Hazards* (Springer, 2013) is a substantially larger, more expensive work than *Ring of Fire*. It is broader in geographical and topical scope, including such hazards as comets and fires and related topics such as disaster management and prevention, and the human contribution to natural hazards. This focus influences the arrangement, so coverage of Mount Saint Helens, for example, is scattered in at least eight different sections. Bobrowsky chose to forgo the individual stories incorporated by Hinga in favor of a more statistical and analytical approach.

James P. Terry and James Rodney Goff’s *Natural Hazards in the Asia-Pacific Region: Recent Advances and Emerging Concepts* (The Geological Society, 2012) has a similar geographic and topical scope to Hinga’s work. It is, as intended, a collection of papers, thus written in a manner less accessible to some undergraduates, lacking more basic information, and not in encyclopedia format.

The Encyclopedia of Earthquakes and Volcanoes by Alexander E. Gates and David Ritchie (Facts on File, 2007) is another title that may serve well for lower level undergraduates. The entries are much shorter and more numerous, so the reliance on cross referencing is reduced. It has more illustrations than Hinga’s work and they are well used to engage the reader and inform the topic. However, it lacks the in-depth regional focus and the readability of *Ring of Fire*.

Overall, the affordability, approachability, engaging style, and excellent follow up resources will make this a valuable resource for lower level undergraduates. Upper level undergraduates and other more serious researchers in earth sciences may find it wanting in technical details and specifics.—Lisa Euster, *Reference Librarian, Ellensburg, Washington*

The Sage Encyclopedia of Theory in Counseling and Psychotherapy. Ed. by Edward S. Neukrug. Los Angeles: Sage Reference, 2015. 2 vols. acid free \$340 (ISBN: 978-1-4522-7412-6). E-book available (1483346501), call for pricing.

In its introduction, the *Sage Encyclopedia of Theory in Counseling and Psychotherapy* (ETCP) is offered as “the first encyclopedia of its kind.” The introduction notes that the ETCP’s goal is to provide “descriptions of most of the major theories of counseling and therapy” to give users a “quick grasp” of theories. As for what theories are, the editor states that theories are critical “drivers” for a clinician’s

understanding of personality as well as for their approach to therapy. He sees this crucial role of theories as based on their heuristic function. That is, for clinicians theories can support hypotheses about theories, as well as research on, changes to, and development of better theories (xxxix). The editor goes on to recognize that even when psychotherapists or counselors are operating with the same theory, their actual delivery of service may very well differ (xl).

To discover and choose ETCP content, the editor searched the web, examined books on counseling theory, and reviewed theory-related journals. The editorial board also recommended content and helped to identify experts for entries. Most of the 327 expert contributors are listed as holding positions in academia, private practice, or centers or institutes for therapy.

The two-volume work includes entries for three hundred therapies or approaches that are used in counseling. There also are select biographical entries for forty-five theorists that provide two or three pages discussing the theories of widely recognized leaders in counseling and therapy. These biographical sketches contrast to the brief discussion of most of those in the “List of Theorists” noted below.

Each entry about a therapy or counseling approach begins with a general description of the approach, followed by brief sections covering the approach’s historical context, theoretical underpinnings, and major concepts. Each also has sections for techniques, see also references, and further reading. Perhaps consistent with the large number of expert backgrounds, the style of information delivery within entry sections varies across the entries. Even so, in each of these entries the sections on theoretical underpinnings and major concepts generally provide a focused discussion on or related to theory for a given counseling approach.

The ETCP Reader’s Guide has twenty general categories. Three expected categories are “Cognitive Behavioral Therapies,” “Classic Psychoanalytic Approaches,” and “Existential-Humanistic Therapies.” Others include “Body Oriented Therapies” and a broad category for “Foundational Therapies.” The latter includes, for example, “Behavior Therapy” and “Gestalt Therapy.” Also included is an unusual category called “Cautious, Dangerous, and/or Illegal Practices.” That category includes “Psychedelic Therapy,” “Rebirthing,” and “Sexual Orientation Change Efforts.” Under each of the general categories there are lists of related therapies or counseling approaches. Readers will also find ETCP entries that are overviews for each of the general categories; for example, there is a four-page overview on “Cognitive Behavioral Therapies.”

As noted above the ETCP also has a “List of Theorists” (xvii–xxv). This actually is a list of therapy approaches with names of individuals that are seen as associated with the approaches. ETCP entries are not found for some of the 300 “Theory/Approaches” (or associated theorists) in that list, but the encyclopedia’s 53 page index might be used to find relevant related information. For example, that approach locates information for the “Body movement structural patterns

approach” (and Judith Aston) in the entry on Hellerwork Structural Integration (499).

It is possible to find discussions of theory for some of ETCP’s topics in other reference sources. For example, theory is briefly discussed in entries for the “Biopsychosocial model” in the *Encyclopedia of Clinical Psychology* edited by Cautin and Lilienfeld (John Wiley and Sons, 2015), for “Cognitive-Behavioral Therapies” in the *Encyclopedia of Counseling* edited by Leong (Sage Publications, 2008), and for “Biofeedback” in the Hersen and Sledge *Encyclopedia of Psychotherapy* (Academic Press, 2002). Additionally, a related 26 page chapter “The Evolution of Theory in Counseling Psychology,” is found in the *APA Handbook of Counseling Psychology* (American Psychological Association, 2012), edited by Fouad. That said, the ETCP does seem to have the most encyclopedic entries in a single reference work, and it seems to meet the

goal of being a quick reference for theory in counseling and psychotherapy. That quick reference service can lead to additional searches if needed for more thorough or extended discussions of theory related to counseling approaches. A bibliography is also included in this work along with a listing of journals and professional organizations.

Even if academic or public libraries have the other sources just noted, they might choose the ETCP as an additional current reference resource or beginning place for further research. If funds are available, the online version could also provide helpful 24/7 access to therapy theory information, along with quick online connections to related cross-referenced material within the ETCP.—*Paul Fehrmann, Subject Librarian for Philosophy, Religion, and Social Sciences, Kent State University, Kent, Ohio*