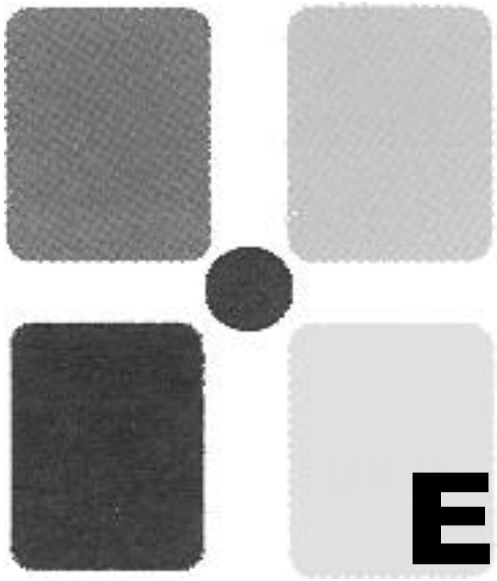

Education Libraries

Outreach to Minority Populations

Volume 30, No. 1, Summer 2007

Education Libraries

ISSN 0148-1061
Volume 30
No. 1
Summer 2007

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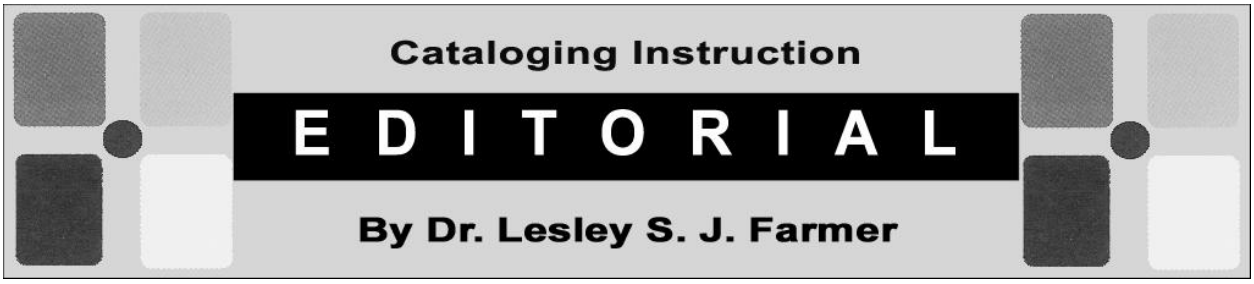

It was a close one. There were mumblings about this issue of *Education Libraries* being the last one. I have been editing this journal for three years, and am starting my term as Chair of the Education Division of Special Library Association. Outgoing Chair Sharon Weiner agreed to assume the reins of editorial responsibility, but the question arose as to the impact of the journal. Our journal is the only peer-reviewed publication within the association, and, as such, reflects the importance of scholarly publication for academic librarians. Moreover, thanks to the effective communication of Editorial Review Board member Jacqueline Snider, several worthy articles were submitted and accepted. As a result, I am pleased to offer this high-quality issue, and have provided the groundwork for the next two issues (I will edit the winter issue as my farewell editing job for the division, at least for a while). Thanks to the contributors. Keep those manuscripts coming – as well as reviews (we still need more of both, of course).

So what is special about this issue? The focus is on diversity, particularly in attracting people of color to education libraries and to the profession. Last September, southern California libraries held a Diversity Summit to discuss issues of recruiting, preparing and retaining librarians of color. The following month the American Library Association held a similar event. As this nation becomes more diverse, librarians need to reflect that diversity. Nevertheless, the percentage of non-Anglo librarians has remained stuck at a stubbornly low number. Particularly as post-secondary students make career choices, they will be less likely to think of academic librarianship if the only information professionals they see are pictured in ALA Spectrum posters. The career ethnicity cycle must be broken.

Academic faculty members Suzie Allard, Bharat Mehra and M. Asim Qayyum offer some basic tips for "checking one's assumptions" when communicating with multicultural populations. They are also developing a toolkit that will facilitate intercultural leadership, a somewhat overlooked dimension of academic librarianship. These authors helped implement their own diversity event, the result of collaboration between the University of Tennessee and the University of Puerto Rico in Rio Peidras.

Emily Love suggests a promising venue for effective collaboration: minority student services. She provides a step-by-step plan to facilitate education partnerships, and explains several successful efforts implemented by the University of Illinois and Urbana-Champaign.

Paul Jaeger and Renee Franklin review the literature on library and information science (LIS) faculty of color, and found that more effort needs to be made in attracting qualified teaching faculty of color. Having a richly diverse LIS faculty helps the profession in general, and provides important role models for potential information professionals.

I am pleased that we can continue this important conversation about diversity within our profession. It can only lead to greater sensitivity to every students' needs, re-examination of assumptions, and pro-active work towards providing opportunities for people of color to inform the rest of us about the diverse world of information and information services. *And* I am pleased that this journal will continue to pursue worthy issues within education libraries in the hopes of improving education for all. I salute you all, and continue to ask for your support. *Education Libraries* is YOUR voice.

ARTICLES

Intercultural Leadership Toolkit for Librarians: Building Awareness to Effectively Serve Diverse Multicultural Populations

By Dr. Suzie Allard and Dr. Bharat Mehra, University of Tennessee
And Dr. M. Asim Qayyum, University of Puerto Rico, Rio Piedras

Abstract

This paper presents five tools for librarians to use in building effective intercultural communication that reaches out to diverse populations. Librarians can more successfully cross intercultural boundaries if they are aware of the key tenets of intercultural communication and information provision, and then apply the five leadership tools in extending traditional information creation-organization-dissemination processes. The five tools are derived from an extensive literature review and from findings from seminar discussions with library and information science students.

Introduction

Populations that education librarians serve are becoming more diverse and frequently multilingual. This creates new challenges since a librarian must understand these diverse communities adequately in order to find ways to identify community and user needs and interests, and also to provide the collections and services to adequately meet these needs and interests.

One example of the growing diversity in the U.S. population is the increase in Latinos[1]. When the US population reached 200 million in the mid to late 1960s, Latinos accounted for 4% of the population. In 2006, the US population grew to 300 million, and Latinos accounted for 36% of the additional 100 million people (Pew, 2006). Latinos now account for about 15% of the US population (Pew, 2006). At the same time, there is also a significant growth in other cultures. For example, it is estimated that in California alone, there was a 127% increase in the Asian population during the period of 1980-1990 (Waters, 1992). This increasingly diverse population has changed many aspects of the community. For example, between the 1993/1994 and 2002/1003 school years, Latinos accounted for 64% of the students added to public school enrollment (Fry, 2006). Additionally, the rate of growth in the Latino labor force exceeds any other group (Kochhar, 2005).

This rapid change in demographics affects not only the community at large but the workplace and schools at all levels. It offers new challenges for librarians in special, academic, public and school libraries who are likely working with patrons who have a very different background than their own. Substantial implications may ensue since librarians might not recognize that societal structure is a nearly invisible part of daily life and that information structure is deeply embedded in a specific cultural contexts (Foucault, 1982, 2002). The Latino population offers a cogent example of how likely it is for a patron from a diverse community to be working with a librarian from a different cultural background. Currently there is one Latino librarian for every 9177 Latinos as compared to one Anglo librarian for every 1830 Anglos (Espinal,

2003). Hiring more Latino librarians is not a feasible short-term solution, since between 1995 and 2000 only 3.1% of all MLS graduates were Latino and the number seems to be declining (Espinal, 2003).

This suggests that Latino patrons are often working with non-Latino librarians; therefore, it is imperative for non-Latino librarians to have an ability to cross cultural boundaries in order to provide responsive information services. The Latino population is one example; however, the challenges of crossing cultural boundaries also applies to reaching out to other diverse groups.

Librarians will be more successful in crossing this boundary if they recognize key tenets of intercultural communication and the implications for information provision. This paper builds awareness by providing librarians with five tools that can instantly be put to use. These tools help a librarian more readily respond to the needs of the community by understanding the community's culture in terms of the beliefs people hold about the world, the values they share about living in the community, and the way they treat one another (Bennett, 1998). With this awareness, the librarian can adjust for cultural differences that might influence the collection, management and provision of information. The paper also discusses implications for the profession based on the literature and the findings from a symposium which was conducted to explore the issue.

Building Awareness: Identifying and Understanding Cultural Differences of Diverse Populations

Culture is one influential characteristic of a diverse population. Cultural differences can make it more difficult for people to communicate clearly. Misunderstanding or misinterpreting verbal and nonverbal cues can cause confusion, leading to anxiety and tensions among coworkers and in librarian-client relationships. Librarians need to learn communication techniques that honor different cultural perspectives. Culture may be understood from three main perspectives.

1. "Objective culture" refers to the history and facts about a culture, including the language the culture uses (Bennett,1998). Being familiar with objective culture allows one to know the facts about a culture but it does not necessarily help an individual successfully interact with another culture.

2. "Subjective culture" refers to the beliefs that people hold about the world, the values they share about living in the community, and the way they treat one another (Bennett,1998). Successful communication requires an understanding of subjective culture. Culture may be learned through the media, through stories, through music, and through spiritual teachings; however, it is primarily passed from one generation to the next (Bates & Plog, 1990). This "handing down" of culture makes it more difficult for librarians to gain an understanding of another group's culture. Therefore, librarians must begin to build intercultural competence by understanding their own subjective culture and by recognizing the subjective culture of others.

3. The third interpretation of culture recognizes its characteristics as a "lived experience" (Mehra and Papajohn 2007). Culture is enacted as an ever-changing and hybridized phenomena (Appadurai, 1990) that impacts individual lives ''in ongoing interaction'' (Apple & Weis, 1983, 15–16) with the situational context and the external social and political environment (Bhabha, 1994). This perspective promotes successful interaction with diverse multicultural populations, and extends the interaction into collaborative partnering (Mehra and Bishop, 2007) by recognizing the underlying power imbalances embedded in people's experiences and taking action that works with, instead of "for," diverse populations (Mehra, 2006). This reality implies that librarians must adopt a more participative model that values the experiences, knowledge base, and role of diverse underserved populations in the processes of knowledge/information creation-organization-dissemination (Mehra, Albright, and Rioux, 2006).

Librarians need additional tools to increase their success of intercultural communication, "reaching out" to diverse and multicultural populations. The five tools in this paper were developed by creating a foundation from the multi-dimensional and dynamic concepts of culture noted above, and by using findings obtained from two three-hour seminar discussions with more than fifty library and information science students at the University of Tennessee and the University of Puerto Rico in October, 2006.

Tool 1: Identify Cultural Dimension. One dimension of cultural variance is determining if the culture has an "individualistic" or "collectivistic" perspective (Hofstede, 1980). Individualistic cultures place a high value on the initiative of individuals and their achievements. In an individualistic culture people are expected to pursue their own dreams and fulfill their own potentials. Independence and individual achievement are highly valued. An individualistic culture's world view tends to reflect the idea that there are absolute facts about the world that are separate from the meaning for humankind. Most western societies are considered individualistic cultures, where individual activity is emphasized and personal competition is valued. Credit or blame, reward or punishment falls on the individual.

Collectivistic cultures place a high value on people identifying with, or belonging to, groups larger than a family unit. These groups provide support for their members, and the members share responsibility and accountability for the group's activities. The world view tends to be one in which the physical world is viewed in context of what it means for humankind. Most Asian and African societies and others in the Global South are regarded to be collectivistic cultures (Triandis, 1993). An example of a collectivistic culture is China, where collective efforts are emphasized, and personal goals and accomplishments are deemphasized (Zhang, 2002). Anecdotal evidence shows that the Latino culture follows similar trends. In such cultures, interdependence and success of the group is highly valued. Therefore, credit or blame, reward or punishment, falls on the group rather than on the individual.

Culture as lived experience recognizes the ongoing tensions faced by individuals from multicultural populations in the United States who must negotiate their collectivistic values, behaviors, and relationships while being embedded in the social, cultural, economic, and political environment of a culture that is individualistic (Niles, 1998; Mehra, 2004a). Identification of the cultural dimensions of coworkers and clients by information professionals can lower the cultural and communication barriers. For example, librarians may recognize how the individualistic-collectivistic conflicts faced by individuals are represented in their information-seeking behaviors, and can then provide information services that acknowledge these complex realities (Mehra, 2004b).

Tool 2: Identify Cultural Communication Style. Cultures vary in the way their members communicate. Cultures may have low-context or high-context communication (Hall, 1976). In low-context communication, information in a message is contained in the words of the message. Low-context communication tends to be direct, and requires people to speak openly about information to understand the society and the relationships. Low-context communication features messages that are highly structured and provide a high level of detail (Hall, 1976).

High-context communication relies on more than the words to impart information. Information is conveyed through the context of the communication, including how a person says something, and non-verbal clues such as culture specific mannerisms, which assumes that the communicators have a high degree of shared knowledge about the society (Hall, 1976). The messages are simple and do not have a high degree of detail. To someone who is not a member of the society, messages may seem simple and ambiguous since they do not have the context needed to understand them.

There is a tendency for individualistic cultures to have low-context communication, while collectivist cultures tend to participate in high-context communication. Although this is not always the case, it is essential that librarians develop a communication pattern at the workplace that is perceived as mutually acceptable and comfortable (Zhang, 2002). One suggested way of doing this is to avoid the use of any words or gestures that might cause misunderstandings or misinterpretations. Librarians should also hone their communication techniques of attentive listening, use of clear spoken and written language, and sensitivity of always keeping the communication channels open. If one mode of communications fails, they can use another one.

Culture as a lived experience allows reflection on both the symbolic and tangible context of the communication. It focuses on the power discourse of who is speaking to whom, what is being said, why and how the communication is taking place, and what is the over-all purpose of the interaction. This provides a tool to understand the cultural realities enacted as emergent processes where "new meanings, new practices,

new significances and experiences are continually being created" (Williams, 1973, 11) from their points of view in the context of what is meaningful to the patron (Mehra, Merkel, and Bishop, 2004).

Building Awareness: Working with Information and Diverse Populations

Information structure is embedded in a cultural context; it is difficult to discern how social categories and practices originated and the consequences that have resulted for the use, storage and dissemination of information (Foucault, 1982, 2002). Nevertheless, lack of access and use of information systems and services by cultural groups influence socioeconomic and sociopolitical inequalities for the have-nots (Mehra, Bishop, Bazzell, and Smith, 2002). This actuality suggests that libraries should be involved in local communities, including initiatives that make a real difference in everyday lives of underserved populations (Mehra, 2005). This perspective leads to the development of three more tools that librarians can utilize when they are working in tasks related to information management or information provision.

Tool 3: Recognize Who and What Might be Marginalized. Because information structure reflects the beliefs and values of a culture, information related to certain segments of a population within a diverse society may be marginalized or overlooked. The majority community may not do this intentionally, but rather out of ignorance about the diversity of cultures existing within the society or a lack of feeling the need to do anything. Therefore, the minority group must make an effort to reach out to the majority community. Only through this interaction can they ensure the availability of their cultural information to the dominant community. A librarian can facilitate this by maintaining an awareness of the community members and providing an environment that is approachable.

Culture as lived experience allows the librarian to question the dominant hegemonic forces that shape information creation-organization-dissemination processes. Librarians can recognize the gaps that exist in the provision of information services: who is left out in the processes of information delivery, and how efforts should be made to “open up” the information structure to make it more encompassing and inclusive in its ordering, content, management, and membership (Bishop, Mehra, Bazzell, and Smith, 2003). Libraries can play an important role in building awareness about the diversity of cultures existing within the community. Librarians can contribute to this community-building effort by maintaining open channels of communications, by developing collections that cater to the needs of their marginalized clients, and by recognizing the marginalized information and help in its dissemination.. Dissemination can occur through lectures and visits by cultural representatives, or by holding story telling or poster sessions that exemplify information about minority communities.

Tool 4: Recognize Mechanisms for Organizing and Supplying Information. Groups that have the ability to name and manipulate the information structure are likely to have a stronger presence in the society. Consequently, dominant cultural groups naturally tend to dominate the information structures. Many scholars agree that classification systems are culturally built institutions and as such, they can marginalize cultures who are not adequately represented in the classification scheme (Olson, 1998). Classification systems reflect the culture in which they were created in terms of philosophical assumptions and ideological presumptions. For example, Sukiasian (cited in Olson, 1998) studied how the Soviet classification system needed to be reconstructed after the break-up of the Soviet Union since information about the now- independent former Soviet republics needed to be included and organized. Another example involves the Dewey Decimal Classification System, which was conceived in the U.S. This system has a separate section for American (U.S.) literature while all other literature is arranged by language regardless of the country of origin (Olson, 1998). Exploring culture as a lived experience provides intellectual and actualized ways to represent local knowledge, ontologies, conceptualizations, and experiences of diverse multicultural populations. These representations can be incorporated into mainstream library systems and classification by facilitating active participation from individuals from these marginalized communities (Mehra and Srinivasan, under review).

Tool 5: Recognize Who Built the Information Technology. Information technologies are constructed by people living within a culture; therefore, the technology is likely to reflect the creator’s cultural viewpoint. Some assumptions are made naturally when building most technologies, such as the fact that peo-

ple have five fingers on each hand and that they will be able to see. However, just as an individual might not consider that someone may have lost a finger or lost their sight, librarians might not consider design features that are culturally bound such as date conventions or holiday observances. As an example in the use of digital libraries across cultures, Bilal and Bachir (2007) studied the use of International Children Digital Library (ICDL) by Arab children. A major conclusion was that the older children, perhaps because of their lengthier exposure to the western world's computer symbolism, understood the navigational representations much better than the younger children. It can safely be assumed that most immigrants, especially the older ones, who settle in a new and different culture would face similar constraints.

Culture as lived experience allows librarians to consider how different social groups use technologies, and how they may change and adapt them to be used in ways that were not conceived of in the initial design. Additionally, emergent cultures realize some features to consider when designing technologies such as the language of the culture (and its embedded power interplay) and how that may be represented more equitably by new technologies. For example, in the early days of computers only Roman characters were recognized by computer applications. However, over time computer scientists have added many character sets prevalent in non-European languages and found ways to provide powerful tools such as search capabilities across these different symbols.

Diverse Populations and the Profession

The five tools noted above can immediately be employed by individual librarians in their daily work. However, the profession does recognize the growing need to reach out to diverse populations, which suggests that a systematic program to foster intercultural leadership is needed. Literature suggests that although leadership did not appear as a desired skill for librarians until the early 1990s, there is now a growing lack of leadership while there is increasing diversity and minority participation in the profession (Mason &. Weatherbee, 2004). On the other hand, once a member of the minority group does make it to the top, questions are often raised regarding his or her competency, especially if the leader happens to be an African-American or a Latino (Zhang, 2002). The two trends show that a need exists to train all librarians in intercultural relationships, regardless of whether they hail from a majority group or a minority group. In answer to this need, the authors are creating developing a bilingual Intercultural Leadership Toolkit, which will provide integrated training and resource modules to support librarians' intercultural leadership competencies that will help them better serve their communities and support an intercultural workplace.

The need for the Toolkit is further bolstered by the fact that there is a demand for leadership training. In a 2001 survey, 40% of the respondents had taken leadership and career training, and wanted additional leadership training (ETI, 2001). While library leadership is beginning to be addressed, there is not a focus on *intercultural* leadership in the information professions even though diversity is increasing. For example, while there are at least ten library leadership programs available in Florida through professional associations (Kear, 2005) they are not specifically geared towards intercultural leadership even though the state has great diversity. Intercultural leadership requires special attention since, as Peng (2006) notes, intercultural consciousness in leadership is a "synergistic combination of essential cognitive, emotional and behavioral knowledge and skills for intercultural competence and a commitment to consistent caring and ethical application of those skills and knowledge" (38).

In order to better understand the situation, the authors conducted the "Intercultural Leadership Toolkit Symposium" in October 2006 at the University of Tennessee (UT). The symposium featured events at both UT and the University of Puerto Rico, and included brainstorming workshops and seminar discussions with practitioners, academics, and students. Some events were linked electronically through the use of streaming video and Blackboard courseware. It was learned that library and information science graduate students do not have a solid background in intercultural issues, and students and practitioners feel leadership in this area is an important skill for the 21st century information professional. Below are select findings from symposium activities conducted during a three-hour seminar discussion with more than fifty library and information science graduate students at UT and UPR.

Defining Intercultural Leadership

Intercultural leadership is defined here as the knowledge and clear vision to successfully negotiate relationships with people from other cultures and from different linguistic traditions. For example, a librarian who has intercultural leadership skills may be a guide to others in his or her own library or the profession by taking actions that facilitate information provision to a diverse intercultural community. Three core areas of intercultural leadership emerged from the symposium: 1) leadership; 2) diversity and democracy; and 3) information and communication processes. Based on findings from the Intercultural Leadership Toolkit Symposium, the core areas are described as follows.

Leadership addresses different styles and theories of leadership, and how they relate to information and communication in an intercultural environment. It focuses on the role of the librarian or information professional as a leader. Special attention is paid to leadership at different levels (e.g., it is important to understand the differences of being a leader in a small informal group versus being a leader in a large organizational setting).

Diversity and democracy addresses the definitions and concepts associated with the terms intercultural, multicultural, diversity and democracy. It provides a foundation for people to better understand the issues related to these concepts and to how leadership plays a role. It focuses on how these issues relate to librarians and information professionals in the 21st century.

Information and communication processes explore the role of culture in the way people save, use and communicate information and in how they communicate with each other. It provides a foundation for librarians and information professionals to understand that cultural practices may be embedded in many activities that take place in the library and information agency. It focuses on how librarians and information professionals in the 21st century can provide leadership in information transactions so that intercultural issues can be recognized and addressed.

Skills for Intercultural Leadership in the Information Professions

Interesting insights can be drawn from the results of the three-hour seminar discussions with professionals-in-training participants. Based on the information gathered in these discussions, the authors identified key areas that the profession must address to facilitate librarians becoming intercultural leaders who can extend traditional information creation-organization-dissemination processes to effectively serve diverse multicultural populations residing in local and regional communities. A librarian who can serve as an intercultural leader must have the knowledge, skills, and institutional support to carry out the following actions.

- Critically reflect upon existing information gathering, organizing, and accessing strategies to insure that minority voices other than the majority are represented in these processes.
- Expand existing library collections to prevent cultural bias and incorporate items published by alternative presses and non-mainstream publication houses (these include Spanish and bilingual materials).
- Provide visible locations and proactively advertise and market existence of non-traditional items in the library collections.
- Distribute allocations and manage finances in an equitable and fair manner that provides access to diverse multicultural collections, services, programs, and events.
- Go beyond patron recommendations, customer needs, and popular readings to represent multicultural materials in the library collections.
- Provide “on the job” training and a range of experiences to practicum students and new staff in working with multicultural populations.
- Consider all forms of diversity based on race, ethnicity, gender, sex, sexual orientation, age, disabilities, income, geography, skills, religion, national origins, and others while evaluating the library as a place to represent the needs of all kinds of people.
- Partner with local community-based groups, agencies, and individuals to assess and evaluate library services.

- Make multicultural populations feel welcome to the library by providing specific workshops, training, and events for their participation.
- Conduct regular needs assessment surveys to include minority and traditionally underserved populations.
- Conduct assessment of local, regional, and national libraries and information centers to identify effective services and programs these institutions are offering to multicultural populations.
- Refrain from personal judgment and bias towards information and experiences similar to your own.
- Cultivate listening skills, and be empathetic towards experiences of people different from yourself.

Conclusion

The library profession is facing new challenges in information services in order to reach out to the increasingly diverse, and often multilingual, populations it is serving. Education librarians working with diverse populations can immediately address the challenges by utilizing the five tools noted in this article: identifying cultural dimension, identifying cultural communication style, recognizing who and what might be marginalized, recognizing mechanisms for organizing and supplying information, and recognizing who built the information technology.

However, the profession would be well-served by focusing on offering librarians the opportunity to develop strong intercultural leadership skills. If librarians become intercultural leaders, they will be able to successfully negotiate relationships with and better serve their patrons from other cultures and linguistic traditions. The authors have begun developing an Intercultural Leadership Toolkit which will provide librarians with tools to better understand and utilize skills related to leadership, diversity and democracy, and information and communication processes.

Footnote

1. Although the U.S. Census uses the term Hispanic, most individuals self-select the term Latino to describe themselves; therefore, Latino is the term used in this article.

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Building Bridges: Cultivating Partnerships between Libraries and Minority Student Services

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Abstract

Research on multiculturalism in libraries focuses primarily on collection development and on the recruitment of minorities to the profession. Although multicultural student outreach is relatively uncommon, it is essential in helping to combat the social, education, technological and financial barriers that leave many minority students at a disadvantage in their transitions from high school to university. A step-by-step approach to cultivating partnerships between the library and multicultural student services is discussed. Potential obstacles such as time constraints, limited resources and student interest are also noted. Ultimately, outreach initiatives produce positive publicity for the library, enrich student learning, and promote the library as a campus leader in the academic process.

Introduction

The period between the late 1980s and the mid 1990s marked a significant growth of research on multiculturalism in libraries. The scholarly works from this period convey research and best practices that discuss multicultural collection development, recruitment and retention of minority librarians, and internships and mentorship programs. Currently, discussions and research on faculty-librarian liaison work dominate library literature; however, not many of these articles approach the array of possibilities that exist for librarians to collaborate with student services programs such as multicultural student centers. In a basic search in *Library Information Science Abstracts* and Wilson's *Library Literature* for the terms "information literacy" and "faculty", the result sets reached several hundred. Comparably, several searches in both databases for information literacy and multicultural centers or student services organizations yield only a spare number of titles. Although multicultural library outreach is a chronically under-explored area, the potential and value of the collaborative opportunities are just as important in helping to develop students' critical thinking skills outside the classroom as faculty-library partnerships inside the classroom.

Minority students across the country are more likely to face challenges in accessing information, technologies, and educational opportunities than the white majority. In the year 2000, minorities represented roughly one-third of the projected work force in the United (Norlin and Morris, 1999). The educational barriers and technological divisiveness that minorities encounter combined with the cultural shift in population help to highlight the importance and the necessity for libraries to implement proactive initiatives in reaching out to their under-served constituents. This essay will examine the current literature on multicultural outreach and the array of current multicultural programming across the United States and will discuss potential collaborative partnerships as well as methods on how-to cultivate effective and lasting relationships with student services organizations.

Literature Review

Prevailing literature on multicultural outreach programming frequently addresses common themes such as the present lack of multicultural outreach initiatives across academic communities, barriers preventing minority student success in their academic studies, and new approaches to multicultural programmatic ventures.

Christopher Hollister (2005) of the University of Buffalo notes that librarians infrequently approach student services groups for library outreach, collaboration, or instruction. In a recent survey of job announcements, Colleen Boff, Carol Singer and Beverly Stearns (2006) highlighted that outreach, as a central

component of job duties, existed in only a select number of job advertisements. In their study of 115 outreach positions, only seventeen job descriptions addressed outreach in context of multicultural services (outreach to ethnic and racial minority groups). Another study, conducted by Elaina Norlin and Patricia Morris (1999), surveyed over forty directors and staff from various minority cultural centers across the country about library collaboration. The results indicated that eighty-five percent of those surveyed stated that the library initiated no contact with them about their services. Additionally, only fifteen percent stated that "librarians occasionally helped with some form of collection development or cataloging (ibid)." Scott Walter (2005) commented on the fact that academic librarians rarely take advantage of the natural partnerships on campuses. The potential of partnering with a network of student services lies in the communal goal of fostering a campus environment that supports diversity. This latter point helps to illustrate the shared set of fundamental values common to both libraries and student services. Both libraries and student services groups serve to foster learning outside of the classroom and to instill life-long critical thinking skills in students, which demonstrates a foundation for the cultivation of new partnerships.

Although multicultural student outreach is relatively uncommon, it is nevertheless essential in helping to combat the social, educational, technological, institutional, and financial barriers that leave many minority students at a great disadvantage in their transitions from high school to university (Norlin and Morris, 1999, Walter, 2005, Simmons-Welburn and Welburn, 2001). Moreover, once enrolled in university, a striking number of minority students, particularly African-American and Hispanic students, fail to stay on course to graduation. The retention rates of minority students across the United States are staggeringly uneven between white students and minority students. In *Retaining African Americans in Higher Education* that Hispanics, Lee Jones (2001, 7) wrote that in 1997African Americans and Native Americans trailed behind the graduation rates of white and Asian-American students. Across the nation, the average retention rates of white students stood at fifty-eight percent, whereas for African-American students, the retention rate was eighteen percent lower, at forty percent. Brent Mallinckrodt's and William E. Sedlacek's 2003 empirical study developed evidence demonstrating that academic library use made a positive impact on the retention rates of minority students. They noted the undergraduate library specifically for its positive impact on retention rates of African American undergraduate students. Multicultural outreach in an academic library environment may not necessarily produce improved retention rates of minority students; however, the combination of the disadvantages and barriers that so many under-represented groups on campuses currently face should encourage more libraries to implement multicultural programming as a method of dealing with these discouraging statistics.

Although multicultural outreach initiatives are currently under-represented in the literature, an increasing number of schools are beginning to undertake innovative and dynamic collaborative initiatives. In an overview of the available literature on student services collaborations, more libraries are beginning to reach out to student services groups such as the campus academic writing centers and career centers (Kraemer Keyse and Lombardo, 2003; Hollister, 2005). In terms of specific multicultural services, fewer libraries are taking an active outreach role; however, current outreach programs implemented by universities libraries are often highly dynamic and innovative. Within the range of multicultural services on campus, the Office of Minority Student Affairs (OMSA) is an ideal and valuable first place to begin collaborating (Simmons- Welburn and Welburn, 2001; Harrell and Menon, 2002; Scott, 2005). The campus Office of Minority Student Affairs leads a versatile selection of academic programs such as the federally funded McNairs Scholars Program and Summer Bridge Program, summer and fall orientation programs, peer mentoring and study skills workshops. Libraries interested in partnering with these centers can find simple methods of collaboration by integrating a library component such as research guides, web tools, or library instruction into a pre-existing program. Another promising area of collaboration, although less common, lies in international student engagement, offered through either the Office of International Services or the Study Abroad Office. Finally, many universities across the United States promote their cultural centers to minority students as a place to study and to relax. Many student cultural centers lead weekly academic and cultural workshops, making it another ideal avenue for collaboration and outreach (Simmons-Welburn and Welburn, 2001; Walter, 2005; Norlin and Morris, 1999). With so many student services currently lacking in available funds to offer needed academic programming, through joint collaboration, libraries can help students address their academic needs in a more accessible manner.

Opportunity Analysis at the University of Illinois

Established in 1867, the University of Illinois currently enrolls over 42,000 students from all fifty states in its sixteen colleges. The student population consists of 6.1 percent African-Americans, 5.9 percent Latinos, 10.68 percent Asian-Americans, 0.29 percent Native-Americans and 12.36 percent international students. The current administration supports a wide range of student services, many of which cater to students of multicultural and international backgrounds. For instance, the University supports four cultural centers on campus (for African-American, Hispanic, Asian-American and Native-American students); an Office of Minority Student Affairs; a Study Abroad Office; an International Students and Scholars Office; an Intensive English Institute; an Office of Disabilities; a Gay, Lesbian, Bisexual and Transgender Office; hundreds of student-run organizations that support diversity and international issues, and several dozen diversity initiatives and summer programs instigated by many of the schools and departments. The campus is actively demonstrating its commitment to diversity and ensuring that they bring diversity to the forefront. In 2002, the Chancellor's Office enacted a campus-wide diversity committee. Soon after, the University Library followed suit, creating its own diversity committee, which aimed to foster an inclusive working environment for faculty, staff, students, and the community. The campus also finally retired its racially charged sporting mascot, the Chief, which helped to produce a more open and inclusive environment across the campus community. The combination of the campus' diverse student body and its wide range of campus diversity programs help to lay a solid foundation for a dynamic library multicultural outreach program.

Cultivating Partnerships on Campus: A Step-by-Step Guide

Many students regardless of cultural or ethnic background often profess feelings of intimidation or nervousness when approaching academic libraries and librarians (Norlin and Morris, 1999). Student reluctance to use the library's facilities combined with the historic lack of multicultural outreach provides an impetus for librarians to bring the library outside the confines of the library walls and into the student services environment. Every campus, large or small, lends institutional and financial support programs to its students, although many of these programs are often harmed by a shortage of staff or by financial strains. The library, which acts in a leading role contributing to student's academic success and as an integral institution on campus, is well positioned to fill some of the needs of other campus units, to reach out to more students, and to promote itself as a vital part of the university campus. Venturing into any new program requires time, organization and motivation. The following steps, which have been adapted from a study by Elaina Norlin and Patricia Morris, aim to help librarians, unfamiliar with outreach, to the endless list of collaborative possibilities that exist beyond the walls of the library.

Phase 1: Identify potential partnerships.
Investigate the types of student services groups or multicultural services available on campus. Asking questions about the library's needs and goals will help to identify a strong starting point. For example, what types of collaborations could the library benefit from? What can the library offer in terms of available resources, staff time or physical space? What programs exist on campus that students utilize but have been left under-funded or understaffed? Does the campus have an Office for Minority Student Affairs? Does the campus support cultural centers or support services for students with disabilities? Appendix I examines some of the partnerships that were identified and the resulting programs cultivated between the University of Illinois Library and student services for multicultural and minority students.

Phase 2. Identify the needs of student services groups.
Once you find an organization that the library is interested in contacting, then begin gathering information about the center's history, strategic goals, mission statement, staffing, facilities, wireless connections, website, and most importantly, the programs available to students and the potential needs of the organization. For example, does the center offer study skills programs or peer mentoring programs? Do they have collection needs? Do they have a library link on the office's website? What services do they lack, and what type of support could they use in the future? Is there potential to collaborate on an exhibit or display? Has this organization collaborated with other units on campus in the past or present? What types of services does the library offer that can fill their needs? The goal here is to examine the center's goals and to integrate the library's services into their goals. Ultimately, the answers to these questions will gen-

erate a powerful list of potential collaborative opportunities between the library and the chosen office on campus.

Phase 3. Make a connection.
Locate the contact information of the outreach coordinator or the director of the specified organization. For the preliminary contact, it may prove preferable to send an e-mail to introduce yourself instead of a phone call so that you can succinctly outline some of your investigations, highlighting the library's current services, and you can then suggest new ways to collaborate. After you make the connection, you will follow up by suggesting an appropriate time and place to meet. Meeting prior to holidays and weekends may not be the ideal time for an initial meeting because staff may put aside projects or forget about them after the weekend or holiday.

Phase 4. Cultivate the collaboration.
Once both parties agree to an appropriate time and place to convene, you can then begin to discuss your ideas, and approach the coordinator or director about their ideas or suggestions for program collaboration. Sometimes small talk helps to alleviate awkward moments, and it also creates a personal connection between parties, which can ultimately foster a more dynamic partnership. Once an active discussion develops, both parties should agree on a starting point and assign duties. Both parties should be willing to commit their own time and resources in order to ensure an effective program. Starting with a small project may also prove helpful in the initial phase of the partnership, as it can lead to bigger and more engaging programs. A simple way to plant the foundation for a lasting partnership may be to attend to their current needs, as it opens doors to expand programming in the future. Solidifying the meeting with a follow-up e-mail or phone call, thanking the individual for their time and ideas, will help to ensure a positive foundation for future correspondence.

Phase 5. *Ensure a lasting partnership.*
The collaboration process with professional staff members in lieu of faculty can potentially hinder the long term success of the collaboration unless the library takes certain precautions in advance. In a rapidly changing work environment, many professional staff change job titles, shift positions, and ultimately start new careers. Job turnover can end ties between individuals, but it should not terminate the partnerships established between units. Leaving a file or paper trail of past correspondence will ensure that successful incumbents learn about current and evolving collaborations and projects. Additionally, the integration of the partnership onto both the library's website and the center's website will produce evidence of a solid partnership. Finally, maintaining regular correspondence during the ensuing months will solidify continued collaboration and may even lead into future projects as well.

Phase 6. *Ensure an effective partnership through publicity.*
Promoting new programs such as an information literacy workshop will take time and creative tools in order to attract sizeable groups of students. Publicity can be achieved through simple or complex methods. For instance, the library and the center may consider publicizing the new service or collaborative initiative through their respective websites. Most student services centers maintain a listserv that circulates to a large number of students. Web publicity through listservs and websites reach an optimal number of students. Additionally, flyers and posters may catch the eye of those passing by the center or the library. Effective publicity should include essential information such as dates, times, locations and an enticing, brief description of the upcoming program.

Phase 7: *Evaluate and assess the partnership.*
The final stage in the cultivation of new collaborations should include an evaluation of the program in the form of a follow-up survey, focus-group, report, or meeting with either participants or staff. The assessment should include opinions pertaining to the progress, successes, problems and opportunities of the past initiative or collaboration. The information obtained from the assessment will enable both parties to refine current programs and to move forward in developing and implementing more proactive programming in the future.

Obstacles

Any new collaboration encounters problems and obstacles that may prevent future developments. For instance, lack of time poses a significant barrier to the progress of any new initiative. For both institutions, individuals must commit their own time in an age where administrative expectations run high and financial sources run low. As a direct consequence, the availability of staff time to coordinate the planning and implementation of new programs suffers. Problems pertaining to time are easily surmountable. Planning to collaborate on smaller projects prior to the development of more large-scale programs establishes a rapport between both parties while maintaining a smaller workload. A limited partnership, while still remaining strong, will set the foundation for a lasting relationship and for new collaborative opportunities.

Limited resources can potentially impede the development of certain programs. If the desired collaboration consists of a one-time information literacy workshop at the cultural center, it is important to find out if the center is equipped with computer facilities and internet or wireless connections. In addition to physical resources, staffing resources may also negatively affect the success of a new program. For instance, some staff at the centers may not care to acquire new duties, or they simply might not have the time needed to devote to a new project. Additionally, when staff members leave the centers, they also end the established partnership, requiring more time to cultivate the partnership anew. This latter point exemplifies the need to embed the history of the partnership into the records in both the center and the library, which can be achieved through archived electronic correspondence and through website publicity of the program.

The lack of student interest can also negatively affect the future of the collaboration. If, for example, the partners decide to develop a library skills workshop for the cultural center, regardless of location, students in general demonstrate an underwhelming interest in learning library skills. Initially, as with many new academic programs, student interest may be low; however, the combination of effective publicity and time can help raise awareness about new programs.

Benefits of Outreach

Collaborations between libraries and student services produce a range of benefits not only for the library and the student services, but also for administrators, students, and the community. The cultivation of dynamic partnerships changes the role of libraries from passive to proactive players in the academic process (Hollister, 2005). Faculty historically demonstrate an assumption that library outreach should consist of collection development and reference services. The early 1990s witnessed a surge in library literature addressing the subject of multicultural outreach. As more authors write about multicultural outreach programming, it demonstrates the growing importance of these initiatives.

Library outreach to student services groups who provide academic programs to minority students can increase students' likelihood to visit the library and to approach a librarian for assistance with research papers and coursework. In a recent study in *C@RL News*, it stated that collaboration leads to the enrichment of student learning (June, 2005). Additionally, initial contact and small-scale project coordination between libraries and student services create trust and allied partners across campus, which opens doors for new program development and establish valued support for preexisting ones. Outreach beyond the classroom helps to reach students outside the general classroom, ingraining lifelong critical thinking skills.

Additionally, collaboration between libraries and multicultural student services garners positive publicity not only for the library but for the university as well. Collaboration and outreach demonstrates the library's commitment to campus diversity initiatives, and it leads to increased cultural awareness among faculty, staff and students, fostering a welcoming and inclusive campus environment. For the library, these collaborations demonstrate the commitment to diversity, which may earn the library a more active role in campus diversity committees and discussions. For the individual librarian, these collaborations can also translate into potential publications and recognition at the state or national level.

Appendix I: Multicultural Outreach at the University of Illinois

Office of Minority Student Affairs

Many larger universities across the United States support an office for minority student affairs (OMSA), which is responsible for the provision of leadership in developing, implementing and coordinating student support services. These offices also design activities to assist underrepresented students' personal development, and offers academic workshops until students graduate. The library at the University of Illinois recently initiated a collaborative partnership with the OMSA. The library reviewed the OMSA's website, the goals and mission statement and accordingly planned a program that could easily be integrated into their current academic and study skills programming. After several initial meetings and conversations, the outreach coordinators from the library and the OMSA successfully incorporated a weekly library research tutorial into the office's weekly study skills program for a maximum of three students per week. To promote this workshop, both the OMSA and the library list the times and location of the library research session on their respective websites.

McNairs Scholars Program

The McNairs Scholar Program is a federally funded program offered through the Office of Minority Student Access that prepares participants for doctoral studies through research and other scholarly activities. Participants generally come from disadvantaged backgrounds, and display strong academic skills. The goal of this program is to introduce senior level undergraduate students from under-represented groups to graduate school and Ph.D. programs. At the University of Illinois, the library contacted the Office of Minority Student Affairs about integrating a library component into the summer-long program. After several years of collaboration with the McNairs Scholars Program, the library continues to develop programming for the orientation section of the program, incorporating a tour of the Main Library, in addition to a one-time information literacy workshop. Throughout the summer, a librarian also leads summer office hours where students can drop in with any research problems.

Cultural Centers

The University of Illinois houses four cultural centers: African-American, Hispanic, Native-American and Asian-American. These centers offer students a range of support services including mentorship programs, tutoring, computer labs, study and social space, weekly lectures and cultural programs. The Cultural Centers, however, offer students a comfortable and welcoming climate, which laid the foundation for a new avenue for outreach. The library contacts the Cultural Centers each semester prior to the mid-term season to schedule a one-time library research session. In these sessions, a librarian introduces students to the library's print and electronic resources and effective search strategies of the online catalog and popular databases and indexes. These sessions can unfold into a myriad of positive outcomes and additional programs. For instance, close connections with minority students through tutoring can develop into a mentorship relationship. Working one-on-one with minority students at the centers, the librarian can impart personal experiences from the profession and expose these students to an unconsidered career. Additionally, the connections formed with the staff liaisons at the cultural centers may yield new collaborative projects such as an exhibit or library research workshop for the center's staff.

Study Abroad Office

Each year almost a quarter of a million students across the United States choose to study abroad for a year in a foreign country. The Study Abroad Office at the University of Illinois sends almost two thousand students to foreign countries each year, which represents a significant number of the undergraduate population. The Study Abroad Office offers students access to a small collection of travel books that it stores in its main office. However, after an initial meeting with the office's outreach coordinator, it became clear that the library could collaborate in several ways. Every year the Study Abroad Office organizes an information session for students, for which they assemble packages of information for students intending on traveling abroad. After brief discussions, it was decided that the library would prepare resource guides with lists of films, literature, music and current periodicals, which will help to enrich students about the foreign country and culture prior to partnership.

Office of International Students and Scholars

The campus office for international students and scholars states that it "strives to create an environment that allows for successful educational and personal experiences through orientation, advising, programs and outreach." The library and the Office of International Students and Scholars had not engaged in collaborations until recently, when the library held its annual multilingual library tours. For the event, the library contacted the Office of International Students and Scholars, who offered to help promote the event by contacting over fivethousand students over its listserv, which ultimately lead to a highly successful event.

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The Virtuous Circle: Increasing Diversity in LIS Faculties to Create More Inclusive Library Services and Outreach

By Dr. Paul T. Jaeger, University of Maryland and Dr. Renee E. Franklin, Syracuse University

Abstract

While increasing the diversity of the library profession has been a long-running concern of Library and Information Science (LIS), the diversity of LIS doctoral students and faculties has received far less attention. This paper argues that libraries will be best equipped to provide inclusive services and outreach to diverse populations when LIS doctoral students and faculties better reflect the diversity of the United States population. After a brief overview of efforts to diversify LIS, this paper examines the current state of faculty diversity. The concept of a "virtuous circle" is then introduced, examining the ways in which an increase in faculty diversity can ultimately lead to more culturally aware LIS graduates whose education will prepare them to help libraries provide inclusive services and outreach to diverse communities of patrons. The paper then discusses ways that LIS programs and LIS research can work to create this virtuous circle to promote diversity and inclusiveness in LIS.

Introduction

A major concern in Library and Information Science (LIS) for many years has been developing ways to address diversity, or lack thereof, within the profession (Bonnici & Burnett, 2005; Josey, 1993; Lance, 2005; Wheeler, 2005). Quite often, the focus has been on recruiting and retaining ethnically diverse master's students in an attempt to produce a larger pool of ethnically diverse librarians. "During periods of intensified recruitment, the profession as a whole will focus on MLS students" (Gollop, 1999, 389) and, as a result, the diversity of LIS faculties receives much less attention than other diversity issues. However, the very low levels of diversity among LIS faculty have far-reaching impacts for LIS education and library services. In school media centers and other education libraries, diversity and inclusiveness are major concerns (Buddy & Williams, 2005). This paper argues that increasing diversity in LIS faculties is essential to expanding the inclusiveness of library services for diverse populations and bringing those services to diverse populations.

Most examinations of the benefits of diversity and inclusiveness in LIS similarly focus exclusively on the library of practitioners. "In the circular, self-cycling style of education and librarianship, minority school and public librarians who serve as role models for minority children may inspire the children to go to college. In college, minority academic librarians and library school faculty may inspire them to go to graduate school to become librarians and role models themselves" (Totten, 2000, 16). However, such perspectives do not account for the vital importance of diverse faculty teaching master's students about inclusive library services and the ways to reach diverse communities of patrons. The lack of consideration of faculty diversity in discussion of library diversity is surprisingly commonplace. In a 2004 essay entitled "What Ails Library Education?," then soon-to-be American Library Association President Michael Gorman discusses the limited diversity among library professionals and in library services without once indicating that limited diversity in LIS faculty might be a part of these issues (Gorman, 2004).

LIS programs are hardly unique in the limited diversity of their faculties. Nationwide, many fields struggle with achieving a representative faculty population (Smith & Moreno, 2006). The issue is particularly pressing in LIS, though, as graduates of LIS programs will immediately begin working in environments where they will have to understand and meet the information needs of diverse populations. In order to produce inclusive library services for all populations, LIS needs to work at creating a virtuous circle of inclusiveness. Due to the current preponderance of white faculty in LIS programs, the range of perspectives that LIS Master's students are exposed to can be quite limited, particularly in terms of providing inclusive library services to diverse populations.

If more faculty members in LIS programs are from diverse and under-represented populations, their perspectives and voices will help to shape the content of curriculum and instruction in LIS Master's programs to be more inclusive of diverse perspectives. This, in turn, will produce graduates of LIS Master's programs who will be more aware of the needs of diverse populations of library patrons and better prepared to provide inclusive services to their communities. Increased levels of diversity among LIS faculty will also help to reinforce to Master's students from under-represented populations that they too can become LIS faculty, leading to more diversity in LIS doctoral programs and producing more library administrators and LIS faculty from diverse backgrounds. Ultimately, this circle of diversity in LIS programs will result in more inclusive services to all library patrons in all types of libraries.

Current Levels of Diversity among LIS Faculty Members and Library Professionals

LIS doctoral programs consistently have very few African American and Latino students enrolled in or completing programs of study. The most recent ALISE statistics indicate that the LIS professoriate continues to lack representative diversity, especially for African Americans and Latinos (Sineath, 2005). Only 3.7% of the full-time faculty members are Latino, as compared to 14.5% of the total population, while African Americans comprise just 5.5% of the full-time faculty as compared to 12.1% of the population (Sineath, 2005). In 2002-2003, of the 82 LIS doctoral degrees awarded, only two were awarded to African Americans and one to a Latino (Sineath, 2005). As a result, the faculty population in LIS has remained fairly stable in its level of diversity, with the percentage of African Americans and Latinos in LIS faculties changing little since the passage of the Civil Rights Act in the 1960s (Josey, 1993). This limited diversity among LIS faculty is paralleled in the population of librarians, with only 3.3% of librarians being Latino and only 6.0% being African American (Lance, 2005).

Over time, these discrepancies in representation mount in consequence. For example, since 1993, only 42 of the 612 doctoral degree recipients from ALA-accredited LIS Schools in the United States were African Americans, or 6.8% of the total number of LIS Ph.D. graduates during this time period (Franklin & Jaeger, under review). Put another way, the total number of African Americans receiving a Ph.D. in LIS since 1993 is about half of the number of whites who received a Ph.D. in LIS in the year 2003 alone (Franklin & Jaeger, under review). Further, just a handful of LIS programs account for the majority of these African American and Latino doctoral program graduates (Franklin & Jaeger, under review). The very small number of African Americans and Latinos being awarded doctoral degrees means there are few African American or Latino directors of major library systems and faculty members teaching future librarians and researchers. As such, limited diversity among LIS faculty may be a fairly sizeable detriment to LIS programs as a whole.

Latinos and African Americans are respectively the second and third largest ethnic populations in the United States, and Latinos are the fastest growing segment of the United States population, projected to comprise 24.4% of the U.S. population by 2050 (Lance, 2005; Winston & Walstad, 2006). As such, it is imperative for libraries to be able to meet the information needs and provide the resources, services and training required by these populations of patrons. However, the numbers of African American and Latino librarians are far below those necessary to be representative of the national population (Lance, 2005). This lack of representation in librarianship was recently the subject of an Associated Press article that was published in major national newspapers like the *Washington Post* (Thomas, 2007).

This discussion focuses on African Americans and Latinos because they are the two largest minority populations in the United States and the two populations most sorely under-represented among LIS faculty and librarians (Lance, 2005; Sineath, 2005). While Native Americans comprise less than 1% of librarians and LIS faculty, they also are less than 1% of the total U.S. population, with statistically very similar representation in LIS, libraries, and the general population (Adkins & Espinal, 2004; Lynch, 2000). Likewise, the percentages of Asian Americans and Pacific Islanders in the general population and among librarians are very similar, and their representation among LIS faculty is higher than among the general population (Lance, 2005; Sineath, 2005). As such, the key to increasing diversity among LIS faculty and librarians, and thereby providing more inclusive library services to diverse populations, is improving the representation of African Americans and Latinos in LIS faculties.

The Virtuous Circle: The Importance of Diverse LIS Faculties

LIS programs "must accept responsibility for populating the profession with a new generation of culturally competent librarians" (Wheeler, 2005, 184). However, culturally competent librarians can only be educated by a diverse faculty offering diverse perspectives on information and work in library systems with diverse leadership. A key part of this problem is developing a better understanding of why more members of under-represented populations, African Americans and Latinos in particular, do not choose to get doctoral degrees in LIS.

One reason may be related to the social networks that impact why individuals chose a particular occupation. Many people—family members, friends, teachers, counselors, and other role models, among others—have an impact on the decision of an individual to join a field (Winston, 1998). A study conducted in 2006 showed that a majority (57%) of librarians of color responding to the survey "made it clear that having more faculty of color in the LIS school/program and having faculty/staff/alumni of color involved in the recruitment process would attract more students of color" (Kim & Sin, 2006, 89). A main recommendation for increasing student diversity by the respondents to the same survey was to have greater faculty diversity (Kim & Sin, 2006). A 2005 study found that students from diverse populations "report that the presence of minority faculty members in their academic discipline is a critical factor in their recruitment, retention, and success at all levels" (Neely, 2005, 98). These findings indicate that the current level of limited faculty diversity becomes self perpetuating when there are an insufficient number of mentors available from under represented populations.

There are several very significant reasons to work to increase the diversity of LIS faculties as a means of better preparing LIS Master's students to meet the needs of under-represented populations in libraries and of increasing the inclusiveness of library services.

- Increasing the diversity in LIS faculties is necessary to broaden the number of perspectives in teaching, research, service, leadership, and administration, better reflecting the diverse patrons of libraries in the United States.
- A lack of faculty members from under-represented populations will serve to perpetuate a lack of diversity in LIS as a whole.
- Faculty members from under-represented populations in predominantly white faculties are vital as recruiters, mentors, and mediators for students from under-represented populations (Totten, 2000).
- Colleges and corporations that are the most diverse are often highly regarded and highly successful (Winston & Walstad, 2006).
- Faculty diversity encourages the use of a broader range of pedagogical techniques and increases faculty-student interaction (Umbach, 2006).

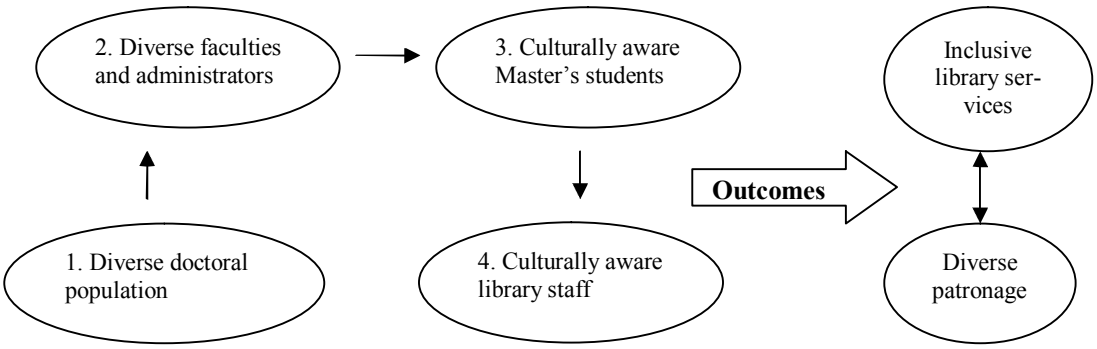
Ultimately, without greater diversity in LIS faculties, graduates of LIS Master's programs will be insufficiently prepared to meet the diverse information needs of and provide inclusive community outreach to all of the cultures that use libraries in the United States.

Within this context, diversity of LIS faculties and doctoral populations receives surprisingly little consideration. This is supported by Wheeler's (2005) statement that "realistically, there is no need for research regarding the re-segregation of library schools. Statically speaking, there are few, if any, that have ever truly integrated" (vii). While the Institute of Museum and Library Services, the American Library Association, the Special Library Association, the American Association of Law Librarians, Association of Research Libraries, the Medical Library Association, and many state library associations, among others, have employed a wide range of programs to promote diversity among library professionals (Kim & Sin, 2006; McCook, 2000; McCook & Geist, 1993), there have been only a few attempts to foster diversity among LIS faculty at individual schools. Project Athena (http://www.projectathena.ci.fsu.edu/aboutus.htm) a grant funded project jointly conceived by researchers at Florida State University, University of Illinois at Urbana-Champaign, University of Washington, and University of North Carolina at Chapel Hill, was created to support the development of current minority doctoral students (Bonnici & Burnett, 2005). Recently, the University of North Carolina established a program for minority post-doctoral fellows to support their research as beginning faculty members. However, these programs have not studied the reasons for the limited number of minority doctoral students in LIS, the impacts of these low numbers on the preparation

of LIS Master's students to meet the information needs of diverse patrons in libraries, or ways to increase the presence of diverse populations in LIS faculties and professions. A further complication is that the LIS programs with the most diverse student populations may not be ones that have Ph.D. programs (McCook & Lippincott, 1997).

With more African American and Latino graduates of LIS doctoral programs, there will be more African American and Latino LIS faculty and library administrators and directors. A greater diversity in LIS faculties will lead to more inclusive education about the perspectives and information needs of African Americans and Latinos. In 1993, E .J. Josey asserted that "minority faculty is the key to success" in bringing diversity to the profession and meeting the information needs of diverse populations (305). With greater faculty diversity, all LIS Master's graduates will be better prepared to meet the information needs of diverse populations of library patrons. As Figure 1 shows, a greater diversity in library directors and administrators will ensure that libraries of all types are better able to meet the information needs of diverse populations of patrons.

Figure 1: The virtuous circle: the relationships between faculty diversity and inclusive library services



To achieve vital national impacts, research must identify the reasons for the traditional low levels of participation of under-represented populations in LIS doctoral programs, and the ways to increase their participation must be identified and implemented. Studies must be conducted that address such important gaps in the understanding of the roles of minority doctoral students, faculty members, and professional leaders in preparing LIS Master's students and libraries to provide inclusive library services to diverse patron populations.

From Diverse Faculties to Inclusive Services Reaching Diverse Patron Communities

Issues of diversity and inclusion can affect library services in any type or size of library (i.e., Wheeler, 2005b, Whitmire, 1999, 2003). However, libraries within educational institutions (e.g. K-12 schools and college and university campuses) may be particularly in need of inclusive services because most are serving very diverse patron populations (Strizek, Pittsonberger, Riordan, Lyter, & Orlofsky, 2006). As patrons come from diverse backgrounds, these education libraries need to design programs and services around the diverse needs of patrons of different backgrounds (Whitmire, 1999). One study of academic libraries found that students of color reported more academic library use, indicating the success of outreach programs to diverse populations by academic libraries (Whitmire, 2003). Such findings indicate the need for such outreach programs in all other types of libraries. Greater diversity among LIS faculty will ultimately be instrumental in ensuring inclusive services, programs, and outreach in libraries.

To truly reach all communities of patrons, outreach programs need to be based on inclusive services and understanding of perspectives of diversity. This inclusiveness must be incorporated into the classes and academic environments that comprise an MLS degree, both in the content of courses and the members of the faculty. Inclusive services need to be an aspect of all classes in a Master's degree program, not just one elective (Belay, 1992; Nilsen, 2004). "Ideally, diversity should be integrated across the curriculum, within each course offered" (Neely, 2005, 98). Similarly, inclusive outreach to diverse communities of patrons needs to be a component of every LIS course. If reaching diverse communities of patrons was an

element of LIS courses, new librarians would enter the profession immediately prepared to provide inclusive community outreach.

Along with the concept of promoting inclusive services to patrons, LIS programs can also emphasize inclusive outreach in the curriculum by expanding the role of language in the curriculum. The lack of inclusiveness in LIS programs is reflected in lack of education in languages in LIS schools, even though most libraries serve multi-lingual populations at this point (Jorma, 2002). Inclusive outreach to diverse communities will be greatly improved by librarians versed not only in the information needs of diverse populations, but also familiar with the languages of these populations. At present, acceptance and "knowledge of other languages and cultures has been dismissed or overlooked as unimportant" (Adkins & Espinal, 2004, 54) within LIS. At a minimum, given the rapidly increasing numbers of Latinos in the United States, encouraging LIS students to have basic fluency in Spanish seems beneficial for making strides toward achieving the goal of promoting inclusive information provision services. Currently practicing librarians can be of great help in determining how individual library schools can best teach inclusive services for diverse populations. It has been noted that alumni of LIS programs from under-represented populations can be very important in encouraging greater inclusiveness at LIS programs (Knowles, 2005). Similarly, librarians working in the geographic areas where the graduates of a specific LIS program tend to seek employment can be a tremendous resource in helping a school determine what populations' information needs should receive more attention in the curriculum. Currently practicing librarians will be in an optimal position to identify the communities that most frequently use libraries in an area and the types of community outreach that have been most successful in a particular area.

An overall goal of increasing diversity in the LIS profession has been to introduce more perspectives into "library decision making, administration, and library services," and to "better reflect the multicultural community that is being served and offer an environment that is more open, receptive, and conducive to the success" of all library patrons and employees (Winston, 1998, 1). In that same spirit, increasing the diversity of LIS faculty will greatly help to expand the inclusiveness of education in library programs and the preparation of LIS graduates to offer inclusive services to diverse communities of patrons.

Conclusions: Implications for Practice and Research

To move toward the goal of creating more diversity within LIS, research must be conducted to identify the reasons for the traditionally low levels of participation of African Americans and Latinos in LIS doctoral programs, and the ways to increase their participation must be identified and implemented in ensure increases in the diversity of LIS faculties. Research that focuses on uncovering the perspectives of these cultural groups will allow for:

- increased understanding of the reasons that African Americans and Latinos enter LIS;
- documentation of African American's and Latino's unique experiences during matriculation and after graduation;
- increased understanding about African American's and Latino's attitudes about the LIS field;
- documentation of African American's and Latino's feelings about levels of inclusion in the field;
- documentation of African American's and Latino's perceptions of LIS programs with exemplary methods of preparing Master's graduates to serve diverse user populations; and
- documentation of African American's and Latino's perceptions about the impact of diversity on inclusive library services issues of diversity and inclusion in LIS programs from a range of different perspectives.

Recording these unique perspectives is vital to the multicultural success of LIS programs and libraries.

Research findings such as these can help establish the ways in which LIS programs can further the virtuous circle of diverse faculties that will lead to more diverse student populations, more culturally aware graduates, and more inclusive library services and outreach programs for the diverse communities of patrons that rely on libraries in the United States. More inclusive services and outreach will, in turn, draw more diverse users to libraries.

Along with conducting research about the specific nature of diversity in LIS faculties, LIS programs can also turn to the efforts to increase faculty diversity in other disciplines and by particular institutions for

ideas. Studies have attempted to document both successful methods for attracting and retaining faculty candidates from diverse populations, as well as to identify methods that have proven unsuccessful (e.g., Ingle, 2006; Piercy, Giddings, Allen, Dixon, Meszaros, & Joest, 2005). Certain institutions of higher education have also worked to develop comprehensive policies and practices to attract and retain diverse faculty candidates (e.g., McGarvey, 2007). A comprehensive review and study of the methods used by other disciplines to increase faculty diversity may suggest policies and practices that might have a positive impact on the diversity of LIS faculties.

Education-related libraries have significant reasons to be attentive to these issues and can play a role in raising awareness about these issues among LIS faculties. School library media centers and children's services in public libraries are often the first libraries that children truly experience. Inclusive library services and outreach in these types of libraries are vital to drawing all children into learning to use the library and its resources. Education libraries within post-secondary institutions can provide a stimulating learning environment that can lead to immediate career exploration. Inclusive libraries will also help to open up young from diverse backgrounds to the idea that they may want to work in a library one day or even become a library educator. Given the essential role of education and other youth-serving libraries in helping to form relationships between young learners and libraries, there can be effective advocates among all libraries for the need for inclusive services and outreach, as well as an emphasis in LIS on ensuring that diverse faculties will be present to teach future librarians.

To fulfill libraries' social mission as provider of equal services to all, library services and outreach that are inclusive to diverse communities of patrons are becoming even more important as the United States becomes increasingly more diverse. There are many steps at many different levels that can be taken to help ensure inclusive outreach and services in libraries. Members of diverse populations are "waiting in the wings to be invited and encouraged to join the professional ranks of librarianship" (Josey, 1999, 201). An emphasis on LIS programs and LIS research to create a virtuous circle to promote diversity and inclusiveness in LIS, however, will be needed to ensure that diversity and inclusiveness are central to both LIS education and library services.

Acknowledgement: The authors would like to thank Kathleen Burnett of the College of Information at Florida State University for her helpful comments during the development of this paper.

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Resources on the Net: Multicultural Outreach

Compiled by Chris Bober, Concordia University, Montreal, Quebec

American Library Association. (2006). ***Office for Literacy and Outreach Services***. Retrieved March 30, 2007, from http://www.ala.org/Template.cfm?Section=olos

The mission of the *Office for Literacy and Outreach Services* (OLOS) is to provide support to "traditionally underserved populations, including new and non-readers, people geographically isolated, people with disabilities, rural and urban poor people, and people generally discriminated against based on race, ethnicity, sexual orientation, age, language and social class." The *Office* supports its mission through various training, information resources, and technical assistance initiatives.

Association of College and Research Libraries Instruction Section. (2007, April 5). ***Research Agenda for Library Instruction and Information Literacy.*** Retrieved March 31, 2007, from http://www.ala.org/ala/acrlbucket/is/iscommittees/webpages/research/researchagendalibrary.htm

This document is an updated version of *The Research Agenda for Bibliographic Instruction*, originally published by the ACRL Bibliographic Instruction Section (BIS) Research Committee in April 1980. It was revised to reflect the diverse ages, ethnicities, and abilities of the student populations that are served by instruction and information literacy programs. It was revised with the recognition that each of these diverse groups "presents unique issues for library instruction and information literacy programs."

Association of College and Research Libraries. Instruction for Diverse Populations Committee. (2003, December 2). ***Library Instruction for Diverse Populations Bibliography.*** Retrieved March 31, 2007, from http://www.ala.org/ala/acrlbucket/is/publicationsacrl/IDPbibliography.pdf

The *Bibliography* was created to meet the demand by college and university librarian instructors for information and resources about teaching diverse populations. It includes ten to twenty resources per specific population group: African Americans, Asian Americans, and Native Americans. The *Bibliography* includes both print and electronic resources so that librarians "needing to teach a class to students of a particular group can turn to the relevant section of the bibliography, find an overview of issues and strategies relating to that population, and locate informational resources that will give them immediate help in preparing teaching methods and materials."

Espinal, Isabel. (2002, June). ***Multicultural Outreach in Academic Libraries.*** Retrieved March 31, 2007, from www.ala.org/ala/pio/campaign/academicresearch/academic_multicultural.pdf

This document summarizes in point form a paper that was presented at the American Library Association's Annual Conference in June, 2002. It includes practical tips and advice for academic libraries seeking to develop outreach programs. It also reviews successful academic outreach programs at the University of California at Berkeley and at the University of Massachusetts at Amherst.

International Children's Digital Library Foundation. (n.d.) ***International Children's Digital Library.*** Retrieved March 31, 2007, from http://www.childrenslibrary.org/index.shtml

The International Children's Digital Library (ICDL) is a research project funded primarily by the National Science Foundation, the Institute for Museum and Library Services, and by Microsoft. Its goal is to create a digital library of more than 10,000 books in at least 100 languages published from around the world. The titles are collected with the aim of "identifying materials that help children to understand the world around them and the global society in which they live." This virtual library "provides a supportive, safe environment for children who speak different languages and are from different cultures to come together using activities related to books in the ICDL as common ground."

National Education Association. (2006). ***Minority Community Outreach.*** Retrieved March 31, 2007, from http://www.nea.org/mco/index.html

The guiding principle behind the National Education Association's *Minority Community Outreach* is that "every child deserves a quality education—regardless of race or ethnicity." It strives to develop partnerships with ethnic minority communities and to strengthen existing partnerships. This site provides links to significant events and activities and summarizes research on some of the major issues affecting American public education like closing the achievement gaps of culturally and linguistically diverse students. Their goal is to "meet the needs of these children, support ethnic minority community commitment to public education, work collaboratively to improve the quality of their schools, and assure all children the education they need and deserve."

Walter, S. (2005, November). ***Instructional Outreach and Campus Diversity: Building Partnerships with Multicultural Student Services.*** Retrieved March 30, 2007, from: https://kuscholarworks.ku.edu/dspace/handle/1808/741

This is a slide presentation of a paper presented in November 2005 at the annual meeting of the Academic Library Association of Ohio. It reports on a study conducted at Washington State University whose purpose was to identify opportunities for collaboration between the academic library and student services offices dedicated to providing services to students of color. It provides practical guidelines and identifies "a number of discrete approaches to providing more effective library resources and services to students of color within the framework both of liaison with academic departments and of co-curricular service frameworks."

WebJunction. (2007). Retrieved on March 30, 2007, from http://webjunction.org

WebJunction, launched at the Library of Congress in 2003, is a growing collection of best practices, case studies and resources to facilitate outreach to all types of libraries and organizations that support public access to information technology for underserved populations. It includes outreach services and curriculum materials for use with recent immigrants and for use with Tribal and First Nations communities. The Spanish Language Outreach Program is another important resource that is designed "to provide public library staff with skills and resources to reach out to Spanish speakers in their local communities and increase the number of Spanish speakers using public access computers in libraries across the U.S. "

Compilers' note: Text that is enclosed within quotations marks has been taken directly from the source document.

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New and Forthcoming at Reference

Compiled by Lori Mestre, University of Illinois at Urbana-Champaign,
and Linda Salem, San Diego State University

African American Almanac. *(2007)*. (10th ed.). Farmington Hills, MI: Thomson Gale. ISBN**:** 0-7876-4021-2; ISBN 13**:** 978-0-7876-4021-7. $240.00.

Provides a range of historical and current information on African American history, society and culture. Includes coverage of such topics as: Africa and the Black Diaspora; film and television; landmarks; national organizations; population; religion; science and technology, and sports. Includes illustrations, statistics, charts, subject index.

Arrighi, B. A., & Maume, D. J. (Eds). (2007). ***Child Poverty in America Today***. Westport, CT: Praeger Publishers. 4 vol ISBN: 0275989267; ISBN 13: 978-0-275989262. OCLC# 80917308. $300.00.

The purpose of this four-volume set is to "reveal, explicate, analyze, and assess the effects of an inadequate income" on children. Each of the four volumes includes original essays from a variety of disciplinary perspectives. Volume one, *Children and the State*, addresses policy and legislation. Volume two, *Health and Medical Issues,* addresses Medicaid, mental health services, and healthcare for the rural poor. Volume three, *Families and Children*, addresses welfare reform, childcare, and parental involvement. This volume also addresses the Internet, the Family and Medical Leave Act, and the topic of living on credit. Volume four, *The Promise of Education*, includes information about universal pre-kindergarten, Head Start, and the education of immigrant children. Includes bibliographical references and index.

Baumeister, R.F., & Vohs, K. D. (Eds). (2007). ***Encyclopedia of Social Psychology*.** Thousand Oaks, CA*:* SAGE Publications. 3 vol ISBN**:** 1-4129-1670-4; ISBN 13**:** 978-1-4129-1670-7. $350.00.

The 600 entries of the three volumes of the *Encyclopedia of Social Psychology* presents research and ready-to-use facts on social psychology. It is written for students who may be encountering concepts (e.g., social loafing, deindividualization, base rate fallacy, ego depletion, self-handicapping) for the first time and want a simple, clear, jargon-free explanation of what they mean.

Borman, K.M., Cahill, S.E., & Cotner, B.A. (Eds.). (2007).***The Praeger Handbook of American High Schools.*** Westport, CT: Praeger. 4 vol. ISBN: 0-313-32517-0; ISBN-13: 978-0-313-32517-5. OCLC# 71789956. $400.00.

This resource comprehensively examines secondary education in the United States including public, private and alternative schools. It was written by interdisciplinary experts in education, sociology, psychology and other fields to serve as a reliable information source for parents, students, and teachers. Entries include information on assessment, architecture, bullying, campus life, censorship, college preparation, desegregation, disabilities, ethnic identity, family and community involvement, finance inequality, gangs, home schooling, homework, immigrants, intelligence, learning styles, magnet schools, mentoring, peer groups and peer culture, prom, reunions, rural schools, school boards, school to work programs, sex education, sports, standardized tests, student rights, teacher certification, teacher shortage, test preparation, violence, vouchers, yearbooks, and other topics. Primary source documents like reports, legislation and US Supreme Court cases are also included. This source is cross-referenced by subject.

Carter, J. B. (2007). ***Building Literacy Connections with Graphic Novels: Page by Page, Panel by Panel.*** Urbana, IL.: National Council of Teachers of English. 164 p. ISBN: 0814103928; ISBN 13: 9780814103920. OCLC # 80359872. $30.95.

This is a guidebook for teachers to using graphic novels to engage readers with texts. Each chapter pairs a traditional novel with a graphic novel. Suggestions for using these pairings include those to help reluctant readers, English language learners, and gifted students. An appendix is included that lists additional graphic novels for use in middle schools and high schools.

Cottrell, S. (2007). ***The Exam Skills Handbook: Achieving Peak Performance***. New York: Palgrave Macmillan. 234 p. ISBN: 0230506534; ISBN 13: 9780230506534. OCLC# 71266521. $16.95.

This resource includes strategies and techniques to develop the best possible exam performance. The author guides readers through long-term planning to development exam performance. This source includes 'ready-made' revision sessions, checklists, structured reflections, and page-by-page design. The author includes instructions for getting started, discusses frame of mind, considers exam myths and realities, and provides suggestions about what examiners want. The author covers revision strategies, memorization practice, and how to manage stress. Appendices include resources for identifying dyslexia, additional sources of help, and planning checklists for exam preparation. Includes bibliographical references and index. Stella Cottrell is also the author of *The Study Skills Handbook*.

Directory of American Scholars (2007). (11th ed.). Farmington Hills, MI: Thomson Gale. 6 vol ISBN: 0-7876-6401-4; ISBN 13: 978-0-7876-6401-5. $680.00.

The new edition of *Directory of American Scholars* provides a comprehensive perspective on the American scholarly community. Included in the six volumes are biographies of more than 24,000 scholars in the humanities Entries are cross-referenced by discipline and include the following information: primary discipline; vital statistics; education; honorary degrees and awards; past and present professional experience; concurrent positions; memberships; publications; and mailing address. This six-volume set is arranged by discipline: Volume 1 — History; Volume 2 — English, Speech, Drama; Volume 3 — Foreign Languages, Linguistics, Philology; Volume 4 — Philosophy, Religion, Law; Volume 5 — Social Sciences. Entries in each volume are arranged alphabetically. Each volume includes a geographic index; a master index to all entries is included in Volume 6.

Farrell, M. (2007). ***The Special Needs Handbook.*** London: Routledge**.** 136 p. ISBN**:** 0-415-41685-X; ISBN 13**:** 978-0-415-41685-6**.** $125.00.

This handbook uses case studies of good practice to provide suggestions on how special schools may be further developed. It contains chapters such as: the extent to which the population of the special school is changing; the changing role of the teaching assistant in the modern special school; adapting the curriculum to give special schools more flexibility; ways of assessing the progress and achievement of pupils with SEN; and implications of Every Child Matters. Each chapter features thinking points and suggestions for further study. British focus. Includes illustrations.

Global University Network for Innovation. (2007). ***Higher Education in the World 2007: Accreditation for Quality Assurance - What is at Stake?*** New York: Palgrave. 272 p. ISBN 0230000479; ISBN 13: 9780230000476. OCLC# 77270617. $65.00.

The Global University Network for Innovation (GUNI) is comprised of UNESCO Chairs in Higher Education, research centers, universities, networks and other institutions committed to innovation in higher education. The 2007 report includes papers from numerous scholars in which they discuss accreditation for quality assurance of higher education. The papers included in this source address the historical and sociological roots of accreditation, the mechanisms of accreditation, and cross-border higher education. They also include information about the financial implications of accreditation, how to avoid corruption, the steps to setting up and governing an accreditation agency, and the issues at stake for quality assurance. Organized in four parts, part one is entitled “Global issues on accreditation.” Part two is entitled “Regional perceptions on accreditation.” Part three is entitled “Delphi poll on accreditation,” and part four is a statistical appendix. Select bibliography on accreditation is included.

Pavel, D.M., & Inglebret, E. (2007). ***The American Indian and Alaska Native Student's Guide to College Success***. Westport, CT: Greenwood. 256 p. ISBN: 0313329583; ISBN 13: 978-0313329586. OCLC#: 80460605. $55.00.

This source is organized into nine chapters and two appendices. The chapters include: "Where to Begin the Journey"; "Financial Aid"; "Spiritual, Mental and Physical Well-Being"; "Develop Problem Solving and Critical Thinking Skills"; "Internet Resources"; "Exemplary Four-Year Institutions and Tribal Colleges and Universities" and "The Circle of Success." Appendix A is "Factors Underlying Native American Student Success" and Appendix B is "Financial Aid Terminology." Content in this source includes coverage of tribal colleges, philosophic foundations, attitudes and emotions, social and academic preparation, and discussion of the meaning of success. Includes bibliographical references and index.

Ritzer, G. (Ed). (2007). ***The Blackwell Encyclopedia of Sociology.*** Malden, MA*:* Blackwell. 11 vol**.** ISBN**:** 1-4051-2433-4; ISBN 13: 978-1-4051-2433-1. OCLC# 63692691. $2695.00.

This 11-volume set on sociology provides definitions and explanations of the key concepts in sociology, and includes entries ranging from extended explorations of major topics to short definitions of key terms. Arranged in an A-Z format with entries commissioned by an international team of scholars and teachers. Includes illustrations, cross-references, and a lexicon by subject area. Also available online at: http://www.sociologyencyclopedia.com. Intended for students, researchers, and academics

Soto, L. D. (Ed). (2006). ***The Praeger Handbook of Latino Education in the U.S***. Westport, CT: Praeger. 2 vol. ISBN: 0-313-32833-1 ISBN13: 978-0-313-32833-6. OCLC # 72161834. $175.00

This book examines how schools address issues of educational equity for Latino students in the U.S., how to reform curricula to address student needs, and how scholar, activists and parents can collaborate to benefit Latino learners in the United States. This source considers the fight for equal educational access and discusses how many Latino children still face challenges such as cultural conflicts and racism in teachers, curricula, and assessments. The foreword is written by Antonia Darder. Entries include court battles, language issues, and Latino children's literature. Demographic tables, a glossary of selected terms, appendices and an index are all included.

Springer, S., Alexander, B., & Persiani-Becker, K. (2007). ***The Creative Teacher: An Encyclopedia of Ideas to Energize Any Curriculum.*** New York: McGraw-Hill. 295 p. ISBN: 0071472800. ISBN 13: 9780071472807. OCLC# 77521103. $19.95.

This is a resource written for teachers of kindergarten through the sixth grade who are facing standards based curriculum expectations to help them enhance their classroom activities and lesson plans. This resource offers activities and ideas for lesson plans in the areas of book reports, math, writing, science, social science, and art. Some examples of these activities include writing a letter to an author, interviewing a character, measuring money, solving story problems, using story starters for daily writing journals, reading science picture books, learning about careers in your community, and printmaking. A list of additional resources is included. Includes bibliographical references.

Townsend, T. (Ed). (2007). ***International Handbook on School Effectiveness and Improvement.*** Dordrecht: Springer. 800 p. ISBN: 1-4020-4805-X; ISBN 13: 978-1-4020-4805. OCLC# 74650542. $399.00.

The focus of the book is an international review of the development, implementation and practice of the disciplines of school effectiveness and school improvement. The 51 chapters are written by authors actively involved in school effectiveness and school improvement research from six different regions of the world: North America, South America, Australia and the Pacific, Asia and the Middle East, Africa, and Europe. It provides both theoretical constructs and practical applications and case studies that are transnational and those that are local. Intended for researchers and research students, people involved in the training of educational leaders, policy makers and educational leaders based in schools or school authorities. Includes index.

Unger, H. G. (2007). ***Encyclopedia of American Education.*** **(**3rd ed.). New York*:* Facts On File, Inc. 3 vol. ISBN: 0-8160-6887-9; ISBN 13**:** 978-0-8160-6887-6. $225.00.

The third edition of the *Encyclopedia of American Education* includes more than 2000 entries on the development and present state of American education, spanning the colonial period to the present. New entries cover topics such as: Current information on education in each state; New statistics and other education figures; new legislation and government actions; and latest controversies and trends in education. Includes photographs, graphs, index, cross-referencing, and bibliography.

Verma, G. K., Bagley, C., & Jha, M. M. (Eds.). (2007). ***International Perspectives on Educational Diversity and Inclusion: Studies from America, Europe and India***. New York, NY: Routledge. 232 p. ISBN: 0415427770. ISBN 13: 978-0415427777. OCLC# 76141118. £22.99/80.00.

This source compares approaches to the educational inclusion of diverse minorities like ethnic and linguistic minorities in America. The contributors consider cross-cultural cognitive psychology on the educational needs of certain ethnic groups. This source addresses social class divisions, poverty and school exclusion in Britain, and educational developments for inclusion of minorities in Europe, Greece and Eastern Europe. It also includes information about India's educational policies surrounding its struggle for education for all. This source is organized into five sections: I. Globalization and Multicultural Issues in Education, II. Diversity, Equality and Education in the United States, III. Diversity and Educational Equality in Europe, IV. Diversity and Educational Equality in Britain, and V. Diversity and Educational Equality in India. American urban education is addressed.

Wright, P. & Darr Wright, P. (2007). ***Wrightslaw: Special Education Law*** *(*2nd ed.). Hartford, VA: Harbor House Law Press, Incorporated. 456 p. ISBN: 1-892320-16-9; ISBN 13**:** 978-1-892320-16-2. $29.95.

This resource brings together federal laws, regulations, and major case law in one concise book. The five sections contain many of the full text acts related to special education and information that can help answer questions related to special education law. The sections include: I. Law, Background and History; II. Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004**)**; III. Other Federal Education Statutes; IV. Special Education Caselaw; and V. Resources. Designed to meet the needs of parents, teachers, advocates, attorneys, related services providers, school psychologists, administrators, college professors, hearing officers, and employees of district and state departments of education. Also available as a combo package including an e-book: http://www.wrightslaw.com/bks/selaw2/selaw2.htm. Includes bibliography, appendices, and an index.

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Barnes, Jonathan. (2007). *Cross-Curricular Learning: 3-14*. Thousand Oaks, CA: Sage. 280 p. ISBN 978-1-4129-2058-2. $40.95.

How to entice students into the learning process has always been a challenge. Jonathan Barnes takes up this challenge by proposing means to bring interest to the classroom, encouraging students to learn through cross-curricular methods, breaking down traditional barriers between materials and subjects previously considered impenetrable.

Barnes begins by discussing what schooling should look like now; and continues with discussing what good cross-curricular practice looks like. The third chapter examines neuroscience's contributions to cross-curricular learning. Barnes returns to the more educational, less scientific language in the following chapter where he discusses the view of the pedagog, or the idea that we teach as we have been taught. Switching to the more practical, Barnes focuses the final five chapters on implementing cross-curricular learning into the 3-14 (and beyond) classroom, beginning with what principles should be applied; what themes are suitable for cross-curricular learning, how to plan for cross-curricular activity, how to assess cross-curricular and creative learning, and ending with key issues for debate. The book concludes with a comprehensive list of references, combining those included in each chapter; a list of websites, and a useful index.

Ending each chapter with a summary, key questions, and suggestions for further reading, Barnes creates a tool for anyone wishing to integrate cross-curricular learning into their classroom. Although the British references might throw some users off, in terms of standards and grade levels, for example, the classroom ideas included in pull-out boxes throughout the text will make this book a worthwhile purchase for any instructor wishing to integrate such ideas.

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Daresh, J. (2006). *Beginning the Principalship: A Practical Guide for New School Leaders* (3rd ed.). Thousand Oaks, CA: Corwin Press. ISBN 1-4129-2682-3. $32.95.

In *Beginning the Principalship,* John C. Daresh states that many school districts are currently experiencing an acute shortage of principals. Large districts will need to replace as many as one- fifth of their principals each year due to the retirement of a generation of school administrators and the increasing challenges faced by today's school leaders. His book is a practical guide to aid new principals with the process of leading an effective school in an age of accountability spawned by the No Child Left Behind Act of 2001.

The author is well-qualified to address the varied challenges of school principals, serving as a professor of educational leadership at the University of Texas at El Paso. In addition, Daresh is the lead consultant on principal mentoring for the Chicago Public Schools, the nation's second-largest school system.

The third edition of *Beginning the Principalship* contains research, case studies, self-assessments, and reflection exercises. Since the second edition was published in 2001, four new chapters on current issues

in educational leadership have been incorporated. Daresh discusses community expectations for school accountability (chapter 6), sensitivity to non-teaching members of the learning community (chapter 7), and partnerships with parents (chapter 8). In chapter 15, the author provides tips from experienced school leaders.

The text is divided into three sections. Part one consists of six chapters that describe the technical and managerial skills required of successful principals. In chapter 3, the author lists the specific skills and standards identified by the Association for Curriculum Development, the National Association of Elementary School Principals, the National Association of Secondary School Principals, and the Interstate School Leaders Licensure Consortium. The reader is asked to reflect on each skill and standard leading to a personal plan for professional development. The plan includes a self-assessment of strengths and weaknesses, current issues, strategies for improvement, a timeline, and objectives for developmental activities. The personal plan becomes part of a leadership portfolio that is utilized throughout a principal's career.

In part two, Daresh contemplates the socialization skills that help new principals acclimate to the school and community, and prioritize the many tasks of an educational administrator. The author considers the classical and current issues associated with the supervision of support personnel (chapter 7), parental involvement in the schools (chapter 8), the expectations of others (chapter 9), and adaptation to a school's culture and environment (chapter 10). Reflection activities assist new principals in developing an action plan to assume a leadership role.

Part three looks at self-awareness and role-awareness skills for school principals. Chapter 11 discusses the need for principals to identify their personal values. Principals should seek a match of their values with the job requirements to be satisfied and effective. In chapter 12, Daresh details strategies and behaviors that are utilized by principals to meet the challenges of leadership with confidence, and reduce the sense of isolation inherent to the role of site administrator.

First-year principals consider the development and mastery of technical and managerial skills to be the most important task for a new administrator. Experienced principals prioritize socialization skills, while superintendents rank self-awareness skills to be paramount to the success of a school leader.

This book contains a detailed table of contents but lacks an index. The appendix consists of the Beginning Principals' Administrative Skills Assessment Instrument. Within each chapter, the reader will find self-assessments, exercises, case studies, references, and suggested readings.

Beginning the Principalship: A Practical Guide for New School Leaders is endorsed and co-published by the National Association of Elementary School Principals and the National Association of Secondary School Principals. Principals will find this text to be essential as a practical workbook for self-reflection throughout the journey from rookie administrator to successful school leader. *Beginning the Principalship* will be a worthy addition to academic library collections that support master's programs in school administration.

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Goldberg, G., & Roswell, B. (2002). *Reading, Writing and Gender: Instructional Strategies and Classroom Activities that Work for Girls and Boys*. Larchmont, NY: Eye on Education. ISBN 1-930556-23-3. $29.95.

This book describes and explains the differences in the ways girls and boys approach reading and writing, and then offers classroom strategies and activities to help both genders develop skills in reading and writing. The authors show how teachers can recognize the role that gender has in shaping the reading and writing done by the children in their classrooms while not letting it limit them. The book touches on many of the gender differences teachers may be familiar with; for example, girls selecting fiction while boys may prefer non-fiction or girls writing stories of relationships while many boys' stories feature a male

protagonist. It also looks at the gendered assumptions and behaviors that teachers and others bring to reading and writing.

The first part of the book focuses on what librarians already know about boys and girls as readers and writers, particularly looking at the authors' home state of Maryland and the Maryland School Performance Assessment Program. In a study they conducted, the authors each looked at over 100 randomly-selected answer booklets at each grade level, and analyzed responses to a variety of literary activities. The study was gender-blind yet in each case they correctly identified the gender of the respondent one hundred percent of the time based on the selection chosen by the child and their written response to that selection reinforcing the belief that boys and girls are "differently literate."

Sharing these findings with others brought the authors to the second part of this book, which focuses on what librarians can do when it comes to boys and girls and reading. The first suggestion is inventorying the existing classroom library; the authors provide a matrix for looking at genre, topic, main characters and point of view. Secondly, they look at how to create a community of readers, and provide activities to encourage reading success across gender lines. This includes having students identify and analyze patterns in their own reading, examining the availability of non-fiction informational texts in the classroom and school library and finding activities to legitimize a negative stance towards texts. Other things they offer for consideration are rethinking story and character mapping to enable children to look at the text from multiple perspectives, encouraging interpretive reading and linking content area reading to personal or prior knowledge.

The final section of the book looks at what librarians can do with gender-based differences in writing: for instance, finding activities that will enhance expressive writing across genders while helping boys to move away from strictly event sequenced narratives, or finding activities to expand and elaborate on informative writing which could otherwise read as a list of facts. Other activities provide ways to help students write persuasively and use authoritative language; to encourage students to plan their writing; to give students choices in genres and topics; to incorporate hypertext and multi-dimensional artifacts in writing. Finally, the authors look at using advertisements as a way to teach both persuasive writing and as a way for students to look at the way gender is defined and shaped in culture.

Several bibliographies are listed at the end, including an annotated list of recommended readings on literacy and gender, a list of children's literature cited in the book, and a references list. There is no index, which would have been helpful, although this is somewhat compensated for by the extensive table of contents. Because of the focus of this book on instructional activities, it missed an opportunity (particularly given the authors' assessment backgrounds) to give additional attention to how classroom assessment of students reading and writing is affected by gender bias. However the real value of this book does lie in its focus on reading and writing, and in the different activities and examples the authors provide that can be directly implemented by classroom teachers to enhance literacy across gender. It also lies in the balance it maintains between expanding reading and writing practices for boys while identifying activities that work across gender differences to enhance literacy instruction for all. The book is recommended for all teachers working with grades three through eight.

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Jacobs, H. H. (2006). *Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening*. Larchmont, NY: Eye on Education. 138 p. ISBN 1-59667-023-1. $29.95.

"Language capacity is the root of all student performance" (3). With these words Heidi Hayes Jacobs begins to explain that all teachers, regardless of subject matter, are first and foremost language teachers because, without the ability to listen, speak, read, and write in fluent standard English, students will struggle with all subjects.

Examining typical classroom and study hall behavior, Jacobs points out that students are passively involved with their books, rather than being actively engaged, and that often teachers don't recognize the difference. With note-taking, for example, students are often either copying the teacher's notes from the blackboard, or highlighting the words in the textbook or study guide. Neither of these activities demonstrates any understanding of the material. Jacobs then defines note-taking, gives examples of different types of note-taking behavior, and gives recommendations for teaching these skills in the classroom.

Jacobs frequently repeats that the teaching of listening, speaking, reading, and writing should not be the task of one teacher in one class, but that these skills need to be taught and re-taught throughout the curriculum. She gives examples from a wide variety of classes of how these skills can vary from one discipline to another. For instance, she explains how the athletic coach demonstrates a skill repeatedly until a student masters it, whereas many teachers of academic subjects would correct the spelling and grammar on a student essay without reinforcing the lessons of spelling and grammar.

Jacobs' method leads to mastery of a subject through active learning, questioning, and learning to restate another's idea under they become one's own. Her intention is that school-wide curriculum committees will apply these methods across the board so students will be continuously required to think rather than to memorize, to master rather than to parrot. But there's plenty here for the individual teacher who wants have a greater impact on the learners in an individual class, perhaps inspiring the students to learn on their own to apply lessons from one class to another

Active literacy across the curriculum is a quick read, yet it provides much to mull over. It is highly recommended for educators at any level.

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Lindberg, J., Walker-Wied, J., & Forjan Beckwith, K. (2006). *Common-Sense Classroom Management for Special Education Teachers, Grades K-5*. Thousand Oaks, CA: Corwin Press. ISBN 1-4129-1508-2. $29.95.

This slim, practical and easy-to-read guide has a few simple objectives for the new special education teacher. First, it provides classroom management tips on organizing special education students so the teacher can make the most out of the teaching day. Secondly, it outlines methods to achieve desired behavior, such as incentive programs and meaningful consequences. Lastly, it shows how to coordinate with others (parents, general education teachers, aides, etc.) to successfully maximize your efforts. All the authors have direct experience working in the public schools with special education children, children with emotional behavioral disabilities, and children with specific learning disabilities. This experience shows clearly in the well-organized chapters, each with a chapter outline, and the practical strategies that are introduced. Each of the concise, teacher-tested strategies works in five steps or fewer, and light bulb icons show when the strategy has been adapted for younger students

The first two chapters in the book focus on getting organized, first for the teacher (particularly because of the large amount of paperwork involved) and then for the students. Being organized is particularly challenging for special education students, and the second chapter focuses on a few strategies for teaching this important life skill such as student desk organization, rules and routines and adequate storage. From organizational skills the authors move on to classroom and behavior management in different settings such as a general education classroom or an inclusive classroom. Two chapters address instructional planning, first for special education including lesson planning to address IEP goals, then in the next chapter looking at how to coordinate with the general education teacher to facilitate instructional planning for academic success.

A particularly time-consuming area of special education teaching is record-keeping, particularly in this era of accountability, and the authors have suggestions for keeping track of and completing all the paperwork involved. A short chapter on legal issues is helpful at giving some basics on IDEA, Functional Behavior

Assessments and Behavior Intervention Plans. However, because of the differences between states and districts in this respect teachers will have to find much of the relevant information elsewhere.

The final five chapters of the book focus on how to coordinate and work with others involved in the education of students including the families, support staff (including school psychologists, speech and language pathologists etc.), teacher's assistants/aides, administration and the school community. They include valuable suggestions for establishing positive relationships with families that can help provide a better understanding of the student; taking advantage of the information and support available from other staff, communicating and sharing responsibilities with assistants or aides and having a successful relationship with your school administrators.

The book features a number of charts (particularly in the chapter on classroom management) that can be used to help direct behavior, set goals and monitor work. A short list of suggested readings and web sites concludes the volume. While special education laws and their implementation vary between states and districts this book focuses on common issues and needs of new special education teachers. While highly recommended for the first year special education teacher, this book will also be of great interest to more experienced teachers as an additional indispensable classroom management resource. The authors have also written an additional book that covers grades six through twelve for those involved in special education at the middle or high school level. A more in-depth resource that would be useful as a companion to this for special education teachers is *The Special Educator's Survival Guide* by Dr. Pierangelo Roger, now in its second edition (2004).

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Metcalfe, A. S. (Ed.). (2006). *Knowledge Management and Higher Education: A Critical Analysis.* Hershey, PA: Information Science Publishing. 352 p. ISBN 159140510-6. $69.95.

The editor of *Knowledge Management and Higher Education*, Amy Scott Metcalfe, says that this work is the first book to entirely examine the social aspects of knowledge management (KM) as well as the application of knowledge management in higher education rather than in business sector (vii). The central purpose of knowledge management as defined by Kidwell in the preface of this book is the "action of "transforming information and intellectual assets into enduring value" (2). On page 96, Serban and Luan are quoted as defining KM as "the systematic and organized approach of organizations to manipulate and take advantage of both explicit and tacit knowledge, which in turn leads to the creation of new knowledge."

All members of the university community driven by accountability and economic viability will appreciate the information given in the book's essays and case studies. They describe attempts made to streamline communication, institutional research, and administration processes. Each stakeholder in a university or college has different perspectives, different communication techniques, and different interests in maintaining or changing the existing power and knowledge structure. These differences can hinder innovation and change. In other cases, the technological change becomes the main concern and driving issue rather than the processes it is meant to simplify. *Knowledge Management and Higher Education* presents these and other aspects of the topic in the book's three sections.

The first section of the book gives a succinct overview of the history, social, political, and economic issues underlying knowledge management in higher education. The introductory essays furnish the reader with the basic concepts of knowledge management, a history of its use in business, and its adoption by higher education. The conquest of higher education by the profit motive has affected the way in which higher education looks at innovation, technology and the value and management of knowledge. Data is needed to demonstrate the economic viability of higher education institutions. "In such an organizational climate, the intellectual climate that was previously considered a public good is now a 'knowledge asset' that has the potential to increase institutional legitimacy and to provide new revenue streams" (3).

The second and third sections of the book cover administrative issues and knowledge management and contain the case studies. While accessible to the lay reader, the authors get mired by the use of the plethora of acronyms one finds in higher education and information technology. An enlarged glossary of all the acronyms used, rather than the very short succinct glossary provided in the appendix, would have been much appreciated.

The topics discussed in the second section of the book address administrative issues and institutional research. One essay is concerned with technological bloat, the necessary technological personnel, designers, instructors, and help-desk providers who are needed to support technological change. They may not always share the same language (jargon), perspective, or understand their academic colleagues -- and vice versa; the result is "the tech culture versus the academic culture" (121).The cost of technological implementation, systemic change, and the effects on the administration, faculty, professional staff, and interoffice, departmental communication is not always considered. In another essay, the effect of trying to reduce the number of departments over which institutional research is spread ignores the existence of secreted pockets of knowledge that are hoarded by its creators and overseers to ensure their power. Technological change is not only a tool but also an agent of social change.

The third section deals with the knowledge management of teaching and learning. The first essay in this section examines commercial course management systems and its constituent templates. Course management systems change the ways in which instructors and students communicate and interact even though their needs may not adhere to templates. The second essay in this section investigates learning objects pedagogy and technology, noting their effect on institutional knowledge management. The essay well explains pedagogy (correctly andragogy) in "pre-digital" and "digital era" distance learning.

The case studies are intriguing, and reflect the experiences of many members of the higher education community. They include an examination of policy, technology, networking and IT (Information Technology) changes in several large universities, one smaller specialized college joining a consortium, and a university-owned research foundation. The locations of the institutions include the United States, Canada and England. Discussion questions are posed in the final chapter, with instructions for organizing a group activity. This final chapter seems to recommend the book not only as background reading for higher education administrators, strategic planners, faculty, librarians and staff, but also for students in master's programs in public administration.

The book is well-designed with text in a reasonably large font with an uncluttered layout. Most essays are accessible to the lay reader, although some of the theoretical structures described may be a bit challenging. The essays and case studies have clearly delineated sections marked with headings as to the content. As in a well-constructed webpage, information is *chunke*d in readable amounts. References at the end of each chapter are current within the last few years, with the inclusion of classic articles and monographs. The index is short and sparse, and could easily have been one or two levels deeper. The appendices include a select bibliography of knowledge management journals and websites, and a KM glossary. As mentioned above, the glossary could be expanded. *Knowledge Management and Higher Education: A Critical Analysis* is a useful resource on a still largely unexplored aspect of the topic for higher education personnel and graduate students in public administration courses.

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Nelson, B., & Sassi, A. (2005). *The Effective Principal: Instructional Leadership for High-Quality Learning*. New York: Teachers College Press. ISBN 0-8077-4606-1. $26.95.

In an age of accountability, principals are expected to provide instructional leadership at their schools. Content knowledge, awareness of the learning process, and an ability to properly evaluate instruction are required characteristics for an effective instructional leader. A principal's knowledge and beliefs regarding curriculum, learning, assessment, and professional development directly affect the quality of the educational program.

The Effective Principal: Instructional Leadership for High-Quality Learning is the result of years of extensive research into school administrators' knowledge of elementary mathematics curriculum. Authors Barbara Scott Nelson and Annette Sassi conducted numerous workshops on mathematics education for school administrators. After several research studies, teaching experiments, interviews, and ethnographic observations, the authors collaborated on the *Lenses on Learning* mathematics curriculum. The data from that project also supports this text.

The Effective Principal is divided into three sections comprising seven chapters. Part one addresses principals' knowledge of mathematics, student learning, and teaching. Part two considers principals' administrative practice, specifically addressing their use of practical judgment. Part three discusses the development of communities of practice. Chapters contain classroom vignettes, principal interviews, and administrative practice case studies and analysis. Charts and figures facilitate understanding of the mathematical concepts discussed. A comprehensive list of references and the index follow the text. The research methodology is included in the appendix.

The most beneficial feature of *The Effective Principal* is the presentation of important instructional issues through the administrative practices case studies and analysis. In each chapter, the authors examine the relationship between a principal's content knowledge and his/her ability to serve as the school's instructional leader by analyzing principals' observations and evaluations of classroom teaching.

In part 1, the authors consider the attributes of good teaching through the utilization of heterogeneous ability grouping and conceptualization of word problems (chapter 1). Open-ended questions and individual problem-solving approaches demonstrate how students construct their own learning and make sense of the instruction taking place (chapter 2).

Part 2 begins with a discussion of the role conflict that principals experience as they act as mentors at the same time that they must evaluate teachers' proficiency. The need for pedagogical content knowledge for teacher evaluation is emphasized (chapter 3).

Assessment is explored in chapters 4 and 5 as federal and state standards (external accountability) are contrasted with the use of district measures (internal accountability). Stakeholders should be engaged with honest dialogue when the discussion may be politically sensitive. The example presented in the text describes the use of an exercise at a board meeting in which stakeholders recreate the classroom learning experience.

Principals must emphasize teaching and learning in order to build a community of practice in which administrators, teachers, and students have the opportunity to learn (chapter 6). Part 3 concludes with a discussion of how engaged instructional leaders may positively change the instructional program, the school's culture, and enhance parental involvement in support of student achievement (chapter 7). An orientation toward a school-wide learning culture of reflection, inquiry, and pondering begins with a change in a principal's values, beliefs, administrative structures, and practices.

While the essence of this text is to consider administrator instructional leadership from the perspective of elementary mathematics education, it will be illuminating to consider other content areas as a basis for further research.

The Effective Principal: Instructional Leadership for High-Quality Learning will be a valuable resource for beginning and experienced principals seeking to improve the quality of their school's elementary mathematics program. Superintendents, curriculum coordinators, and other educational leaders will gain a thorough understanding of the principal's role as an instructional leader in mathematics. This text will be a useful addition to academic library collections that support graduate programs in educational administration.

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Ronis, D. (2007). *Brain-Compatible Assessments.* (2nd ed.). Thousand Oaks, CA: Corwin Press. 160 p. ISBN 978-4129-5021-3. $32.95.

The method of assessing students has been under fire since the change from the one-room schoolhouse to the compartmentalized education system of today. The current trend of assessing students using standardized tests, comparing students' abilities to memorize and/or select the best answer is not always the most authentic way to determine the amount of knowledge truly gained in the classroom. Rather, it is the traditional way of assessing, looking at the student over time, and evaluating them in their traditional setting that best assess student educational attainment over time. One way to do this, and to do this fairly over a large amount of students, is through the use of rubrics. In this updated edition, Ronis draws on additional findings regarding how the brain works to walk teachers step-by-step through the creation of various types of rubrics for all levels of students in many areas of study.

Beginning with the assessment revolution with a discussion of the standards, the need for change, and forms of assessment, Ronis continues by discussing the assessment formats, looking at "Standards, Design, and Brain-Compatible Learning," where she describes types of tasks, and explains how to design assessments and rubrics. Chapter 3 delves into "Multiple Intelligences and Brain-Compatible Assessment," where learning and intelligence theories and definitions are discussed and student strengths are explored. Ronis then goes into "Instruction and Assessment," discussing the need for standards, the two main types of standards – content and performance, and concluding the chapter with a look at teaching methods and instructional materials and a look to the future. Chapter 5 focuses on technology and how it can be integrated into the standards for various curricula. The book ends with a chapter on collaborative learning, a glossary, references, and a comprehensive index.

A very informative book, filled with examples of rubrics and how to use these rubrics in grading, this book is a welcome addition to any collection serving teachers or teachers-in-training. As the future looms with the growth of authentic assessment, educators need to be prepared to implement the use of authentic assessments such as rubrics, and Ronis provides a wonderful guide to the creation and use of such.

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Scott, J. (Ed.). (2005). *School Choice and Diversity: What the Evidence Says.* New York: Teachers College Press. 192 p. ISBN 0-8077-4599-5$40.00.

Even though the United States celebrated the 50th anniversary of the landmark ruling of the Brown versus Board of Education in 2004, desegregation in America is still an elusive objective in public and private schools. The issues surrounding school choice and diversity remain controversial; Parents and school communities still find themselves entangled in a confusing web of school choice options, backed by the complicated history of class and racial segregation, political views of choice and particular pedagogical interests, all of which have an effect on diversity in the classroom.

In *School Choice and Diversity*, Scott pulls together a variety of empirical and theoretical research that discusses the components and controversies of school choice and their significance on diversity in education. The result of a conference sponsored by the National Center for the Study of Privatization in Education (NCSPE) at Teachers College, Columbia University, Scott, who also coordinated the event, collected and edited the papers on the issues of diversity and school choice that make up this edited volume. Authors included in the collection of essays "engage and tease out" the complexities of the various school choice options (6) by examining the relationship between education policies that claim to give more opportunities to students, parents and schools, and the effects these policies have on student diversity (7).

The format of the book is user-friendly; the introduction and conclusion are both written by Scott, while the essays are separated into two sections. Authors in the first three chapters examine the factors that parents consider when making decisions about school or residential housing locations. Contributors to the

last four chapters focus on specific school choice plans, and how the implementation of choice plans influence student diversity.

This book is quite valuable and makes a good addition to the growing amount of literature available on school choice. Accessible on many levels, the volume is recommended to higher education professionals and students, and can assist policymakers and other public officials to better understand the issues that relate to school choice and help them defend equal access to public education, as well as implement new and improved choice alternatives. School and district administrators, as well as teachers, will all benefit from the insights, while parents could use this as a guide to help them wade through the issues and better understand how political, social and economic backgrounds shape their decisions. As Scott states in her introduction, "perhaps nowhere is this conflict more pronounced than around the issue of school choice, where positions in support of and against choice can be deeply entrenched" (1).

The contributors' academic background and experiences in the field have provided them with an abundance of well-researched information, and the vast reference list will certainly be utilized by education scholars and students. This volume is recommended for all education libraries.

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Yendol-Hoppey, D., & Dana, N. (2006). *The Reflective Educator's Guide to Mentoring: Strengthening Practice through Knowledge, Story, and Metaphor*. Thousand Oaks, CA: Corwin Press. ISBN 978-1-4129-3863-1. $27.95.

Over the next decade, two million teachers are expected to enter the nation's classrooms. Without guidance and support, many of these fledgling educators may leave the profession prematurely. Effective mentors counteract the high attrition rate of beginning teachers while passing on the best practices of teaching to new colleagues.

The Reflective Educator's Guide to Mentoring: Strengthening Practice through Knowledge, Story, and Metaphor utilizes stories and metaphors to thoroughly examine a mentor's participation in the successful induction of new teachers into the profession.
The text includes ten chapters that serve to fully portray the mentor-mentee relationship. Chapters contain vignettes, a summary, exercises or discussion questions, and descriptive figures to facilitate understanding. The references and index follow the text.

In chapter one, authors Diane Yendol-Hoppey and Nancy Fichtman Dana discuss mentors' conceptualization of mentoring. A proficient mentor is more than an expert classroom teacher. An effective mentor requires special training, knowledge, and abilities to provide support to novice teachers.

Chapter two contains a discussion of the components of mentoring. Elements include a strong working relationship based on trust and respect, guiding a novice's professional knowledge development, nurturing professional dispositions, and the development of a mentee's commitment to equity, inquiry, and collaboration.

Yendol-Hoppey and Dana interviewed and collaborated with several mentor teachers in Chapters 3 through 9 regarding the benefits that accrue from the mentoring relationship.
The third chapter describes the mentor as a story-weaver; active listening is utilized to assist the mentee in rescripting the socialization process that takes place as a new educator. Collaboration and conflict are addressed in chapter four; the mentor is viewed as a jigsaw puzzle enthusiast who assists the mentee in putting together the individual pieces of his/her teaching philosophy. A discussion of open communication ensues in chapter five; the mentor may be perceived as a tailor who uses the techniques of reflective questioning, adjustment, and accommodation to foster productive dialogue with the mentee. The coaching process is considered in Chapter 6; the mentor uses pre-conferencing and post-conferencing to enhance the novice's teaching effectiveness.

In chapter 7, the mentor is compared to a mirror; using reflection, rephrasing, redirecting, and observation, the mentor and mentee engage in contemplative activities to facilitate the use of effective teaching practices. The mentor is seen as an interior designer in chapter 8 as the novice fails to experience a connection between coursework and the reality of the classroom experience; issues addressed include lesson planning, determining learning objectives, and assessing student learning. Chapter 9 concerns collaboration through the use of learning communities of novice teachers; the mentor aids the community of mentees in negotiating barriers to learning caused by race and class.

The concluding chapter serves to build a mentor's pedagogy. Mentors foster the development of new teachers through the use of open dialogue, observation, and learning communities. It is important for mentees to gain an understanding of students, as well as the context in which they are taught.

The Reflective Educator's Guide to Mentoring is a unique look at mentoring and essential reading for current and prospective mentors. Teachers, administrators, and staff developers will gain a new understanding of the important role that mentors play in fostering the success of beginning teachers. This text will be a valuable addition to academic library collections supporting teacher education programs.

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The winter issue will focus on children's resources.
The following issue will focus on adult learners.

If interested in contributing an article, the deadline is January 15. Additional book reviewers are also welcome. Email queries and manuscripts to Editor Dr. Lesley Farmer at lfarmer@csulb.edu

INSTRUCTIONS FOR CONTRIBUTORS

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Education Libraries welcomes the submission of original manuscripts. All manuscripts submitted will be considered for publication in future issues. One electronic copy should be sent to Dr. Lesley Farmer, Editor, Education Libraries, California State University Long Beach, Dept. of EdPAC, 1250 Bellflower Blvd., Long Beach CA 90840-2201. Inquiries regarding contributions are welcome and should be directed to Dr. Farmer via mail or email: lfarmer@csulb.edu.

Preparation of Manuscripts

1. All manuscripts should be submitted as a Windows-compatible MS Word digital format attached in an email message or sent on a 3.5" electronic disk. If electronic copy can not be provided, please contact the Editor for alternative arrangement.
2. All manuscripts should be word-processed for 8.5 x 11" paper format, double-spaced, with 1" margins on all sides. Reference should appear on separate pages at the end of the article. Do NOT use Endnotes, footnote feature, or other such macro.
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