

# **THE INDISPENSABLE ACADEMIC LIBRARIAN**

---

Teaching and Collaborating  
for Change

**MICHELLE REALE**

ALA  
Editions  
CHICAGO 2018

[alastore.ala.org](http://alastore.ala.org)

**MICHELLE REALE** an associate professor at Arcadia University near Philadelphia, Pennsylvania, is an access services and outreach librarian as well as a fully embedded librarian in two English courses. Reale holds a master's degree in English and an MFA in poetry from Arcadia University and an MSLS from Clarion University of Pennsylvania. She is also the author of *Mentoring and Managing in the Academic Library* (2013), *Becoming an Embedded Librarian: Making Connections in the Classroom* (2015), and *Becoming a Reflective Librarian and Teacher: Strategies for Mindful Academic Practice* (2017).

---

© 2018 by the American Library Association

Extensive effort has gone into ensuring the reliability of the information in this book; however, the publisher makes no warranty, express or implied, with respect to the material contained herein.

ISBNs:

978-0-8389-1638-4 (paper)

978-0-8389-1710-7 (PDF)

978-0-8389-1709-1 (ePub)

978-0-8389-1711-4 (Kindle)

Library of Congress Cataloging in Publication Control Number: 2018001085

Text design and composition by Dianne M. Rooney using Janson Text and ITC Avant Garde Gothic typefaces.

© This paper meets the requirements of ANSI/NISO Z39.48-1992 (Permanence of Paper).

Printed in the United States of America

22 21 20 19 18 5 4 3 2 1

# Contents

	<i>Introduction ix</i>	
<b>1</b>	Librarians in Academia <i>A Place at the Table</i>	1
<b>2</b>	Teaching at the Reference Desk	13
<b>3</b>	Teaching and Learning as Conversation	23
<b>4</b>	Promoting the Spirit of Inquiry in the Classroom	35
<b>5</b>	Collaboration with Faculty	47
<b>6</b>	Critical Librarians and Critical Pedagogy in the Classroom	61
<b>7</b>	Creating a Welcoming Sense of Place in the Academic Library	75
<b>8</b>	The Librarian and Reflection	89
<b>9</b>	Librarians as Leaders	103
<b>10</b>	On Being Indispensable	115
	<i>Index 121</i>	

# Introduction

**T**he professional literature is rife with stories of the many and varied changes in our profession, which have left librarians, in theory and in practice, to limn the line between delivering what I term “beck-and-call service” and seeing ourselves as educators both in and out of the classroom. I have long perceived, and am by no means unique in the feeling, that academic librarians need to fully recognize ourselves not only as collaborators but also as true educators in the learning cycle of our colleges and universities.

Not surprisingly, librarians have often been thought of as teaching mere “skills,” an activity seen as a lower-level endeavor than that of a classroom professor who formally teaches and encourages knowledge creation. We are seen as people who merely curate knowledge structures and provide access to those structures. Some might wonder why that is such a bad thing. While I am not saying that it is untrue, this is only a part of what we do. It is a reductionist way of looking at our profession, and is wholly inaccurate as well. Every day, librarians initiate and encourage learning in both structured and unstructured areas. Not many would think of the work that librarians do across the reference desk as teaching, but that is exactly what it is. Each time a librarian comes in contact with a student, there will likely be potential for learning.

Librarians must also have intentionality when we talk about our contributions to the profession: we have our own theories, our own best practices, our own standards, and our own guidelines. Embracing these empowers us to be proactive in the educational environment

and make decisions about our teaching based on what we know from our own studies and research. For instance, this knowledge and confidence enables us to tell a professor that it is a bad idea to schedule a “one-shot” instruction session before an assignment has even been given out, or to suggest another time to instruct a class if we’ve only been scheduled to fill in when a professor is at a conference or on vacation. We can provide alternatives based on our knowledge. To do this, we must assert our positions, and to do so we need to be secure in our knowledge that what we do is not an add-on, but instead a strong influence on students’ future interactions with librarians. Few faculty members would be willing to serve in the same educational capacity that is often required of librarians.

Promotion and tenure can be controversial issues. Although I understand their importance, I will not address these topics because others have already explored them thoroughly. My intention in this volume is to offer a philosophy of librarians as educators and to exemplify the many ways in which librarians are an integral part of teaching. Ultimately, my goal is to clarify our roles and offer ways to strengthen our teaching for students, the faculty with whom we collaborate, and, of course, ourselves.

# 1

## Librarians in Academia

---

### A Place at the Table

The time was when a library was very much like a museum and a librarian was a mouser in musty books . . .

The time is when a library is a school, and the librarian is in the highest sense a teacher.

—MELVIL DEWEY

**T**hose of us in the profession know that librarianship has been changing and continues to evolve rapidly, but those with whom we work and those we serve often do not. Librarianship, perhaps more than any other profession that I can think of, has constantly suffered not only from stereotypes (about which volumes have literally been written), but also from misconceptions about librarians' mission, our very essence, as educators rather than mere auxiliaries to others whose mandates are perceived to be more important. In academic librarianship, these are the professors with whom we work, especially if we work at institutions where we have faculty status. There is a subtle negation of librarians as educators in the real and true sense, which may be based in the not-too-distant past when librarians were seen solely as teachers of "skills" that were considered necessary for research. Although skills are considered

valuable on some levels, they are viewed as distinct from “knowledge,” perhaps because the skilled trades do not require a formal, higher education. However, although the ways we practice librarianship have changed, the manner in which others, both professors and administrators, perceive us has not. Despite my title, my scholarship, and my ubiquitous presence in the classroom and all over campus, my experiences over the years have confirmed this. I ask myself: do I wish to be more than what I am, indeed, more than what all of us are? I have considered this, particularly after a conversation about teaching with a then-colleague who told me that she didn’t become a librarian to stand in front of a classroom, as our new faculty status required. At the time I sympathized with her without thinking through what she was saying. Her implication was that not only did she not want to be an educator, but that she did not *think* of herself as an educator, which troubled me for what I hope are obvious reasons. However, her sentiments did not make me question how I thought of myself as a faculty member or as a faculty librarian. The term *faculty librarian* is in and of itself confusing because it implies that librarians are not *part* of faculty but instead exist solely *for* faculty. And when librarians themselves impose limits on the profession, it only serves to reinforce how we are perceived within the academy.

I then set out on my own quest to explore some recent history and identify what our predecessors thought about our role in academia. I began making my way through old issues of the *Wilson Library Bulletin*, because I’ve always felt that placing myself within the context of librarianship today entails learning about the profession as it was practiced twenty, thirty, forty, or more years ago. As I began to read back issues, I confirmed what I had always tacitly known, and what has been addressed in the literature from as far back as the early 1900s: that librarianship can be embattled in its perception of itself, but has always gradually and steadily grown and changed. In the past fifteen years much of this has been due to burgeoning technology (particularly the internet), but change had been brewing even before that.

When I stumbled on Mary Graver’s 1969 article, “The Librarian in the Academic Community—A New Breed?,” I read it with great interest. I was grateful to this trailblazing author for writing so eloquently about librarians in the academy. Graver’s article is a clarion

call to acknowledge how librarians enrich campuses nationwide and how our efforts—indeed, our mandate—is teaching in all of its many forms. As Graver went on to lament the myriad problems facing academic libraries and the librarians who work in them, she did something very important: she claimed, on behalf of all librarians, a place at the academic table. Perhaps she was not the first to do so, but the articulate way she portrayed not only the realities but also the possibilities of the profession was especially inspiring. Her article gave me a renewed understanding that librarianship is teaching in every sense of the word. In my opinion, when we incessantly argue this point, we undercut our ourselves and undermine our rightful place at the table.<sup>1</sup>

What Graver understood in 1969 was that an opportunity was presenting itself that would change our place in the educational cycle of higher education for the better. In 1969, nearly every bit of the social fabric of life had been ripped and turned inside-out. Education was no exception; it had become a hotbed of protest against an old system. Graver was, in essence, riding that wave. She was not advocating for an exalted position for librarians, as some critics of the librarian-as-faculty like to claim, but rather that we yearn to be more than what we are. Her desire was for partnership within the academy, that “one of the characteristics of the new breed of college librarian—whom we already have some examples of in the profession—then, will be the demand on their part that they be a partner with the faculty.”<sup>2</sup>

The word *demand* is an interesting choice, because it is not easily reconciled with the persistent stereotypes that we all know and loathe. But it is the right word. Graver goes on to make the distinction between those members of the library staff who are integral to the smooth running of everyday operations and those who work directly with faculty—those who strive “to develop the spirit of inquiry among all its students—that is, the process of learning and teaching in which information is examined and evaluated.” Further, she states that we “will need librarians who themselves are liberally educated, who have strong commitment to concepts of intellectual freedom, and whose professional education has provided the background of and principle by which they are competent to work with the faculty as true partners.”<sup>3</sup>

In describing the new breed of librarian in academia, Graver very clearly draws a line between what was and what can, should, and *will be* if she has anything to say about it! It marks a place in time when the winds of change began to stir. In some ways 1969 seems a world away, and yet in 2018 we still debate the issue of whether librarianship is a teaching or a service profession, whether we are teachers or merely teachers' aides.

In 1984, periodicals librarian David Peele wrote the article "Librarians as Teachers: Some Reality, Mostly Myth," which was an impassioned attempt to challenge the existing literature asserting that librarians are teachers. He sought to debunk the myth of the librarian-as-teacher by presenting what he considered to be specific reasons why librarians were not in fact educators. In my humble opinion, this was a strange and wrong-headed approach, and a disservice to the many librarians fighting on the front lines to gain respect for their difficult and integral work. While I could understand some of Peele's points, I did not agree with his game plan. It hurts no one to recognize the work of librarians as teachers; indeed, it only helps to elevate our stature. But to assert the opposite seems pointless, and can be used to validate the reasons why, despite the fact that we do teach, we should be kept in our place—far from any opportunities to influence the students, scholarship, and governance that are the domain of faculty. Sounding for all the world like a reluctant teenager going to Grandma's on Sunday afternoon, Peele finally asks, "Why is it that we desire to be teachers anyway? Why are we not content with the title 'Librarian?' What is it that they have that we don't, but want?"<sup>4</sup>

Why continue to beat what some consider a dead horse? We know that language shapes our perception of reality, and therefore it stands to reason that not only how we *think* of ourselves, but how we *talk* about ourselves *within* the profession, is not only vitally important, but wholly necessary to further shape our work and to become fully accepted for what we are: a vital and necessary force in the greater academic universe. We are, in so many different ways, indispensable.

Graver's article clearly articulated what I had been thinking about this issue and how colleagues and others also felt about it. Interestingly, ours may be one of the few professions that has reluctantly

tolerated, but tolerated nonetheless, others' characterizations of us to the point that it has shaped our reality in many ways.

## SERVICE DOES NOT MEAN SERVILLE

One of the most interesting and fallacious arguments against librarianship as a teaching profession is that it is above all a service profession. As others have asserted, and I too will jump on the bandwagon, it can be argued that *all* professions are service professions—even some of the highest paid! I am happy to say that Graver addresses that issue too: “The emphasis on service, which is a fundamental criterion for any profession, requires that the professional look in two ways: towards service to the client, and individual, and towards the means of that service, the agency or artifact, which is unique to his profession.”

Graver goes on to emphasize that in 1969, when the field was just beginning to see the emergence of new media, librarians had a fresh opportunity to provide “service whose integrity is determined by its content, not its format.” What this means to me is that books were no longer the primary preoccupation of librarians—as if they ever should have been—but rather that connecting people with information in whatever form is what is required from the new breed of librarian. Through all of this, Graver acknowledges that the battle to be considered a full and equal partner of faculty may be based in different views of scholarship—though one can surmise that ego may have something to do with it as well. Graver is not cowed, not by a long shot, as she goes on to talk about the importance of the new breed of librarian to “evidence a new sense of pride in and responsibility to his own discipline of librarianship, not derogate it as inferior to a subject discipline or as one which is only derivative or whose role is merely subsidiary to the institution to which it serves,” which is still true to this day.<sup>5</sup>

The stereotype of librarians has been fodder for writers, comedians, and others who have in part contributed to our difficulty in establishing exactly who and what we are. Librarianship is not a monolith, but even though librarians come in all shapes, sizes, colors, ethnicities, and specialties, we should be able to agree about our

basic function. To say that we have experienced, perhaps since our inception, an identity crisis would be stating the obvious. Why that happened is a different question. Although I do not have the answer, I have given it a lot of thought during the time I have been a librarian.

We do not, as a group, define our own identity. It is often defined by others, and perhaps therein lies the problem. Burke, Owens, Serpe, and Thoits assert that identity is, at its very core, “what it means to be who one is.” Writing about identity theory, Stryker and Burke propose that while others’ expectations of an individual’s identity may contribute to the story, they are not the whole story because “individuals define their own identities internally as they accept or reject role expectations as part of who they are.” If our professional identities (which are, for all intents and purposes, our “worth”) are in conflict, stress will be the direct result as we attempt to satisfy ourselves in our workaday lives and attempt to live up to or surpass the expectations of others.<sup>6</sup>

I have personally experienced this stress. As a newly graduated librarian, I felt eager and empowered—which may be a promising combination in some arenas, but is not always appreciated in academia. I was eager because I’d been working in libraries my whole life before obtaining my MSLS degree, and now that I had it, I was incredibly, incredibly proud of it. For me, libraries were always a place of refuge, a retreat as well as a treat. As a shy high-school girl, I took shelter in the library at lunchtime with our librarian, Sister Consolata Maria, a woman who loved her profession and somehow sensed my loneliness and my affinity for the quiet (she insisted on it!) space. She was an advocate for orderliness at a time when nothing felt right, least of all the way I felt about myself. At the time I envied her education and the fact that she was already a librarian, which was something I wanted to be but thought I’d never achieve.

For many years I held a paraprofessional job in a public library system that was pure bliss, although I’d be lying if I did not admit my envy of the librarians—especially because my fellow paraprofessional staff and I were constantly reminded that we were not professionals. Assuming the mantle of “librarian” became very, very important to me. Not surprisingly, when I did become a librarian and began work at a university, I felt my position was unique, important, and dare I

say, exalted. However, others did not. That this came as a shock to me is not easy to admit—I feel foolish writing the words. It is, however, true. Faculty rarely acknowledged me, seldom called on me for my expertise, and had very little insight into what I (or my colleagues) did. Worse, they had very little interest in finding out.

As much as I'd like to admit that I did not care about others' perceptions of me and my work, the fact is that I was greatly affected by it. At least in the beginning, it made me more cautious and tentative than I needed or wanted to be. I felt that there were clearly drawn lines and I was not on the same side as faculty. In fact, at my university librarians were classified not as faculty, but as staff. I valued and deeply honored my profession and my place in it, and it was a rude awakening when I came to understand that others did not. In our lives, we nurture and engage in multiple identities, and, depending on the community in which we move, we let certain characteristics of those identities become more prominent than others.

I had decisions to make. Although I loved my profession and was devoted to it and to those it served, I was very sure that I did not want to spend the majority of my time and effort convincing others of my worth or explaining what it was I actually did. I reasoned that my energy was better spent on students. Lao Tzu famously proclaimed, "the way to do is to be." My interpretation of this helped me to move forward and carry out my work in the best way that I could. Recognition in the academic world in general, and on campus in particular, was less about ego (although I will admit to just a bit of that), and more about a seat at the table. To reach students, in many cases, requires going through the faculty who teach and advise them. It was important to be *seen* as having value in order to have the opportunity to add value, to be able to work with students and fully collaborate with faculty—in other words, to get that seat at the table. Like most academic library environments, mine was changing. With the hiring of a new library director who urged us, in the strongest terms, to call ourselves "faculty librarians," the shift was finally complete. At first slowly, and then at nearly warp speed, we were integrated into nearly all academic departments on campus. We were doing our work steadily, and in my case sometimes shakily, but doing it nonetheless. My own personal commitment to my work increased,

and I believe I can assert the same for my colleagues, both past and present. I came to understand that how we think of ourselves—and to some extent how others think of us—has the potential to either limit or expand what is possible to achieve in our profession.<sup>7</sup>

The quotation at the beginning of this chapter is an interesting one. It might seem that in Dewey's time, the issue of librarians' status as teachers was set—that they'd gotten over the hump of the perennial identity crisis and could wear the mantle of "educator." We know this was not true, and this is not even unanimously accepted today. Dewey's assertion may have been premature, but I used the quote because it signaled an ideology, a way of being. And although he clearly jumped the gun, Dewey also had a clear vision for the profession—one that I appreciate and can relate to today. In my own quest to form my own professional identity, I find it crucial to see how long ago the intentionality to recognize librarians as teachers originated.

When we claim a place at the table, it is important to arrive with a strong, professional identity. Claire McGuinness recognizes some popular arguments about "encouraging teaching librarians to think about what their role means." They include:<sup>8</sup>

- confidence
- motivation
- communication with outsiders
- professional identity
- identification of training needs

McGuinness goes on to explain what most of us have, unfortunately, already experienced in the academic environments in which we work: "The teaching experiences of teaching librarians are only partly understood." It is the responsibility of librarians to walk with confidence, to be clear about who we are, to educate others about what we do, and to identify how and when we need extra training, mentoring, or additional educational opportunities to fulfill our own teaching desires, missions, and assignments. In this way, we take responsibility for our own identities and opportunities to expand and grow.<sup>9</sup>

In a study on traditional teachers' identity, Beijaard identifies categories that intersect in building and solidifying an identity:

- the subject being taught

- the teacher's relationship with his or her students
- the role of the teacher and his or her conception of that role<sup>10</sup>

Although this applies to traditional teachers, it can also give librarians an idea of where to focus and reflect, bearing in mind that these aspects of teaching come in addition to our other layers of responsibility. But it is definitely a place to start to build our identities as teachers, and we can fit them in alongside the other aspects of what we do, albeit perhaps a little uncomfortably.

## FINAL THOUGHTS

I am fascinated by the novelist Chimamanda Ngozi Adichie's view of "the danger of a single story." In her insightful TED talk, Adichie explicates the dangers of only one story being told from a consistent and mistaken point of view about anyone or anything. This exemplifies the adage "tell a story long enough and people will believe it," despite evidence to the contrary. In many people's minds, only one story about the librarian in academia is still told, even though so many of us have expanded and updated our roles and missions in the academic environment. There are those who would keep us where they want us: fulfilling the outdated and harmful stereotype of the librarian-servant, who is not particularly intellectual, is befuddled by the intricacies of teaching, and is ignorant of pedagogical methods. These stereotypes are harmful largely because many in the profession have internalized them and believe in them. Those who do so will never realize their full potential in the classroom and recognize the absolute necessity for reinvention in a profession that has changed rapidly over time, and continues to do so.<sup>11</sup>

In their excellent article "Exploring the Future of Academic Libraries: A Definitional Approach," Sennyey, Ross, and Mills urge librarians to strive for "more active participation in the scholarly life of the campus." Every profession grows and evolves over time, expanding services to meet the needs of a new paradigm. Those who consistently try to put librarians in a box—especially if they are in the profession—do a disservice to themselves, their colleagues, faculty, and students. We should be assiduous in our efforts to be recognized

as integral to the educational process and cycle, careful about the way we talk about what we do, and work hard to collaborate with faculty as colleagues who have common goals. We truly do make the road by walking it!<sup>12</sup>

## Strategies

- Recognize all the ways librarians are teachers. For instance, Loesch recognizes that “academic librarians transform patron questions into teaching opportunities constantly,” an assertion that is foundational in our mission.<sup>13</sup>
- Reject limitations imposed on the profession, whether inside or outside of the library. These stereotypes are powerful, persistent, and ultimately harmful—don’t buy into them.
- Relationships are extremely important. Optimize any opportunity to develop them with faculty and others. Placing ourselves among and beside faculty in the classroom and other settings on campus is paramount.
- Develop opportunities within your liaison area(s) to co-teach a class and become the embedded librarian in a research-writing class or a capstone course. Collaboration is integral to the librarian in the academic setting.
- Be confident in your mission. Reflect on your experience. Keep moving forward.

## NOTES

1. Mary V. Graver, “The Librarian in the Academic Community—A New Breed?” *Wilson Library Bulletin* (1969).
2. Ibid.
3. Ibid.
4. David Peele, “Librarians as Teachers: Some Reality, Mostly Myth,” *Journal of Academic Librarianship* 10, no. 5 (1984): 267–71.
5. Graver, “The Librarian in the Academic Community,” 541–43.

6. Peter J. Burke, Timothy J. Owens, Richard T. Serpe, and Peggy A. Thoits, eds., *Advances in Identity Theory and Research* (New York: Kluwer Academic/Plenum Publishers, 2003); Sheldon Stryker and Peter J. Burke, "The Past, Present, and Future of an Identity Theory," *Social Psychology Quarterly* (2000): 284–97; Carol L. Colbeck, "Professional Identity Development Theory and Doctoral Education," *New Directions for Teaching and Learning*, no. 113 (2008): 9–16; Sheldon Stryker, "Identity Salience and Role Performance: The Relevance of Symbolic Interaction Theory for Family Research," *Journal of Marriage and the Family* (1968): 558–64.
7. Lao Tzu, "The Way of Life According to Lao Tzu," trans. Witter Bynner, (New York: Perigee Books, 1944).
8. Claire McGuinness, *Becoming Confident Teachers: A Guide for Academic Librarians*, (Elsevier, 2011).
9. *Ibid.*, 34–35.
10. D. Beijaard, "Teachers' Prior Experiences and Actual Perceptions of Professional Identity," *Teachers and Teaching* 1 (2), 281–94.
11. Chimamanda Adichie, "The Danger of a Single Story" (TED Talk: Ideas Worth Spreading, 2009).
12. Pongracz Sennyey, Lyman Ross, and Caroline Mills, "Exploring the Future of Academic Libraries: A Definitional Approach," *The Journal of Academic Librarianship* 35, no. 3 (2009): 252–59.
13. Martha Fallahay Loesch, "Librarian as Professor: A Dynamic New Role Model," *Education Libraries* 33, no. 1 (2010).

# Index

## A

- academic librarians
  - collaboration, definition of, 49–50
  - collaboration, strategies for, 57–58
  - collaboration for course design, 51–52
  - collaboration with faculty, context for, 48–49
  - conversation, teaching/learning as, 23–32
  - critical pedagogy, strategies for, 71–74
  - as educators, vii–viii
  - embedded librarianship, opportunity for, 55–56
  - inquiry, focus on, 36–37
  - instruction methods expected from, 35–36
  - journaling by, 95–96
  - journaling techniques, 96–100
  - language, perception of reality and, 4–5
  - as leaders, 103–104
  - leadership, faces of, 104–107
  - leadership, strategies for, 112
  - leadership characteristics, 109–112
  - library sense of place, strategies for, 86–87
  - Mary Graver’s article on, 2–4
  - mission of, 1–2
  - participation in scholarly life on campus, 9–10
  - position, myth of, 107–108
  - process, valuing/modeling, 42–44
  - questions, help with generation of, 39–41
  - reference, ways to think about, 18–20
  - reference desk, importance of, 13–14
  - reference pedagogy, 14–18
  - reflection, benefits of, 90–91
  - reflection, strategies for, 101–102
  - reflection, time for, 94–95
  - reflective mindset, getting to, 91–93
  - self-care, 115–120
  - service, emphasis on, 5–9
  - social library and, 77–79
  - subject liaison opportunities, 52–55
- academic library, welcoming sense of place in
  - changes to libraries, 75–76
  - communal/social debate, 76–77
  - final thoughts on, 86
  - librarian, social library and, 77–79
  - love of libraries, 75
  - need, perception of, 79–82
  - services for, 82–85
  - strategies for, 86–87
- ACRL Framework for Information Literacy for Higher Education, 25
- Adichie, Chimamanda Ngozie, 9
- advice, 119
- all or nothing myth, 108
- American Libraries as Agencies of Culture* (Augst), 78
- Arcadia University
  - critical pedagogy in classroom, 63–65
  - English 299 class, 65–68

- assessment  
 in Information Search Process  
 model, 43  
 of library sense of place, 86
- Attard, Karl, 29
- Augst, Thomas, 78
- Austen, Jane, 65
- authenticity, 29
- B**
- Badke, William B., 51
- balance, 81–82
- Bechtel, Joan M., 29–30
- Becoming a Reflective Librarian and  
 Teacher: Strategies for Mindful  
 Academic Practice* (Reale), 96–100
- Beijaard, D., 8–9
- belonging, 78
- bibliographic instruction  
 critical pedagogy, final thoughts on,  
 70–71  
 critical pedagogy for, 61–62  
 English 299 class, conversation in,  
 66–68  
 Paulo Freire on education, 68–69
- Bishop, Kay, 37
- Bodi, Sonia, 43–44
- brown-bag lunch, 58
- Bruffee, Kenneth, 29
- Bruner, Jerome S., 37, 41
- Budd, John, 13
- Burke, Peter J., 6
- C**
- Carr, Allison  
 on collaboration with faculty, 49, 52  
 on collaborative teaching, 56  
 on “professional value system,” 57
- change, 108
- Chappell, Marcia H., 20
- classroom  
 critical pedagogy example in, 63–64  
 critical pedagogy, strategies for,  
 71–74  
 English 299 class, critical pedagogy  
 in, 65–68
- coffee, at library, 84
- Colburn, Alan, 38
- collaboration  
 context for, 48–49  
 course design, 51–52  
 definition of, 49–50  
 embedded librarian, 55–56  
 with faculty, 9  
 final thoughts on, 57  
 librarians/faculty, uneasiness between,  
 47–48  
 with professors, 26  
 strategies for, 57–58  
 subject liaison opportunities, 52–55
- collection  
 development, 57  
 in Information Search Process  
 model, 43
- communal library, 76–77
- communication, 84–85
- community  
 conversation and, 29  
 critical pedagogy and, 62  
 library, welcoming sense of place, 79,  
 81, 86  
 “community of scholars,” 24, 66
- conceptualization  
 problem of, 37  
 student struggle with, 42
- connection  
 with reflection, 90  
 seeking/maintaining, 119
- conversation  
 about research questions, 40  
 dialogue as journaling technique,  
 96–97  
 with faculty, 58  
 questions before research, 38–39  
 with students in English class, 66–68
- conversation, teaching/learning as  
 author’s belief about, 23  
 final thoughts on, 30–31  
 genesis of idea, 24–26  
 practice of, 26–30  
 strategies for, 31–32
- Cooper, Joanna E., 99
- course design, 51–52
- critical librarianship  
 critical pedagogy in classroom,  
 63–64  
 definition of, 62  
 description of, 61–62  
 critical pedagogy  
 beginning of process, 64–65

- conversation with students, 66–68
- description of, 61–62
- English 299 class, 65–66
- example of in classroom, 63–64
- final thoughts on, 70–71
- Paulo Freire on, 68–70
- in practice, 62
- strategies for, 71–74
- theory as lens, 68
- critical thinking
  - conversation for nurturing, 29–30
  - curiosity encourages, 39
- culture, 108
- curiosity
  - connection with topic and, 41
  - critical thinking and, 39
  - lack of, 36

**D**

- The Dead* (Joyce), 65
- decision making, viii
- demand, 3
- Demas, Sam, 81–82
- destination myth, 107
- devices, shutting off, 116
- Dewey, Melvil, 1, 8
- dialogue, 96–97
  - See also* conversation
- displays, 83
- Donham, Jean, 37
- Doyle-Wilch, B., 16
- drawing, 97–98

**E**

- education
  - librarians as educators, vii–viii
  - librarians as partners in process of, 25
  - See also* teaching
- educational lens, 17–18
- “effective follower,” 107
- Elder, Linda, 35
- Elmborg, James K.
  - on reference services, 14–15
  - on teaching at reference desk, 16
- email
  - for reference transactions, 21
  - response to, 117
- embedded librarian, 55–56
- Emma* (Austen), 65

- English 299 class, Arcadia University
  - better approach to teaching, 66–68
  - critical pedagogy, strategies for, 73
  - description of, 65–66
  - liberation in classroom, 68–70
- “Espirit de Place: Maintaining and Designing Library Buildings to Provide Transcendent Space” (Demas & Sherer), 81–82
- events
  - communication about, 84–85
  - for students at library, 77, 78
- excuses, 93
- exploration, 42
- “Exploring the Future of Academic Libraries: A Definitional Approach” (Sennyey, Ross, & Mills), 9

**F**

- Facebook Messenger, 117
- faculty
  - collaboration, definition of, 49–50
  - collaboration, strategies for, 57–58
  - collaboration for course design, 51–52
  - collaboration with librarians, context of, 48–49
  - critical pedagogy, partnership for, 72, 73
  - disinterest in librarians, 7
  - embedded librarianship and, 55–56
  - identity of librarian and, 7
  - learning process, engagement in, 64, 65
  - librarian collaboration with, 9
  - librarian subject liaison opportunities and, 52–55
  - librarians as educators, negation of, 1–2
  - librarians as partners with, 3, 5
  - librarians/faculty, uneasiness between, 47–48
  - library space for, 85
  - mutualization process, 69, 70
  - reference desk, knowledge about, 15–16
  - reflective mindset, getting to, 92–93
  - teaching by librarians and, 25–26
- faculty librarian
  - as confusing term, 2
  - integration into academic departments, 7–8

fads, 86  
 feedback, 29, 30  
 first-generation students, 17–18  
 focus  
   of goals, 118–119  
   lack of, 92  
 food, in library, 81  
 Ford, Henry, 47  
 formulation, 42  
 free writing, 96  
 freedom myth, 108  
 Freire, Paulo  
   “banking” system of education, 27  
   on critical pedagogy, 62, 68–70  
   on knowledge, 61  
   reference pedagogy and, 16  
 furniture, 83

**G**

Gayton, Jeffery, 76, 77  
 goal  
   common goal for collaboration, 49–50  
   for self-care, 118–119  
   shared goals as leadership  
     characteristic, 110  
 Graver, Mary  
   “The Librarian in the Academic  
   Community—A New Breed,” 2–4  
   on service, 5  
 Green, Samuel, 15  
 growth, 110–111

**H**

Haiku, 98  
 Hawkins, Blake, 62  
 Hemmeter, Tom, 63–64, 66–67  
 humility, 112

**I**

identity  
   identity crisis of librarians, 5–6  
   of librarians as teachers, 8–9  
   Michelle Reale’s experiences with, 6–8  
   stereotypes of librarians and, 9  
   strategies for librarians, 10  
 indispensable librarian, 115–120  
 inexperience myth, 108  
 influence myth, 107  
 information literacy  
   collaboration with faculty and, 50

  conversation, teaching/learning as,  
     24–25, 27, 28  
   English 299 class, 65–66  
   inquiry in classroom, promotion of, 35  
   presentation of in library session, 64–65  
   student connection with topic and, 41  
 Information Search Process model, 42–43  
 initiation, 42  
 inquiry  
   final thoughts on, 44  
   instruction methods expected from  
     academic librarians, 35–36  
   learning begins with, 28  
   questions, help with generation of,  
     39–41  
   research process, beginning of, 37–39  
   research process, valuing/modeling,  
     42–44  
   strategies for, 45  
   students’ research difficulties and,  
     36–37  
 instant messaging, 21  
 instincts, 24  
 instruction  
   inquiry, focus on, 36–37  
   methods expected from academic  
     librarians, 35–36  
   questions, help with generation of,  
     39–41  
   research process, beginning of, 37–39  
   *See also* bibliographic instruction;  
     teaching  
 intentionality  
   for fostering inquiry, 44  
   librarian contributions to profession,  
     vii–viii

**J**

Janes, Joseph, 105  
 journaling  
   description of, 95–96  
   strategies for reflection, 101–102  
   techniques for, 96–100  
 journaling techniques  
   dialogue, 96–97  
   drawing, 97–98  
   goals in work journal, 118  
   lists, 97  
   metaphor, 98–99  
   narrative, 99–100

- poetry, 98  
stream of consciousness or free writing, 96
- Joyce, James, 65
- K**
- Kelley, Robert E., 107
- Kelley-Mudie, Sara, 40
- Klipfel, Kevin Michael, 29
- knowledge  
conversation, teaching/learning as, 23, 24, 27–28  
experience builds, 16  
Paulo Freire on, 61  
questions and, 40  
student application of, 69  
students' possession of, 72  
students' trust in their knowledge, 63
- Kuhlthau, Carol Collier  
on early stages of research, 41  
Information Search Process model, 42–43  
on inquiry in learning, 37
- L**
- Landman Library, Arcadia University, 64–65
- language, 4–5
- Lankes, R. David  
on critical pedagogy, 71  
on knowledge creation, 23  
on libraries, 75
- Lao Tzu, 7
- leadership  
academic librarians as leaders, 103–104  
characteristics of, 109–112  
faces of, 104–107  
final thoughts on, 112  
position, myth of, 107–108  
strategies for, 112
- “Leading from All Sides” (Janes), 105
- “leading from the middle”  
description of, 105  
myth of position, 107–108
- learning  
as conversation, 23–32  
inquiry and, 28  
questions and, 41  
research process, beginning of, 37–39  
teaching at reference desk, 14
- Lecke, Gloria, 42
- liaison librarian, 52–55
- “The Librarian in the Academic Community—A New Breed” (Graver), 2–4
- librarians  
conversation, teaching/learning as, 23–32  
critical librarianship, 61–62  
as educators, vii–viii  
self-care, 115–120  
*See also* academic librarians
- “Librarians as Teachers: Some Reality, Mostly Myth” (Peele), 4
- librarians in academia  
language shapes perception of reality, 4–5  
Mary Graver's article on, 2–4  
misconceptions about librarians' mission, 1–2  
participation in scholarly life on campus, 9–10  
service, emphasis on, 5–9
- library anxiety, 77
- library hours, 84
- library session, 64–65
- Lingold, Mary Caton, 62
- listening, 109–110
- lists, 97
- Loesch, Martha Fallahay, 9
- Lorde, Audre, 89, 115
- Lyotard, J. F., 28
- M**
- MacAdam, Barbara, 44
- Mankey, Richanne C.  
on journaling, 96  
on reflection, 100
- Mattessich, Paul W., 49
- Maxwell, John C.  
on leaderDid, 103  
on leadership, 107, 112
- McGuinness, Claire, 8
- McNaughton Leisure Reading Collection, 80–81
- meeting  
with faculty, 58  
faculty meetings, attending, 57  
scheduling with student, 32

mentor  
 help from, 119  
 for leadership, 112  
 metaphor, 98–99  
 Meulemans, Yvonne Nalani  
 on collaboration with faculty, 49, 52  
 on collaborative teaching, 56  
 on “professional value system,” 57  
 Mezirow, Jack, 93  
*A Midsummer Night’s Dream*  
 (Shakespeare), 65  
 Miller, M. I., 16  
 Mills, Caroline, 9  
 mistakes, 110–111  
 Monsey, Barbara R., 49  
 Mosley, Pixey Anne  
 on conflict, 111  
 on leadership, 108  
 on listening, 109  
*Mrs. Dalloway* (Woolf), 65  
 myths, of position, 107–108

## N

narrative, 99–100  
 need, 79–82  
 Nolfi, David A., 104  
 notes  
 by librarian on conversation, 32  
 on reference transaction, 21  
 by student on conversation, 31

## O

Oberg, Dianne, 37  
 outreach, 80  
 overcommitment, 117  
 Owens, Timothy J., 6

## P

Palmer, Parker, 30  
 Parks, Sharon Dolaz  
 on “power of the pause,” 92, 93  
 on “tyranny of the they,” 89  
 Paul, Richard W., 35  
*Pedagogy of the Oppressed* (Freire), 68–69  
 Peele, David, 4  
 “Personal Relations between Librarians  
 and Readers” (Green), 15  
 Phillips, Jeanie, 40  
 place  
 See academic library, welcoming sense  
 of place in

poetry, 98  
 position myth, 107–108  
 potential myth, 108  
 power, 103  
 “power of the pause,” 92, 93  
 practice  
 of conversation with students, 26–30  
 of critical pedagogy, 62  
 presentation, 43  
 problem solving, 118  
 process  
 progress made through, 28  
 valuing/modeling, 42–44  
 professional value system, 57  
 professors  
 See faculty

## Q

questions  
 as beginning of research, 38–39  
 librarian help for generation of, 39–41  
 quiet, 76, 91–93

## R

Ranganathan, Ravindra N., 19–20  
 Raspa, Dick, 50  
 Reale, Michelle  
 critical pedagogy in classroom, 63–70  
 embedded librarianship by, 55–56  
 leadership in security at library, 105–107  
 professional identity, stress from, 6–8  
 relationships with faculty, cultivation  
 of, 52–55  
 reality, 4–5  
 reference desk, teaching at  
 importance of reference, 13–14  
 reference pedagogy, 14–18  
 strategies for, 20–21  
 ways to think about reference, 18–20  
 reference interview  
 strategies for, 20–21  
 teaching at reference desk, 16  
 reference librarian, 13–14  
 reference service, 19–20  
 reflection  
 benefits of, 90–91  
 on critical pedagogy process, 73–74  
 encouragement of, 72–73  
 final thoughts on, 100  
 on instruction, 71  
 journaling, 95–96

- journaling techniques, 96–100
- need for, 89–90
- reflective mindset, 91–93
- strategies for, 101–102
- time for, making, 94–95
- relationships
  - collaboration based on, 51–52
  - in collaboration definition, 49–50
  - connections, seeking/maintaining, 119
  - cultivation of, 52–55
  - importance of, 9
  - See also* collaboration
- research
  - conversation as teaching/learning, practice of, 26–30
  - embedded librarianship and, 55–56
  - English 299 class, conversation in, 66–68
  - faculty research by librarian, 53
  - inquiry, focus on, 36–37
  - inquiry, strategies for, 45
  - instruction methods expected from academic librarians, 35–36
  - process, beginning of, 37–39
  - process, valuing/modeling, 42–44
  - questions, help with generation of, 39–41
  - reference, ways to think about, 18–20
  - teaching at reference desk, 15–18
- response, time for, 118
- Ross, Lyman, 9
- routines, 91
- rules, for library use, 81
- S**
- Sasso, Maureen Diana, 104
- “schemata theory,” 16
- Scherer, Jeffrey A., 81–82
- search, 36
  - See also* research
- security, at library, 106–107
- selection, 42
- self-care
  - importance of, 119–120
  - stress alleviation strategies, 116–119
  - stress of being librarian, 115–116
- Sennyey, Pongracz, 9
- Serpe, Richard T., 6
- service
  - by librarians, 5
  - librarians as “service providers,” 48
  - for library sense of place, 82–85
- Shakespeare, William, 65
- shared goals, 110
- shared vision, 48
- silent writing retreat, 85
- single story, 9
- Sinkinson, Caroline, 62
- skills
  - librarians seen as skill-builders, 15
  - view of librarians as teachers of, 1–2
- social library
  - debate about, 76–77
  - librarian and, 77–79
- social media, 117
- space, 83
  - See also* academic library, welcoming sense of place in
- stereotypes
  - of all-knowing librarian, 31
  - danger of single story, 9
  - of librarians, 5–6
  - of librarianship, 1
  - rejection of, 9
- Stevens, Dannelle D., 99
- story, single, 9
- storytelling, 99–100
- strategies
  - for academic library, welcoming sense of place in, 86–87
  - for collaboration with faculty, 57–58
  - for critical pedagogy, 71–74
  - for inquiry, 45
  - for leadership, 112
  - for librarian identity, 10
  - for reflection, 101–102
  - for teaching at reference desk, 20–21
  - for teaching/learning as conversation, 31–32
- stream of consciousness, 96
- stress
  - of being librarian, 115–116
  - professional identity and, 6
  - strategies for alleviation of, 116–119
- student advisory board, 85
- students
  - as “community of scholars,” 24
  - conversation, learning begins with, 24
  - conversation, teaching/learning as, 26–32
  - critical pedagogy in classroom, 63–64

- students (cont.)
- critical pedagogy, strategies for, 71–74
  - English 299 class, 66–68, 70
  - inquiry, focus on, 36–37
  - inquiry, strategies for, 45
  - liberation in classroom, 69
  - librarian seeing/being seen by, 86–87
  - library sense of place, services to enhance, 82–85
  - library sessions and, 64–65
  - needs of, librarian's perception of, 79–82
  - process, valuing/modeling, 42–44
  - questions, help with generation of, 39–41
  - reference transactions with, 19–21
  - reflection, benefits for librarian and, 91
  - research process, beginning of, 37–39
  - social library and, 77–79
  - stimuli received by, 89–90
  - teaching at reference desk, 15–18
- styles, of leadership, 111–112
- subject liaison opportunities, 52–55
- support system, 119
- T**
- table, place at, 7, 8
- tea, at library, 84
- teachers
- identity of librarians as, 8–9
  - librarians as, 1
- See also* academic librarians; faculty
- teaching
- as conversation, 23–32
  - inquiry, focus on, 36–37
  - inquiry, strategies for, 45
  - instruction methods expected from academic librarians, 35–36
  - by librarians, through conversation, 30–31
  - librarians as educators, vii–viii
  - process, valuing/modeling, 42–44
  - at reference desk, 13–14
  - reference pedagogy, 14–18
  - in reference service definition, 20
  - reference work as, 21
  - reflection on, 94–95
  - research process, beginning of, 37–39
- See also* bibliographic instruction; critical pedagogy
- Tewell, Eamon C., 61–62
- theory
- as lens, 68
  - role play to discuss, 67–68
- thinking
- Information Search Process model, 42–43
  - inquiry, focus on, 36–37
  - research begins with, 37–39
  - research questions, generation of, 39–41
- See also* critical thinking
- Thoits, Peggy A., 6
- time
- for achieving goals, 118
  - for journaling, 101
  - for reflection, 94–95, 102
  - shortage of, 90
  - spending time wisely, 117–118
- Twitter, 117
- U**
- unplugging, 116–117
- V**
- values, 57
- Vangeest, Jacob, 62
- venting, 118
- vision
- clarity of, 93
  - shared, for collaboration, 48
  - shared goals as leadership characteristic, 110
- W**
- Ward, Dane, 50
- Whyte, David, 120
- Wilson Library Bulletin*, 2–4
- Woolf, Virginia, 65
- writing
- journaling for reflection, 95–96
  - journaling techniques, 96–100
  - silent writing retreat, 85
  - strategies for reflection, 101–102
- writing rituals, 101