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THE UNIVERSITY OF
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School of Library & Information Science

SLS Connecting

People, Technology, Libraries, History, & Learning



SLIS Director's Report

By Stacy L. Creel, Ph.D., Associate Professor and Director



Welcome to the Summer/Fall issue of *SLIS Connecting*. It has been an exciting time here in SLIS with Dr. Brendan Fay (this issue's Faculty Spotlight) joining us as Associate Director from Emporia State University in June and with a newly approved Teaching Assistant Professor opening advertised this Fall.

In addition to teaching classes, faculty have been busy researching, presenting, and continuing their growth in numerous areas. Dr. Clark Hunt, Dr. Steele, Dr. Mangrum, and Ms. Marshall completed their ACUE credentialing Fall 2022 raising our teaching profile with an emphasis on quality instruction using evidence-based, equity practices to increase learning and engagement. Faculty had a big presence at the Mississippi Library Association and Southeastern Library Association's Joint Annual Conference 2022. Details can be found in the Congratulations article of this issue along with research published and other conference presentations. This *SLIS Connecting* issue also contains three reprints from *Mississippi Libraries* that we felt were important enough to highlight here as well.

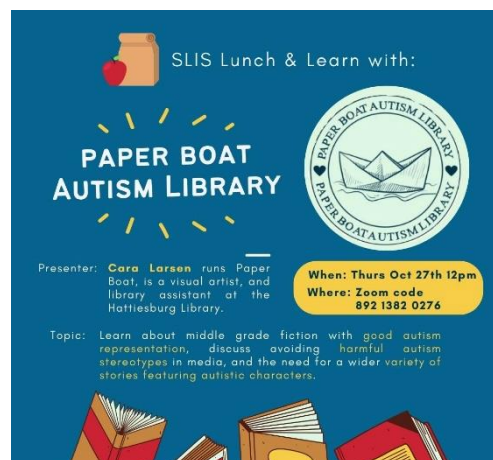
This year the curricular emphasis has been on reviving some sleeping courses for Spring 2023 and Summer 2023 with LIS 654—E-Resources Management and LIS 638—Contemporary Publishing getting rebooted. Along with LIS 609—Seminar in Library Management, which is now running as an annual asynchronous advanced management topics class.

As we seek to connect with current students, potential students, and alumni, SLIS continues its ramped-up

social media virtual presence—be sure to check out our more active

(<https://www.facebook.com/SouthernMissSLIS>)

Facebook page and our new TikTok & Instagram accounts @southernmissslis. Other attempts to connect and give back to our larger community include our now regularly scheduled Lunch and Learn series (images below) and a successful Homecoming Tailgate.



Spotlight—Faculty:



Dr. Brendan Fay Brendan Fay joined SLIS in July 2022 as an Associate Director and Associate Professor. Prior to coming to Southern Miss, he served seven years as faculty member in library science at Emporia State University and also worked as an Instructional Librarian at Wasburn University in Topeka, KS. He holds a B.A. in History from The University of Texas—Austin and earned his M.L.S. and Ph.D. from Indiana University. He teaches a broad array of courses across the core curriculum, including in the fall semester where he is teaching the undergraduate course “Cataloging and Classification” and the graduate course “Reference and Information Services”.

Dr. Fay comes to SLIS with strong research interests in book and information history, particularly as these relate to twentieth-century Germany. He is interested in how ordinary Germans understood the world and Germany’s place in it amid the backdrop of war and genocide, and how these perspectives compared with people living in other kinds of closed societies, whether Stalinist Russia or fascist Italy. He is currently researching the role of conspiracy theories during Nazism and is working on a book project tentatively titled *The Power of Conspiracy: Nazi Information Worlds between Weimar and the Third Reich*. This research informs his teaching, and he plans to offer an array of electives within SLIS going forward—from conspiracy theories in the modern world to history of libraries to contemporary publishing.

Spotlight—Alum:

Kristen Hillman was born in and spent summers in North Carolina, grew up in Florence, MS, and has been a fan of the public library since before she can even remember. Her mother, Roma, read to her during a nightly routine that took all of about 15 minutes, but made a lasting, lifetime impact. It was then that she discovered some of her favorite friends, such as Syd Hoff’s *Dinosaur*, Francois Crozat’s *Little Cat*, and all sorts of characters from a plethora of Halloween-related picture books. Kristen has always loved working with youth and children, so she decided to get her B.A. in Secondary English Education at the University of Mississippi and teach English II, AP English III, Creative Writing, Theater I and II, and English IV. In 2017, Kristen left the classroom and began anew at Pearl Public Library (CMRLS) that same year and has not looked back since.

Now, with an incredible staff of talented women at the Ridgeland Public Library, Kristen is branch manager of her very own public library. After much thought and a lot of reflection about returning to school, Kristen, finally, received her MLIS through the University of Southern Mississippi in December of 2019. Though she is proud to be a lifetime native of the South, Kristen has not always liked what she has seen, and experienced firsthand working with youth who were at-risk of dropping out of school, or the ways that marginalized individuals and groups are treated. That is why she and her staff at the Ridgeland Library are committed to making sure that issues like bigotry, racism, and the taking away of basic human rights are addressed directly and are not allowed to prosper in our library. All are welcome and represented here!



Spotlight—Program “The Fay B. Kaigler Children’s Book Festival

We are pleased to announce that the 2023 Fay B. Kaigler Children's Book Festival will once again be in person April 12-14, 2023, on the Southern Miss campus in Hattiesburg, MS. The 2023 Southern Miss Medallion winner is Gene Luen Yang.

Gene Luen Yang- 2023 Southern Miss Medallion Winner

Gene Luen Yang joined the Kaigler Festival family in 2015 as a keynote and we are delighted to celebrate his return as the 2023 Southern Miss Medallion winner. Gene Luen Yang began making comics and graphic novels in the fifth grade. In 2006, his book *American Born Chinese* was published by First Second Books. It became the first graphic novel to be nominated for a National Book Award and the first to win the American Library Association’s Printz Award. It also won an Eisner Award for Best Graphic Album – New.

In 2013, First Second Books released *Boxers & Saints*, a two-volume graphic novel about the Boxer Rebellion. *Boxers & Saints* was nominated for a National Book Award and won the L.A. Times Book Prize. Yang has done numerous other comics, including Dark Horse Comics’ continuation of *Avatar: The Last Airbender* and DC Comics’ *Superman!*

Amy Bluemel- Coleen Salley Storytelling Award Winner

Amy Bruton Bluemel is a gifted storyteller and educator, artist, and stomp dancer. As the great-granddaughter of Eastman Kaney (an original Dawes Commission enrollee), Amy’s a proud member of the Chickasaw Nation. She often performs with the dance troupe Chikashsha Hithla. She shares Chickasaw customs (and those of other southeastern tribes) with audiences of all ages through lively programs. Amy was one of 36 Native American artists chosen to show and sell her art at the Smithsonian National Museum of the American Indian, Native American Art Market in Washington DC 2019.

Linda Williams-Jackson

Author of critically acclaimed, Mississippi-based historical novels *Midnight Without a Moon*, *A Sky Full of Stars*, and *The Lucky Ones*, Linda is plump-picking proud to still call Mississippi home. Born and raised in the Mississippi Delta in the teeny-tiny town of Rosedale, Linda Williams Jackson likes to spin stories about everyday people in small-town settings.

Ann Clare LeZotte

Ann Le Zotte is completely deaf and a bilingual-bicultural (ASL/English) member of Deaf community. Ann supports every kind of D/deaf person and the choices they make in terms of communication (she is oral and lipreads) and assistive hearing devices (she doesn’t wear any). She has worked in public library youth services for over twelve years, with a focus on intergenerational ASL literacy and inclusive programming. An inclusive cis lesbian (she/her), she was a pioneer in working with LGBTQIAP+ teens in her district.

Loren Long- de Grummond Children’s Literature Collection Lecturer

Loren Long is the author and illustrator of the New York Times bestselling picture books *Otis*, *Otis and the Tornado*, and other Otis titles. He is the #1 New York Times bestselling illustrator of President Barack Obama's picture book *Of Thee I Sing*, Matt de la Pena’s *Love*, the re-illustrated edition of *The Little Engine That Could* by Watty Piper, and *Mr. Peabody's Apples* by Madonna. Loren's new edition of Clement C. Moore’s *The Night Before Christmas* is a modern, more inclusive take on the classic. His most recent works are *Someone Builds the Dream* by Lisa Wheeler and *Change Sings* written by Inaugural Poet Amanda Gorman.

Kyle Lukoff

Kyle Lukoff writes books for kids and other people. Before becoming a full-time writer, Kyle worked at five bookstores, in four libraries, for three schools, as two genders, through one intersection: people, and books. Kyle is represented by Saba Sulaiman at Talcott Notch. Find him on Twitter at @KyleLukoff, Instagram at @kylelukoffwrites and Facebook at fb.me/kylelukoffwrites. All purchasing links are through his affiliate page at Bookshop.org.

Vikram Madan

Vikram Madan grew up in India where, despite spending his childhood rhyming and doodling, he ended up an engineer. After many years of working in tech, he finally came to his senses and followed his heart back into living the creative life. When not making whimsical paintings and public art, he writes funny poems and books for kids, including *A Hatful of Dragons*, *The Bubble Collector*, *Lord of the Bubbles*, *Bobo & PupPup*, and *Owl & Penguin*.

Angie Manfredi- Southern Miss SLIS Lecturer

Angie Manfredi is a librarian, writer, and editor. She has a special interest in and focus on spotlighting and uplifting marginalized voices in both youth literature and librarianship. She passionately advocates, in the words of Dr. Rudine Sims Bishop, giving readers “mirrors, windows, and sliding glass doors” in all the books shared with them. Angie is fat and not sorry about it.



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FOR THE
— 2023 —
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CHILDREN'S BOOK FESTIVAL
APRIL 12-14, 2023



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— YANG —

Please visit <https://www.usm.edu/childrens-book-festival> for information on registration and updates on the Festival. We email Festival updates via Constant Contact. Please email Festival Coordinator Karen Rowell at karen.rowell@usm.edu to be added to the Kaigler mailing list.

Questions about registration? Please email our registration coordinator Ashley Marshall at ashley.marshall@usm.edu.

From the GAs

Meet the 2022-2023 Academic School Year Graduate Assistants! Since Dottie, Sarah, and Patrick will be graduating in Spring 2023, they decided to share their future plans/goals. *If you are interested in being in Hattiesburg, MS and being a SLIS GA, please contact Adrienne.Patterson@usm.edu. There will be openings in Fall 2023!*



Dottie Higgs: "Nothing is set in stone for my plans after I graduate yet, but I have about three ideas moving forward. I would love to work in the youth services department of a public library, at a children's museum, or work with undergrads in an academic library. That being said, many aspects of librarianship interest me, so I'm open to different paths!"

Sarah Williams: "After I graduate, I have a wedding to plan and a job to find. My fiancé and I decided that we would not start planning until we both graduated. We have been talking about locations and have some options. My ideal placement is in an archive or museum setting. As an analytical person, I find archival work and cataloging ideal for me and I look forward to progressing in both my career and life."

Patrick Regan: "One of my main ideas after graduating is to move to Colorado and find some work there. I am aiming for an archival certificate, so one of my main goals is to find work at a film archive or museum, combining my love for film and my archival certificate. I am open to other ideas, however, including some work at a university library

or even a university's MLIS office similar to my current assistantship. Any of these ideas will work fine, and I plan to utilize them when I move after graduation."

Ashley Christensen: "When I graduate, I will work under a supervisor for a year to become licensed as a marriage and family therapist. I have a special interest in play therapy with children who have experienced trauma and therapy for their families. I'm excited to keep learning and discover who I can best help in my professional career!"

Emalie Cormier: "I love history and stories, so to it doesn't matter if I am in a museum, archive, public or school library! I would love to be able to encourage that passion for learning about the past in others and protect or curate it however I can. The future is reflected in our past and it deserves a chance to shine; plus, I just think old stuff is neat!"

Congratulations SLIS Students

MLIS student **Russell Brandon** is Director of the Connie & Tom Kossen Center for Teaching and Learning (KCTL), Mississippi University for Women, Columbus, MS.

Congratulations SLIS Alums

Charles Atwell (MLIS, 2020) is a Research Fellow, University of Southern Mississippi, Long Beach, MS.

Dale Autry (MLIS, Archival Certificate, 2019) is Access Services and Assessment Librarian, University of Southern Mississippi, Hattiesburg.

Eugenie Brignac (MLIS, 2022) is Children's Librarian, St. Tammany Parish Public Library, Covington, LA.

Jasmyn Brown (MLIS, 2021) is Head of Youth Services, Mill Valley Public Library, Mill Valley, CA.

Sarah Clay (MLIS, Archival Certificate, 2015), Librarian, Holmes Community College, Ridgeland,

MS, earned an Ed.D. in Higher Education, University of Mississippi.

Lynn Cowles (MLIS, Archival Certificate, 2019) is Digital Archivist Librarian, Fort Worth Public Library, Fort Worth TX.

Bria Correy (MLIS, 2021) is Metadata Specialist, Family History Library, Salt Lake City, UT.

Brook Roberts Cruthirds (MLIS, 2008) is Development Officer, USM Foundation, Hattiesburg, MS.

Roger Allen Davis (MLIS, 2014) is Academic Librarian, East Central Community College, Decatur, MS.

Angela Benson Donner (MLIS, 2006) is Medical Librarian, University of Pikeville, Pikeville, KY.

Abby Edwardson (MLIS, 2022) is Director, Rawlins Municipal Library, Pierre, SD.

Kyle Ethridge (MLIS, 2016) is Honors College Coordinator of Scholarships & Student Support Services, University of Southern Mississippi, Hattiesburg.

Shirley Ginn (MLIS, 2021) is Access Services/Administrative Librarian, Mississippi Valley State University, Itta Bena, MS.

Matthew Fillingame (MLIS, 2021) is a Research Fellow, University Libraries, University of Southern Mississippi, Hattiesburg, MS.

Karlie Herndon (MLIS, Archival Certificate, 2021) is Assistant Curator, de Grummond Children's Literature Collection, University of Southern Mississippi, Hattiesburg.

Lauren Clark Hill (MLIS, 2022) is Taxonomy Analyst, LinkedIn.

Jamie Jones Hullinger (MLIS, Archival Certificate, 2013) is Senior Corporate Research Librarian, Zimmer Bionet, Warsaw, IN.

Vanessa Jones (MLIS, 2012), Academic Librarian, Tennessee State University, recently earned an Ed.D.

in Educational Leadership, Trevecca Nazarene University, Nashville, TN.

Ariel Jordan (MLIS, Archival Certificate, 2020) is Guest Services Specialist, National Museum of African American Music, Nashville, TN.

Amy LaFleur (MLIS, 2021) is Reference & Archives Librarian, Mississippi Library Commission, Jackson, MS.

Tracy Evans Lewis (MLIS, 2020) is School Librarian/Media Specialist, District of Columbia Public Schools, Washington, D.C.

Megan Lowe (MLIS, 2002) is Director of University Libraries, Northwestern State University, Natchitoches, LA., recently earned Ed.D. in Higher Education, University of Mississippi.

Dr. Vandy Pacetti-Donelson (MLIS, 2006) is Dean of Undergraduate Studies, United States Sports Academy, Daphne, AL.

Tiffany Riggins (MLIS, Archival Certificate, Youth Services Certificate, 2016) is Library Outreach Coordinator, Buckeye Public Library, Buckeye, AZ.

James Skinner (MLIS, 2021) is Manager, Woolmarket Public Library, Biloxi, MS.

Ryan Tickle (MLIS, 2018) is User Services Student Supervisor, Claremont Colleges Library, Los Angeles, CA.

Laura Valliant (MLIS, 2020) is Associate Librarian – Hispanic Services, Inglewood Public Library, Inglewood, CA.

Elaine Walker (MLIS, Archival Certificate, 2019) is Scholarly Communications Librarian, University of Alabama Gorgas Library, Tuscaloosa, AL.

Tracee Waters (MLIS, 2018) is IPRA (Inspection of Public Records Act) Coordinator, District Attorney's Office, New Mexico 5th District, Hobbs, NM.

Rebecca Wheeler (MLIS, 2006) earned a Ph.D. in Instructional Design and Development, University of South Alabama.

Congratulations SLIS Faculty

Articles:

Clark Hunt, L. K., & Thomin, M. (2022) Tour de Fort: Creating and Evaluating Guided Archaeology Tours. *Journal of Archaeology and Education* 6(4).

Creel, S. (2022). SLIS notes: Censorship. *Mississippi Libraries*, 85 (1), 11-13.
<http://www.misslib.org/resources/Documents/MLarchive/ML2022Spring.pdf>

Creel, S. & Higgs, D. (2022). SLIS notes: For the love of graphic novels. *Mississippi Libraries*, 85 (2), 34-36.
<http://www.misslib.org/resources/Documents/MLarchive/ML2022Summer.pdf>

Creel, S. (2022). SLIS notes: What is a library in crisis? *Mississippi Libraries*, 85 (3), 51-53.
<http://www.misslib.org/resources/Documents/MLarchive/ML2022Fall.pdf>

Steele, J. E. (2022). "Challenges to Children's Picture Books with LGBTQ Themes: A 30-Year Review." *Children and Libraries*, 20(2), 3-9.
<https://doi.org/10.5860/cal.20.2.3>

Mills, X. (2022). The Expansion of digital services in Mississippi public libraries. *Mississippi Libraries*, 85 (1), 4-7.
<http://www.misslib.org/resources/Documents/MLarchive/ML2022Spring.pdf>

Presentations:

Clark Hunt, L. K. (2022). Discipline Specific Information Literacy in Higher Education. *Georgia International Conference on Information Literacy*. 37.
<https://digitalcommons.georgiasouthern.edu/gaintlit/2022/2022/37>

Clark Hunt, L. K., Steele, J. E., Lambert, T., and Koposko, J. ALISE Annual Convention 2022, "E-Resources and the Privacy Paradigm Shift for Librarians," Association for Library and Information Science Education (ALISE), Pittsburgh, PA, United States. (October 25, 2022).

Clark Hunt, L. K., Steele, J. E., ALLA Annual Convention 2022, "Students with Disabilities and

Their Perceptions of an Academic Library," Alabama Library Association (ALLA), Montgomery, AL, United States. (August 1, 2022).

Fay, B. German Studies Association Annual Conference 2022, "Thinking with Conspiracy Theories in Nazi Germany" in panel: The German Far Right Myths and Memory.

Steele, J. E., Qualitative and Quantitative Methods in Libraries International Conference 2022, "The Role of the American Academic Librarian in Online Courses," International Society for the Advancement of Science and Technology (ISAST), Athens, Greece. (May 25, 2022).

Faculty, Staff, Students, & Alumni @ MLA/SELA Annual Conference 2022

Carter, Phillip—Alumni (Oct. 12, 2022). "Can You Hear Me Now? Podcasting as Library Outreach." Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Carter, Phillip—Alumni (Oct. 14, 2022). "Can I Help You? And Other Ways You're Losing Your Patrons." Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Clark Hunt, Laura—Faculty; **Jefcoat, Jaq**—Student; **Clark, Jessica**—Student; **Kristina Kelly**—Student; **Walsh, Karyn & Glenn, Ethan**—Student (Oct. 12, 2022). "USM Service-Learning in Laurel-Jones County Library." Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Creel, Stacy—Faculty & **Clark Hunt, Laura**—Faculty (Oct. 13, 2022). "Censorship Happens! Are you Ready? Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Cromwell, Josh—Student (Oct. 12, 2022). "Content Unlocked: Success Stories and Lessons Learned from an Institutional Repository's First Decade." Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Cunetto, Stephen—Alumni & **Carson, Darcy** (Oct. 14, 2022). "New to the Magnolia Project: Introducing

Britannic School K-8!" Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Dees, Ashley—Alumni (Oct. 14, 2022). "Ask an Editor: Demystifying the Journal Publication Process." Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Easterday, Justin & **White, Nyra**—Student (Oct. 12, 2022). Poster Lightening Round: "Can Virtual Library Practicums Be Successful? A Practicum Supervisor's Experience. Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Fay, Brendan—Faculty (Oct. 12, 2022). "Whispers in the Library: Conspiracy Theories and Professional Values in the Misinformation Age. Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Hirschy, Jeff—Faculty (Oct. 12, 2022). "The Power of Stories: Stories, Libraries, and War from 1812-2022." Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Le, Megan—Alumni (Oct. 12, 2022). Poster Lightening Round: "A Content Analysis of Films Feature Librarians and Librarians from 1980 to 2020." Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Mangrum, Sarah—Faculty (Oct. 14, 2022). "Controlled Digital Lending By Libraries: Accessing Print Materials in a Digital Age." Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Martin-Grant, Kayla—Alumni & Larson, Nichole (Oct. 13, 2022). "Good Looking Out: Taking Care of Ourselves and Each Other in Trying Times." Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Mills, Cindy—Faculty; **Taylor, Lara**—Student; **Davis, Miranda**—Student & **Rodriguez, Margaret**—Student (Oct. 12, 2022). "SMSA's Effort to Engage with Our Future Archivists." Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Mills, Cindy—Faculty & **Taylor, Lara**—Student; (Oct. 12, 2022). Poster Lightening Round: "SMSA's Community Building Efforts." Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Mills, Cindy—Faculty (Oct. 12, 2022). "Fight Fake News and Censorship in 2022." Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Rowell, Karen—Staff (Oct. 14, 2022). "2023 Kaigler Book Festival Update." Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Simpson, Diana & **Kaletsch, Cheryl**—Student (Oct. 12, 2022). "The Graduate Assistant in Technical Services: Reflecting on a Real-World Work Experience." Mississippi Library Association/Southeastern Library Association Joint Annual Conference.

Steele, Jennifer—Faculty (Oct. 13, 2022). "Books Behind Bars: Censorship in Mississippi Prison Libraries." Mississippi Library Association/Southeastern Library Association Joint Annual Conference.



Thomas, Floyce—Alumni (Oct. 13, 2022). "Trends and Issues in Academic Libraries Session: Making It Work! Library Services Moving Beyond COVID-19." Mississippi Library Association/Southeastern Library Association Joint Annual Conference.



Ussery, Fawn—Alumni & **Cook, Denisha**—Student (Oct. 14, 2022). “Five Years OkraOut Presentation.” Mississippi Library Association/Southeastern Library Association Joint Annual Conference. [Pictured left]

Williams, Brianna—Alumni (Oct. 12, 2022). Poster Lightning Round: “Time Management as a Practicum Student and Full Time Branch Manager.” Mississippi Library Association/Southeastern Library Association Joint Annual Conference.



Ashley Marshall, Sarah Mangrum, and Karen Rowell—“2023 Kaigler Book Festival Update.”

Congratulations to SLIS Students and Alumni
(Lara Taylor, Contaka Norman, Janessa Ullendorf, and Amanda Osborne)!



SLIS Notes: Censorship Turbulent Times¹

By Stacy Creel, Associate Professor & Director

School of Library & Information Science at The University of Southern Mississippi

Just this past year in 2021, the American Library Association (ALA) had to release a statement in response to an increase in censorship of materials centered on LGBTQIA+ issues and books by Black authors, Indigenous authors, or other people of color. The statement in its entirety is found here: <https://www.ala.org/advocacy/statement-regarding-censorship>. The statement reaffirms that ALA and its Executive Board, Divisions, Roundtables, and other units stand firm in the freedom to read and against censorship. One paragraph of the statement specifically focuses on the libraries instead of the association:

“Libraries manifest the promises of the First Amendment by making available the widest possible range of viewpoints, opinions, and ideas, so that every person has the opportunity to freely read and consider information and ideas regardless of their content or the viewpoint of the author. This requires the professional expertise of librarians who work in partnership with their communities to curate collections that serve the information needs of all their users.” (ALA, 2021).

What does it mean to manifest something? According to the Oxford English Dictionary, it means several things. While all of them have some similarities, perhaps these two best fit what the American Library Association was trying to convey: “To make (a quality, fact, etc.) evident to the eye or to the understanding” and to “display (a quality, condition, feeling, etc.) by action or behaviour; to give evidence of possessing, reveal the presence of, evince.” (OED, 2022). Another word to clarify the libraries’ role could be **embody**—libraries and librarians need to embody, exemplify, make obvious by action and behavior their support of intellectual freedom and anti-censorship so that all users can find themselves in the shelves of the library.

For the last thirty years, 1990-2019, books have continued to be challenged for a variety of reasons with violence, sexually explicit content, and

offensive language usually being the top reasons (Aucoin, 2022). Chart 1 provides a look at the top 10 challenged books from the State of American Libraries from 2015-2020 and shows that the top three reported reasons for challenges are homosexuality/LGBTQ/transgender topics, themes, and characters; use of racist language, offensive language, and profanity; and sexual explicit materials (Rosa, 2016, 2017, 2018, 2019; Zalusky 2020; 2021).

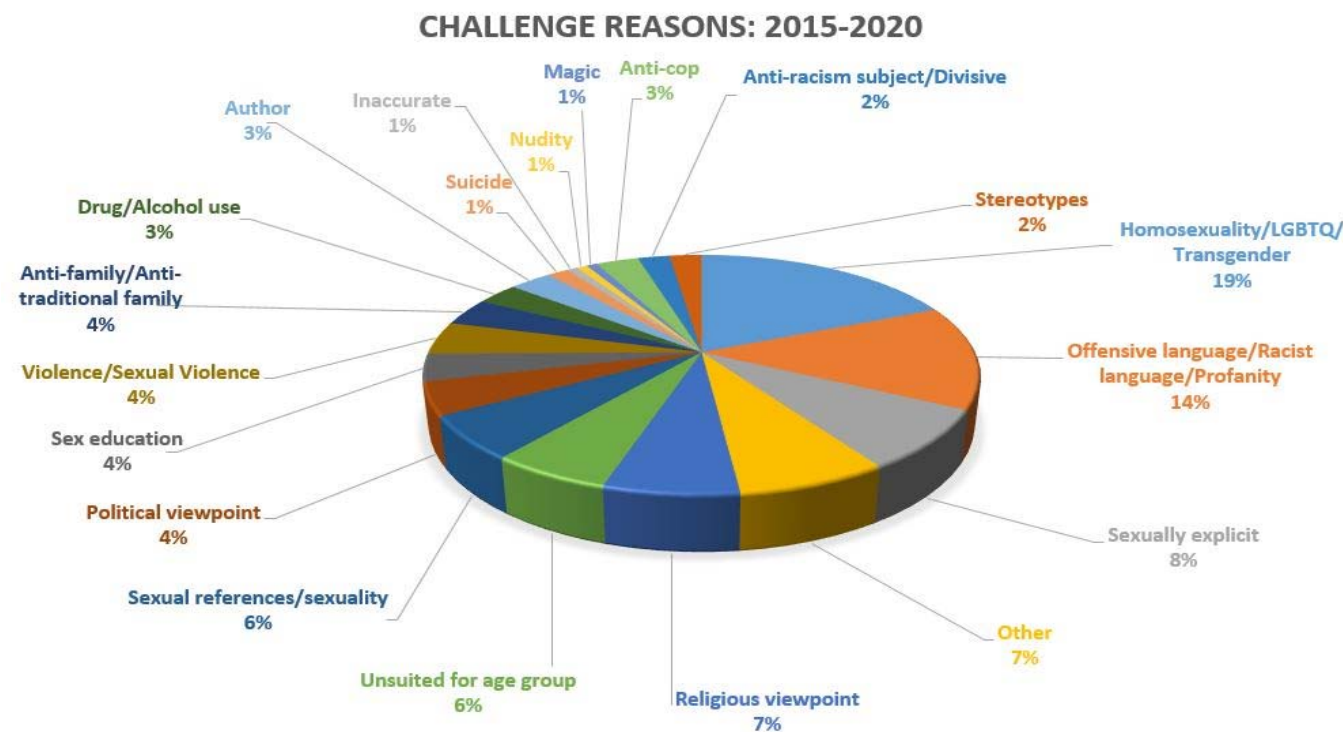
Traditionally, as seen in Graph 2, libraries have faced challenges to materials and services most frequently from parents and library patrons (Rosa, 2016, 2017, 2018, 2019; Zalusky 2020; 2021). Elected officials or the government, on average, were responsible for 3.5% of the challenges from 2015 to 2020. However, 2021 and 2022 have been fraught with libraries and schools across the nation facing government interference and demands of censorship over topics dealing with race and LGBTQ topics.

Multiple states have passed laws to restrict educational materials and lessons on race and others have proposed laws at various stages (2022, Legal Insurrection Foundation). Here in the state of Mississippi, a mayor holds the library’s budget hostage since the materials do not match his *own personal* religious beliefs (Garner, 2022), and another state official has voiced support for banning books from the Anti-Racism Reading Shelf program of the Mississippi Humanities Council (Pittman, 2022). These battles with government entities will no doubt play out in a court of law. Censorship by the government is unconstitutional and freedom of expression cases are historically determined by “content neutrality”-- the government cannot limit expression just because any listener, or even the majority of a community, is offended by its content,” and by an “expression may be restricted only if it will clearly cause direct and imminent harm to an important societal interest” (ACLU, 2022).

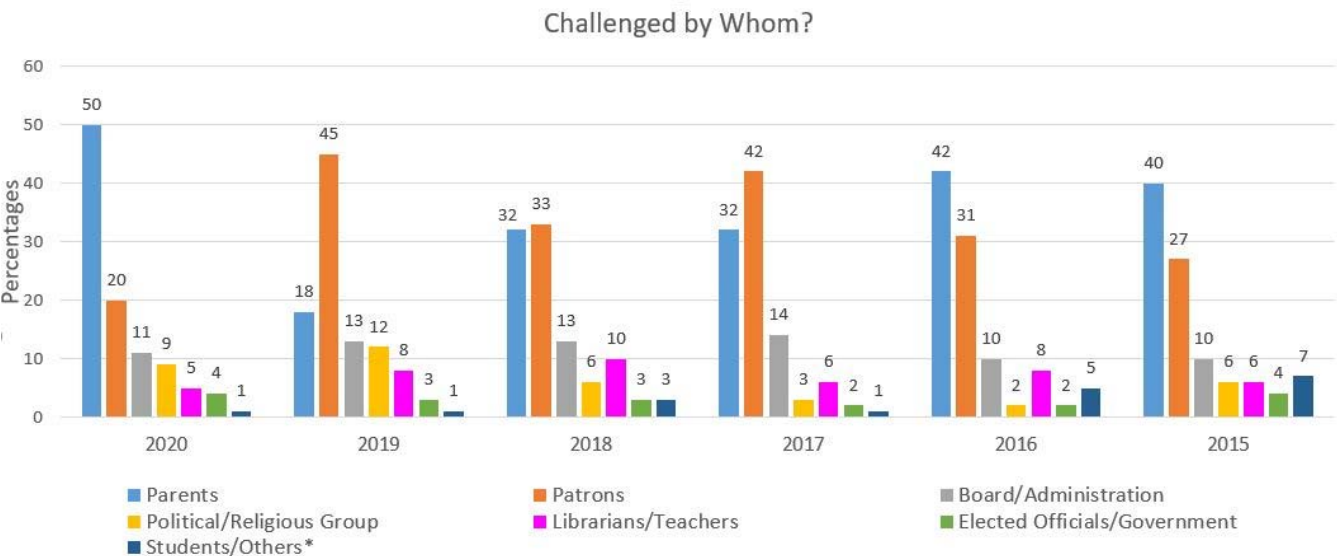
¹ Reprinted from *Mississippi Libraries*, 85(1), 11-13.

Censorship and banning of books have a long history with the courts and the United States Government. James Joyce's *Ulysses* was banned for 12 years before it was permitted to be published after the US District Court ruling *United States v. One Book Called Ulysses* and other government reports have led to industry bowing resulting in self-policing like The Comics Code Authority (Head, 2019). It seems, for now, as if history is doomed to repeat itself with a

return to the 1950 McCarthy era, “a time in which books or films that dealt with race issues were often attacked as Communist propaganda” (Robbins, 1994, p. 331). Until these things work their way through the legal system, it is more important than ever before for there to be plans and procedures in place given these tumultuous times. If it has been awhile since the libraries’ reviewed their policies for handling complaints, some of these resources can help.



Graph 1: Top 10 challenged books by topic (Rosa, 2016, 2017, 2018, 2019; Zalusky 2020; 2021)



Graph 2: Challenges by group by year in percentages

*Other was used in 2015 and 2016 (Rosa, 2016, 2017, 2018, 2019; Zalusky 2020; 2021)

Resources:

The American Civil Liberties Union

(<https://www.aclu.org/>) provides resources about censorship, anti-discrimination, LGBTQ rights, race, current fights, and more.

American Library Association (<https://www.ala.org/>) offers a plethora of information on intellectual freedom, reporting and handling challenges, and how to gird up library collection development policies.

Mississippi Library Commission

(<https://www.mlc.lib.ms.us/>) has resources to help librarians gather information to defend against challenges and tips for handling complaints.

National Coalition Against Censorship

(<https://ncac.org/>) serves to provide resources including toolkits for defending materials.

National Council of Teachers of English's Intellectual Freedom Center

(<https://ncte.org/resources/ncte-intellectual-freedom-center/>) offers a variety of resources and kids specific to schools.

References:

American Civil Liberties Union. (2022). *What is censorship?*. ACLU. <https://www.aclu.org/other/what-censorship>

American Library Association. (2022). *The American Library Association opposes widespread efforts to censor books in U.S. schools and libraries*. ALA. <https://www.ala.org/news/press-releases/2021/11/american-library-association-opposes-widespread-efforts-censor-books-us>

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SLIS Notes: What is a library in crisis?¹

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What is a library in crisis? One definition is that a crisis is an event beyond the normal situation that acts as a disruption to library operations and services and can damage the library's reputation (Pedraza, 2010). These situations draw attention, usually negative attention, and scrutiny by the library's user population, political/government entities, and even at times, the attention of the nation via outlets such as social media. Crisis management requires action in three phases—before, during, and after. The goal of crisis management is to prevent or reduce the impact of the crisis on the library. “The response by a library to a crisis is often initially defined by the amount of preparation, if any, the library is able to engage in” (Bengston, 2021, p. 5). While Bengston was speaking specifically to IT crises, the sentiment certainly applies across a variety of situations. In today's climate, it is extremely important that libraries prepare for challenge or censorship crisis. It is no longer a matter of if but when.

In Jamestown Township, Michigan, a campaign to vote down renewing library funding in response to displaying LGBTQ+ materials resulted in a budget loss of over 84% (Stein, 2022). Libraries in Lafayette, Louisiana can no longer host displays about any distinctive group—so no Black History Month, Pride Month, or even for them, French Cajun culture (Burnett, 2022). Librarians have faced personal attacks on social media, like school librarian of the year Amanda Jones (Yorio, 2022). A library in Iowa closed its doors after the majority of the staff and librarians quit over LGBTQ+ complaints (Kilander, 2022). Libraries and librarians are facing censorship issues at a higher rate than recent years. “ALA's Office for Intellectual Freedom tracked 729 challenges to library, school, and university materials and services in 2021, resulting in more than 1,597 individual book challenges or removals. Most targeted books were by or about Black or

LGBTQIA+ persons” (American Library Association, 2022, para. 1).

Although coming from business or corporation perspective, Pedraza (2010) offers some preplanning strategies that libraries can incorporate for developing the library's crisis management team. First, who is going to be the library's designated spokesperson? This person needs to be higher up in the library's administrative team. They should be prepared to handle the hard questions with truth, calmness, and confidence. The spokesperson gets the information out to all the key personnel (the crisis management team), the media, and the constituents. Second, who on the crisis management team is going to disseminate the information to your library team—from pages to managers? It is important that library staff do not speak about the issue outside of the pre-determined message on any platform. In order for that to happen, someone has to share that message and has to keep them abreast of the situation. They should not be left to speculate and, as front-line workers, they deserve honesty. Third, pre-prepare a statement to build that serves as springboard so the library is ready to move with speed. Libraries no longer have days before a story breaks or days to write a response. With news channels, library customers, and the larger community using social media platforms, it is important to get an *accurate* message out quickly. Attempt to be positive and constructive. The message needs to be honest and transparent. Fourth, who is gathering the information on the crisis and keeping the crisis management team informed as a whole? By having someone designated to monitor the news and social media, it allows everyone to focus on their specific tasks. Fifth, who is reporting to the American Library Association, any parent organizations, and state library associations? This informs organizations for record keeping and reporting and alerts surrounding libraries that issues

¹ Reprinted from *Mississippi Libraries*, 85(3), 51-53.

may be on their horizon if the complaint is coming from an organized group.

In addition to having a crisis management plan in place, the library should have clear path of communication for when the censorship crisis begins. Does the staff at the circulation desk know what to do when a challenge is initiated? Does the branch manager know when to report it and to whom? Having an escalation plan will be essential for keeping administrators informed and for giving them time to activate the crisis management team. The library director and administrative team should not hear about a crisis for the first time as it is being reported on the news! If possible, test the escalation plan with different training and exercises (Pedraza, 2010). When you are crafting the statement to build upon it will be important to keep the following management principles in mind:

1. Understand the media interest in a crisis situation.
2. Define the problem that caused the crisis situation and determine the best strategy to follow.
3. Ensure compliance with all legal and regulatory matters.
4. Manage the flow of information.
5. Assume the situation will escalate and get worse.
6. Remember all constituencies when dealing with a crisis situation.
7. Measure results in real time.
8. Identify the facts that need to be measured.
9. Avoid looking or sounding too defensive and resist being drawn into a situation that could weaken the position of the business corporation during the crisis situation.
10. Speedy communication is essential, especially with the media and the public" (Pedraza, 2010, pp. 11-14).

Besides these applications from the business sector, the other important thing you can do pre-crisis is advocacy. A solid definition of advocacy in relation to libraries is "organizing community residents and others to promote the library, its services, and its overall importance in the community" (McClure, Feldman, & Ryan, 2007 p. 139). Libraries can no longer rely on the idea that communities see the library as this great equalizer held in their minds (and hearts) in high regard. Libraries must be constantly

putting their message out to their communities on their relevancy, importance, and contribution to their communities (Singh & Trinchetta, 2020). Use every opportunity to get in the print and television news for positive things. Use your social media. Publicize the libraries service and the number of people served. Get quotes from people about their personal library experience and publicize it. Make close connections to key community members—invite the alderman or council member to read at the library, have important business leaders do workshops, have members of the library board do talks, etc. Make close connections with library regulars. Value and utilize the library's Friends Group. Be sure that they are some of the libraries strongest supporters and understand inclusive service to the community. Get to know the people on the library board or other governing body. Present the successes of the library to them every chance that is given. Have regular library attendees speak and present about the positive things at the meetings—or at the very least share video clips with them. Share information on "library basics" and tenets with them. If there is any way to have input on the library board make up, give it.

Lastly, talk about intellectual freedom in a way that makes it appealing to library users. Talk about how it protects their right to choose for themselves and keeps other people from choosing for them. Make it part of your everyday conversations, and use language that does not include library buzzwords and library branding. Create posters (Image 1 and Image 2), bookmarks, and branding saying, "Protecting your choice of books," "You do you! We've got your READS," or "Whatever search you need help with? Find it here!," or other non-library language to get the public to understand and value intellectual freedom and rights of access without the field's buzzwords. Having these conversations pre-crisis are essential, especially if the library plans on being ready for that censorship crisis on the horizon.

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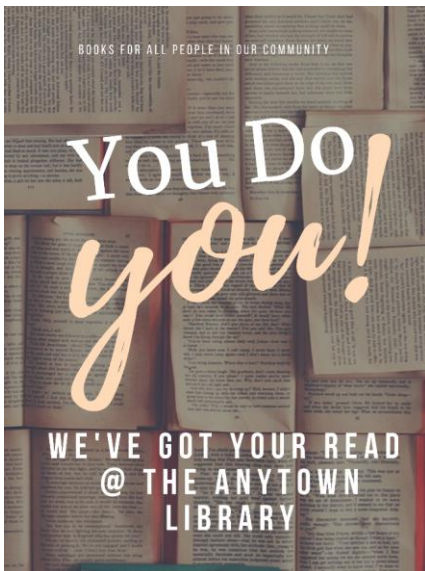


Image 1: “You Do You” (created using Canva)

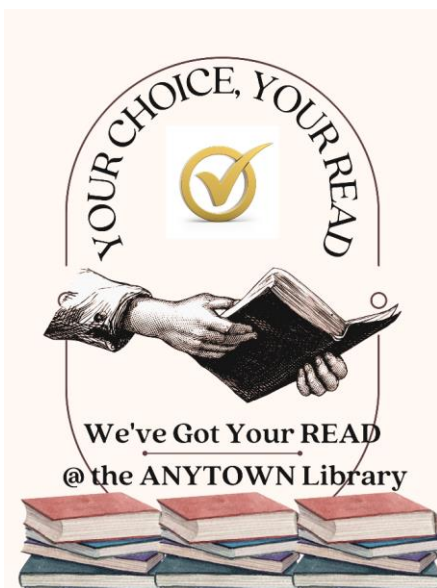


Image 2: “Your Choice, Your Read” (created using Canva)

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The Expansion of digital services in Mississippi public libraries¹

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Abstract

A content analysis of 53 public library systems' websites listed on the Public Library Directory of Mississippi Library Commission was conducted. The purpose of the study was to find types and levels of digital services offered by these library systems. The term "digital services" has been more used in recent literature, which suggests that more libraries started offering more since the start of COVID-19. This study intended to look closely how Mississippi's public libraries follow the national trend.

Introduction

The year 2020 was unprecedented for both individuals and libraries. Most working places experienced closures and many individuals retreated to work at home, as society exerted efforts to lower the transmission and infection of COVID-19 pandemic. At the peak of the pandemic many libraries fully closed their buildings and limited patrons' access. While libraries faced cutting down on their expenses, they resorted to expanding their digital services. The study explored the range of digital services listed on Mississippi public libraries' websites and made a preliminary assessment of their efforts.

Definition of digital services

The term "digital services" has emerged in recent library literature, job ads, and websites especially related to public libraries. For example, public libraries have extended their digital services during the pandemic (Goldstein, 2020; Guernsey, Prescott, Park, 2021). More public libraries are offering digital services librarian positions. A digital services librarian's duty often includes maintaining a library's web presence and access to digital resources. Despite its emergence, the definition of digital services, however, is not clearly defined in library literature as in business literature. Stephan (2015) offers the definition of digital services as "the electronic delivery of information including data and content across multiple platforms and devices like web or mobile." Hänninen, Pajula, Korpela & Taipale (2021) summarized digital services as "non-material activities transmitted by technology and online networks such as the internet." The activities

identified as digital services are widely available and recognizable in society like mobile banking, UBER in transportation, Airbnb in hotel business, Apple in computer, and e-filing taxes. The core of digital services lies in offering a user experience through an online or electronic mode of delivery. The US digital service is created as a government sector to lead "technology that enables effective interactions between government and the people it services" (Balfundo, 2019). Leimeister, Hubert and Steven (2015) described the success of digital services with consumers is "personalized, context adaptive, real time" (p.255). Digital services can be included as part of social infrastructure. An optimal user experience is what digital services should aim for. An understanding of types of digital services and their purposes and benefits is relevant to improving digital services.

Therefore, such emphasis on user experience or consumers has an implication for libraries, especially public libraries, to develop viable services for users. McMenemy and Poulter (2005) addressed what public libraries utilize ICT (Information and Communication Technology) to provide access to users for lifelong learning and social inclusion. Di Duro (2008) pointed out the benefit for public libraries as "by providing more digital services that allow the public library to remain progressive and relevant to its patrons." The PEW Research Center (2013) reported that Libraries have offered digital services for more than a decade including eBooks, access, bringing services to patrons, and collaboration with local governments. By offering digital service, public libraries attempt to transform themselves from mere repositories to resource centers for communities.

Access and expansion of digital services

The American Library Association (ALA) (2006) pointed out "digital resources and services, or resources and services made primarily available online or on digital devices, are integral to libraries' mission in the twenty-first century." Libraries are supposed to meet "prevailing needs" of the community they serve (Michnik, 2015). Because of

¹ Reprinted from *Mississippi Libraries*, 85 (1), 4-7.

the prevalence of digital content, libraries have a mission to provide access to information both in print and the digital format. Higgs, Lanford, and Fry (2013) investigated levels of digital provision, librarians' skills, library training programs through providing networked-GIS digital services by public libraries in Wales. Michnik (2015) discussed the impact of digital services on the sustainability of public libraries including the use of library physical space, librarians' skills, and cost on libraries such as eBooks.

The expansion of digital services is purported to reflect the mission of libraries to provide access to information to meet patrons' needs and adapt to unexpected changes. ALA's survey (2020) reported that many libraries in the nation were physically closed but offered virtual services during the pandemic. Most libraries identified that users would most need access to physical materials, computers and the Internet, and government applications and job search support after their buildings were closed (ALA, 2020). Breeding (2021) reported while vendors expanded access to digital collections and added online workflows to assist libraries, public libraries retained flexibility to mix a variety of services from different vendors. Goldstein (2020) noted public libraries that were closed during the pandemic, "have been using a variety of technologies to rapidly expand digital service offerings and aid their communities". And such access is not limited to computers, internet, or digital tools, which indicates a potential for libraries to continue enhancing their digital resources and access. Access to digital resources offered by public libraries includes a broad range of digital products (audio books, e-books, databases, podcasts, videos, virtual events, and webinars).

The COVID-19 pandemic set realities for libraries to provide more digital services to mitigate the closures and continue services. Guernesey, Prescott and Park (2021) pointed out that public libraries have upheld their mission "to provide services to residents seeking knowledge, learning opportunities, and connections to information" during the pandemic (p.7). By doing so, public libraries made available online resources, Wi-Fi options and computer stations, and educational programs so many patrons became aware of online resources offered by their public libraries, which they found through a public library's website. Over the years public libraries have faced challenges to improve outreach and overcome stereotypes. Public

libraries' viability and transformation could be improved to provide communities' learning and access to knowledge and training staff and users (Guernesey, Prescott & Park, 2021).

More digital services have been offered by public libraries during the pandemic. Digital services provided a response to libraries' physical closure. The Mississippi Library Commission already has the digital services branch to provide consulting, training and web development to public libraries. Facing the COVID pandemic, the Mississippi Library Commission's annual report (2020) marked "the new norm by constraining decisions, attitudes, and services." Public libraries' provision of digital services during the pandemic becomes the new norm. Given this new norm, this study intends to answer these two research questions.

1. **What are types of digital services offered by the public libraries in Mississippi?**
2. **What are levels of digital services?**

Methodology

From literature review, a public library website became the logical focal point of the investigation. A content analysis of the library websites was employed in this study because the content analysis is helpful to find the presence of words, themes, and concepts. Since the focus of this study is on digital services, content analysis is an ideal method to find the presence of digital resources. Data of content analysis was collected from the directory of Mississippi Public Libraries by Mississippi Library Commission with links of public library systems in all parts of Mississippi was employed. The analysis of data was focused on the use of the keywords "digital services," "electronic services," or "services," which shows an implication of using a computer or Internet. In the meantime, alternative terms such as resources could be checked if they include Internet and computer access. A total of 53 public library systems weblinks were counted for the study. Data collected were focused on electronic resources and technology applications ranging from computer access to Internet resources.

Results

Of 53 public library systems, as stated on their websites, all the library systems experienced temporary closures, and most have been fully open after a year of pandemic. As of 2022, they are all open. The results after the content analysis were

presented in three aspects of data analysis: the terms' usage associated with digital services, access to digital technologies, and products offered by libraries.

After the analysis, terms including “services,” “library services” “digital services,” “adult services,” “curbside service,” and “current services” are present on these library systems' menu. Of 53 library systems, the term “services” is still most used (n= 9, 17%), then followed by digital services (n=6, 11%) and library services (n=6, 11%), adult services(n=1), curbside service(n=1). All the computer and internet offered that can be found among these public library websites, “resources” is most used (n=9, 17%), followed by digital resources (n=3, 5 %) and electronic resources (n=3, 5 %), then online resources (n=2, 5 %) and featured resources(n=1). Some use “digital library” (n=2) “learning and research” (n=1) or “weblinks” (n=4, 8%) or do not specify a name but they do provide services and resources.

All public libraries provide online catalog (N=53, 100%), Research (genealogy or databases n=32, 60%), social media (n=29, 55%), and eBooks (n=28, 53%), health information(n=18) and computer access (computer, Wi-Fi, mobile printing, n=9), career information (n=9, 34%), virtual story time (n=6, 11%), online driving practice (n=4, 8%), and computer training (n=4, 8%).

A variety of digital products is associated with digital services. Of 53 library systems, most digital products available on all the library systems' websites are Magnolia(n=36) for research, LearningExpress(n=34) for academic skills, Facebook(n=25) for social media, and Hoopla(n=10) for eBooks. Many provide external links to the government job resources, language learning, test tutorials, and even childcare and mortgage. Table 1 shows the results of categorizing functions of digital services and names of databases and products.

Digital Services Functions	Databases and Products
Research (search and genealogy research)	Magnolia, Ancestry.com, Heritage Quest
Ebooks	Project Gutenberg, Hoopla, Overdrive, Axis360, Libby, Digitalmagazines, Worldbook
Learning and test prep	LearningExpress, Akhan academy, Digital learn
Language learning	Rocket Language, Transparent Language, Google translate
Driving test practice	Online permit practice, renewal
Social media	Facebook, Twitter, Instagram, blog, YouTube, Pinterest
Health information (COVID)	Health Information Complete, Mississippi State Department of Health, CDC, COVID updates
Career resources	Cypress resume builder, Mississippi State Department of Employment, Careeronestop
Computer access, WI-FI, mobile printing	

Table 1. Functions of digital services and databases and products

Conclusion

The results show that the words like “services” and “resources” are still most used by these public library systems. A variety of digital services or electronic resources are listed under services or resources. Most services and resources offered are internet-based or accessed by computers. It is reasonable to interpret that not all services or resources offered by all these public library systems are the same because of confounding factors including the service population, funding, library management, staff trainings and skills, or web design. Even the use of the term “digital services ” does not determine there are more services in a comparison with those which don’t use it. Although digital services can entail extra costs on libraries, these public library systems provide external links to free resources benefit both libraries and their patrons. The current digital services and resources provide a snapshot of what public libraries offer and how they engage with their communities. They cater to diverse groups of patrons with a variety of services, resources, and tools. Virtual story time, mobile printing, driving test practice, and learning and career resources, and health resources offered imply that public library has made efforts to meets current needs of their patrons at all ages. Although this study generated preliminary results, the variety of services and resources match with national trends. A further study like using a survey with the library staff may help to figure out how the services are expanded exactly and their impact.

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Federal Depository Library Program (FDLP) Academic Library Websites

A webometric analysis of academic libraries participating in the FDLP

By Leah DeAnn Isenhower

Master's Project, May 2022

Readers: Dr. Stacy Creel, Dr. Jennifer Steele

INTRODUCTION

The United States Constitution records the need for the citizens of the United States to be informed of its leaders' actions. Speaking at the Constitutional Convention, Patrick Henry of Virginia said, "The liberties of a people never were, nor ever will be, secure when the transactions of their rulers may be concealed from them" (U.S. GPO, 2011, p.4). The United States created The Government Publishing Office (GPO) with the mission of "Keeping America Informed" (FDLP, 2019b). Since 1860, the GPO has overseen the printing and publishing of all materials produced by the three branches of the U.S.

Government and has been a part of the GPO since 1895 (U.S.GPO, 2011). The FDLP disseminates government information published through the GPO to 1,117 depository libraries throughout the United States to provide free access to the materials to the American public (FDLP, 2021). The GPO and the FDLP work together to provide access to the American people to the information their rulers create. Governance of The Federal Depository Library Program is under Chapter 19 of Title 44 of the U.S. Code (FDLP, 2018).

The depository libraries consist of many types, but the general academic library was the majority library type in 2019 (FDLP, 2021). Depositories can be regional or selective, and each type follows specific guidelines. A regional depository must collect all information published by the GPO compared to a selective depository that chooses items to collect based on the community's needs. In 2019, 1,064 depository libraries were selective. All FDLP libraries must follow the legal mandate stated in *The Legal Requirements and Program Regulations of the Federal Depository Library Program* (FDLP, 2018).

Depository libraries have served the mission to keep America informed by providing access to print Government Documents since 1895. However, the increasing shift to electronic documents indicates the need for FDLP libraries to provide access to electronic government information through their

websites. This shift to electronic format increased after 1993 when the GPO Electronic Information Access Enhancement Act was passed (Sare, 2011). In 2005, the GPO created ninety percent of its resources in a digital format (Jaeger et al., 2010). Libraries make that information accessible through the library catalog (OPAC) and Libguides, also called research guides or subject guides, on their websites. Therefore, it is a logical inquiry to evaluate FDLP libraries for legal requirements and the success of its delivery system of the digital government information to continue to keep America informed in the digital age. Libraries' websites are the medium through which electronic government information is delivered to patrons, and academic libraries are the largest type of library participating in the FDLP (Jaeger et al., 2010).

Purpose Statement

The purpose of this study is to evaluate the website content of academic libraries participating as selective depositories in the FDLP to examine legal compliance and accessibility to electronic government information.

Research Questions

R1: *How are FDLP academic library websites in the research sample identified as a participant in FDLP?*

R2: *How many FDLP academic library websites provide access to the OPAC on the library's homepage?*

R3: *How many FDLP academic library websites have specific Government Document Libguides, research, or subject guides? Which websites provide access to the Basic Collection through the guide?*

R4: *What does the access to the FDLP Basic Collection look like on the FDLP academic library website?*

Definitions:

Cybermetrics: "Description and evaluation of the impact of the internet as a scholarly communication tool, primarily using quantitative analysis of Web-

based scholarly and scientific communications. Sometimes used synonymously with *webometrics*.” (Reitz, 2020).

GPO (Government Publishing Office) is “The U.S. Government Printing Office, the government agency responsible for collecting, publishing, and distributing federal government information. The GPO publishes a printed index to government documents under the title *Monthly Catalog of U.S. Government Publications*.” (Reitz, 2020).

Federal Depository Library Directory: “Lists all FDLP libraries and their library type, size, designation status, contact information, and more. All Federal depository libraries must have current information in the Directory to facilitate contact by the U.S. Government Publishing Office (GPO), other libraries, and the public. Depository staff are responsible for keeping Directory information up to date.” (GPO, 2021).

FDLP Basic Collection: “Every depository library is required to have the titles in the FDLP Basic Collection accessible for immediate use because these titles are vital sources of information that support the public’s right to know about the workings and essential activities of their Federal Government.” The list of items in the Basic Collection is subject to change, but as of 2019, it contains twenty-three items.” (FDLP.gov, 2019).

Federal Depository Library Program (FDLP): “Established by Congress as part of the Printing Act of 1895 to assure access for the American public to government information, the FDLP authorizes the U.S. Government Printing Office (GPO) and contractors to distribute without charge copies of federal government documents to designated depository libraries in the United States (and its territories) that agree to provide unrestricted access and professional assistance at no charge to the user. The legal requirements of the FDLP are found in *Chapter 19 of Title 44, U.S. Code*. The Public Printer and Superintendent of Documents are advised on policy matters concerning the FDLP by the Depository Library Council (DLC) established in 1972” (Reitz, 2020).

OPAC: An acronym for *online public access catalog*, a database composed of bibliographic records describing the books and other materials owned by a library or library system, accessible via public terminals or workstations usually concentrated near the reference desk to make it easy for users to request the assistance of a trained reference librarian. Most online catalogs are searchable by author, title, subject, and keywords and allow users to print, download, or export records to an email account. Compare with WebPac.” (Reitz, 2020).

Research guide: “A printed or online resource that provides detailed information, instructions, and advice concerning the best strategies, techniques, and resources for research in a subject or field of study.” (Reitz, 2014).

Delimitations

This study is limited to academic libraries' websites participating in the FDLP as selective depositories. Due to time constraints on research, this study will use a sample of 140 out of the 581 selective FDLP academic libraries in the United States and territories. This study will not measure the statistical usage of government documents. It will be limited to an evaluation of legal compliance as published in *The Legal Requirements and Program Regulations of the Federal Depository Library Program* (FDLP, 2018). This study will not measure website usage but will evaluate the accessibility of the electronic government information provided on the libraries' websites.

Assumptions

It is assumed that the FDLP academic libraries and their websites listed on the FDLD are correct and current. It is also assumed that the websites examined are created to provide accurate and truthful information and that the websites are functional. Finally, it is assumed that the libraries have not removed themselves from the FDLP at the time of the study.

Importance of Study

This study will add to the body of scholarly literature about the Federal Depository Library Program and electronic government information accessibility. Faculty and students at the participant libraries may find this study beneficial by becoming aware of their

institution's access to government information through the OPAC and the Libguides, research, or study guides and using the resources for research. It may be advantageous to libraries participating in the FDLP by informing them of their level of compliance with the guidelines of FDLPs. It may be useful in measuring the accessibility to electronic government documents through library websites. Lastly, university professors may find this study of use in becoming more aware of government information and implementing it into their curriculum.

LITERATURE REVIEW

Literature was reviewed to provide information on the content and to determine prior research conducted on the topics of the current study. The subjects of the Federal Depository Library Program, methods to access electronic resources, and webometric studies have had an adequate amount of coverage in scholarly literature. Common topics reviewed within the topic of the Federal Depository Library program include a change to the program due to the shift of government documents from print to electronic resources, the need for cataloging government information, and how government information has been used in research. The literature reviewed on accessing electronic resources includes cataloging and research guides. Literature on webometric studies reviewed included website evaluation of academic library websites and FDLP library websites.

Change in FDLP libraries due to increase in electronic documents

Salem (2006), Dwyer (2010), and Sare (2018) describe how the shift from print to electronic documents within the FDLP has caused changes with positive and negative effects within the program. A 2006 survey conducted by Salem notes that the transition to digital resources caused fifty percent of respondents to reorganize the library's government document services by combining them with reference services. The positive effects of the reorganization were more attention given to government publications, extended availability of staff to help patrons, and increased awareness and education of staff about government information. The negative effects were listed as a few members of the staff did not want to work with government information, lack of knowledge about government documents by staff to answer questions, less time for the Government

Document Librarian to spend on Government Information, and the added stress on the librarian to train co-workers. Dwyer (2010) surveyed Federal Depository Libraries in New York State and reported that 73.7 percent of respondents had replaced tangible material with online alternatives. The positive effects reported by Dwyer were that library users had easier and more prompt access to materials from multiple locations. The negative effect was the reduction in staffing by 42.9 percent of responding libraries, and that 10 percent had left the FDLP program entirely. Sare's (2018) survey reported the negative effect on collection development issues that the libraries were experiencing due to the shift to digital resources. The survey revealed the respondents' concerns that digital government document material would be challenging to preserve, especially those born digital, and they also had concerns with accessibility, cataloging, and promotion (Sare, 2018).

Cataloging FDLP material

Davis and Edmunds (2018), Robson et al. (2019), and Dobreski (2021) studies describe the increase in access to library resources when items are cataloged. Some of the literature reviewed revealed the need for cataloging government documents published before 1976 to provide access to library users to the material through the online public access catalog (OPAC). In June 1976, the GPO began using MARC records for items cataloged in the Monthly Catalog of U.S. Government Publications, which could then be copied into FDLP participating libraries' OPAC (Sare, 2011). Library websites with OPACs seen and functional on the homepage increase accessibility to the items that have been cataloged, as noted by Wilson in a webometric study (2015). Before 1976, depository libraries would catalog items using a shelf list for inventory, or the items were not cataloged (Seikel and Reinman, 2018). Items not cataloged cannot be accessed through the library's OPAC on their website, which reduces accessibility to library users.

Sare (2011) searched for pre-1976 government documents freely available online. Seikel and Reinman (2018) surveyed regional depositories to determine if item records created before 1979 in the survey region were cataloged and the procedure used. Sare (2011) developed a sample of documents

published between 1943 and 1976 using ProQuest's Chadwick Healey database of the *Monthly Catalog of U.S. Government Publications*. The 385 documents selected for the sample were searched in Hathi Trust, WorldCat, and Google for availability. The results found that between 21 and 26 percent of the sample documents were freely available online, were cataloged in WorldCat, and held in Hathi Trust. The results indicate that 74 percent of the sample would not be available to the public through the Internet unless they were cataloged through individual libraries.

Seikel and Reinman (2018) surveyed regional depositories to discover how the library cataloged pre-1976 titles and whether the cataloger accessed the Hathi Trust database to help in cataloging. Forty-six regional depositories were asked to respond to the survey, and sixteen replied. The survey results revealed that thirteen out of the sixteen were making efforts to catalog pre-1976 titles. The libraries used various methods, such as cataloging materials as they were requested by patrons, cataloging materials significant to the library coverage area, and coordinating with other libraries in the state to create coverage of pre-1976 materials in a collaborative effort. The catalogers used both shelf lists and HathiTrust in the cataloging process.

Government Documents used in research

The importance of access to government documents through websites is seen in its use in research. Studies were found in the literature on how government documents are used in research using collection assessment and citation analysis. A collection assessment of Government Documents was conducted by Skaggs (2006) at Jacksonville State University Houston Cole Library. Skaggs (2006) used the Western Library Network Collection Assessment Service method to process quantitative and qualitative data to evaluate how assessments are done, determine where government documents are different from regular collections, and how assessments can be adapted to fit government document collections. The collection lacked historical research resources, and Skaggs intended to fill the gaps with the Needs and Offers list offered through the FDLP. In concurrence with the other authors listed in this literature review, Skaggs noted that the increased use of electronic documents and

the links to the documents in cataloging records provided improved access to the material.

Another study used citation analysis to evaluate the use of government information by undergraduate students in research. Brunvand and Pashkova-Balkenhol (2008) evaluated 194 annotated bibliographies of undergraduates enrolled in an instructional literacy class. The review investigated the students' use of government information in their bibliographies. They found that 42 percent of the students selected at least one government information resource. Brunvand and Pashkova-Balkenhol also noted that the increase in government information was due to access to the Internet.

Methods to access electronic resources: Cataloging
Cataloging has been discussed as valuable to resource discovery in literature. Davis and Edmunds (2018), Robson et al. (2019), and Dobreski (2021) discuss the importance of cataloging to user discoverability of library resources. Davis and Edmunds (2018) describe the discovery of a valuable microfiche collection concerning Aerospace and Soviet scientists from 1967 to 1973. The authors determined that cataloging the collection was the most effective method to provide library patrons access to the lost collection. The project was completed in one year, and soon after its completion, a user had requested an item in the collection, proving that cataloging made the items accessible to patrons. Robson et al. (2019) stress the importance of cataloging three-dimensional materials with full-level records to enhance discoverability in the library catalog. They provide explicit details of the bibliographic records they created for tabletop games using subject terms, which provided better discoverability of the items in the library catalog. Dobreski (2021) provides a history and the importance of cataloging in libraries. He states that cataloging "can be seen as directly powering the catalog's ability to support user task; it is vital for helping users' access, understand, and interact with our ever-growing collection" (Dobreski, 2021, p. 235).

Libguides, research guides, or subject guides

The current study evaluated websites to determine the number of websites that provided Libguides, subject guides, or research guides specific to government documents and if the guides provided access to the

items in the FDLF Basic Collection. Johnston (2011) and Park (2019) conducted webometric studies of FDLF libraries and included a search of research guides, as described below in the similar methodologies section. Staley, S. (2007), Ouellette (2011), Ghaphery and White (2012), and Bangani and Tshetsha (2019) also conducted research studies about Libguides, research guides, and subject guides. Staley (2007), Ghaphery and White (2012), and Bangani and Tshetsha (2019) state in their studies the importance and usefulness of Libguides, research guides, or subject guides to academic libraries. Ouellette (2011) was less optimistic, stating that university students use research guides as a last resort.

Staley, S. (2007) issued a survey to 1,031 students in Nursing, Journalism and Mass Communication, and Organization and Management to discover what guides were being used and whether they perceived them useful. All three groups of students reported high use of subject guides with links to articles and databases. Fifty-two-point five percent of Nursing students found the subject guides very useful, followed by 48.4 percent of Journalism and Mass Communication students and 36.9 percent of Organization and Management students. Forty-two-point three percent of Nursing students used subject guides about Federal Government Sources. Staley reported that students using subject guides had received library instruction.

Ouellette (2011) interviewed 11 university students and reported that the students used subject guides infrequently. The small number of times students did use them consisted of when they could not make progress in their research, when they needed information on a topic that was unfamiliar to them, or when their professor asked them to use them. The students in Ouellette's study declared the benefits of having links to databases within the guide, as Staley, S. (2007) also observed. Ouellette reported that the students felt overwhelmed by subject guides with an extreme amount of information. The students preferred clean and simple guides with customized content to meet their research needs.

Ghaphery and White (2012) conducted a webometric study of 99 academic libraries to discover how libraries use and maintain research guides. The

authors discovered a 100 percent usage rate of usage of research guides by the libraries in the study. Seventy-five out of 99 libraries used course-specific guides, and 63 libraries used the Libguide platform. They evaluated 14,522 research guides from 2,101 authors. Each library had an average 220 guides from 32 authors. Ghaphery and White report that the amount of time to create and maintain the guides by librarians was significant. They also reported by the volume of guides and full use of them by the libraries in the sample that research guides are essential for library web services.

Bangani and Tshetsha (2019) also conducted a webometric study to investigate the impact of Libguides at public universities in South Africa. Bangani and Tshetsha focused on the importance and relevance of Libguides and conducted a content evaluation. The authors found that 70 percent of the universities used Libguides, and the number of Libguide created since 2013 had increased by 93.7 percent. Bangani and Tshetsha also reported the presence and usage of Libguides with the subject content of government publications, along with Staley (2007). Bangani and Tshetsha reported that three percent of the guides evaluated in the study were about government documents. The authors conclude that the data collected, and results of their study supported the continued use of Libguides in South African universities.

Studies with similar methodologies ***Webometric research methods***

Scholarly literature contains many studies using a webometric methodology. The literature reviewed included Ghaphery and White (2012) and Bangani and Tshetsha (2019), as mentioned in the research guide section, and studies by Wilson (2015), Andrews (2020), Bianchi et al. (2020), Johnston (2011) and Park (2019). Wilson (2015), Andrews (2020), and Bianchi et al. (2020) report on website evaluation of academic library websites using quantitative content analysis methods. Johnston (2011) and Park (2019) conducted a webometric evaluation of FDLF library websites.

Wilson's study focuses on 24 academic libraries in Alabama to evaluate their content, amount of library services, and web design (2015). Wilson's study built on a previous study and discovered that web content

had improved by providing accessibility to eBooks, databases, and special collections in ten years. Wilson reported that seventeen out of the 24 library websites had the library catalog featured on the home page. Wilson noted that student assistance through reference chat had increased, but 40 percent of the websites did not offer the feature. Wilson also noted that many websites could improve design and organization (2015). Of relevance to the current study was Wilson's comments on the importance of websites to provide outreach for patrons of academic libraries by having an online catalog on the homepage.

The importance of academic library websites due to the increased amount of electronic government information was also reported by Andrews (2020). Andrews describes how websites provide access to the library through the Internet. Andrews evaluated Theological Academic Library websites to measure their organization of content and investigate trends. The findings revealed that the contents of the websites were either customer service items or website functions. The top three content items she found were hours of operation, scholarly writing help, and academic databases. Andrews' (2020) study is helpful to the current research by informing key content should be located on the homepage where it would be more available and usable to patrons.

Bianchi et al. (2020) differ from Wilson's (2015) and Andrews' (2020) studies for several reasons. Bianchi et al. contributed to the current webometric study by demonstrating an evaluation of websites (2020). Bianchi's study evaluated 79 academic libraries in Italy and used web scraping and text mining to compile data from the websites. Bianchi et al. (2020) used the data to create new indicators for Italian universities based on their web activity. The authors identified ten new indicators that were flexible, would complement traditional indicators, and provided new dimensions for academic library profiling. Their findings could be used to group universities by similar features and to measure website effectiveness.

Studies using webometric methods to evaluate FDLP library websites

Two pieces of literature were key to the current study due to their webometric evaluation of FDLP library

websites. Johnson (2011) reviewed 77 academic library websites explicitly focusing on the availability of research guides on the topic of government information. As other studies have noted, Johnson mentions the importance of library websites to provide access to government electronic documents. Johnston used the FDLDP Library directory to select FDLDP academic library website and focused on selective depositories. Johnson chose 32 regional depositories and 45 selective depositories for the research sample by selecting one library from each state using a random sampling technique. Johnson's results revealed that all libraries had a webpage devoted to government information. Most libraries incorporated web-based government information into subject guides, and those guides were available on government information web pages. Johnston notes the importance of having government information subject guides. According to Johnston, libraries without subject guides do not provide library users with important research material and neglect to instruct patrons on government information.

Park (2019) focused on selective FDLDP library websites and evaluated 354 libraries to determine how government information is displayed on the website. Four research questions were asked: "how many libraries' government resource pages are linked to the homepage, how many offer subject or research guides about their government document collection, how many have links to government websites, and how many have online reference services devoted to government information" (Parks, 2019, p.24). The results found that 218 libraries did not have government resource pages linked to the homepage. Park provided results for questions two, three, and four, divided among library types. Eighty-four percent of general academic libraries had subject guides about their collections, 97 percent of academic libraries had links to external web pages, and 28 percent had online reference services specific to government information.

The current study aimed to contribute to the academic literature by deepening prior research and adding new research. The scholarly literature reviewed used a methodology like the current study by using quantitative content analysis through webometrics. Some of the subject matter was similar as well, such as determining the presence of the

OPAC on library website homepages and research guides. Two studies were closely aligned to the current study with their combined topics of FDLP, website evaluation, and Libguides, research guides, or subject guides. The literature in the review was different from the current study by conducting research about reference chat, design and organization, content, web scraping, text mining, and library profiling. A gap in the literature was an evaluation of FDLP libraries' adherence to the legal requirements of FDLP libraries. The current study uses *The Legal Requirements and Program Regulations of the Depository Library Program* (2018) as a guide to evaluating the legal compliance of FDLP academic library websites to fill this gap. The literature about Libguides, subject guides, and research guides did not attempt to discover if links were included in the FDLP Basic Collection. The current study filled this gap.

METHODOLOGY

The study used webometrics, also called Cybermetrics, to evaluate websites of academic libraries participating in the Federal Depository Library Program as selective depositories to examine legal compliance and accessibility to electronic government information. The study used the world wide web to assess each website. Each library website in the research sample was opened using the website address provided in the Federal Depository Library Directory. If the library website was unreachable, a Google search was conducted to find the correct website address and then was opened and evaluated. A quantitative analysis research method was used to determine numerical values and percentages of data collected from the websites. The data was entered into an Excel spreadsheet to organize the data and configure totals and percentages.

Information Sources and Procedures

The primary source of information from which this study drew was the Federal Depository Library Directory (FDLD), located at <https://ask.gpo.gov/s/FDLD>. The directory contains information about all libraries in the United States and territories participating in the Federal Depository Library Program. The directory was searched using advanced search for general academic libraries and by selective depository type on February 27, 2022.

The results provided 581 selective FDLP academic libraries in the United States and territories. The 581 libraries' information was downloaded into an Excel spreadsheet and organized by the state where the libraries were located. A research sample for this study was selected from the libraries by alphabetizing the list in Excel by state and then selecting the first library in the list from each state and territory in the large, medium, and small library size category. The FDLD categorized the library size as large if it held more than one million volumes, medium if it held between 250,000 and one million volumes, and small if it held less than 250,000 volumes (GPO, n.d.). The results were exported into a new tab in the Excel spreadsheet. If the first library listed in the size range did not have a website, it was not selected and the next library on the list was chosen for that size. If the state did not have a library in one of the three size ranges, only the library sizes available were included in the sample. Therefore, not every state had three libraries selected for the study; however, The District of Columbia, Guam, Pohnpei, Puerto Rico, and The U.S. Virgin Islands were represented. The number of FDLP selective academic libraries used in the sample was one hundred forty and are listed in Appendix A. The Excel document listed the name of the university, the name of the library, the depository website, or the catalog website address on each sheet. More tabs were added to the Excel spreadsheet labeled "R1," "R2," "R3," and "R4" to collect data on each of the research questions. Each tab was given added columns to answer the specific research questions, and each tab was labeled. The research question's answers were recorded in the sheet with the matching title as the websites were searched.

The first research question was: "*How are FDLP academic library websites in the research sample identified as a participant in FDLP?*" The Excel spreadsheet tab labeled "R1" was used to collect the data. The columns added to the tab "R1" were the size of the library, "Identification present," "Identification found on the website," "Identification found on Libguide," "Identification found on both," "Identification displayed as pictorial logo," "Identification displayed by the written statement," "Identification displayed by both" and a column to note if the website address provided by the FDLD was incorrect. Each library's website was opened, then searched for the FDLP logo and written

statement of participation in the program. If the website address provided in the FDLDP was faulty, the correct address was found and searched. The spreadsheet was marked with a "1" for yes or a "0" for no to enable the use of the sum formula in Excel to total the number of libraries in that column. After all data were entered, the sum formula was used for each column to calculate the number of libraries with identification present, how Identification was represented, and where it was found. The results for the total sample were then sorted by library size and then inserted into a new tab in the Excel spreadsheet labeled by size, for example, "R1Large."

The second research question was: "*How many FDLDP academic library websites provide access to the OPAC on the library's homepage?*" This research question was answered by opening the correct web address and searching the website's homepage for an OPAC. The results were entered in the Excel document tab labeled "R2". The column added to this tab in the Excel sheet "R2" was "OPAC present." If the library had its OPAC displayed on the library homepage, a "1" for yes was entered in the Excel document or "0" for no next to each library's information, then the total was calculated using the sum formula for each library website. The results for the total sample were then sorted by library size and then inserted into a new tab in the Excel spreadsheet by size, for example, "R2Large."

The third research question asked: "*How many FDLDP academic library websites have specific Government Document Libguides, research, or subject guides? Which websites provide access to the Basic Collection through the guide?*" This research question was answered by searching the library's website for Libguides, research, or subject guides specific to government information. The Excel spreadsheet labeled "R3" was given new columns labeled "Libguide present?", "Name of the Libguide," and a note if it provided links to the FDLDP Basic Collection. If a research guide was found, "1" for yes or "0" for no was entered in the column with the appropriate label next to each library website. If a Libguide was found, the name of the Libguide and note indicating the level of access provided to the Basic Collection (full or partial) were entered in the appropriate column. The sum formula in Excel was used to calculate the number of libraries' websites

with Libguides. The names of the libraries providing access to the Basic Collection were listed in a separate table to answer questions three, part two, and question four. The results for the total sample were sorted by library size and then inserted into a new tab in the Excel spreadsheet by size, for example, "R3Large".

Finally, question four asked, "*What does the access to the FDLDP Basic Collection look like on the FDLDP academic library website?*" This question was answered for each FDLDP library's website in the sample by opening each website and searching for all 23 titles in the Basic Collection using the OPAC on the website. If the library did not have an OPAC on the website or if it required a library-issued username and password, it was not searched. The OPAC was searched using the titles as written in an FDLDP Libguide provided by the FDLDP (Appendix B) using a keyword search. The search was limited to the first two pages of results. The Excel spreadsheet tab labeled "R4" was given added columns labeled with the title of each item in the Basic Collection and a column entitled "full access to Basic Collection?" The titles in the basic collection can be viewed in Appendix B. A "1" for yes or "0" for no was entered under each title listed in the row with the library's name and in the column of the corresponding title. The total of library websites will full access to the Basic Collection was calculated using the sum formula. The number of libraries with partial and no access was calculated. Then R4 was sorted by library size, inserted into a new tab in the spreadsheet, and labeled by size, for example, "R4Large." Next, a comparison was conducted to answer research four using the information from questions three and four using the research sample base of 140 to have an even comparison. The number of libraries providing access to the Basic Collection through research guides, both full and partial, was calculated. The number of libraries providing access to the Basic Collection through the OPAC, both full and partial, was also calculated.

Limitations

This study is limited by the accuracy and currency of the Federal Depository Library Directory and the websites listed within it. It is also limited by the removal of academic libraries participating in the FDLDP after February 27, 2022, when the research

sample was created. It is further limited by the lack of credentials needed to access catalogs, which require library-issued usernames and passwords.

RESULTS

R1: How are FDLP academic library websites in the research sample identified as a participant in FDLP?

The first research question was formulated from the *Legal Requirements & Program Regulations of the Federal Depository Library Program* (FDLP, 2018), which states, “Depository libraries that have a library Web page or site must identify themselves as a Federal Depository Library on their Web page or site by displaying the FDLP logo, provide the statutory language found on the FDLP decal, or otherwise identify the library as a public access point for FDLP material.” (U.S. GPO, 2018, pp. 7). The pictorial logo is displayed in Figure 2. The results revealed that 116 out of the 140 libraries (83 percent) in the sample displayed the FDLP pictorial logo, a written statement belonging to the program or displaying both the pictorial logo and written statement somewhere on the library website, and 24 libraries (17 percent) did not, as illustrated in Figure 1 and Table 1.

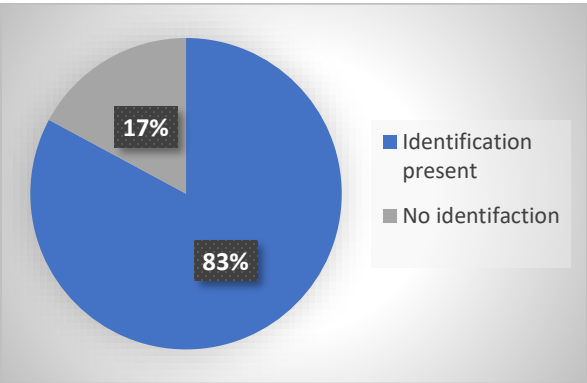


Figure 1: Libraries with FDLP identification



Figure 2: Logo (retrieved from FDLP.gov)

The policy allows flexibility as to where and how the library identifies its participation with the FDLP. Table 2 explains **where** the 116 libraries displayed identification, with 82 (71 percent) displaying identifications on one or more research guides, 46 (39 percent) displaying information on library websites, and 12 (ten percent) displaying identification on both the website and research guide.

Table 3 explains **how** the library websites in the sample communicated their participation with the FDLP with 94 of the 116 (81 percent) libraries choosing to use the pictorial logo, 97 of the 116 (84 percent) libraries used a written statement, and 74 out of the 116 (64 percent) libraries displayed both the logo and a written statement on their website and research guide.

Identification present	116 (83%)
Identification not present	24 (17%)

Table 1: Libraries with FDLP identification (n=140)

Research	82 (71%)
Website	46 (39%)
Both	12 (10%)
n=116	

Table 2: Where displayed (n=116)

Pictorially with Logo	94 (81%)
Written statement	97(84%)
Both	74 (64%)

Table 3: How communicated (n=116)

Size	Number of libraries in sample	Libraries in compliance
Large (More than one million volumes in the library)	48	43 (90%)
Medium (250,000 - 1,000,000 volumes in the library)	45	39 (87%)
Small (Less than 250,000 volumes in the library)	46	34 (74%)

Table 4: Libraries with FDLP identification displayed on the website sorted by size of library

Total libraries with OPAC on website homepage n=140	Large libraries with OPAC n=49	Medium libraries with OPAC n=47	Small libraries with OPAC n=47
115 (82%)	42 (86 %)	37 (79%)	36 (77%)

Table 5: OPAC Displayed on Library's Website

The sample used in this study selected a large, medium, and small academic library participating in the FDLP from each state and U.S. territory. The library websites' adherence to the legal document (FDLP, 2018) was further evaluated by library size. As Table 4 indicates, the larger the library, the greater the percentage of compliance with 43 out of 48 libraries (90 percent) in the large size range displaying the FDLP pictorial logo or written statement of membership. The medium sized libraries had 39 out of 45 (87 percent) displaying identification and 34 out of 46 (74 percent) small libraries followed the FDLP regulations. The variance between library sizes was 16 percent. Appendix C displays the data collected for research question one.

R2: How many FDLP academic library websites provide access to the OPAC on the library's homepage?

The results of research question two indicate most library websites in the sample displayed the library's OPAC on the homepage, with 115 out of the 140 (82 percent) providing access. Once again, the larger the library, the greater percentage of positive results from the research question. The largest library size had 42 out of 49 libraries displaying the OPAC on the homepage, (86 percent), the medium library size

range had 37 out of 47 (79 percent), and the small range had 36 out of 47 (77 percent). There was little percentage variance between the library sizes in displaying the OPAC on the library website homepage (nine percent). The results of research question two are displayed in Table 5.

R3: How many FDLP academic library websites have specific Government Document Libguides, research, or subject guides? Which websites provide access to the Basic Collection through the guide?

Research question three evaluated how many FDLP academic library websites used research guides with government information and if the research guide provided access to the Basic Collection. The original research sample contained 140 libraries, but three of the library websites in the sample were removed from data collection for research question three due to lack of access to the website (University of Maine, Presque Isle) and two websites written in the Spanish language (University of Puerto Rico and Pontifical Catholic University of Puerto Rico). The remaining sample contained 137 library websites. Figure 3 and Table 6 illustrate how the search revealed 115 out of 137 (84 percent) of library websites in the sample used research guides to provide information about their Government Documents Collection and 22 libraries (16 percent) did not.

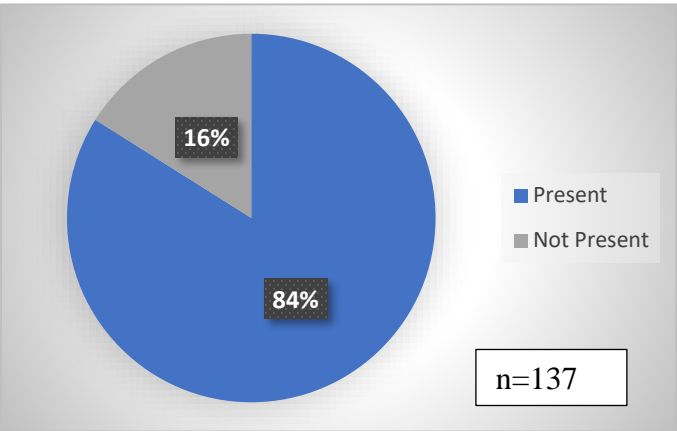


Figure 3: Academic library websites with research guides

Table Seven illustrates the amount of research guides by size of library. The largest size library had the largest percentage of use of research guides with 46 out of 49 libraries (94 percent), medium size libraries were second with 36 out of 46 (78 percent) and small sized libraries had 32 out of 46 (70 percent). The percentage variance was larger for research question three than research question one or two at 24 percent.

Research question three, part two asked which websites provide access to the items in the Basic Collection through the research guide. The answer to this question varies depending on the base of the sample. The base research sample used to answer research question four, so using the total 140 libraries in the base research sample, 108 libraries provided research guides with links to all or some of the Basic Collection, which is 77 percent. Using the 115

Research Guides Present	115 (84 %)
Not present	22 (16 %)
n=137	

Table 6

libraries that had research guides as discovered in the first part of research question three, 74 out of 115 library websites (64 percent) had research with links to some of the items. Libraries websites were found that provided a complete list of items in the FDLP Basic Collection with links to the items in one research guide specifically created for that purpose and others used a content box within another guide. Libraries that used an all-inclusive technique numbered thirty-four out of 115 (30 percent). Appendix D provides a list of libraries providing full access to the Basic Collection through research guides. This left seven guides (1 percent) containing information about the FDLP and government documents for general educational purposes. Figure 4 and table 8 illustrate the results of part two of research question 3. Table 9 describes the library websites with research guides sorted by size.

Total Library Websites with Libguides n=137	Large Libraries with research guides N=49	Medium Libraries with research guides N=46	Small Libraries with research guides N=46
115 (84%)	46 (94%)	36 (78%)	32 (70%)

Table 7: Academic Library websites by size with research guides

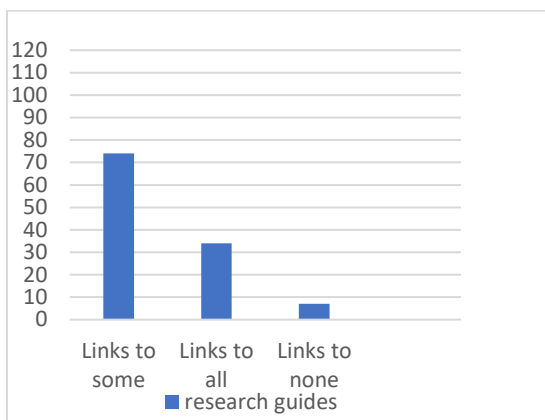


Figure 4: Research guides with access to FDLP Basic Collection (n=115)

Research guides with links to some of the items in the Basic Collection	74 (59%)
Research guides with links to all items in the Basic Collection	34 (35%)
Research guides with no links to the items in the Basic Collection	7 (.06%)

Table 8: Research guides with access to FDLP Basic Collection n=115

Large	Amount	Medium	Amount	Small	Amount
Total large	46	Total med.	36	Total small	32
Partial access	31 (67%)	Partial access	17 (47%)	Partial access	20 (62%)
Full access	13 (28%)	Full access	15 (42%)	Full access	11 (34%)
No access	2 (4%)	No access	4 (11%)	No access	1 (3%)

Table 9: Libraries with research guides sorted by size

R4: What does the access to the FDLP Basic Collection look like on the FDLP academic library website?

Research question four collected data to ascertain if the academic libraries participating in the FDLP in the sample provided access to the FDLP Basic Collection through the library's website or research guide. The FDLP Libguide available at FDLP.gov states "every depository library is required to have the titles in the FDLP Basic Collection accessible for immediate use by library users" (FDLP, 2022b). Appendix B displays the FDLP Libguide. Provision of access may be made through one, or a combination of, cataloging each title in the catalog with active hyperlinks or linking the titles to the catalog through a research guide (U.S. GPO, 2018). Each library's website was accessed for research question four by searching for each of the 23 titles in the collection using the OPAC.

The research sample used to collect data for research question four was reduced to 130 library websites due to inability to access the library's OPAC and language differences on ten of the library websites. The number of libraries that provided full access to all 23 items in the FDLP Basic Collection through the OPAC on libraries' websites were 40 out of 130 (31 percent). Some of the libraries provided partial access to the Basic Collection through the OPAC that numbered 89 out of 130 (sixty-eight percent) and one library provided zero access (one percent). Figure 6 and Table 10 illustrate the results of research question for using 130 libraries as the research sample. Appendix E displays a list of libraries providing full access to the Basic Collection through an OPAC. Table 11 displays how libraries provided access to the Basic Collection through the OPAC sorted by library size using the research sample of 130.

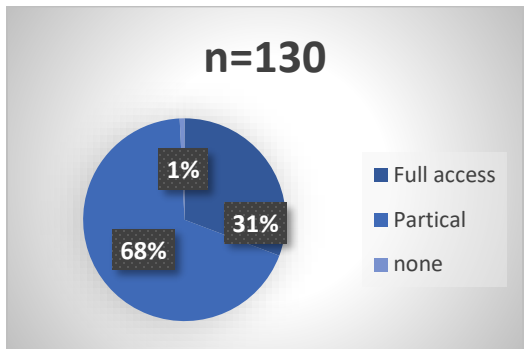


Figure 6

Libraries providing full access to Basic Collection through OPAC	Forty out of 130 (31%)
Libraries providing partial access	Eighty-nine out of 130 (68%)
No access	One out of 130 (1%)

Table 10

Large	Amount	Medium	Amount	Small	Amount
Total	47	Total	42	Total	41
Partial access	28 (60 %)	Partial access	25 (60 %)	Partial access	36 (88 %)
Full access	19 (40%)	Full access	16 (38 %)	Full access	5 (12%)
No access	0	No access	0	No access	1

Table 11: Libraries providing access to Basic Collection through OPAC sorted by library size

Research question four asked what does access to the Basic collection look like in the library websites. Questions three and four had different research sample sizes due to removal of invalid websites, however, to make an even comparison, the original research sample of 140 was used as a base number of libraries for question three, part two and four. Using the base research sample number of 140, 34 out of 140 (24 percent) of FDLP Libraries provided full access to the Basic Collection through research guides. Forty out of 140 (29 percent) of FDLP provided full access to the Basic Collection through the OPAC. Seventy-four out of 140 (53 percent) of FDLP libraries provided partial access to the Basic

Collection in the using research guides and eighty-nine out of 140 (64 percent) provided partial access using the OPAC. Question four was answered by adding the full and partial access to the Basic Collection through research guides and adding full and partial access to the Basic Collection through the OPAC. Libraries providing full or partial access to the Basic Collection through links in research guides were 108 out of the 140 (77 percent). Libraries providing full or partial access to the Basic Collection through the Library's OPAC on the library's website were 129 out of the 140 (92 percent) as displayed in Table 12 and Figure 7.

Libraries providing access through OPAC to FDLP Basic Collection	Libraries providing access to FDLP Basic Collection through research guides
129 out of 140 (92%)	108 out of 140 (77%)

Table 12: Libraries providing access to Basic Collection through OPAC and research guides

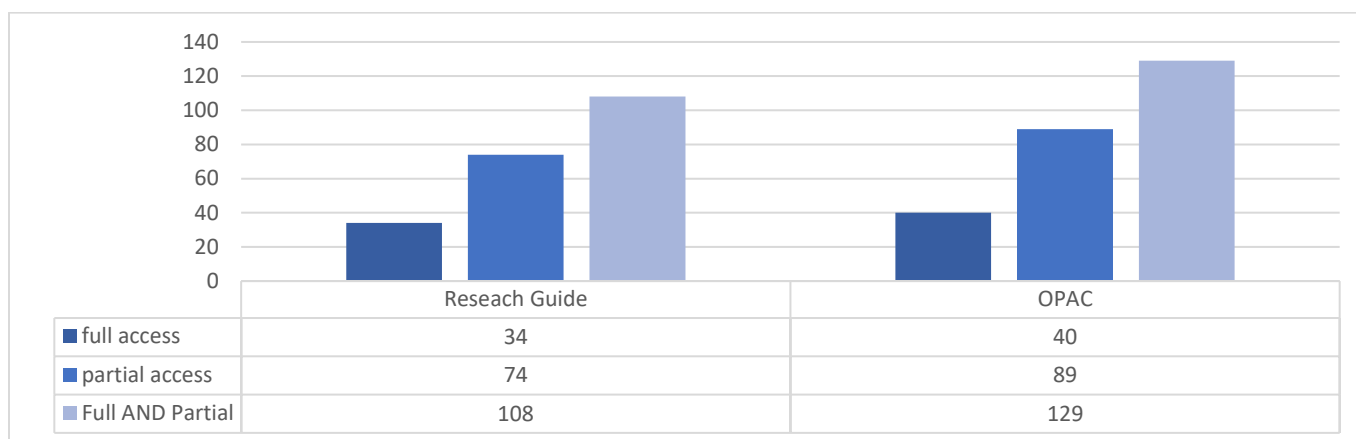


Figure 7

DISCUSSION

This study investigated the legal compliance and accessibility of a sample of academic library websites participating in the FDLP using The *Legal Requirements & Program Regulations of the Federal Depository Library Program* (FDLP, 2018) and the FDLP Libguide. Legal compliance was evaluated based on identification as a participating library and provision of access to the FDLP Basic Collection through the website. This study found that 116 out of 140 (84 percent) libraries in the sample followed the legal requirements regarding providing identification as a participant. Thirty-four out of 140 (24 percent) were in legal compliance by providing full access to the Basic collection through research guides. Forty out of 140 (29 percent) complied by providing full access to the Basic Collection through the library's OPAC. Most of the libraries (77 percent) provided access to some items in the Basic Collection through a research guide. Ninety-nine percent of the libraries improved access by cataloging some of the items in the Basic Collection to display in the OPAC. These findings indicate that most FDLP academic libraries in the sample strive to follow legal regulations and make electronic resources accessible.

This study investigated a sample of academic library websites for identification with the FDLP with a pictorial logo, written statement, or both. The study results indicate that 22 of the library websites in the sample did not provide any form of identification as being a participant of the FDLP. The pictorial logo is available from the FDLP free of charge and easily downloadable at

<https://www.fdlp.gov/promotion/fdlp-digital-marketing-toolkit-download>. It is visually appealing and instantly informs the library user that government documents are available through the library. It is recommended that the libraries without the pictorial logo download it and add it to their website.

The literature describes the importance of websites to display the OPAC on the homepage to increase accessibility to library material. Ouellette (2011) and Ugah (2008) state that library users desire to search for resources with the least effort. The library website that displays the search tool openly on the library homepage will enhance accessibility and ease the library users' search, find, and utilize of government documents. This study searched for each library's OPAC on the homepage of the website and found that 115 out of 140 libraries (82 percent) displayed the OPAC on their homepage. This percentage is slightly higher than the results from Wilson's study (2015), which had 17 out of 25 (71 percent).

Cataloging material has been proven to increase accessibility to library resources. It is recommended that all items in the Basic Collection be entered into the catalog of FDLP academic libraries. The FDLP provides a free service called The Cataloging Record Distribution Program (CRDP) (FDLP, 2022a). The CRDP provides bibliographic catalog records created by the Government Publishing Office to FDLP libraries without cost. The electronic records are delivered monthly based on each library's FDLP selection profile. FDLP libraries that use the CRDP may receive all the bibliographic records for the Basic Collection in one batch download. The CRDP

records for electronic resources contain a PURL in the 856 MARC field. PURL is an acronym for Persistent Uniform Resource Locator and is included in bibliographic records for electronic government documents. It is a stable URL that links to electronic government information. Libraries that use CRDP will enhance access to FDLP resources and enable compliance with the Federal Depository Library Program's *Legal Requirements & Program Regulations* (FDLP, 2018).

The use of research guides on the websites in the research sample was examined during this study. Johnson's (2011) study reported the importance of having government information available through a research guide. Ghaphery and White's (2012) study reported that 99 out of 99 academic libraries (100 percent) used research guides in all the libraries in their study. Park (2019) reported that 84 percent of general academic libraries had subject guides about government information. This study reported lower results than Ghaphery and White and the same amount as Parks at 84 percent. Literature affirms the effectiveness of using research guides with government information. The FDLP has Libguides that are free to download and use in libraries at <https://libguides.fdpl.gov/>. One of the available guides contains links to all items in the FDLP Basic Collection (Appendix B.). It is recommended that the 81 libraries in the research sample of this study with partial or no access to the Basic Collection through Libguides download and use the FDLP Libguides.

Federal Depository Library Directory (FDLD) was the intended source of library website addresses. The FDLD gathers information from the input of each FDLP Library Depository Coordinator. It is the responsibility of each library depository coordinator or contact person to keep their library's information current in the directory. The data collection process for the current study discovered that twenty-nine out of the 140 academic library websites had incorrect information published in the FDLD. It is recommended that libraries participating in the FDLP keep information current in the FDLD.

CONCLUSION

The Constitution guarantees the citizens of the United States access to the documents it produces, and libraries that participate in the Federal Depository

Library Program agree to be part of providing access to government information. The United States Government produces valuable information on a broad number of subjects that can be used in research. The increase in Government information in electronic format exigencies FDLP libraries to make government documents accessible through libraries' websites. FDLP Libraries have an obligation to patrons to provide the information they need and to comply with The *Legal Requirements and Program Regulations of the Federal Depository Library Program* (2018). The current study results indicate that most FDLP libraries provide access to government information through their websites, but improvements can be made. Future research that could build upon and expand this study could be an analysis to discover if a correlation exists between FDLP identification displayed on the website and usage of materials. That study could use circulation statistics and PURL statistics. The FDLP provides a PURL reporting tool that could be used in the study (GODORT, 2022). A study to investigate the subjects used in resource guides on government information and how that information aids in university classes could also be useful to assist FDLP libraries.

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Appendix A

FDLP Academic Library Website Sample

University	Library Name	Size	State
Auburn University	Ralph Brown Draughon Library	Large	Alabama
Tuskegee University	Ford Motor Company Library/Learning Center	Medium	Alabama
Birmingham-Southern College	Rush Learning Center/Miles Library	Small	Alabama
University of Alaska, Fairbanks	Elmer E. Rasmuson Library	Large	Alaska
University of Alaska Anchorage	UAA/APU Consortium Library	Medium	Alaska
University of Alaska Southeast	William A. Egan Library	Small	Alaska
Northern Arizona University	Cline Library	Large	Arizona
University of Arkansas	Mullins Library Rm. 214	Large	Arkansas
University of Central Arkansas	Torreyson Library	Medium	Arkansas
Arkansas Baptist College	J.C. Oliver Library	Small	Arkansas
University of California, Berkeley	Charles Franklin Doe Memorial Library	Large	California
University of Southern California	Library for International and Public Affairs	Medium	California
University of California, Merced	UC Merced Library	Small	California
Colorado State University	William E. Morgan Library	Large	Colorado
Colorado College	Charles Leaming Tutt Library	Medium	Colorado

	FDLF Academic selective	R1 cleaned up	Sheet2	Sample	Sheet1	R1	R2	R2 large 2	R1 Large	R1 m ...	+ - <
Accessibility: Investigate											
	Colorado College	Charles Leaming Tutt Library	Medium	Colorado							
	Colorado State University-Pueblo	CSU-Pueblo Library	Small	Colorado							
	University of Connecticut	Homer Babbidge Library	Large	Connecticut							
	Trinity College	Trinity College Library	Medium	Connecticut							
	Southern Connecticut State Univ	Hilton C. Buley Library	Small	Connecticut							
	University of Delaware	Hugh M. Morris Library	Large	Delaware							
	Delaware State University	William C. Jason Library	Medium	Delaware							
	Georgetown University	Lauinger Library	Large	District of Columbia							
	Florida State University	Robert Manning Strozier Library	Large	Florida							
	Florida A&M University	Coleman Memorial Library	Medium	Florida							
	St. Thomas University	University Library	Small	Florida							
	Emory University	Robert W. Woodruff Library	Large	Georgia							
	Georgia Southern University	Zach S. Henderson Library	Medium	Georgia							
	Georgia College & State Univers	Ina Dillard Russell Library	Small	Georgia							
	University of Guam	The University of Guam Library	Medium	Guam							
	University of Hawaii at Hilo	Edwin H. Mookini Library	Medium	Hawaii							
	Boise State University	Albertsons Library	Large	Idaho							
	Northwest Nazarene University	John E. Riley Library	Small	Idaho							
	University of Illinois, Urbana-Ch	Government Information	Large	Illinois							
	DePaul University	John T. Richardson Library	Medium	Illinois							
	Lewis University	Library	Small	Illinois							
	Purdue University	HSSE Library	Large	Indiana							
	Valparaiso University	Christopher Center for Library & Info	Medium	Indiana							
	Anderson University	Robert A. Nicholson Library	Small	Indiana							
	Iowa State University	Parks Library	Large	Iowa							

Grinnell College	Burling Library	Medium	Iowa
Upper Iowa University	Henderson-Wilder Library	Small	Iowa
Kansas State University	Hale Library	Large	Kansas
Benedictine College	Library	Medium	Kansas
Baker University	Collins Library	Small	Kansas
Western Kentucky University	Helm-Cravens Library	Large	Kentucky
Morehead State University	Camden-Carroll Library	Medium	Kentucky
Thomas More University	Benedictine Library	Small	Kentucky
Southern University A&M College	John B. Cade Library	Large	Louisiana
Southern University at New Orleans	Leonard S. Washington Memorial Lib	Medium	Louisiana
Bowdoin College	Bowdoin College Library	Large	Maine
Colby College	Miller Library	Medium	Maine
University of Maine, Presque Isle	Library	Small	Maine
Johns Hopkins University	Eisenhower Library	Large	Maryland
University of Maryland, Baltimore	Albin O. Kuhn Library & Gallery	Medium	Maryland
McDaniel College	Hoover Library	Small	Maryland
University of Massachusetts, Amherst	W.E.B. Du Bois Library	Large	Massachusetts
Tufts University	Tisch Library	Medium	Massachusetts
Gordon College	Jenks Library	Small	Massachusetts
Drew University	Drew Library	Medium	New Jersey
Rutgers University, Camden	Paul Robeson Library	Small	New Jersey

Lake Superior State University	Kenneth J. Shouldice Library	Small	Michigan
Minnesota State University, Mankato	Memorial Library	Large	Minnesota
Carleton College	Laurence McKinley Gould Library	Medium	Minnesota
Leech Lake Tribal College	Bezhigoogahbow Library	Small	Minnesota
Mississippi State University	Mitchell Memorial Library	Large	Mississippi
Mississippi University for Women	Fant Memorial Library	Medium	Mississippi
Alcorn State University	John Dewey Boyd Library	Small	Mississippi
Saint Louis University	Pius XII Memorial Library	Large	Missouri
Rockhurst University	Greenlease Library	Medium	Missouri
Lincoln University	Inman E. Page Library	Small	Missouri
Montana Tech of The University	Montana Tech Library	Medium	Montana
Montana State University, Bozeman	MSU Library	Small	Montana
University of Nebraska at Omaha	Criss Library	Large	Nebraska
Wayne State College	Conn Library	Medium	Nebraska
Doane University	Perkins Library	Small	Nebraska
University of Nevada, Reno	UNR/KNOWLEDGE CTR/322	Large	Nevada
University of New Hampshire	Dimond Library	Large	New Hampshire
Saint Anselm College	Geisel Library	Small	New Hampshire
Rutgers University, Newark	John Cotton Dana Library	Large	New Jersey
Drew University	Drew Library	Medium	New Jersey
Rutgers University, Camden	Paul Robeson Library	Small	New Jersey

New Mexico State University	Branson Library	Large	New Mexico
New Mexico Inst. of Mining & T	Joseph R. Skeen Library	Medium	New Mexico
New Mexico Highlands Universi	Thomas C. Donnelly Library	Small	New Mexico
Cornell University	John M. Olin Library	Large	New York
St. Lawrence University	Owen D. Young Library	Medium	New York
Cooper Union for the Advanceme	Science & Art/Library	Small	New York
North Carolina State University	D.H. Hill Library	Large	North Carolina
North Carolina A&T State Unive	F.D. Bluford Library	Medium	North Carolina
Barton College	Hackney Library	Small	North Carolina
Minot State University	Gordon B. Olson Library	Medium	North Dakota
Valley City State University	Allen Memorial Library	Small	North Dakota
The Ohio State University Librar	Thompson Library	Large	Ohio
Marietta College	Legacy Library	Medium	Ohio
Otterbein University	Courtright Memorial Library	Small	Ohio
Northeastern State University	John Vaughan Library	Large	Oklahoma
Southeastern Oklahoma State Un	Henry G. Bennett Memorial Library	Medium	Oklahoma
Rogers State University	Stratton Taylor Library	Small	Oklahoma
Oregon State University	Oregon State University Libraries and	Large	Oregon
Reed College	Eric V. Hauser Library	Medium	Oregon
Pacific University	Pacific University Library	Small	Oregon
University of Pittsburgh	Hillman Library	Large	Pennsylvania
Swarthmore College	McCabe Library	Medium	Pennsylvania
La Roche University	John J. Wright Library	Small	Pennsylvania
College of Micronesia - FSM	U.S. Government Documents Deposi	Small	Federated States of M
University of Puerto Rico	Library System	Large	Puerto Rico
Pontifical Catholic University of	Encarnacion Valdes Library	Small	Puerto Rico
University of Rhode Island	Robert L. Carothers Library	Large	Rhode Island
Rhode Island College	James P. Adams Library	Medium	Rhode Island
Roger Williams University	Library	Small	Rhode Island
Clemson University	Robert Muldrow Cooper Library	Large	South Carolina
College of Charleston	Addlestone Library	Medium	South Carolina
South Carolina State University	Miller F. Whittaker Library	Small	South Carolina
South Dakota State University	Hilton M. Briggs Library	Medium	South Dakota
Rhode Island College	James P. Adams Library	Medium	Rhode Island
Roger Williams University	Library	Small	Rhode Island
Clemson University	Robert Muldrow Cooper Library	Large	South Carolina
College of Charleston	Addlestone Library	Medium	South Carolina
South Carolina State University	Miller F. Whittaker Library	Small	South Carolina
South Dakota State University	Hilton M. Briggs Library	Medium	South Dakota
Oglala Lakota College	Woksape Tipi Library	Small	South Dakota
University of Tennessee, Knoxvil	John C. Hodges Library Govdocs	Large	Tennessee
University of the South	Jessie Ball duPont Library	Medium	Tennessee
Carson-Newman University	Stephens-Burnett Library	Small	Tennessee
Texas A&M University	University Libraries	Large	Texas

Texas A&M University - Commerce	Velma K. Waters Library	Medium	Texas	
Texas Lutheran University	Blumberg Memorial Library	Small	Texas	
Weber State University	Stewart Library	Large	Utah	
Southern Utah University	Gerald R. Sherratt Library	Small	Utah	
University of the Virgin Islands	Ralph M. Paiewonsky Library	Small	U.S. Virgin Islands	
University of Vermont	Howe Library	Large	Vermont	
Middlebury College	Davis Family Library	Medium	Vermont	
Norwich University	Kreitzberg Library	Small	Vermont	
Virginia Tech	Newman Library	Large	Virginia	
Washington and Lee University	James G. Leyburn Library	Medium	Virginia	
Bridgewater College	Alexander Mack Memorial Library	Small	Virginia	
Washington State University	Holland and Terrell Libraries	Large	Washington	
Whitman College	Penrose Library	Medium	Washington	
Northwest Indian College	Lummi Library	Small	Washington	
Marshall University	James E. Morrow Library	Large	West Virginia	
Davis and Elkins College	Booth Library	Medium	West Virginia	
West Virginia State University	Drain-Jordan Library	Small	West Virginia	
University of Wisconsin-Stevens Point	University Libraries	Large	Wisconsin	
University of Wisconsin, Superior	Jim Dan Hill Library	Medium	Wisconsin	
University of Wyoming	Coe Library, Department 3334	Large	Wyoming	

Appendix B



Federal Depository
Library Program

LibGuides

[Federal Depository Library Program](#) / [LibGuides](#) / [FDLP Information](#) / [FDLP Basic Collection](#)

FDLP Basic Collection: Core U.S. Government Resources

Core U.S. Government resources made available at all Federal depository libraries

[Core U.S. Government Resources](#)

[About the FDLP](#)

Basic Collection Catalog Search



Search for Basic Collection titles in the [Catalog of U.S. Government Publications](#)

Basic Collection Titles and Description

These resources are vital sources of information about the workings and essential activities of the U.S. Government.

Resource	Description
Assistance Listings	Provides detailed, public descriptions of Federal assistance listings available to State and local governments (including the District of Columbia); Federally recognized Indian tribal governments, Territories (and possessions) of the United States; domestic public, quasi- public, and private profit and nonprofit organizations and institutions; specialized groups, and individuals.
Ben's Guide to the U.S. Government	Presents educational content for the public on the workings of the U.S. Government and U.S. history, with a focus on civics.
Budget of the United States Government	Contains the budget message of the President, information about the President's budget proposals for a given fiscal year, and other budgetary publications issued throughout the fiscal year.
Catalog of U.S. Government Publications	A finding tool for publications from all three branches of the U.S. government. Updated daily, it contains descriptive records for current and historical publications and provides direct links to those online.
Code of Federal Regulations (CFR)	The annual edition of the general and permanent rules published in the Federal Register by departments and agencies of the U.S. Government.
Compilation of Presidential Documents	The official publications of materials released by the White House Press Secretary.
Congress.gov	Provides information about legislative activities, publications, and other related materials for members of Congress and the public. .
Congressional Record	The official record of the proceedings and debates of the United States Congress, published daily when Congress is in session. (Note: This is the daily edition. There is also a bound edition .)
The Constitution of the United States of America: Analysis and Interpretation	Also known as the Constitution Annotated, includes the U.S. Constitution and analysis and interpretation, with in-text annotations of cases decided by the Supreme Court of the United States.
Economic Indicators	Published monthly by the Council of Economic Advisors for the Joint Economic Committee, provides economic information on GDP, income, employment, production, business activity, prices, money, credit, security markets, Federal finance, and international statistics.
The Economic Report of the President to the Congress	An annual report, issued by the Executive Office of the President and the Council of Economic Advisors, providing on overview of economic progress, with extensive data appendices.
Explore Census Data (also known as data.census.gov)	A source for population, economic, housing, and geographic information and data about the United States, Puerto Rico, and the Island areas.
Federal Register	The daily publication of the rules, proposed rules, and notices of Federal agencies and organizations, along with executive orders.
govinfo	A database providing authenticated access to official publications from all three branches of the U.S. Government.

Occupational Outlook Handbook (OOH)	A resource for occupational and career information, providing profiles on a majority of jobs in the United States. Profiles describe the work environment, education and training needed, a ten year outlook, and median pay for workers.
Official Congressional Directory	Includes biographical and directory information about members of the House and Senate, committee memberships, terms of service, and related content.
Public Papers of the Presidents of the United States	Official publication of the President's addresses, writings, and remarks.
Social Security Handbook	Resource for the most common questions about Social Security.
United States Code	The codification by subject matter of the general and permanent laws of the United States, divided by broad subjects into 53 titles.
The United States Government Manual	The official handbook of the U.S. Government, providing information on the agencies from all three branches, quasi-official agencies, international organizations in which the United States participates, boards, commissions, and committees.
United States Reports	Contains the final version of the opinions of the Supreme Court of the United States.
United States Statutes at Large	Contains the permanent laws enacted during each session of Congress.
USA.gov	A subject-based portal to Federal services and resources online. A Spanish site is also available.

For an additional list including historic cornerstone documents, see [govinfo's Other Resources](#), previously known as Core Documents of Our Democracy.

Appendix C

University	Size	Identification	Where was it found?	Where was it found?	Where was it found?	HOW-Picture	HOW Written	HOW-both	FDLD Info Incorrect
Auburn University	Large	1	0	1		1	0	0	
Tuskegee University	Medium	0	0	0		0	0	0	
Birmingham-Southern College	Small	1	0	1		1	1	1	
University of Alaska, Fairbanks	Large	0	0	0		0	0	0	*FDLD link to libguide did not work
University of Alaska Anchorage	Medium	1		1		0	0	0	
University of Alaska Southeast	Small	1		1		1	1	1	
Northern Arizona University	Large	1		1		1			
University of Arkansas	Large	1		1		1	1	1	
University of Central Arkansas	Medium	1		1		1			
Arkansas Baptist College	Small	0				0			
University of California, Berkeley	Large	1	1	1	1		1		
University of Southern California	Medium	1	1				1		
University of California, Merced	Small	1	1				1		
Colorado State University	Large	1		1		1	1	1	

Colorado College	Medium	1	1			1	1	1	
Colorado State University-Pueblo	Small	1	1				1		
University of Connecticut	Large	1	1			1	1	1	*FDLD link did not work
Trinity College	Medium	1		1			1		
Southern Connecticut State University	Small	1		1		1	1	1	
University of Delaware	Large	1	1			1	1	1	
Delaware State University	Medium	1		1		1	1	1	
Georgetown University	Large	1		1			1		
Florida State University	Large	1	1	1	1	1	1	1	
Florida A&M University	Medium	0				0	0		
St. Thomas University	Small	1	1			1	1	1	
Emory University	Large	0				0	0		
Georgia Southern University	Medium	1	1			1	1	1	
Georgia College & State University	Small	1		1		1			
University of Guam	Medium	1	1				1		
University of Hawaii at Hilo	Medium	1	1	1	1	1	1	1	
Boise State University	Large	1		1		1	1	1	
Northwest Nazarene University	Small	1		1		1	1	1	
University of Illinois, Urbana-Champaign	Large	1		1		1	1	1	
DePaul University	Medium	1		1		1	1	1	
Lewis University	Small	1	1				1		

Purdue University	Large	1	1	1	1	1	1	1	
Valparaiso University	Medium	1		1		1	0		
Anderson University	Small	0				0	0	0	
Iowa State University	Large	1		1		1			
Grinnell College	Medium	1	1				1		
Upper Iowa University	Small	1	1	1	1	1	1		
Kansas State University	Large	1		1		0	1		*FDLD web address does not correct
Benedictine College	Medium	1	1			1	1	1	*Check if correct
Baker University	Small	1	1			1	1	1	
Western Kentucky University	Large	1		1		1	1	1	*FDLD link did not work
Morehead State University	Medium	1	1			1	1	1	Link to catalog did not work
Thomas More University	Small	1	1			1	1	1	
Southern University A&M College	Large	1	1			1			
Southern University at New Orleans	Medium	1		1		1	1	1	*FDLD link to website did not work
Bowdoin College	Large	1		1		1			
Colby College	Medium	1	1	1	1	1			
University of Maine, Presque Isle	Small	1	1			1			*FDLD link to website did not work
Johns Hopkins University	Large	0				0	0		
University of Maryland, Baltimore County	Medium	1		1		0	1	0	
McDaniel College	Small	1		1		1	1	1	
University of Massachusetts, Amherst	Large	1	0	1		1	1	1	

Tufts University	Medium	1	0	1	1	1	1	
Gordon College	Small	0	0		1	0	0	
Michigan State University	Large	1	0	1	1	1	1	
Michigan Technological University	Medium	1	1		1	0	0	
Lake Superior State University	Small	1	1		1	1	1	*FDLD catalog link did not work
Minnesota State University, Mankato	Large	1	1		1	1	1	
Carleton College	Medium	1	0	1	1	1	1	
Leech Lake Tribal College	Small	0	0	0	0	0	0	*FDLD catalog link did not work
Mississippi State University	Large	1	0	1	1	1	1	*FDLD info incorrect
Mississippi University for Women	Medium	1		1	1	1	1	
Alcorn State University	Small	1		1	1	1	1	
Saint Louis University	Large	1		1	1	1	1	*FDLD catalog link did not work
Rockhurst University	Medium	0	0	0	0	0	0	FDLD catalog link did not work
Lincoln University	Small	1		1		1		FDLD catalog link did not work, link to libguide did not work
Montana Tech of The University of Montana	Medium	1	1		1	1	1	
Montana State University, Bozeman	Small	1		1	1	1	1	
University of Nebraska at Omaha	Large	1		1	1	1	1	
Wayne State College	Medium	1		1		1		
Doane University	Small	1		1		1		
University of Nevada, Reno	Large	1		1	1	1	1	

University of New Hampshire	Large	1		1		1	1	1	
Saint Anselm College	Small	1	1	1	1	1	1	1	
Rutgers University, Newark	Large	1		1		1	1	1	
Drew University	Medium	1		1		1	1	1	*Could not access catalog???
Rutgers University, Camden	Small	1		1		1	1	1	
New Mexico State University	Large	1		1		1	1	1	
New Mexico Inst. of Mining & Technology	Medium	1		1			1		
New Mexico Highlands University	Small	1	1				1		
Cornell University	Large	1	1	1	1	1	1	1	
St. Lawrence University	Medium	0				0	0		
NYU	Small	0				0	0		
North Carolina State University	Large	1		1		1	1	1	
North Carolina A&T State University	Medium	1		1		1			?
Barton College	Small	1	1			1			*FDLD link did not work
Minot State University	Medium	1	1	1		1			*FDLD link did not work
Valley City State University	Small	1		1		1	1	1	*FDLD link did not work
The Ohio State University Libraries	Large	1		1		1			
Marietta College	Medium	1	1			1	1	1	
Otterbein University	Small	1		1		1	1	1	
Northeastern State University	Large	1		1		1	1	1	

Southeastern Oklahoma State University	Medium	1	1			1	1	1	
Rogers State University	Small	1		1		1	1	1	
Oregon State University	Large	1	1	1	1	1	1	1	
Reed College	Medium	1		1		1	1	1	
Pacific University	Small	1		1			1		
University of Pittsburgh	Large	1		1		1	1	1	
Swarthmore College	Medium	1		1		1	1	1	
La Roche University	Small	1		1			1		
College of Micronesia - FSM	Small	0				0	0		
University of Puerto Rico	Large	0				0	0		*FDLD link did not work
Pontifical Catholic University of Puerto Rico	Small	0				0	0		
University of Rhode Island	Large	1	1				1		
Rhode Island College	Medium	1	1			1			
Roger Williams University	Small	0							
Clemson University	Large	1		1		1	1	1	
College of Charleston	Medium	0				0	0		*FDLD link to catalog did not work
South Carolina State University	Small	0				0	0		*FDLD link did not work
South Dakota State University	Medium	1	1			1	1	1	*FDLD info misleading
Oglala Lakota College	Small	1	1			1			
University of Tennessee, Knoxville	Large	1		1		1	1	1	
University of the South	Medium	1	0				1		

Carson-Newman University	Small	1	1			1	1	1	
Texas A&M University	Large	1		1		1	1	1	
Texas A&M University - Commerce	Medium	0				0	0		
Texas Lutheran University	Small	1	1			1	1	1	
Weber State University	Large	1		1		1	1	1	*FDLD link to catalog did not work
Southern Utah University	Small	0				0	0		*FDLD link to catalog did not work
University of the Virgin Islands	Small	0				0	0		
University of Vermont	Large	1		1		1	1	1	
Middlebury College	Medium	1		1			1		*FDLD link did not work
Norwich University	Small	1		1		1	1	1	*FDLD link did not work
Virginia Tech	Large	1	1	1	1	1	1	1	
Washington and Lee University	Medium	1		1			1		
Bridgewater College	Small	1		1		1			*FDLD information incorrect
Washington State University	Large	1		1		1	1	1	
Whitman College	Medium	1		1		1	1	1	*FDLD information incorrect
Northwest Indian College	Small	0					0		*FDLD link did not work
Marshall University	Large	1	1			1	1	1	*FDLD link did not work
Davis and Elkins College	Medium	1		1		1	1	1	
West Virginia State University	Small	1	1			1	1	1	
University of Wisconsin-Stevens Point	Large	1	1	1	1	1	1	1	
University of Wisconsin, Superior	Medium	1	1	1	1	1	1	1	

University of Wyoming	Large	0	0	0	0	0	0	*FDLD link did not work
		116	46	82	12	94	97	74

Appendix D

Libraries providing full access to FDLP Basic Collection through research guides.

Large	Medium	Small
Marshall University	Benedictine College	Bridgewater College
Mississippi State University	Middlebury College	Norwich University
New Mexico State University	University of Guam	Saint Anselm College
North Carolina State University		
Rutgers University, Newark	Marietta College	Thomas More University
University of Illinois, Urbana-Champaign		Valley City State University
University of Nevada, Reno	Davis and Elkins College	McDaniel College
University of New Hampshire	University of Hawaii at Hilo	Lincoln University
University of Rhode Island	Washington and Lee University	Pacific University
University of Tennessee, Knoxville	University of Maryland, Baltimore County	Rutgers University, Camden
University of Vermont	Whitman College	Otterbein University
Virginia Tech	Valparaiso University	Doane University
Weber State University	Minot State University	Rogers State University

Appendix E

Libraries providing access to all items in FDLP Basic Collection through OPAC

Large University	Medium	Small
Clemson University	South Dakota State University	Rutgers University, Camden
Cornell University	Marietta College	University of Alaska, Southeast
Georgetown University	Grinnell College	Lake Superior State University
Kansas State University	Rockhurst University	
New Mexico State University	North Carolina A&T State University	Otterbein University
North Carolina State University	Reed College	Saint Anselm College
Oregon State University	College of Charleston	
Purdue University	Morehead State University	
Rutgers University, Newark	Drew University	
Saint Louis University	Tufts university	
University of Alaska, Fairbanks	University of Southern California	
University of California, Berkeley	University of Guam	
University of New Hampshire	Montana Tech	
University of Tennessee	Washington and Lee University	
University of Vermont	Whitman College	
Virginia Tech	University of Wisconsin-Superior	

Wellness Matters: A Website Content Analysis of Wellness Resources in Academic Libraries Supporting Medical Schools in the United States

By Rebecca A. Costa

Readers: Dr. Stacy Creel, Dr. Jennifer Steele

INTRODUCTION

Medical students experience high levels of stress due to the demands of their studies and the impact of the healthcare environment, which often negatively affects their physical and mental health. Medical colleges and the associated accrediting bodies for medical education continue to explore factors adversely affecting student wellbeing. Many have initiated policies and strategies to mitigate known stressors. However, despite institutional efforts to promote wellness, a study suggests that 82 percent of medical students continue to experience distress (Dyrbye et al., 2011). Wellness must become a part of the institutional culture. A holistic approach to integrating wellness into the medical school curriculum, programming, and physical spaces has proven most effective (Franzidis and Zinder, 2019).

By reputation, libraries are often considered safe and confidential communal spaces wherein students typically spend long hours in academic settings. Librarians provide their users with reputable information, often connecting people, places, and services while advocating for equality and diversity (Ramsey & Aagard, 2018). While it is standard for academic libraries to support education and research, many libraries also offer space or dedicated programming to promote the wellness and self-care of their users. Addressing student wellness demonstrates responsiveness to institutional priority and efforts to meet evolving student needs. In addition, it serves as an excellent opportunity for libraries to innovate and collaborate visibly in the community they support, further committing to a culture of wellness.

Purpose Statement

This study examined wellness initiatives, resources, services, and events offered in academic libraries that support medical schools in the United States.

Research Questions

R1. What wellness resources, services, or events are offered by academic libraries supporting medical schools in the United States?

R2. What are the top ten most frequently identified wellness services offered at academic libraries that support medical schools in the United States?

R3. What characteristics, including total university and total medical school enrollment and whether the institution is public or private, are common among academic libraries supporting medical schools that offer wellness resources, services, or events?

Definitions

Burnout Syndrome: Physical, emotional, or mental exhaustion accompanied by decreased motivation, lowered performance, and negative attitudes toward oneself and others. It results from performing at a high level until stress from extreme physical or mental exertion takes its toll (VandenBos & American Psychological Association, 2015).

Hettler's Six Dimensions of Wellness: A model which defines wellness along six dimensions: social, spiritual, physical, intellectual, emotional, and occupational functioning (Dixon & Smith-Adcock, 2018).

Maslach Burnout Inventory (MBI): A method for the evaluation of burnout on three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. It consists of 22 statements about feelings and attitudes (VandenBos & American Psychological Association, 2015).

Medical Education: Course of study directed toward persons seeking to become physicians (Scarborough, 2020).

Medical School: An educational institution that teaches medicine and awards a professional

degree of Doctor of Medicine (M.D.) or Doctor of Osteopathic Medicine (D.O.) (Segen, 2002).

Resilience: A dynamic process of successfully adapting to adverse and stressful situations through mental, emotional, and behavioral flexibility that is essential for maintaining psychological wellbeing (VandenBos & American Psychological Association, 2015).

Webometrics: Methods to support web research in the social sciences and humanities. It involves investigating web-based content, primarily using quantitative methods not specific to a discipline (Thelwall, 2018).

Wellness: A dynamic state of physical, mental, and social wellbeing often viewed as the result of four key factors over which an individual has some control: biology, environment, lifestyle, and health care management. It is a concept of promoting good mental and physical health (VandenBos & American Psychological Association, 2015).

Delimitations

This study focused on exploring wellness services in academic libraries that support medical education in the United States. For the purpose of this research, medical education and medical school are used interchangeably. This study explicitly considered medical education as an educational institution awarding a degree of Doctor of Medicine (M.D.) or Doctor of Osteopathic Medicine (D.O.). Medical schools outside the continental United States, including those in U.S. territories and Puerto Rico, were excluded. Further, medical schools without current accreditation by the Commission on Osteopathic College Accreditation (COCA) and The Liaison Committee on Medical Education (LCME) were omitted. Only resources on the medical libraries' websites were included. Wellness resources with sponsorship outside of health sciences or medical school libraries were excluded, including those within main university libraries. This study included programming outside of the physical library space so long as it was sponsored and promoted by the medical school libraries. Wellness programs communicated or advertised through other sources such as flyers, posters, email, or social media were excluded due to time limitations and study design. Data were omitted from libraries with website access

errors and those which were not publicly accessible at the time of collection

Assumptions

For the purpose of this study, certain conditions will be assumed to ensure accurate and reliable data collection. It is assumed that library websites will accurately represent current wellness programming at the time of data collection.

Importance of the Study

Supporting the well-being of medical students is vital to developing a healthy physician workforce, and it is a subject demanding attention. The harmful effects of medical education and the growing mental health challenges medical students face are well recognized (Dyrbye et al., 2005; Dyrbye et al., 2014; Erschens et al., 2019; Rotenstein et al., 2016; Slavin, 2019). Addressing medical student wellness is a complex and systemic issue in which academic libraries have the opportunity to support on an individual level. The Association of College and Research Libraries (ACRL) Research Planning and Review Committee recognizes libraries growing involvement in supporting wellness initiatives on campuses as one of the top trends in the academic library setting (Benedetti et al., 2020).

While published studies have examined the wellness resources available to college students, which may include medical students within the academic library setting, this study focuses specifically on wellness resources in libraries supporting medical school education in the United States. The intent is to contribute to the body of scholarly LIS literature. Further, it may serve as a blueprint for institutions seeking to improve or enhance their wellness programming and services.

LITERATURE REVIEW

Medical Student Wellness

Several studies have demonstrated higher levels of depression, burnout, and suicidal ideation in medical students than in the general public (Rotenstein et al., 2016; Erschens et al., 2019; Dyrbye et al., 2014). However, despite these statistics, only 22 percent of medical students receive formal mental health counseling, typically citing time constraints and stigma as barriers (Butcher et al., 2021). Those who experience burnout while in medical school often have persisting difficulties in the professional career

phase (Drydre, 2014). In addition, considerable socioeconomic implications result from physician burnout, notably higher rates of medical errors and an indirect increase in healthcare expenditures (West et al., 2018). The emergence of the novel SARS-CoV-2 virus in 2019 brought forth new challenges for medical education. Trending research suggests the pandemic has exacerbated issues that contribute to medical student burnout (Nikolis et al., 2021; Harries et al., 2021). A survey by Zis et al. (2021) identified that the digital learning environment, particularly in medical education, might significantly risk increased mental health struggles and burnout.

Wellness Resources in Medical Schools

Dyrbye et al. (2005) identified that medical school training led to unintended adverse consequences on student mental health and wellness. In addition, a study performed at the St. Louis School of Medicine measured levels of well-being and burnout by administering the Maslach Burnout Inventory survey to students at the beginning and during medical school, concluding mental health deteriorated significantly over the four years (Slavin, 2019). Other studies have also demonstrated that medical training appears to be the peak time of distress among physicians (Dyrbye et al., 2014). As a result, medical schools have taken the initiative to improve student well-being by reducing unnecessary stressors. Some of their efforts have included curricular changes, mentoring, stress management skills, resilience training, mental health education, access to resources and treatment, measures to reduce stigma, and wellness programming (Slavin, 2019; Bagby-Stone, 2021; Dyrbye et al., 2019).

Hettler's six dimensions of wellness suggest a holistic approach to optimal human health inclusive of social, spiritual, physical, intellectual, emotional, and occupational components. Considering this model, many medical schools have begun to provide a broad range of activities to promote self-care, reduce stress, and build social support. For example, a survey of wellbeing activities offered at 27 U.S. medical schools identified activities directly supporting specific cultural, ethnic, or racial groups, yoga, and other physical activity events, and those encouraging social wellness to be well received and attended by students (Drybye et al., 2019). Another study recognized that medical students identified wellness as a significant issue equipped with insufficient

resources, although they did acknowledge a solid opposition to mandated programming (Butcher et al., 2021).

Wellness Resources in Academic Libraries

In recognition of the increasing global concern of mental health difficulties amongst college students, institutions have prioritized wellness. The academic library and the role of the academic librarian are experiencing a changing context in response to societal and educational changes, which is leading to the reconceptualization of the services they provide (Llewellyn, 2019). Ramsey and Aagard (2018) suggest that the library is well placed as a physical space to support student wellbeing, as it is often at the center of the campus and provides extended hours and flexible spaces. Conversely, Walton (2017) challenges whether wellbeing should be a focus of a library considering constraints in budgets, scarce resources, and a lack of competencies and standardization. While these concerns are valid, providing wellness services in academic libraries is trending. It has been appreciated that initiatives geared towards wellness should be addressed holistically and exist as a part of campus culture.

While it is standard for academic health libraries to support education and research, many libraries also offer space or dedicated programming to promote self-care and wellness (Herron, 2016; Funaro et al., 2019; Ramsey & Aagard, 2018). The literature cites wellness programs integrating therapy dogs and physical activities such as yoga are popular offerings (Casucci & Baluchi, 2019; Lannon & Harrison, 2015). Academic librarians have long recognized the value of providing additional programming for students in support of finals week. Currently, there is a trend of permanently supplementing traditional student success initiatives with a range of nontraditional programs that support student holistic wellbeing, such as services that address finances, food insecurity, mental health challenges, and health needs (Meyers-Martin & Borchard, 2015; Henrich, 2020). The addition of wellness programming provides an opportunity for academic libraries to collaborate and foster a community environment.

Webometric Studies and a Comparison of Similar Methodology

Webometric research has been frequently performed in library and information science. This type of

research is utilized to explore features of web pages and content analysis of programming, collections, and resources. There are published studies that independently examined wellness services in public, academic, and special libraries. In addition, there is published literature examining wellness within medical school programming. At the time of conception of this study, no published studies were identified that utilized webometrics to explore the available wellness resources within medical schools or academic libraries that support medical education.

Several studies employing a methodology similar to this study were identified. Studies performed by Rushing, Yoon & Shultz, and Patil used website content analysis to assess services and programming provided by libraries (Rushing, 2019; Yoon & Schultz, 2017; Patil, 2020). Patil (2020) performed a webometric content analysis to identify preventive health programs in public library systems. Like this study, Rushing (2019) and Patil (2020) employed quantitative content analysis of library websites with at least one thematic analysis of library programming, addressing their research questions. A study by Pollock et al. (2021) evaluated the content and functionality of U.S. medical school websites. Similar to this study, their sampling methods culminated a list of the 192 accredited medical schools in the United States through website links obtained from the Medical School and Admissions Requirements (MSAR) and the American Osteopathic Association. In addition, similar to this study design, medical schools without a functional website, or a website that could not be found, were excluded from their study. Wellness resources were not collected or measured within their research.

METHODOLOGY

Academic library webpages serve as instructional sources for students and are often the most accessible vehicle to discover library services. This study utilized webometrics to explore wellness resources, services, initiatives, programs, and events offered in libraries supporting medical education. Characteristics of each school were also analyzed. To prevent the need for inference and to provide the most considerable impact, sampling was inclusive of those libraries with public-facing websites supporting all accredited medical schools in the United States.

The 207 accredited medical school names and website links were obtained from the Medical School and Admissions Requirements (MSAR) online database and the American Osteopathic Association (AOA) websites. In addition, the characteristics of each parent university and medical school were gathered from the individual school websites. This included total university and medical school enrollment and whether the institution is public or private. Finally, listings that omitted webpage information or contained broken links were located through a general or platform-specific search engine, such as Google.

Each parent university, medical school, and medical school library webpage was accessed. The school library resources were identified from the respective medical school landing web page. Variations and differences in the design of each library webpage were expected. Each site was systematically evaluated similarly to maintain uniformity in data collection. The university webpages were explored using the search bars to determine total enrollment in the individual university and medical school, respectively.

Similarly, once identified, the library webpage was thoroughly analyzed to identify those services considered wellness resources for students. Subject headings, subject guides, search bars, linked electronic newsletters, and event calendars were examined. The web browser CTRL + F function was employed within each webpage to search for the following key terms: wellness, healthy, stress, mental health, depression, anxiety, suicide, burnout, resilience, therapy, workshop, events, classes, and services. If the search identified a key term, further evaluation verified that the finding was applicable for data collection. Falsely identified programs and resources were not collected.

The acquired data was primarily quantitative. The observation was made on the presence and frequency of wellness initiatives and the characteristics of the respective schools. The wellness resources at each institution were identified and aggregated. In addition, whether the university is a public or private institution was determined and collected. Lastly, characteristics for each school were compiled, which included whether the medical school is allopathic (M.D.) or Osteopathic (D.O.), the total enrollment

number of students in the university inclusive of undergraduate, graduate, and professional programs, and the total enrollment of students in the medical school.

The data were recorded in an Excel spreadsheet for compilation purposes. First, a list was created, including all accredited medical schools in the United States. Next, a simple yes or no column was used to record the presence of wellness resources, services, or events. If a resource was identified, a description of that service or event was described in a separate column. Finally, individual columns were used for each school to collect total university enrollment, medical school enrollment, and whether the school was a public or private institution.

The data were analyzed to address each research question. The excel spreadsheet sort features were employed. A qualitative thematic analysis determined the top ten most frequently identified wellness services offered. A simple statistical approach was used to detail the count and percentage of medical school libraries offering wellness resources and the correlation to school characteristics. Tables and figures were created for data display.

Limitations

It is recognized that utilizing websites to gather data may not always be reliable as there is variability in the usability and comprehensiveness of individual web pages. Library web pages may not accurately reflect the services that are offered. Some websites may showcase programs, while others provide minimal information. Information may be challenging to locate, resulting from website design flaws. It is recognized that due to the global pandemic, library services may be limited. Additionally, data was limited to website content from a window between February 13, 2022, through

February 27, 2022. Information on the web pages that fell outside of this data collection period may have been different.

RESULTS

R1. What wellness resources, services, or events are offered by academic libraries supporting medical schools in the United States?

Table 1 is a cumulative list of wellness resources, services, and events offered by academic libraries supporting medical schools in the United States. There were 44 unique resources, services, and events identified within 37 out of the 207 medical school libraries in the United States. This is equal to 18 percent of medical school libraries. Of the 44 offerings identified in this study, six or 14 percent were offered within more than one institution. Wellness resources per library ranged from one to 10 resources. The most common recurring offering was wellness resource guides. Comprehensive details of the school library offerings can be found in Appendix A.

R2. What are the top ten most frequently identified wellness services offered at academic libraries that support medical schools in the United States?

This study identified 96 total wellness resources within the medical school libraries. Harvard Medical School Library had the most significant number of resources, with 10 identified. There were 17 libraries with a single wellness resource identified. The most common wellness service identified was a wellness resource guide followed by lactation rooms. Table 2 displays the most frequently occurring wellness resources, services, and events identified in libraries supporting medical schools in the United States. Similar wellness services with differing nomenclature were grouped together. The complete list can be found in Appendix A.

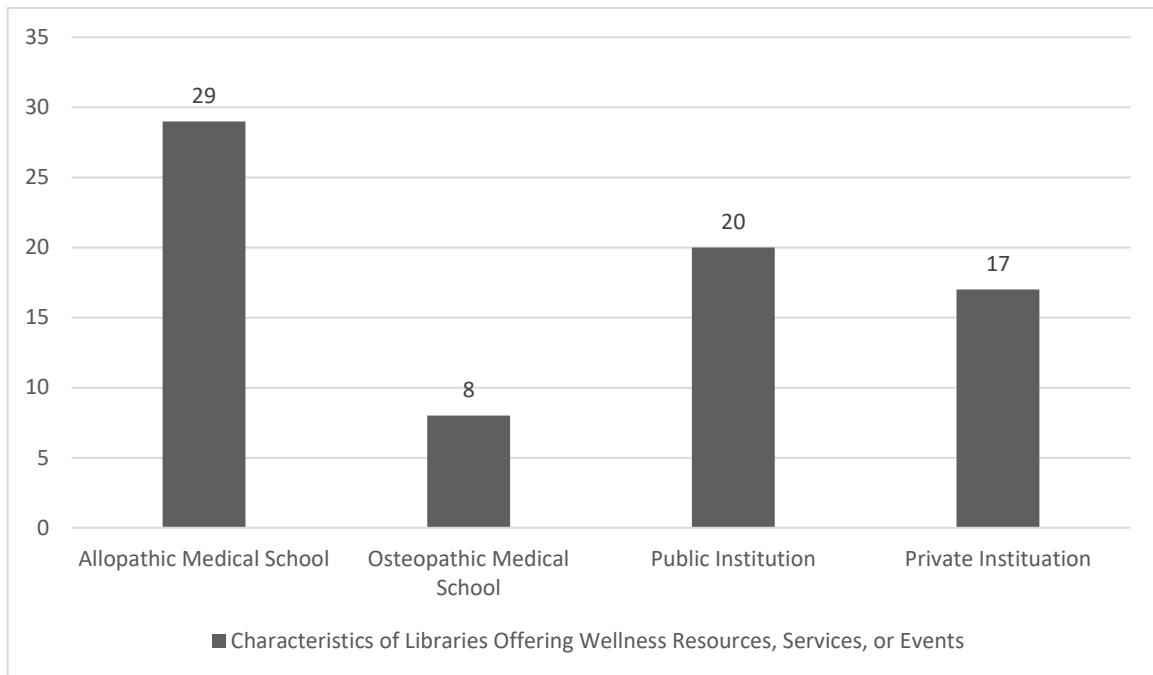
Table 1. *Wellness Resources, Services, or Events*

Wellness Resource Guide	Kindness Rock Garden	Video Games
Coloring Books	Create-a-Comic	Mobile Wellness Applications
Pet Therapy	Button Making	Art Show
Storytelling	Gratitude Board	Afternoon Tea
Community Garden	Meditation Room	Stress Care Packages
Exercise Equipment	Standing Desks	Wellness Book Display
Board Games	Art Exhibit	Local Wellness Information
Student Kitchen	Flu Shot Clinic	Free Snacks and Drinks
Nap Pods	Happy Lights	Photobooth
Treadmill Desks	Recreational Reading	Book Club
Writing to Heal	Wellness Room	Origami
Bracelet Making	Creative Monthly Meeting	Healthy Recipes
Coffee Talks	Walking Wednesday	Family Entertainment Kit
Chair Massage	Quarterly 5k Run	Drag Queen Story Hour
Writing to Heal	Wellness Room	

Table 2. *Top Ten Most Frequently Identified Wellness Resources, Services, or Events*

Wellness Service	Frequency	%
1. Wellness Resource Guide	12	12.5
2. Lactation Room	11	11.5
3. Arts/Crafts/Creativity	9	9.4
4. Wellness, Meditation, Reflection, or Prayer Room	8	8.3
5. Pet Therapy	7	7.3
6. Book Talks, Book Club, Storytelling, or Recreational Reading	6	6.3
7. Games and Puzzles	6	6.3
8. Exercise	6	6.3
9. Mindfulness, Meditation, or Wellness Applications	5	5.2
10. Medical therapy (Massage, Flu Shots, Wellness Kits)	5	5.2

Figure 1. *Characteristics of Libraries Offering Wellness Resources, Services, or Events*



R3. What characteristics, including total university and total medical school enrollment and whether the institution is public or private, are common among academic libraries supporting medical schools that offer wellness resources, services, or events?

This study identified 37 or 18 percent of medical school libraries offering wellness resources, services, or events. Of these schools, 20 are public schools, and 17 are private. Eight schools were identified to provide between four and ten wellness resources. Six of these schools are public schools, and two are private schools. The average total school size of the 37 schools is 38,558 students. This is a significantly lower enrollment than the group of medical schools that offer greater than four wellness resources. The average total school size of the eight medical school libraries offering greater than four wellness services is 70,284 students. The medical school size ranges from 80 students to 1,527 students. The average medical school size of the 37 schools offering any wellness resource was 655, while the average medical school size of those libraries offering greater than four wellness resources was slightly higher at 700. The second-highest number of wellness resources (8) has a medical school size limited to 80 students. Wellness resources were identified in 18

percent of medical school libraries overall. This included 14 percent of osteopathic medical schools and 20 percent of allopathic medical schools. Figure 1 highlights this data. Appendix B provides the details for all 37 schools.

DISCUSSION

This study revealed that while there has been demonstrated awareness in academic libraries supporting student well-being and the initiative for medical schools to incorporate wellness programming, wellness resources were identified in only 18 percent of medical school libraries overall. There were 44 unique wellness resources identified, and many were previously cited as offerings in academic library wellness programming (Herron, 2016; Funaro et al., 2019; Ramsey, & Aagard, 2018). The literature frequently cites wellness programs integrating therapy dogs and physical activities (Casucci & Baluchi, 2019; Lannon & Harrison, 2015). This aligns with the findings of this study. Pet therapy was the 5th most frequently offered wellness service. Respectively, exercise was the eighth most frequent wellness resource identified in this study.

Wellness resources were offered in 20 percent of allopathic and 14 percent of osteopathic medical school libraries in this study. The distribution of resources in public schools (54%) vs. those provided in private schools (46%) were statistically similar. More resources in colleges and universities were correlated with larger total enrollment. The average school size of those medical schools offering any wellness resource was 38,558 students, while the schools offering between four and 10 resources nearly doubled to 70,284 students. The schools offering between four to ten resources had an average medical school size of 700. In contrast, the average medical school class size of those schools offering any wellness resource was 655 students. There was a surprising outlier in the findings. A medical school with a total enrollment of 284 students and a medical school class size of 80 students offered the second-highest number of wellness resources (8). This school fell just behind Harvard University Medical School Library, which offered 10 wellness resources.

A noted limitation of this study was the concern that library webpages may not accurately reflect the offered services, or the information would be challenging to locate. In general, it is noted that the overall webpage design for medical school library webpages was a simple and limited build and design. The libraries overall offered very standard and similar services. These typically included instructions on navigating the library resources, which were generally medical databases. Programming overall was limited. It is possible that the school parent or main library offered more resources, which may be explored in future research.

The emergence of the SARS-CoV-2 virus and the subsequent pandemic presented unique challenges for academic libraries. It is possible that the need for social distancing and the lack of the ability to gather and use the physical library space may have resulted in a limitation of wellness service and program offerings. Studies have identified an overall increase in mental health concerns of medical students during the pandemic (Nikolis et al., 2021; Harries et al., 2021). This is indicative of an increase in the necessity of wellness services. It may be beneficial to reassess the wellness resources in the post-pandemic period for a more accurate representation of what is available.

CONCLUSION

Academic libraries serving medical schools offer a range of wellness services. These offerings demonstrate the responsiveness to the institutional priority of supporting the wellness of medical students. There is an opportunity for libraries to contribute to campus wellness initiatives. In addition, academic libraries may lead innovative practices, further serving as an example of the community-oriented service model. The addition of such wellness services can enhance the student experience and outcomes. Future research exploring wellness initiatives in libraries supporting medical education inclusive of the impact of these services may help establish best practices.

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Appendix A: Comprehensive List of Medical School Libraries Wellness Resources, Services, or Events Offerings

Allopathic Medical School Name	Resources
Charles E. Schmidt College of Medicine at Florida Atlantic University	Wellness Resource Guide
Duke University School of Medicine	Coloring Books
Florida International University Herbert Wertheim College of Medicine	Wellness Resource Guide
Geisinger Commonwealth School of Medicine	Wellness Resource Guide
Harvard Medical School	Pet Therapy Storytelling Meditation Room Coloring Book Button Making Comic Book Making Nintendo Switch Gaming Device Gratitude Board Kindness Rock Garden Community Garden
Howard University College of Medicine	Wellness Resource Guide Games and Puzzles
Icahn School of Medicine at Mount Sinai	Wellness Resource Guide
Indiana University School of Medicine	Wellness Resource Guide Wellness Room Wellness Mobile Applications Relaxation Station Student Lounge
Lewis Katz School of Medicine at Temple University	Lactation Room Wellness Room
Mayo Clinic Alix School of Medicine	Wellness Resource Guide
Sidney Kimmel Medical College at Thomas Jefferson University	Wellness Resource Guide
University of Alabama at Birmingham School of Medicine	Lactation Room Pet Therapy Art Show Afternoon Tea
University of Arizona College of Medicine	Reflection Room

	Bracelet Making Origami Chair Massage Pet Therapy Dog Coffee Talks Stress Care Packages Mindfulness Mobile Applications
University of California Los Angeles David Geffen School of Medicine	
University of California San Francisco School of Medicine	Creative Monthly Meetup
University of Chicago The Pritzker School of Medicine	Wellness Resource Guide
	Lactation Room Game Borrowing Art Exhibit Exercise Equipment Borrowing Lounge with Kitchen Nap Pods Active Work Stations
University of Colorado School of Medicine	
	Wellness Resource Guide Meditation Mobile Applications
University of Hawaii John A. Burns School of Medicine	
University of Kansas School of Medicine	Pet Therapy Active Study Area
University of Maryland School of Medicine	Flu Shot Clinic
	Pet Therapy Recreational Reading Games and Puzzles Happy Lights Wellness Book Display Local Wellness Information Mobile Wellness Applications
University of Massachusetts T.H. Chan School of Medicine	
University of Mississippi School of Medicine	Lactation Room
	Lactation Room Reflection Room
University of Nebraska College of Medicine	
University of Nevada, Reno School of Medicine	Wellness Room
University of Oklahoma College of Medicine	Lactation Room
	Puzzles Brain Power Hour Photo Booth Free Snacks and Drinks
University of South Carolina School of Medicine Columbia	
Virginia Commonwealth University School of Medicine	Lactation Room Reflection Room

Washington University in St. Louis School of Medicine	Wellness Information Center
Yale School of Medicine	Pet Therapy Board Games Wellness Room
Osteopathic Medical School Name	Resources
Burrell College of Osteopathic Medicine at New Mexico State University	Book Club
California Health Sciences University College of Osteopathic Medicine	Lactation Room Meditation Room Wellness Committee Walking Wed Quarterly 5K Wellness Reading Section Mindfulness Mobile Applications Library wellness section
Rocky Vista University College of Osteopathic Medicine	Wellness Resource Guide Book Club
Sam Houston State University College of Osteopathic Medicine	Lactation Room Book Club Family Entertainment Kit
Touro University College of Osteopathic Medicine California	Wellness Resource Guide
University of New England College of Osteopathic Medicine	Drag Queen Story Hour Games and Puzzles Writing to Heal
University of North Texas College of Osteopathic Medicine	Lactation Room Pet Therapy
Western University of Health Sciences College of Osteopathic Medicine	Lactation Room Virtual Book Talk

Appendix B: Characteristics of Libraries Offering Wellness Resources, Services, or Events

Allopathic Medical School Name	Type	Total # Students	# Medical Students	Total # Resources
Harvard Medical School	private	30,391	844	10
University of California, Los Angeles David Geffen School of Medicine	public	285,862	420	7
University of Colorado School of Medicine	public	35,897	793	7
University of Massachusetts T.H. Chan School of Medicine	public	32,045	722	7
Indiana University School of Medicine	public	91,084	1,527	5
University of Alabama at Birmingham School of Medicine	public	38,320	805	4
University of South Carolina School of Medicine Columbia	public	48,428	406	4
Yale School of Medicine	private	12,060	451	3
Lewis Katz School of Medicine at Temple University	private	37,236	873	2
University of Hawaii, John A. Burns School of Medicine	public	19,098	312	2
Howard University College of Medicine	private	9,689	497	2
University of Kansas School of Medicine	public	27,685	868	2
University of Nebraska College of Medicine	public	24,431	554	2
Virginia Commonwealth University School of Medicine	public	29,417	792	2
Charles E. Schmidt College of Medicine at Florida Atlantic University	public	37,625	273	1
Duke University School of Medicine	private	16,780	584	1
Florida International University Herbert Wertheim College of Medicine	public	58,889	512	1
Geisinger Commonwealth School of Medicine	private	607	479	1
Icahn School of Medicine at Mount Sinai	private	1,298	642	1
Mayo Clinic Alix School of Medicine	private	4,322	464	1
Sidney Kimmel Medical College at Thomas Jefferson University	private	8,286	1,157	1
University of Arizona College of Medicine	public	49,471	515	1
University of California, San Francisco School of Medicine	public	285,862	831	1
University of Chicago The Pritzker School of Medicine	private	18,901	430	1
University of Maryland School of Medicine	public	40,709	644	1
University of Mississippi School of Medicine	public	18,668	679	1
University of Nevada, Reno School of Medicine	public	30,679	294	1
University of Oklahoma College of Medicine	public	28,079	681	1
Washington University in St. Louis School of Medicine	private	15,539	599	1
Osteopathic Medical School Name	Type	Total # Students	# Medical Students	Total # Resources
California Health Sciences University College of Osteopathic Medicine	private	243	80	8
Sam Houston State University College of Osteopathic Medicine	public	21,612	75	3
University of New England College of Osteopathic Medicine	private	6,642	702	3
University of North Texas College of Osteopathic Medicine	public	32,694	945	2
Western University of Health Sciences College of Osteopathic Medicine	private	3,814	1,321	2
Rocky Vista University College of of Osteopathic Medicine	private	1269	1,269	2
Burrell College of Osteopathic Medicine at New Mexico State University	private	21,694	645	1
Touro University College of Osteopathic Medicine California	private	1,321	551	1

**Total enrollment inclusive of undergraduate and graduate, and professional programs*

**Medical school size not including other health professional programs*

**Total enrollment inclusive of undergraduate and graduate, and professional programs*

**Medical school size not including other health professional programs*

Taking a Closer Look at the CODES List-Cookbooks for Gender and Academic Holdings

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Readers: Dr. Stacy Creel, Dr. Sarah Mangrum

INTRODUCTION

Women have managed the home kitchen throughout time and location, whether by choice or circumstance. Still today, women in the United States do most of the cooking at home (Taillie, 2018). Although the number of men cooking at home keeps increasing, college-educated women still cook 68.7 percent of the time, and those with less than high school education, cook 72.3 percent (Taillie, 2018). One would think if women were doing most of the cooking in the kitchen at home, they should use their expertise to not only professionally write about it but lead in the restaurant kitchen as well (Neuhaus, 1999). Unfortunately, once women leave the home kitchen, their position in the culinary world drops, as found with many other professions outside of the kitchen. White males hold more top positions in professional kitchens, as well as other fields, and publish more scholarly papers than in any other group (Taillie, 2018). It is time to consider if cookbooks hold this disparity and closely look at the gender of authors in the culinary world. This study explored gender within the CODES List-Cookbooks 2019-2022, a juried list of cookbooks published 2018-2021, as well as determined if Texas public colleges and universities carry these titles. By evaluating this juried list of recommended cookbooks, libraries can use the research to take a closer look at their cookbook collection.

Purpose Statement

The purpose of this study was to examine and analyze cookbooks from the CODES List-Cookbooks, 2019-2022, and ownership of the books by public colleges and universities in Texas.

Research Questions

R1. What does the diversity of the CODES List-Cookbooks look like regarding gender and culinary specialties?

- a. What percentage of the cookbooks on the CODES List-Cookbooks 2019-2022 are written or co-written by female chefs/authors?
- b. What culinary specialties do the cookbooks cover?

R2. What does the ownership of the CODES List-Cookbooks 2019-2022 look like in the collections of Texas public university & college libraries?

Definitions

CODES List-Cookbooks: The CODES List-Cookbooks is a juried list of cookbooks created by the committee of the Collection Development and Evaluation Section, which is a part of the Reference and User Services Association (RUSA), a division of the American Library Association (ALA) (American Library Association (ALA), 2019). Since 2019, the committee of librarians choose the “must-have” cookbooks from the previous year and “help librarians identify works destined to become the backbone of our most popular collections” (ALA, 2019, para.1). The committee, with varying cooking abilities, chooses books for reasons such as interesting recipe choices, readability, and reactions from book clubs (ALA, 2019).

Gullah Geechee: Gullah Geechee are the “descendants of West and Central Africans who were enslaved and brought to the lower Atlantic states of North Carolina, South Carolina, Florida, and Georgia” (National Park Service, 2019, para. 1).

Middle East/ Middle Eastern: For this study, the following definition and inclusions of the Middle East will follow Britannica Encyclopedia. According to Britannica (2020), “a common definition of the Middle East encompassed the states or territories of Turkey, Cyprus, Syria, Lebanon, Iraq, Iran, Israel, the West Bank, the Gaza Strip, Jordan, Egypt, Sudan, Libya, and the various states and territories of Arabia proper (Saudi Arabia, Kuwait, Yemen, Oman, Bahrain, Qatar, and the Trucial States, or Trucial Oman [now United Arab Emirates]).” It goes on to say, “Subsequent events have tended, in loose usage, to enlarge the number of lands included in the definition. The three North African countries of Tunisia, Algeria, and Morocco are closely connected in sentiment and foreign policy with the Arab states. In addition, geographic factors often require statesmen and others to take account of Afghanistan and Pakistan in connection with the affairs of the Middle East” (Britannica, 2021, para. 2).

Non-binary: According to the United States Department of Labor (n.d.), non-binary is “a term used by people who identify as neither entirely male nor entirely female” (United States (U.S.) Department of Labor (DOL), n.d., para. 44). They go on to say, “This can include people who are agender, bigender, genderfluid, gender non-conforming, and genderqueer among others” (U.S. DOL, n.d., para. 44).

Online Computer Library Center (OCLC): The OCLC is a "non-profit organization" that provides “cataloging and acquisitions services, serials and circulation control, interlibrary loan support, and access to online databases” (Reitz, 2014, 91st definition) The OCLC uses “WorldCat, the largest online bibliographic database in the world” (Reitz, 2014, 91st definition).

Texas Public Higher Education Almanac, 2021: “A profile of state and institutional performance and characteristics” which lists public universities and colleges provided by the Texas Higher Education Coordinating Board (State of Texas, 2021, title page).

Delimitations

Only those cookbooks on the 2019-2022 CODES List-Cookbooks lists were considered, and only the library collections of public universities and colleges in Texas. This study did not include any technical college systems or health-related institutions and did not consider the size of the libraries or the size of the student body. Any of the public academic libraries that did not have an online library catalog were excluded from the study. However, for the current study, both digital and paper formats were tallied. Books available by interlibrary loan, available for purchase, or on order were also excluded. Gender terms used in this study were documented as male, female, or non-binary. If unable to determine gender from the chef author’s own words or reputable sources, the words “could not establish” were utilized. The reputable sources used included the chef authors’ social media, the cookbooks’ contents, including book jackets, and the Amazon book description.

Assumptions

This research study presumed the 2019-2022 CODES List-Cookbooks was accurate and up to date, covering cookbooks published during the years prior,

2018-2021. This study used the list of public Texas universities and colleges on the 2021 Texas Public Higher Education Almanac and presumed the list was accurate and up to date. It also presumed that if the online catalog of each college or university’s library was available to the public that it was accurate and an up-to-date representation of their library collection. There was also an assumption that each cookbooks’ Amazon page, which was used for determining culinary specialties and author gender, was correct and accurate. When determining gender, there was an assumption that the chef’s/author’s own words are the most accurate and any social media outlets associated with the chef/author were also a reliable source to verify his, her, their, etc., gender. This study also presumed to not confuse gender with sexual or gender identity. This study utilized the terms male, female, and non-binary. There was also an assumption of the understanding that there are many gray lines when it comes to gender and gender fluidness. Assumptions of the chef/author’s gender were made with caution while taking time to research if necessary.

Importance of Study

There have been numerous studies comparing and analyzing gender in a variety of settings, from scholarly authorship to graphic novel protagonists (Teele & Thelen, 2017; Hopkins et al., 2012; Zayed et al., 2020). Although there have been studies on the gender of cookbook authors, as well as who does more of the cooking at home and the historical information found in cookbooks, research focusing on the gender of 2019-2022 CODES List-Cookbooks’ authors, and the diversity of the culinary specialties is also needed (Neuhaus, 1999; Tallie, 2018). With cookbooks finally having the opportunity to shine on a recommended book list, it is time to take a closer look at the list created by a committee from the ALA and analyze the results for gender. This study may also help fill in gaps in the literature about cookbooks, as well as gives increased attention to cookbooks in the academic setting. Libraries may find this study helpful by using the results to investigate their collection of cookbooks and understand the essential titles to acquire. By closely examining recommended cookbooks and their specialties, libraries can make sure they are offering their patrons a diverse and quality group of cookbooks used for research, recreational reading, and cooking at home.

LITERATURE REVIEW

Literature on Cookbooks

Literature on cookbooks has covered many aspects, from focusing on historical research gained from within the cookbook, to issues with indexing cookbooks. Cookbooks are like other books where readers choose individual cookbooks for many different reasons. Cookbooks are found in many types of libraries, including academic libraries, and focus on a wide range of culinary specialties. The literature surrounding cookbooks can be just as varied as the type of food being cooked. Results from articles analyzing individual cookbooks, like the current study, can help readers and collection development librarians concentrate on important cookbooks for their libraries and personal reading choices.

The analysis of cookbooks for historical research is one focus of previous studies. Some articles focus heavily on what information can be found regarding cooks from the past. Matheny (2020), Dennis (2008), Neuhaus (2003), and Feinberg and Crosetto (2011) all researched the historical importance of the entries within cookbooks. Matheny's study provided qualitative research on cookbooks at the academic level and their uses in various courses as primary sources (Matheny, 2020). They discussed using cookbooks to make notes of the various cuisines, like the current study, and then went further by extracting information embedded in the cookbook detailing foodways of the South, as well as across the world through a "geographical analysis" (Matheny, 2020, p.94, para. 1 & 4). Feinberg and Crosetto's literature also focused on cookbooks, however, their research focused on Jewish cookbooks and the traditions documented through recipes (Feinberg & Crosetto, 2011). Their research helped show how cookbooks can be a way to look at the past through certain recipes and conversations within the cookbook. The study also noted which type of libraries had Jewish cookbooks in their collections, which included academic libraries, and found more female authors were authors of the Jewish cookbooks they encountered. Their research also took note of the number of female and male chef authors like the current study, but their research used the OCLC compared to the use of individual library catalogs, as the current study used (Feinberg & Crosetto, 2011). There was concern using this method if by chance a

school did not utilize OCLC but still in fact carried a title in their library, the outcome could have results that would end up being skewed. To avoid the possibility of inaccurate counting of cookbook titles for the current study, individual library catalogs were used instead of OCLC.

Another reason for analyzing cookbooks has been to investigate the female "voice" found within cookbooks. Neuhaus' book and Dennis' article both consider the everyday female voice during the time individual cookbooks were written and who was the focus of the cookbook (Neuhaus, 2003; Dennis, 2008). Neuhaus discussed the time in history when maids, servants, or hired cooks took care of the kitchen, the changing of times when the responsibility was placed in the woman of the house's hands, and how cookbooks became popular during this change in roles. Although some of the earliest cookbooks were written by the male chefs of kings and queens, throughout many of the 20th-century cookbooks, men were only mentioned when it came to BBQ or how women should cook for them. If a cookbook was directed at men, it was more in a whimsical way or for recreational purposes (Neuhaus, 2003). These studies show how the roles of women have changed over time and how the female "voice" or persona is displayed through the years. They also show how men can be the focus of some cookbook subjects, but mainly for certain "occasions" and not for a strong presence in the kitchen (Neuhaus, 2003; Dennis, 2008). Researching the gender of cookbooks authors of the present, as well as what specialties the genders are cooking, can add to the results of previous studies surrounding these topics.

Other literature, like Wiggans' (2019) and Dennis' (2008) studies, suggested choosing which individual cookbooks to read is as important as recommending other titles and genres in the library. Patrons can be helped by librarians through reader's advisory and by suggesting which cookbooks might best fit their reading needs. Wiggans' article discussed how reader's advisory is lacking concerning cookbook recommendations and why some readers are drawn to cookbooks not only for directions but for other reasons such as culinary specialty, type of author, and learning new ideas regarding food preparation (Wiggans, 2019). Dennis also mentioned how cookbooks changed over time with the inclusion of

more illustrations and photos which have helped readers enjoy cookbooks even more (Dennis, 2008). Wiggans' and Dennis' articles discussed the many attributes of why cookbooks are popular for reasons as basic as cooking, but as reading for pleasure as a way of remembering the past (Wiggans, 2019; Dennis, 2008). Having a recommended book list to provide reader's advisory is a useful and important resource tool for librarians, especially with the popularity of cookbooks in a variety of library settings. Understanding which individual titles are on a recommended book list, and paying close attention to gender diversity, can be just as important.

Gender and the Professional and Celebrity Kitchens

The stereotypic thought that "a woman's place is in the kitchen" depends on what type of kitchen one means. Taillie's (2018) article details how even though more women cook at home, there are more male professional chefs, with more head chefs' roles. Taillie's research also discussed the idea that although more men are cooking at home, they still have lower numbers than women. The methodology of the study coincided with the current one by producing spreadsheets that documented numbers that included gender, with an added focus on race/ethnicity too (Taillie, 2018). These results helped highlight the idea that who is cooking depends on where they are cooking, whether it be the home or professional environment.

The inequality in the professional setting mimics those found on cooking shows. Swenson (2009) found the Food Network displayed gender inequality by having a higher number of shows with male chefs. Although Swenson's study produced a textual analysis of Food Network programs, the methodology mirrored the current study by analyzing and documenting gender with the inclusion of race/ethnicity. In addition to Swenson's study, Johnston et al.'s (2014) study utilized a textual analysis to code for both gender and race/ethnicity in the cookbooks they studied. They found although there are prominent women on the network, they are usually condemned to one of two personas; the caretaker or the sexy role (Johnston et al., 2014). The caretaker role portrays the caring home cook, one that centers around the family, and studies such as Johnston et al. and Swenson's studies study, all found the portrayals of women in this caring role (Johnston et al., 2014; Swenson, 2009). According to Johnston

et al., the "personas" of the male celebrity chefs are quite different from the caring portrayal of female chefs (Johnston, et al., 2014, para. 2). Male chefs are often portrayed as the masculine man and cooking as a serious business (Swenson, 2009). Johnston et al. (2014) and Swenson (2009) all found that most male celebrity chefs are white and have machismo or adventurous personas. The role of the female professional chef is defined quite differently than their male counterpart and the lack of women in higher culinary roles is a stark comparison to the numbers in the home kitchen. The results from these studies outline the sharp contrast between the two. Matwick (2017) discussed how today's cookbooks written by celebrity chef authors have fewer negative representations of women in a repressed role than in the past, and represent a "traditional yet freer, happier woman by offering discourses of achievability, self-fulfillment, and femineity" they still perpetuate the "construction of hegemonic femininity," and that if a woman does well in the kitchen, she will do well in life too (Matwick, 2017, p. 532, para. 1; p. 544, para. 2). Although the current study did not look at the personalities portrayed by the chefs on the CODES List-Cookbooks, having the gender percentages of the list available can help gain more understanding of gender disparities in different professional entities such as in cookbooks.

Discussing Gender in Books

When seeking out reading material, whether it be fiction or non-fiction, such as cookbooks, Bishop's (1990) keynote lecture described how seeing oneself in books is an important feature for readers to know. Unfortunately, many times both books and authors lack diversity in a library. Studies like Davis' (2017) and Simmons' (2015) all displayed weak areas in diversity. Even though Davis' study documented characters in fiction books and the current study focuses on the gender diversity authors of cookbooks, they have comparable methodologies with both using a coding technique and a spreadsheet for their results. Davis' study found YA speculative fiction has had a lack of diversity throughout the years as well as a lack of diversity in its review journal staff and publishing (Davis, 2017). Even with their studies focusing on race/ethnicity, one can compare the importance of diversity when concerning gender as well.

Simmons' study examined characters in graphic novels covering seven years. Books were chosen from the Young Adult Library Services Association's (YALSA) Top Ten Great Graphic Novels for Teens. Analogous methodologies were used in both the current study and Simmons' study by utilizing a content analysis that considered gender numbers, although Simmons' study also focuses on race/ethnicity. Simmons' study found "female main characters in 46 % of the titles, with 24 % of these titles having only female main characters while 22 % had both female and male main characters; the female main characters represented three of five race categories...and four of the fourteen disability classifications" (Simmons, 2015, para. 1). Although these articles provided evidence that there is a lack of diversity in many library collections, they also provided information that can help lead the drive to diverse collections, which included gender, and described how books can provide insight into others' lives, their own lives, or the connection between the two (Simmons, 2015; Bishop, 1990, p. 3). Content analysis like Davis', Kristick's, and Simmons' articles, as well as the current study, created opportunities to investigate where a collection stands and if there are any improvements needed (Davis, 2017; Kristick, 2020; Simmons, 2015). Similar to the previous studies, the current study is looking to document female representation found in a particularly popular genre.

Gender and Authorship

Not only do women have lower numbers in the professional kitchen, but in academia as well. Researchers have had gender and diversity as a focus for many papers, with research pointing towards the discrepancies in academia. Many struggle to understand why women publish fewer scholarly work, even though the number of females in the field suggests there should be more. Hopkins et al.'s (2012), Zayed et al.'s (2020), and Chary et al.'s (2021) studies, all used methodologies that analyzed academic papers for gender, much like the current study, and provide results in terms of percentages. Hopkins et al. (2012) found there have been improvements to diversity in academia, but there is still a great difference between white males and everyone else. Across many disciplines of study, Hopkins et al. found women, Blacks, and Hispanics, all were underrepresented. Others, like Zayed et al. (2020) and Chary et al. (2021), found scientific

publications showed around 30 percent of articles were authored by females. Teele and Thelen's article (2017) focused on political science authorship and discovered there was a greater gender gap where only 24 percent of articles had female authors. This was surprising since they found that 40 percent of new PhDs in political science were female. With any of these studies, the authors were not sure of the reason for the discrepancies. They questioned if the articles were getting rejected more often or simply not written in the first place (Teale & Thelen, 2017). Whichever the reason, there were frequent discrepancies across academia, and investigating authorship in an academic setting, as well as with cookbooks on recommended lists, deserve more attention.

Reading for Pleasure at the University Level

Academic libraries are not only filled with scholarly materials but also have books for other uses as well. The National Endowment for the Arts found in their research that, "reading for pleasure correlates strongly with academic achievement," (The National Endowment for the Arts, p. 14, number 4). Brookbank et al. (2018), Kristick (2020), and Smith and Young (2008) went on to focus their research on reading at the academic level. Brookbank et al. discussed how 68 percent of the academic libraries in their study had collections for recreational reading. Although cookbooks did not make the top of the list in the study, the study still showed they were part of a collection kept current for its patrons (Brookbank et al., 2018). Mueller et al.'s (2017) study provided results on how many academic patrons read recreationally. In their study, cookbooks made the top five list of the most popular non-fiction subject (Mueller et al., 2017). Smith and Young suggested ways to improve the focus of pleasure reading at the academic level, which included reader's advisory, display methods, and instruction (Smith & Young, 2008). Studies like these help academic libraries understand the importance of a non-academic collection and help support recreational reading. Recommended book lists can help provide information on quality and diverse books as well as help set up a collection that helps fill the demand for recreational or pleasure reading.

Kristick's (2020) study also focused on diversity and disabilities, but this time in an academic library setting. Their study provided information that helped

them pick diverse titles and authors that allowed them to “identify the strengths and gaps” in the collection (Kristick, 2020, pp. 159-160). Like the current study, Kristick used titles found on lists recommended by the ALA and used methodology using a spreadsheet to compile the research. Although Kristick’s study used the OCLC website to see if universities had any of the titles from award lists in their collection, the process correlates with the process of this study whereby checking university catalogs to see if any had titles on CODES List: Cookbook. Kristick’s study was able to determine that their school had only 22 percent of the titles on the award list, which was lower than their peer institutions. Once the study reached completion, they saw which areas of the collection had gaps to fill (Kristick, 2020).

When discussing the gender of cookbook authors on a recommended list, looking at previous studies can direct one’s focus for research and provide a strong foundation for considering cookbooks in academic libraries. Although the current study focused on gender and food specialties on a recommended ALA book list for cookbooks, it still followed similar methodologies to Simmons, Swenson, Taillie, and Feinberg & Crosetto’s studies, using charts and tables to visualize the results (Simmons, 2015; Swenson, 2009; Taillie, 2018; Feinberg & Crosetto, 2011). With unequal numbers concerning the gender of the home cook, professional, and celebrity chefs, it is important to see if these similarities hold with recommended cookbooks from the ALA. Furthermore, with the gender and other aspects of diversity still struggling to find representation in many types of collections, as well as scholarly work, it is necessary to examine the CODES List-Cookbooks to see if the same holds. With previous studies showing the gender gap across several specialties, it is not implausible to question if the same is true for cookbooks. By considering previous studies’ content analysis techniques and coding procedures, a study focusing on gender and the diversity in cookbooks is possible. While understanding that although students read for pleasure at universities and colleges and although this current study will not research that idea, the results could provide information for collection development at the college level. With patrons choosing cookbooks to read both for fun and as directions for dinner, having a variety of cookbooks with different

specialties and different authors for a variety of reasons is important. Results from the current study can add to the body of literature surrounding cookbooks, female authorship, and literature analyzing books chosen by different ALA committees. Similarly, research from both past and present studies can be added to the list of resources used in the process of collection development in the cookbook section at academic libraries.

METHODOLOGY

Information Sources and Procedures

Each book on the 2019-2022 CODES List-Cookbooks was documented in a Google Sheets spreadsheet and noted for the following details: year of CODES List; title; year published; sex; culinary specialty. The gender terms used were female, male, and non-binary. If unable to determine gender with the words, he, him, his, himself or she, her, hers, herself, or with reference to non-binary, through the chef’s homepage, other steps were made. The first step was to check the chef’s social media outlets and if this method failed to mention gender, the book’s description and “Follow the Author” section on Amazon were checked. If unable to discern gender from these methods, the phrase “could not establish” would have been used, but in the end, this was not needed. From there, graphs were created showcasing the percentages of gender chefs/authors and percentages of certain specialties on the list for the cookbooks published in 2019 through 2022. A second and third Google Sheets spreadsheet was created listing Texas public universities and/or colleges and noting which titles on the CODES List-Cookbooks were in each of the listed schools’ collections. The schools listed on the 2021 Texas Public Higher Education Almanac list, created by the Texas Higher Education Coordination Board, were utilized for this procedure. Each school’s online library catalog was checked for each of the titles listed in the 2019-2022 CODES List-Cookbooks. Additional spreadsheets were created for these results along with graphs to visually compare the percentages. The cookbooks are listed in an alphabetical reference list in (Appendix A) and a full list of spreadsheets is listed in (Appendix E).

Limitations

This study is limited by the cookbook choices of the RUSA’s committee of the Collection Development and Evaluation Section. It is also limited by the

accuracy of Texas public universities and colleges listed on the Texas Higher Education Coordination Board's 2021 Texas Public Higher Education Almanac, as well as their library catalogs. The study is also limited by gender determination if the chef/author state their specific gender, has reference to their gender in their cookbook, on their social media, or it is referenced on Amazon's book description or the author's bio in their "Follow the Author" section on the book description's page.

RESULTS

The CODES List-Cookbooks consisted of 48 cookbooks; 12 books were published each year for four years. The provided list from the ALA included the title and author's name. From there, Google was searched and each of the author's websites was located and searched for both gender and culinary specialty. Many had information referring to the author in the third person which allowed for the determination of gender or included book reviews on the website that gave reference to gender. Some gender still needed to be determined and the cookbook, Amazon page, or Instagram were checked to see if the book's description noted the gender. Once the information was located through these means, the gender was noted on the spreadsheet displayed in (Appendix B & Appendix E). After information was documented in the spreadsheet, the gender was tallied for each year separately and then together for the years, 2019-2022. This was documented in a chart (Table 1) and a bar chart was created to visually compare the variances in gender over the four years (Figure 1). Next, percentages of male, female, and at least one male and one female were determined and displayed in a pie chart for the combined four years (Figure 2). Lastly, the books on the CODES List-Cookbooks were checked for their type of culinary specialty. To determine this information, the website associated with the cookbook was checked for a description as well as the cookbook itself. This information was then noted on the spreadsheet (Appendix B & Appendix E).

R1. What does the diversity of the CODES List-Cookbooks look like regarding gender and culinary specialties?

a. What percentage of the cookbooks on the CODES List-Cookbooks 2019 to 2022 are written or co-written by female chefs/authors?

The CODES List- Cookbooks included 12 titles a year for each year 2019-2022 for a total of 48 titles. The results were documented in a spreadsheet (Appendix E) as well as a table was created (Table 1) noting the years 2019 through 2022 and columns for "One or More Male Authors," "One or More Female Authors," and "At Least One Male and One Female Author." In 2019, five books had male authors, as well as five cookbooks were written by female authors, each of them totaling 41.7 percent. There were two cookbooks that were written by at least one male and at least one female or 16.7 percent. In 2020, seven cookbooks were written by female authors, or 58.3 percent, while four cookbooks were written by male authors, or 33.3 percent. There was also one cookbook written by at least one male and one female or 8.3 percent. In 2021, eight cookbooks, or 66.7 percent, were written by one or more females, and three cookbooks, or 25 percent, were written by one or more males. One cookbook, or 8.3 percent, was written by a combination of at least one female and one male author. In 2022, six cookbooks, or 50 percent, were written by one or more female authors, and five cookbooks, or 41.7 percent, were written by one or more male authors. One cookbook, or 8.3 percent, was written by a combination of at least one female and one male author. Overall, between the years 2019 and 2022, 26 were written by females, 17 males, and 5 were written by a combination of both. This turns out to be 54.2 percent written by females, 35.4 percent by males, and 10.4 percent a combination. The graph in (Figure 1) shows all four years along with the amount of female, male, and at least one male and one female chef, while the graph in (Figure 2) shows the overall percentages.

Table 1: Author Genders of CODES List-Cookbooks, 2019-2022

	One or More Male Authors	One or More Female Authors	At Least One Male and One Female Author
2019	5	5	2
2020	4	7	1
2021	3	8	1
2022	5	6	1
Totals	17	26	5

Figure 1: CODES List-Cookbooks Gender per Year, 2019-2022

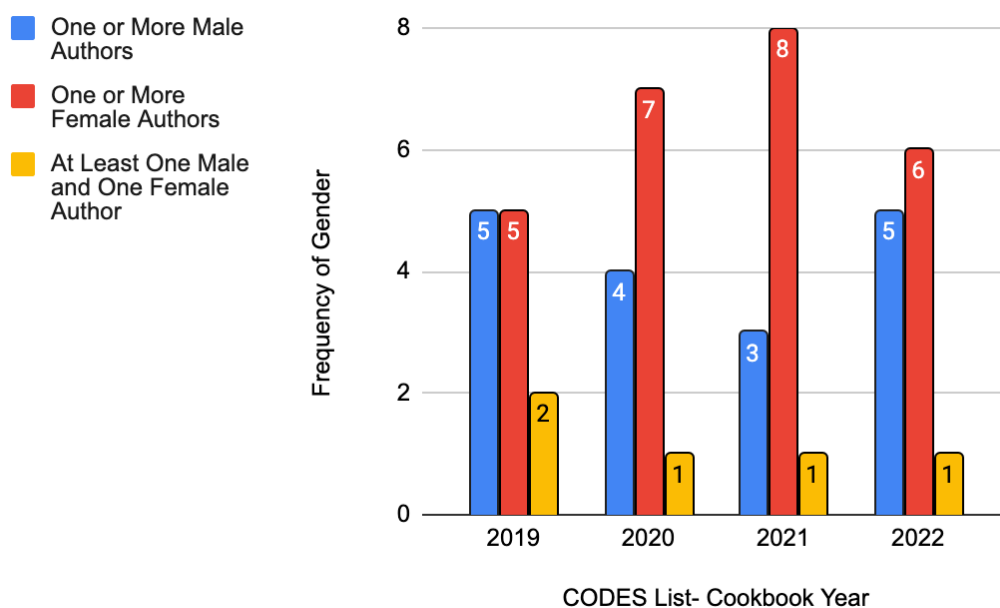
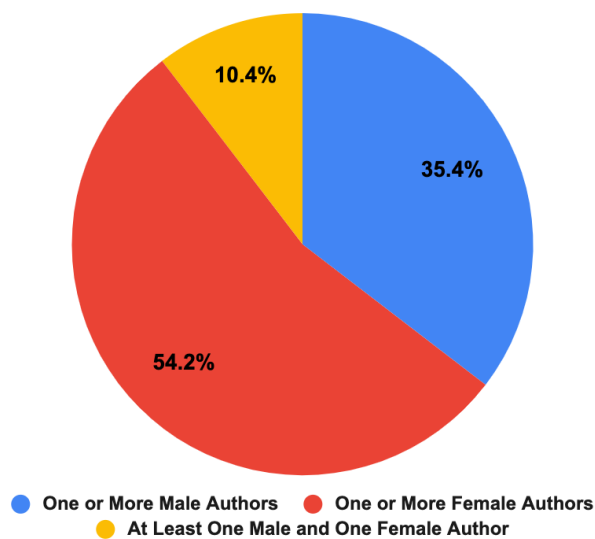


Figure 2: CODES List-Cookbooks Gender 2019-2022



b. What culinary specialties do the cookbooks cover?

There were a variety of food specialties that the CODES List-Cookbooks covered and noted in (Appendix B & E). A few culinary specialties were duplicated, while many differed and had a description unique to their own. Five cookbooks mentioned “Southern” in different variations but had another prominent specialty noted therefore a Southern category was not included, however, it did appear five times or 10.4 percent over the four years 2019-2022. The results in (Figure 3) display the variety of culinary specialties per year and (Figure 4) illustrates the percentages of the specialties from 2019 to 2022. Middle Eastern cuisine appeared seven times: four times in 2019, once each in 2020, 2021, and 2022. Overall, Middle Eastern cuisine made up 14.6 percent of the cookbooks over the four years. Cookbooks that focused on “Baking” also appeared seven times throughout the 2019-2022’s lists: once in 2019, once in 2020, three in 2021, and twice in 2022. This equaled 14.6 percent over the four years. African or African American cuisine appeared six times: once in 2019, twice in 2020, once in 2021, and twice in 2022, for a total of 12.5 percent. Indian or Indian American cuisine appeared four times: twice in 2019 and once each in 2020 and 2021, for a total of 8.3 percent. Vegetarian or Vegan cuisine appeared three times: once in 2020, twice in 2021, for a total of 6.3 percent. Asian cuisine also appeared three times, once in 2019, once in 2021, and once in 2022, for a total of 6.3 percent. Quick or “weeknight” cuisine appeared twice: once in 2019 and once in 2022, for a total of 4.2 percent. The last category, Variety, contains sixteen cookbooks, or 33.3 percent over the four years, and covers a variety of cuisine specialties that

do not fit into one category or would be in a category all their own. It must be noted that although the cookbook, *Vegetarian Chinese Soul Food: Deliciously Doable Ways to Cook Greens, Tofu, and Other Plant-Based Ingredients* certainly could have been entered into the “Asian” category, the decision was made to place it in the “Vegan/Vegetarian” category due to the portion of the title, “Plant-Based Ingredients,” as well as the focus throughout the book. Similarly, to the vegetarian Chinese cookbook, *Cook Real Hawai’i* straddled more than one category as well. Although the Amazon description states there are “Japanese influences, Chinese cooking techniques, and dynamic Korean, Portuguese, and Filipino flavors that are closest to his heart,” the decision to place it in the “Variety” category was made due to its title, *Real Hawai’i*, as well as the focus throughout the book (Amazon, n.d.l, para. 1).

The Variety category consisted of the following specialties in alphabetical order:

- Arizona cuisine
- Author’s favorite recipes
- Black Sea region cuisine
- Brooklyn-Italian cuisine
- Canadian family cooking
- Cooking techniques
- Cooking with grains
- French cuisine
- General home cooking recipes
- Hawaiian cuisine
- Healthy comfort food recipes
- Native American cuisine
- Party food recipes and ideas
- Seafood recipes
- Whole food recipes for cancer patients

Figure 3: Culinary Specialties, 2019-2022

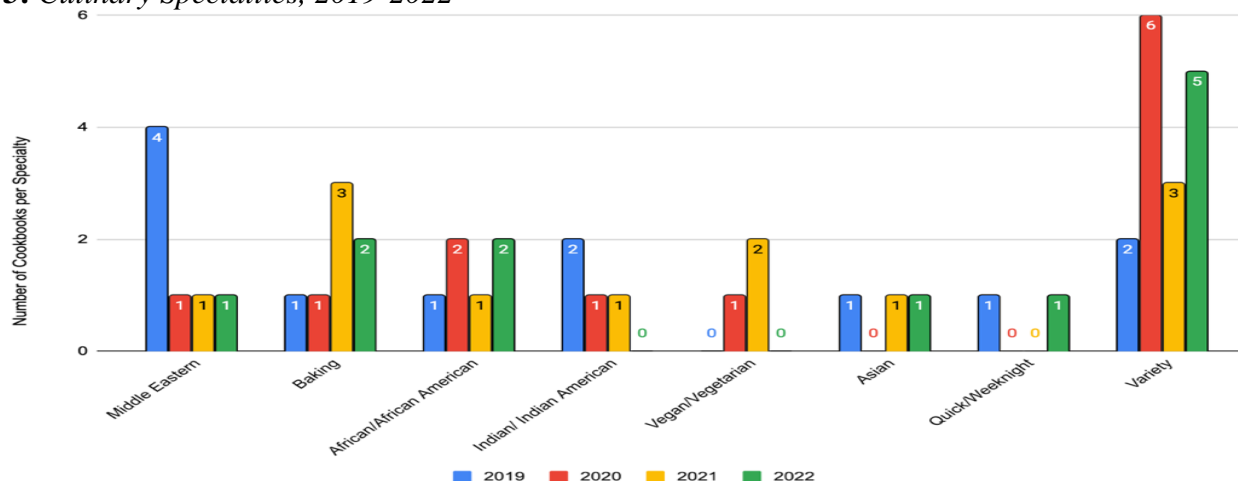
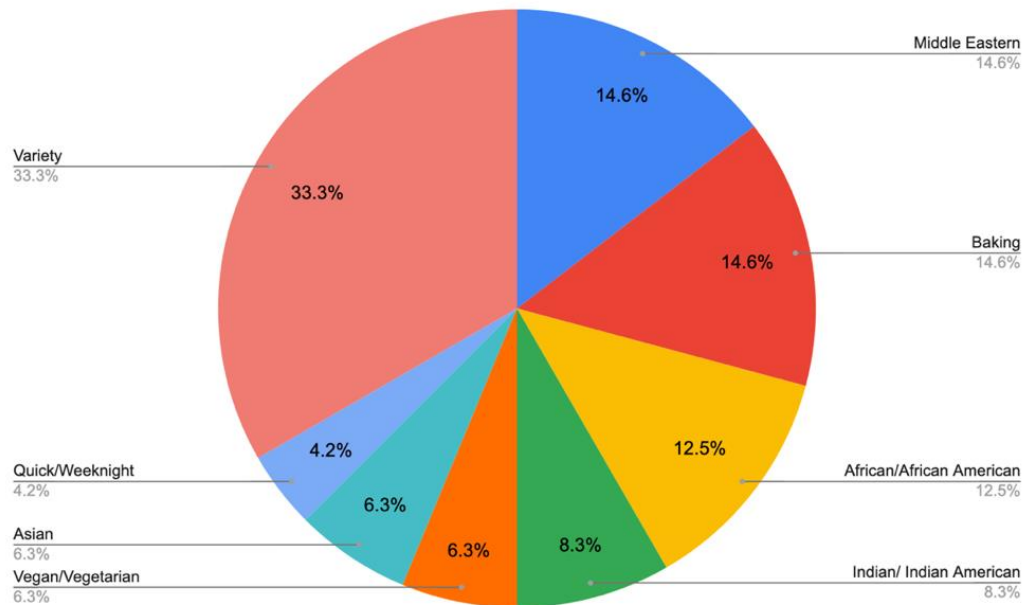


Figure 4

Culinary Specialties, 2019-2022



R2. What does the ownership of the CODES List-Cookbooks look like in the collections of Texas public university & college libraries?

Two spreadsheets were created one for Texas public universities and one for Texas public colleges (Appendix E). There was a total of 77 schools utilized. From there each of the forty-eight books was entered into every school's library catalog to verify if the book was included in the collection. If the book was found in the library's catalog, an 'x' was noted on the spreadsheet. If the catalog was not available for non-students, faculty, and staff, this was noted as well. Lamar State College-Port Arthur and Texas Southmost College did not have a library catalog open to the public. Some of the library catalogs included results that did not have definitive answers to the question of whether they carried a book in their collection. A few of the library catalogs stated the following: "On order," "No copies available. Estimated wait 118 days," "On loan until 6/10/22-loanable," or "This book is available in print for the library to purchase for you to use. Click "purchase it for me" to place request." These were not considered to be part of the library catalogs because the books were not actively part of the catalog at the time of the study and could not definitively determine if they were part of the library's actual catalog. Even if a

catalog stated, "loanable" this did not necessarily mean a book was part of the actual catalog. However, the term "checked out" can be assumed with great confidence that the book was being utilized by another patron and still calculated as being part of the collection.

Some universities and colleges had multiple campuses, including some with a combined library catalog for the system, while others had separate catalogs specific for each location. Each location was verified to avoid reputation and placed on the spreadsheet either as one system, or individually, even if the universities' names were similar, depending on how the library catalog was organized at each location. After each catalog was checked and documented on the spreadsheet, a list was created noting how many books from the CODES List-Cookbooks were at each school. The schools were ranked in order of percentage of ownership at each school on a combined list of both universities and colleges (Table 2). A total of 37.7 percent of the schools had at least one copy in their collection, while 62.3 percent did not carry any titles in their collection. The list of schools that did not carry any of the books in their collections can be found in (Appendix C).

Table 2: *Number of CODES List-Cookbooks at Each Public Texas University & College*

University/College	Number of Cookbooks	Percentage of Ownership
Lone Star College System	16	20.8%
Tarrant County College	12	15.6%
Austin Community College	8	10.4%
Texas Tech University	8	10.4%
Grayson College	7	9.1%
Tarleton State University	7	9.1%
Alamo Community College District	6	7.8%
Dallas College	6	7.8%
Brazosport College	4	5.2%
Texas State University	4	5.2%
University of Houston-Victoria	4	5.2%
Stephen F. Austin State University	3	3.9%
Victoria College	3	3.9%
El Paso Community College District	2	2.6%
Houston Community College	2	2.6%
Laredo College	2	2.6%
Sam Houston State University	2	2.6%
Temple College	2	2.6%
Texas A&M International University	2	2.6%
Texas Woman's University	2	2.6%
Blinn College District	1	1.3%
Del Mar College	1	1.3%
Prairie View A&M University	1	1.3%
Texas A&M University-Corpus Christi	1	1.3%
Texas Southern University	1	1.3%
The University of Texas at Austin	1	1.3%
The University of Texas at Dallas	1	1.3%
The University of Texas at San Antonio	1	1.3%
Western Texas College	1	1.3%

DISCUSSION & CONCLUSION

The analysis of the CODES List-Cookbooks allowed comparing its results to previous studies. Although Tallie's (2018) research determined 70 percent of the women were the ones cooking at home, the books on the CODES List-Cookbook did not yield that high of a percentage of female authors, with this study having 54.2 percent female authors (Tallie, 2018, p. 3, para. 2). Higher results were also found when looking at holdings of Jewish cookbooks at academic libraries in Feinberg and Crosetto's study (Feinberg & Crosetto, 2011). They searched for the top twenty highest-held books on WorldCat and determined

"academic libraries do have significant holdings of Jewish cookbooks" (Feinberg & Crosetto, p.159, para. 3). Out of the twenty books they examined, 19 were female and only one male (Feinberg & Crosetto, p.158, para. 2). They believed that since "women traditionally passed down cooking knowledge" they should produce more cookbooks (Feinberg & Crosetto, p.159, para. 2). Their study showed overall more holdings at public libraries compared to academic ones. With public academic schools in Texas having the highest ownership at 20.8 percent, it would be interesting to compare these results with the holdings of Texas public libraries and to

determine if public libraries held more of the titles similarly to Feinberg & Crosetto.

Other studies have examined ALA's award lists, analyzing books for gender and diversity. Simmons' study used a recommended book list from the Adult Library Services Association (YALSA) division of the ALA list and investigated gender. Their study covered six years compared to the current study's four years, as well as their study contained 70 books compared to 48 books examined in the current study. Simmons' study showed main characters that were "female 24 percent of the time, 48 percent male, and 22 percent both male and female," while the current study showed 54.1 percent of the titles written by females, 35.4 percent males, and 10.4 percent a combination (Simmons, 2015, p.8). The Simmons study also analyzed the diversity of race/ethnicity and disabilities of characters, and while the current study did not, it would be interesting to investigate these aspects concerning authors on the CODES List-Cookbooks in the future. The Simmons study also researched the percentages of gender over a longer period and although the CODES List had only covered four years, examining the list in the future would provide more of a longitudinal study to reflect on (Simmons, 2015).

When Kristick's study examined award list books in their catalog, they determined their institution only had 22 percent of titles from an award list at their institution (Kristick, 2020, para. 23). The current study's results determining the percentage of CODES List- Cookbooks at Texas public universities and colleges had only a few higher results than 22 percent. Collin County Community College had the highest percentage at 39.6 percent, while the next on the list LoneStar College had 33.3 percent, and third Tarrant Community College had 25 percent. From there, the results drop below 22 percent with Austin Community College at 16.7 percent, and continue to decline. As for universities on the current studies list, none of the universities had 22 percent of the CODES List-Cookbooks on their list. Texas Tech (Technology) University had the highest with 16.7 percent of the books in their collection.

Another direction to take this study would be to follow Brookbank et al. and Mueller et al.'s line of research studies and investigate how many cookbooks, in general, are being checked out for non-

academic reasons (Brookbank et al., 2018; Mueller et al., 2017). This figure might be difficult to discern from pleasure reading vs academic reading when simply looking at how many cookbooks are checked out overall, but the analysis would be interesting at least. From here you could determine if more reader's advisory or book promotion was necessary like Smith and Young's study (Smith & Young, 2008). An additional question to add would be to determine why more Texas public universities and colleges do not have the books in their collection and if more promotion of the CODES List-Cookbooks is needed.

While comparing the current study to an academic authorship study, the results were higher regarding female authors on the cookbook list than Zayed et al.'s study on female Radiation Oncologist academic authors and Teele and Thelen's political science authorship study (Zayed et al., 2019; Teele & Thelen, 2017). Zayed et al.'s study only yielded 30.9 percent females and Teele and Thelen's political science authorship showed 18-34 percent female authors, while the current study had 54.2 percent female authors overall (Zayed et al., 2019, p. 564; Teele & Thelen, 2017. p. 435, Figure 1). Considering these results, it would be interesting to see if CODES List-Cookbooks are the only list where female authors have higher results and to see what percentages female authors have in other formats such as graphic novel authors and genres such as fiction and other non-fiction books.

During this study's research, an unexpected result appeared when tallying how often *The Joy of Cooking* (2019) appeared in catalogs. Although 15 out of the 48 libraries did carry *The Joy of Cooking* (2019) other editions were carried more often. A list of the colleges and universities and their editions are found in (Appendix D). The results showed that 25 schools carried 1997 editions, 18 carried 2006 editions, and 18 carried 1975 editions. Because the results did not determine the reason for having certain editions in their collection, future research might focus more on the years some libraries choose to have in their collection and the reasons some carried more editions than others.

Culinary specialties overall are varied with some specialties more often than others. Middle Eastern fare appear often as well as cookbooks regarding African/ African American cuisine and books

focused on baking. The “Variety” category produced many results which helped showcase the wide choices of culinary specialties on the CODES List-Cookbooks. It would be interesting to analyze the entire cookbook list that the CODES List jury members tested when determining which books made the list. Were certain cookbook specialties more prevalent each year, therefore, making the final list more often? How many cookbooks are produced each year and did some years produce more cookbooks than others? Similarly, to the other points of discussion, the results from the current study create more questions than they provide answers and provide opportunities to research many aspects of cookbooks in the future.

Analyzing the CODES List-Cookbooks for gender, culinary specialties, and which Texas public academic schools carry the books from the list is just the beginning of possibilities concerning cookbooks in academic libraries. Expanding the list of schools would produce more results to consider while continuing to examine the list would eventually provide more books to determine if certain trends appear. Although the CODES List-Cookbooks only have four years of books to examine, the results can still help colleges and universities determine which books are recommended for their collection and if a closer examination is needed in their collections. Monitoring the list as more years are produced will enable a broader range of books to analyze for more substantial sampling which can determine any trends occurring. ALA’s recommended book lists continue to be a tool for librarians to determine what books to include in their collection, and the CODES List-Cookbook can be helpful when considering cookbooks for a collection.

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Appendix A

CODES List-Cookbooks Reference List

Admony, E. & Gur, J. (2019). *Shuk: From market to table, the heart of Israeli home cooking*. Artisan.

Alpers, J. (2020). *Taste of Tucson: Sonoran-style recipes inspired by the rich culture of southern Arizona*. West Margin Press.

America's Test Kitchen (Eds.). (2018). *Dinner Illustrated: 175 meals ready in 1 hour or less*. America's Test Kitchen.

Baz, M. (2021). *Cook this book: Techniques that teach and recipes to repeat*. Clarkson Potter.

Bitsoie, F. & Fraioli, J.O. (2021). *New native kitchen: Celebrating modern recipes of the American Indian*. Harry N. Abrams.

Burtka, D. (2019). *Life is a party: Deliciously doable recipes to make every day a celebration*. Grand Central Publishing.

Chaplin, A. (2019). *Whole food cooking every day: Transform the way you eat with 250 vegetarian recipes free of gluten, dairy, and refined sugar*. Artisan.

Chauhan, M. & Eddy, J. (2020). *Chaat: Recipes from the kitchen, markets, and railways of India*. Clarkson Potter.

Chou, H.C. (2021). *Vegetarian Chinese soul food: Deliciously doable ways to cook greens, tofu, and other plant-based ingredients*. Sasquatch Books.

Clark, M. (2020). *Dinner in French: My recipes by way of France*. Clarkson Potter.

Deravian, N. (2018). *Bottom of the pot: Persian recipes and stories*. Flatiron Books.

Eden, C. (2018). *Black Sea: Dispatches and recipes through darkness and light*. Quadrille.

Heddings, K. & Fields, K. (2020). *The good book of Southern baking: A revival of biscuits, cakes, and cornbread*. Lorena Jones Books.

François, Z. (2021). *Zoë bakes cakes: Everything you need to know to make your favorite layers, bundts, loaves, and more*. Ten Speed Press.

Greenspan, D. (2018). *Everyday Dorie: The way I cook*. Harvest.

Greenspan, D. (2021). *Baking with Dorie: Sweet, salty & simple*. Harvest.

Green, T. & Grossman, S. (2019). *The living kitchen: Healing recipes to support your body during cancer treatment and recovery*. Appetite by Random House.

Hassan, H. & Turshen, J. (2020). *In Bibi's kitchen: The recipes and stories of grandmothers from eight African countries that touch the Indian Ocean*. Ten Speed Press.

Helou, A. (2018). *Feast: Food of the Islamic world*. Ecco.

Kieffer, S. (2020). *100 cookies: The baking book for every kitchen, with classic cookies, novel treats, brownies, bars, and more*. Chronicle Books.

Kim, B. & Ram, C. (2018). *Korean bbq: Master your grill in seven sauces*. Ten Speed Press.

Kimball, C. (2021). *Milk Street: Tuesday nights Mediterranean: 125 Simple weeknight recipes from the world's healthiest cuisine*. Voracious.

Korkosz, M. (2020). *Fresh from Poland: New vegetarian cooking from the old country*. The Experiment.

Krishna, P. (2019). *Indian-ish: Recipes and antics from a modern American family*. Harvest.

Lewis, D. (2020). *The Honeysuckle cookbook: 100 healthy, feel-good recipes to live deliciously*. Rodale Books.

Ludwinski, L. (2018). *Sister Pie: The recipes and stories of a big-hearted bakery in Detroit*. Lorena Jones Books.

Lynch, L. (2019). *Son of a Southern chef; Cook with soul*. Avery.

Matheson, M. (2018). *Matty Matheson: A cookbook*. Abrams.

McFadden, J. & Holmberg, M. (2021). *Grains for every season: Rethinking our way with grains*. Artisan.

Ottolenghi, Y. (2018). *Ottolenghi simple: A cookbook*. Ten Speed Press.

Paterna, D. (2019). *Feast of the seven fishes: A Brooklyn Italian's recipes celebrating food and family*. PowerHouse Books.

Raiford, M. & Condon, A.P. (2021). *Bress 'n' Nyam: Gullah Geechee recipes from a sixth-generation farmer*. Countryman Press.

Richards, T. (2018). *Soul: A chef's culinary evolution in 150 recipes*. TI Inc. Books

Rombauer, I.S., Rombauer Becker, M., Becker, E., Becker, J., & Scott, M. (2019). *Joy of cooking*. Scribner.

Saffitz, C. (2020). *Dessert person: Recipes and guidance for baking with confidence*. Clarkson Potter.

Sahadi Whelan, C. (2021). *Flavors of the sun: The Sahadi's guide to understanding, buying, and using Middle Eastern ingredients*. Chronicle Books LLC

Seaver, B. (2019). *The joy of seafood: The all-purpose seafood cookbook with more than 900 recipes*. Union Square & Co.

Sever, S. (2019). *Midwest made: Big, bold baking from the Heartland*. Running Press Adult.

Shuldiner, J. (2020). *The new homemade kitchen: 250 recipes and ideas for reinventing the art of preserving, canning, fermenting, dehydrating, and more*. Chronicle Books.

Simeon, S. & Snyder, G. (2021). *Cook real Hawai'i*. Clarkson Potter.

Solomonov, M. & Cook, S. (2018). *Israeli soul: Easy, essential, delicious*. Harvest.

Tamimi, S. & Wigley, T. (2020). *Falastin: A cookbook*. Ten Speed Press.

Terry, B. (2020). *Vegetable kingdom: The abundant world of vegan recipes*. Ten Speed Press.

Terry, B. (Ed.). (2021). *Black food: Stories, art, and recipes from across the African Diaspora*. 4 Color Books.

Tipton-Martin, T. (2019). *Jubilee: Recipes from two centuries of African American cooking*. Clarkson Potter Publishers.

Turshen, J. (2021). *Simply Julia: 110 easy recipes for healthy comfort food*. Harper Wave.

Appendix B

Spreadsheet with CODES List-Cookbook Titles, Author, Gender, & Specialty-Listed in Order Appeared on RUSA List with Location of Where Gender was Confirmed in Parenthesis

The following specialties are colored coded for reference:

Middle Eastern= **bright blue**

Baking= **red**

African/African American= **yellow**

Indian/Indian American= **green**

Vegan/Vegetarian= **orange**

Asian= **turquoise**

Quick/Easy Weeknight Meals= **light blue**

Variety/Other= **salmon**

2019			
Dinner Illustrated: 175 Meals	Multiple editors and test cooks	Female & Male (cookbook & website)	Globally inspired weeknight meals
Bottom of the Pot: Persian Recipes and Stories	Naz Deravian	Female (author's website)	Persian recipes
Everyday Dorie: The Way I Cook	Dorie Greenspan	Female (cookbook)	Author's favorite recipes
Feast: Food of the Islamic World	Anissa Helou	Female (cookbook)	North Africa, the Mediterranean, and the Middle East
Korean BBQ: Master Your Grill in Seven Sauces	Bill Kim, Chandra Ram	Male (cookbook) & Female (cookbook)	Korean American
Sister Pie: The Recipes and Stories of a Big-Hearted Bakery in Detroit	Lisa Ludwinski	Female (chef's website)	Baking/Pies
Matty Matheson: A Cookbook	Matty Matheson	Male (cookbook)	Canadian family home cooking
Ottolenghi Simple: A Cookbook	Yotam Ottolenghi	Male (chef's website)	Middle Eastern inspired
Soul: A Chef's Culinary Evolution in 150 Recipes	Todd Richards	Male (cookbook)	African American cuisine
Season: Big Flavors, Beautiful Food	Nik Sharma	Male (cookbook)	Easy to cook, Indian with American South and California
Israeli Soul: Easy, Essential, Delicious	Michael Solomonov and Steven Cook	Male (chef's website) & Male (Instagram)	Israeli cuisine
Tiffin: 500 Authentic Recipes Celebrating India's Regional Cuisine	Sonal Ved	Female (cookbook)	Indian cuisine
2020			
Black Sea: Dispatches and Recipes, Through Darkness and Light	Caroline Eden	Female (cookbook)	Black sea region- Jewish Russian, Bulgaria, Romania, Turkey

The Feast of the Seven Fishes: A Brooklyn Italian's Recipes Celebrating Food and Family	Daniel Paterna	Male (chef's website)	Brooklyn-Italian recipes
Indian-ish: Recipes and Antics from a Modern American Family	Priya Krishna	Female (chef's website)	Indian American
Joy of Cooking	Irma S. Rombauer, Marion Rombauer Becker, Ethan Becker, John Becker & Megan Scott	Female & Female & Male & Male & Female (cookbook)	General home cookbook, some traditional some new
The Joy of Seafood: The All-Purpose Seafood Cookbook with more than 900 Recipes	Barton Seaver	Male (cookbook)	Seafood
Jubilee: Recipes from Two Centuries of African American Cooking	Toni Tipton-Martin	Female (chef's website)	Collection of historical recipes from African American Cooks (African American Cuisine)
Life is a Party: Deliciously Doable Recipes to Make Every Day a Celebration	David Burtka	Male (chef's website)	Party or celebration cookbook
The Living Kitchen: Healing Recipes to Support Your Body During Cancer Treatment and Recovery	Sarah Grossman & Tamara Green	Female (Amazon) & Female (Amazon)	Whole food cooking for cancer patients
Midwest Made: Big Bold Baking from the Heartland	Shauna Sever	Female (chef's website)	Baking
Shuk: From Market to Table the Heart of Israeli Home Cooking	Einat Admony & Janna Gur	Female & Female (chefs' websites)	Israeli home cooking
Son of a Southern Chef: Cook with Soul	Lazarus Lynch	Male (chef's website)	Southern soul food (African American)
Whole Food Cooking Every Day: Transform the Way You Eat with 250 Vegetarian Recipes Free of Gluten, Dairy, and Refined Sugar	Amy Chaplin	Female (chef's website)	Vegetarian-gluten free, dairy, and refined sugar-free
2021			
Taste of Tucson: Sonoran-Style Recipes Inspired by the Rich Culture of Southern Arizona	Jackie Alpers	Female (chef's website)	Arizona cuisine

Chaat: Recipes from the Kitchens, Markets, and Railways of India	Maneet Chauhan & Jody Eddy	Female (chef's website) & Female (Amazon)	Indian cuisine
Dinner in French: My Recipes by Way of France	Melissa Clark	Female (chef's website)	French cooking
The Good Book of Southern Baking: A Revival of Biscuits, Cakes, and Cornbread	Kelly Fields & Kate Heddings	Female (chef's website) & Female (Amazon)	Southern baking
In Bibi's Kitchen: The Recipes and Stories of Grandmothers from the Eight African Countries that Touch the Indian Ocean	Hawa Hassan & Julia Turshen	Female (cookbook) & Female (cookbook)	African
100 Cookies: The Baking Book for Every Kitchen, with Classic Cookies, Novel Treats, Brownies, Bars, and More	Sarah Kieffer	Female (cookbook)	Baking
Fresh From Poland: New Vegetarian Cooking from the Old Country	Michal Korkosz	Male (chef's website)	Vegetarian-Polish
The Honeysuckle Book: 100 Healthy, Feel-Good Recipes to Live Deliciously	Dzung Lewis	Female (chef's website)	Asian influence
Dessert Person: Recipes and Guidance for Baking with Confidence	Claire Saffitz	Female (chef's website)	Dessert/baking
New Homemade Kitchen: 250 Recipes and Ideas for Reinventing the Art of Preserving, Canning, Fermenting, Dehydrating and More	Joseph Shuldiner	Male (cookbook)	"Do-it-yourself food crafting"-technique
Falastin: A Cookbook	Sami Tamimi & Tara Wigley	Male (cookbook) & Female (cookbook)	Palestinian cooking
Vegetable Kingdom: The Abundant World of Vegan Recipes	Bryant Terry	Male (chef's website)	Vegan
2022			
Cook this Book: Techniques That Teach and Recipes to Repeat	Molly Baz	Female (chef's website)	Cooking techniques
New Native Kitchen: Celebrating Modern Recipes of the American Indian	Freddie Bitsoie & James O. Fraioli	Male (Amazon) & Male (Amazon)	Native American cooking
Vegetarian Chinese Soul Food: Deliciously	Hsia-Ching Chou	Female (chef's website)	Vegetarian-Chinese cooking

Doable Ways to Cook Greens, Tofu, and Other Plant-Based Ingredients			
Zoë Bakes Cakes: Everything You Need to Know to Make Your Favorite Layers, Bundts, Loaves, and More: A Baking Book	Zoë François	Female (chef's website)	Baking
Baking with Dorie; Sweet, Salty & Simple	Dorie Greenspan	Female (cookbook)	Baking
Milk Street Tuesday: Nights Mediterranean: 125 Simple Weeknight Recipes from the World's Healthiest Cuisine	Christopher Kimball	Male (chef's website)	Quick/ weeknight Mediterranean cooking
Grains for Every Season: Rethinking Our Way with Grains	Joshua McFadden & Martha Holmberg	Male (chef's website) & Female (Amazon)	Cooking with grains
Bress 'n' Nyam: Gullah Geechee Recipes from a Sixth Generation Farmer	Matthew Raiford & Amy Paige Condon	Male (chef's website) & Female (author's website)	Southern American/Creole (Gullah Geechee)/ African American
Cook Real Hawai'i	Garrett Snyder & Sheldon Simeon	Male (cookbook) & Male (cookbook)	Hawaiian recipes with Japanese, Chinese, Korean, Portuguese, and Filipino influences
Black Food: Stories, Art, and Recipes from Across the African Diaspora	Bryant Terry (editor)	Male (chef's website)	Black culinary experience and stories from around the world
Simply Julia: 110 Easy Recipes for Healthy Comfort Food	Julia Turshen	Female (chef's website)	Healthy comfort food
Flavors of the Sun: The Sahadi's Guide to Understanding, Buying, and Using Middle Eastern Ingredients	Christine Sahadi Whelan	Female (chef's website)	Middle Eastern ingredients

Appendix C

List of Texas Public Colleges and Universities Without Any CODES List-Cookbooks in Their Collections

- Alvin Community Colleges
- Amarillo College
- Angelina College
- Angelo State University
- Cisco College
- Clarendon College
- College of the Mainland Community College District
- Frank Phillips College
- Galveston College
- Hill College
- Howard County Junior College District
- Lamar State College-Orange
- Lamar University
- McLennan Community College
- Midland College

- Midwestern State University
- Navarro College
- North Central Texas College
- Northeast Texas Community College
- Odessa College
- Panola College
- Paris Junior College
- Ranger College
- San Jacinto College District
- South Plains College
- Southwest Texas Junior College
- Sul Ross State University
- Texarkana College
- Texas A&M University-Central Texas
- Texas A&M University-Commerce
- Texas A&M University-Galveston
- Texas A&M University-Kingsville
- Texas A&M University-Texarkana
- Trinity Valley Community College
- Tyler Junior College
- The University of Texas at Arlington
- The University of Texas Permian Basin
- The University of Texas Rio Grande Valley
- The University of Texas at Tyler
- University of Houston
- University of Houston- Clear Lake
- University of Houston-Downtown
- University of North Texas
- University of North Texas-Dallas
- Vernon College
- Weatherford College
- West Texas A&M University
- Wharton County Junior College

Appendix D

List of Texas Public Colleges and Universities Carrying Joy of Cooking and the Edition/Years

University/College	Total Number of Copies in Collection
Texas Woman's University 2019, 2006, 1997, 1975, 1964, 1963, 1962, 1953, 1936	9
University of North Texas 2006, 1997, 1975, 1962, 1953	5
Austin Community College 2019, 2006, 1997, 1975	4
The University of Texas at Austin 2006, 1997, 1975, 1963	4
Blinn College District 2019, 1975, 1962	3
Collin County Community College 2019, 2006, 1997	3
Dallas College 2019, 2006, 1975	3
Del Mar College 2019, 1997, 1975	3
El Paso Community College District 1997, 1995, 1975	3
Grayson College 2019, 2006, 1997	3
South Texas College 2019, 1998, 1997	3
Texas A&M International University 2019, 1997, 1975	3
Texas A&M University 1975, 1973, 1946	3
Texas A&M University- Kingsville 1997, 1964, 1936	3
University of Houston 1997, 1974, 1964	3
University of Houston- Victoria 2019, 2006, 1997	3
Angelo State University 1997, 1975	2
Lamar University 2006, 1943	2
Lone Star College System 2019, 1975	2
Paris Junior College 1979, 1975	2
Southwest Texas Junior College 1997, 1995	2
Tarleton State University 2019, 1936	2
Tarrant County College 2019, 2006	2

Texarkana College 2006, 1975	2
Texas Tech (Technological) University (includes Texas Tech University, Angelo State University, and Midwestern State University) 1964, 1953	2
The University of Texas at Dallas 2019, 2006	2
Alamo Community College District 2019	1
Brazosport College 2006	1
Central Texas College 1975	1
Clarendon College 1962	1
Coastal Bend College 1997	1
Frank Phillips College 1997	1
Houston Community College 2006	1
Kilgore College 1975	1
Laredo College 2006	1
Lee College 1964	1
Midwestern State University 1997	1
Navarro College 1975	1
North Central Texas College 2006	1
Sam Houston State University 1997	1
South Plains College 1997	1
Stephen F. Austin State University 2006	1
Texas A&M University- Commerce 1997	1
Texas State University 1997	1
Tyler Junior College 1997	1
The University of Texas at Arlington 2006	1
The University of Texas Permian Basin 1943	1
The University of Texas Rio Grande Valley 1997	1
University of Houston- Clear Lake 1997	1
University of Houston-Downtown 1997	1
Vernon College 1997	1
Victoria College 1997	1
Weatherford College 2006	1
Wharton County Junior College 1975	1
West Texas A & M University 1953	1

Appendix E

List of Research Spreadsheets/Google Sheets

CODES List-Cookbooks-Title, Author, Gender,
 Culinary Specialty
 Gender, 2019
 Gender, 2020
 Gender, 2021
 Gender, 2022
 Gender per Year
 Gender Overall
 Culinary Specialties per Year-Bar Graph
 Culinary Specialties per Year-Pie Chart
 CODES List-Cookbooks at Texas Public Colleges

Number and Years of Joy of Cooking Cookbook at
 Texas Public Colleges
 CODES List-Cookbooks at Texas Public Universities
 Number and Years of Joy of Cooking Cookbook at
 Texas Public Universities

<https://docs.google.com/spreadsheets/d/129kGFTSulFFfhzea16dVWl-zrQvbmleVH55iEt5BR8/edit?usp=sharing>

A Bibliometric Study of the Research on Instructional Uses for Nonfiction Graphic Novels

by Tiffany Markulike

Master's Project, May 2022

Readers: Dr. Stacy Creel, Dr. Catharine Bomhold

INTRODUCTION

According to the Online Dictionary for Library and Information Science, the term *graphic novel* was coined by Will Eisner to describe his semi-autobiographical novel, *A Contract with God* (1978), which he had written and illustrated in comic-book style (ODLIS, 2021). This unique type of book had not been seen before and was considered the first of a new reading format. Since that time, graphic novels have evolved into their own distinct medium, and have grown in popularity among certain circles, particularly teens and young adults. The presence of the format has increased dramatically over the 1990s and 2000s, with entire sections of bookstores and libraries being dedicated to them (Clark, 2013). School and public library circulation records often show that they fly off the shelves, especially to middle and high school students (Moeller & Becnel, 2020). At the same time, graphic novels have created much controversy among educators and library professionals. Some believe that they fall far short of actual literature, and should not be taken seriously by teachers (Griffith, 2010). Others say that they have merit all on their own and that they deserve a place in the classroom (Gardner, 2019). This latter group explain the importance of supporting visual literacy, providing highly-motivating lessons for students, and increasing engagement among both 'gifted' and reluctant students, including ESL students. They would argue that "Teachers should conform to the principle that no text should be dismissed" (Yildirim, 2013, p. 129).

The intention of this bibliometric study is to examine the research on the use of graphic novels in classrooms and libraries during the past two decades to highlight how this topic has changed and developed over time. The focus of the research is on the use of nonfiction graphic novels in the English Language Arts, Writing, Social Studies, History, Science, and Math classrooms. This study notes similarities in the research on uses for graphic novels

and identifies the prevailing journals which have published articles on this topic. The authors who have written about this topic the most frequently are identified. The findings of this research may aid educators and librarians in the future by highlighting how this topic has changed and developed over the past twenty years. The findings of this study may also help literacy instructors and librarians by identifying the existing literature on varying uses for graphic novels in classroom and instructional settings. Lastly, this study also provides a list of some highly recommended nonfiction graphic novels cited in the research by authors for classroom use.

Purpose Statement:

The purpose of this study is to analyze the scholarly literature related to the use of nonfiction graphic novels in classrooms and libraries for pedagogical purposes to highlight how the topic has changed during the period from 2000-2020.

Research Questions:

R1. *Approximately how many scholarly research articles have been published over the past twenty years (2000-2020) on the topic of using nonfiction graphic novels in classrooms or libraries for instructional purposes?*

R2. *Which authors have written the most research during this timeframe on the inclusion of nonfiction graphic novels as instructional tools in classrooms or library settings? Were the authors writing as sole authors or collaborators?*

R3. *Which professional journals have published the most articles during this timeframe on the topic of nonfiction graphic novels being used for instructional purposes in classroom or library settings?*

R4. *Which nonfiction graphic novels are referenced in the scholarly research as being ideal tools for use in classrooms or library settings for instructional purposes?*

Definitions

Authorship: The state or fact of being the writer of a book, article, or document, or the creator of a work of art (Oxford University Press, n.d.).

Bibliometrics: Statistical analysis of books, articles, or other publications (Embry-Riddle Aeronautical University online research guide, n.d.).

Bradford's Law: The bibliometric principle that a disproportionate share of the significant research results on a given subject are published in a relatively small number of the scholarly journals in the field, a pattern of exponentially diminishing returns first noted by Samuel C. Bradford in 1934, who proposed the formula $1:n:n^2$ to describe the phenomenon, based on his examination of a bibliography of geophysics. He found that a few core journals provide 1/3 of the articles on a given subject, a moderate number of less-than-core journals provide a further 1/3 of the articles on the subject, and a large number peripheral journals provide the remaining 1/3 of the articles (ODLIS, 2022a).

Graphic Novel: A format in which an extended narrative is presented as a continuous sequence of pictorial images printed in color or black and white and arranged panel-to-panel, with text given in captions and dialogue usually enclosed in balloons (ODLIS, 2021a).

Literacy: The quality or state of being literate; able to read and write (Merriam-Webster.com, n.d.a).

Lotka's Law: The bibliometric principle that the number of authors making n contributions to the scholarly literature of a given field is about C/n^a , with C (the number making a single contribution) a constant. When applied to large bodies of literature over a significant period of time, Lotka's empirical law of scientific productivity means that in a field in which $a = 2$, about 61% of all published authors make just one contribution, about 15 percent have two publications ($1/2^2 \times .61$), about 7 percent make three contributions ($1/3^2 \times .61$), and less than 1 percent produce ten or more publications ($1/10^2 \times .61$) (ODLIS, 2022b).

Multimodal: The use of more than one semiotic mode in meaning-making, communication, and representation generally, or in a specific situation. Such modes include all forms of verbal, nonverbal,

and contextual communication. Multimodal literacy refers to awareness and effective use of this range of modalities (Oxford Reference.com, 2021).

Nonfiction Novel: A narrative of an actual historical event, or sequence of events, that closely follows established facts but also includes fictional elements, such as conjectural dialogue or one or more characters not known to have participated in the action. The event is usually contemporary or from the recent past. The author may leave to the reader the task of distinguishing the real from the imaginary (ODLIS, 2021b).

Pedagogical: of, relating to, or befitting a teacher or education (Merriam-Webster.com, n.d.b).

Visual Literacy: The ability to apprehend or interpret pictures or other visual images (Dictionary.com, n.d.) The ability to read, understand, interpret, critically evaluate, use, and produce messages in visual forms (Chandler, D., & Munday, R., 2020).

Delimitations of the Study

This study only includes scholarly journal articles that have the phrase “graphic novels,” in the *title* and “nonfiction” and/or “classroom,” and/or “instruction” and/or “library” in the *body* of the text. Published books on the topic are not used in this study even if written by authors mentioned in this study for being widely published on the topic. Only journal articles that are found in the database systems of the University of Southern Mississippi, specifically the databases *Education Source*, *Library & Information Science Source*, and *Teacher Reference Center* will be used. All book and article reviews, as well as isolated abstracts, are excluded from this study. Journal articles written in languages other than English are not included in this study. Articles on students' creating their own graphic novels are not included. Articles solely on how to read, analyze and/or interpret graphic novels are excluded. Collection analyses, circulation reports, and studies focused on comparing or studying fictional graphic novels in the classroom are excluded.

Assumptions

It is assumed that the database articles in this study have been classified and cataloged correctly. It is assumed that all articles cited in this research study are indexed accurately and completely so that all

relevant articles are retrieved. It is assumed that all works in this research that are labeled either fiction or nonfiction have been accurately described. It is assumed that the term *graphic novel* used within the research has been correctly assigned to each work.

Importance of the Study

This study documents the quantity of research on the topic of using graphic novels in classrooms and libraries for pedagogical purposes. This study documents authors and prevailing journals who have published research on the topic of graphic novels and their use in classroom and/or library settings for instruction. By displaying the research from the past two decades, the study shows changes and developments in the research on this topic from 2000-2020. The findings of this research may aid educators and librarians in the future by highlighting how this topic has grown and evolved over the past twenty years. Lastly, this study will identify some of the existing nonfiction graphic novels that are being highly praised by educators who have successfully utilized those novels for instructional purposes.

LITERATURE REVIEW

Embracing Visual Literacy in Education

The modern world is filled with visual images. People are surrounded by signs, photos, charts, diagrams, and illustrations no matter where they find themselves. There are words, logos, pictures, and graphics in communities at home, school, work, or just out-and-about in any part of society. As Yildirim points out, “Students are surrounded with texts accompanied by images in every inch of their lives” (2013, p.125). He goes on to describe how the young generations growing up in today’s world are such avid and adept users of technology. Their lives are encompassed by computers, tablets, smartphones, laptops, etc., which “have a role in reshaping the learning habits of our age” (2013, p. 125). With this in mind, some educators are choosing to use a variety of innovative and new tools in the classroom for educational purposes. Students today are growing up in a visually-stimulating environment, and librarians and teachers of today may benefit by adapting practices to that environment.

One reason that adaptation in classrooms may be called upon is that young people are becoming visually literate at a very young age, and visual literacy is always acquired before print literacy. Visual literacy can be loosely defined as *the ability to*

process and make meaning from an illustration or image. According to Monnin, “we communicate through a variety of different screen-like environments that ask us to be both print-text literate and image literate... Image literacies and print-text literacies now share the stage” (2010, p. 79). This means that students today are not just reading the printed word on a page, but rather have developed the ability to absorb and interpret meaning through a variety of modes. Today’s young people are typically quite skilled at synthesizing information from both text and imagery to interpret meanings (Draper & Reidel, 2011).

Griffith notes that the graphic novel format combining text and illustrations requires its own comprehension process that “becomes a type of reading and thinking” and “is referred to as multimodality or multimodal reading” (2010, p.185). Educators who utilize graphic novels usually take the time to point out the unique features of the graphic novel format to their students. Those features include the concepts of *panels*, *gutters*, and *bubbles*. The *panels* are the area, typically bordered, that contain the graphic images. The *gutters* are the spaces between panels, and the *bubbles* are usually where text is located but may contain an image or a sound like ‘pow!’ (Monnin, 2010). All three of these components may be manipulated by the novel’s author to convey meaning. Draper and Reidel (2011) argue that this combination of verbal and visual modes of communication more accurately reflects the wide range of media used by students to regularly interpret multimodal texts in their world.

Today’s youth are accustomed to speed, instant answers, and a wide variety of stimuli catching their eyes and their attention on an ongoing basis. With young people increasingly more competent at making immediate interpretations of the world around them, it may be advantageous for teaching methods to reflect that. Monnin (2010) goes so far as to say that we are in a “revolution in communication, second only to that ignited by the invention of the printing press in the fifteenth century” (p. 79). Students today have numerous forms of communication at their disposal and likewise they absorb and interpret information in ways that previous generations did not. In the goal to teach a generation of youth who exhibit more learning styles than in the past and who have more distractions as well, Yildirim argues that graphic novels should have a part to play in this

endeavor. He states that “educational settings are more challenging than ever before and need to be supported by every appropriate material available” (Yildirim, 2013, p. 123).

Growing research supports the claim that graphic novels fit the bill as a modern and appropriate tool for reaching the wide variety of learners in today’s classrooms. The graphic novel has only existed since the late 1970s, making it a modern and unique book form. It is because of its predecessor, the comic book, that it has experienced a stormy background. However, numerous educators encourage its use in both English Language Arts (ELA) and content-area classroom settings. This practice is already occurring in schools and libraries all over the country. According to Meyer and Jiménez (2017), “Many teachers have been quietly using graphic novels to get students to actively engage with books” (p. 153)

Graphic Novels in the ELA Classroom

There have been numerous arguments made for utilizing graphic novels in the subject areas of English Language Arts and Writing. Manning-Lewis used graphic novels in her class with four struggling inner-city students who each had limited English proficiency. They later created their own graphic novels. She reported that the students made “marked improvement in their storytelling and writing skills as a result of the medium” (Manning-Lewis, 2019, p. 393). She concluded that “the creation of short graphic novels or narratives can be used as tools in the English classroom to foster creative writing skills and generate positive responses from students” (Manning-Lewis, 2019, p. 393). Graphic novels are also proving to be highly motivating to students of varying academic, racial, socioeconomic, and cultural backgrounds because they spark interesting class discussions among diverse peer groups through book talks or content analysis. Yildirim would agree, saying “one of the most striking features of graphic novels is their potential to appeal to various learning styles” (2013, p. 127). It appears that graphic novels are breaking many teaching boundaries and learning barriers.

The structure of graphic novels makes them well suited to learning literary techniques. They are well suited to discussing varying points of view, different cultural perspectives, author’s voice, metaphor, and imagery, along with other literary skills. Graphic novels are also an excellent tool for students to learn

how to interpret bias within either its language or illustrations (Gardner, 2019; Draper & Reidel, 2011). Authors of graphic novels utilize color, space, lines, varying fonts, sizes of texts and images, perspective, and more to convey meaning to the reader. They do all of this through the careful use of the panels, gutters, and bubbles (Meyer & Jiménez, 2017, p. 154).

Graphic Novels in History, Social Studies, Science, and Math classrooms

Holmes and Schwarzenbach were supposed to be keynote speakers at the 2020 Annual ALA conference that was canceled due to the COVID-19 Pandemic. Their presentation was adapted into an article in which they state, “while many [adults] are familiar with their use in English Language Arts, few are aware of graphic novels addressing math, technology, science, and social studies” (2020, p. 17). They discuss how surprised many people are to learn that graphic novels can be used “as informational texts for children in all subject areas” (Holmes & Schwarzenbach, 2020, p. 17). Brozo and Mayville (2012) write that “more and more teachers are turning to graphic novels to support content learning and increase print experience for youth” (p. 13). They explain that because the lives of today’s young people are surrounded by multimodal forms of representation, it is logical that teachers should not separate their instruction from the social contexts in which students are accustomed (Brozo & Mayville, 2012). Christensen (2006) uses graphic novels in her high school Social Studies classroom to encourage “critical conversations about their world” (p. 227). Studies such as these suggest that in using graphic novels for instruction, teachers and librarians are choosing to arrange their classroom learning conditions to be conducive to the type of reading engagement that promotes growth in content areas and critical literacy skills.

Studies with Similar Methodologies

According to the University of Leeds website chapter on *Research Metrics*, the field of bibliometrics “analyses publications through statistical methods” and “uses citation data to provide insight into the impact of research outputs” (2017, p.1). Numerous other research studies in the library and information science or education fields have used this type of research to benefit authors and educators. Avila-Garzon et al (2021) did a study on *Augmented Reality* (AR) in education and analyzed 25 years of research

on its use in education from 1995-2020. These researchers examined over 3400 studies on augmented reality research and analyzed them based on metadata, author, content, and citation information. The authors suggest that practitioners could “use the results of this study to make decisions about the adoption of AR technologies in education” (p. 1). By documenting the authors that contributed the most, the scientific production over time, and the trending topics, they determined that “the number of publications on AR in education is increasing, and the field is gaining momentum” (p. 18).

Yalçın and Koşar (2021) used metadata from the Web of Science Database to study changes in publications from 1974-2020 on the inequality of opportunities in education. They created bibliographic data showing the most cited articles, as well as the most influential authors and publications. They discovered that while the publications about inequality of opportunities in education increased over the specified time period, the relationship between authors, countries, and institutions was weak. Their data led them to conclude that these publications would benefit from being made more comprehensively and in cooperation with other institutions, countries, and authors. They used a line graph to display their bibliometric findings by year (Yalçın & Koşar, 2021, p. 1199).

Also using the Web of Science database, an interesting bibliometric study on e-Leadership was conducted at Pablo Olavide University in Spain by Ingrid Garcia in 2020. She reviewed all the literature on the topic of e-Leadership from 1990-2019. She chose to group the terms of e-Leadership into five clusters and displayed findings in a density map of e-leadership clusters. The terms with the most mention are the ones clustered near the center of the map and are the largest, though outer clusters show relationships between terms as well. For example, “virtual team” is strongly related to “perspective” and “influence” is closely linked with the term “leadership” (Garcia, 2020, p. 31). In addition to the density map, Garcia displayed findings in numerous bar graph charts showing the countries, institutions, and authors with the most publications on e-Leadership. After she analyzed 347 publications, the author stated that the study provided “some novel insights useful for researchers interested in advancing an evidence-based social media and e-leadership

research and international research” (Garcia, 2020, p.32).

The purpose of the above bibliometric research projects and other literature mapping types of studies is to “explore the nature and extent” of published literature on a given topic (Garcia, 2020, p.32). They build on previous research and visually display data, thereby illustrating gaps, which may provide ideas for future research possibilities. This study on the use of graphic novels in classrooms and libraries for educational purposes also displays findings in a visual manner. These visuals are helpful so that other authors and educators might benefit from the knowledge of the current published literature. They also help authors and educators notice gaps in the literature where further research might be explored.

Graphic Novels in the Classroom or Not?

At the time of this research study, no article was located that discouraged or condemned the use of graphic novels for pedagogical purposes in the classroom. On the contrary, article after article emerged that not only encouraged their use, but even said that it was most beneficial in today’s classroom. However, Clark’s (2013) research with teachers-in-training (preservice) revealed a strong reluctance on their part to utilize them because “your credibility could be shot. And for that reason, I don’t think I’d use them” (p. 43). Yildirim (2013) believes that the reluctance of today’s educators and librarians to use graphic novels in the classroom often stems from a lack of knowledge about the medium and its benefits. He goes so far as to claim “The typical classroom reading material is no longer sufficient to meet the needs of the current generation” (Yildirim, 2013, p.123). With so many educators, authors, scholars, and librarians claiming that graphic novels are a valuable tool, it would seem difficult to completely ignore these assertions.

The arguments for using graphic novels in the classroom are certainly compelling. Says Ripp (2018) of those who dissent, “You may be dismissing the first book they have even seen themselves in” (p. 16). When fostering a love of reading is such a common goal of teachers and librarians, this truth would be unfortunate for both teacher and student. Smith (2018) concurs saying “Educators would be dismissing an important learning tool by denying the use of graphic novels in their classrooms” (p. 6). Yet even with numerous reasons, ALA keynote speakers

Holmes and Schwarzenbach (2020) explain that “Despite their many benefits and their popularity with readers, there are many teachers, librarians, and adults who still consider graphic novels to be ‘fluff’ reading and not ‘real books’” (p. 18). One of the goals of this project is to make the literature on this important topic readily available to educators, making this research study an important one for educators considering giving graphic novels a look. This study will display the quantity of research out there on this topic, and list the authors and journals that regularly publish on this subject. At the time of this writing, no other bibliometric study analyzing the research on the topic of nonfiction graphic novels used for classroom and educational purposes was located.

METHODOLOGY

This bibliometric study was conducted using the University of Southern Mississippi’s database system and three specific databases. The three databases selected were *Education Source*, *Library and Information Science Source*, and *Teacher Reference Center* because they contain scholarly research articles pertaining to literacy, education, and libraries. Using an *Advanced Search* option for all three databases and the category *Title*, the following search terms were used: “graphic novels” AND “instruction or teaching or pedagogy or strategy” AND “nonfiction.” *All Text Fields* was selected to include searching within the body of the articles. After the initial search was run, the search term “library” was extended to the body of the article, providing that “graphic novel(s)” was still in the title. The advanced search option for the English language and peer-reviewed academic journals were selected as delimiters. The entire search was limited to articles. The Boolean/Phrase search mode was used in all cases. The goal was to locate the published research between 2000 and 2020 that was in the Academic fields of Library Science and Education only. A second search was carried out with all of the same three databases. This time the search phrase “graphic novels in education” OR “graphic novels in the classroom” using the *Title* category for both. All other delimiters were identical to the first search. Any repeated identical sources were not counted more than once. Each article’s title, topic and/or theme, author, and journal was noted and documented. Findings have been displayed using *Excel* bar graphs, pie charts, and spreadsheet charts. Similarities in the literature were highlighted in the *Discussion* section

of the study. Implications for further research on uses for nonfiction graphic novels are mentioned after the findings were analyzed in the *Discussion* and *Conclusion* sections of this research study. Due to the limitations of this study and its particular methodology, the results of this research may not be generalizable.

Limitations This research study contains only journal articles found in the database systems of the University of Southern Mississippi. The results contained in this study are limited by those database articles which have been classified and cataloged correctly. Results are limited by those articles which have been indexed accurately and completely so that all relevant articles were retrieved. Research results are limited to those works with content correctly labeled as either *fiction* or *nonfiction* and are accurately described as such. All research results in this study are limited to those articles within the research, which have correctly been assigned the term graphic novel in the title and contents of the work.

RESULTS

R1. Approximately how many scholarly research articles have been published over the past twenty years (2000-2020) on the topic of using nonfiction graphic novels in libraries or classrooms for instructional purposes?

The total number of journal articles found between 2000 and 2020 published on the topic of using nonfiction graphic novels in libraries or classrooms for instructional purposes was 54. The earliest article found on this topic was published in 2004, with a gradual increase in publications after 2006. Published articles peaked in 2011, with 2011 having more than double any other year before or after it. After 2011 the research gradually declined and leveled off from there through 2020, ranging between one and five articles published per year. The results show that research on the topic from the 2000s somewhat mirrored the 2010s. The distribution of research during this time period had slight fluctuations up and down throughout the two decades, with 2011 displaying the highest number of publications which may suggest that this was a ‘hot’ topic that year. The specific breakdown of the number of articles per year can be seen in Figure 1.

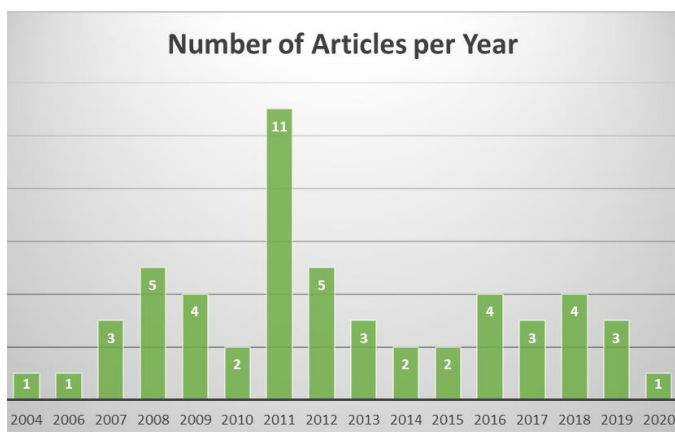


Figure 1. Number of Articles by Year



Figure 2. No. of Articles Published by a Single Primary Author

R2. Which authors have written the most research during this timeframe on the inclusion of nonfiction graphic novels as instructional tools in classrooms or library settings? Were the authors writing as sole authors or collaborators?

The research shows that published articles on the topic of instructional uses for graphic novels in classrooms and libraries have garnered a very wide range of authors. Of the 54 articles that were documented over the two-decade period of 2000-2020, the total number of primary authors was 50. One primary author—Clark—published three articles on the topic, one of which had a secondary author. Schwarz published three articles, twice as the secondary author and once as the primary. Downey was the primary on two articles, one of which had a secondary author. One author—Möller—was a singular author on two articles covering nonfiction graphic novels. Cooper and Nesmith collaborated on their articles and alternated who was the primary. Lastly, Dallacqua collaborated on two of the articles but was primary on only one of them. The remaining articles all had different primary authors, some of which were written jointly. Out of the total articles that were documented, 20 were either co-authored or were collaborative works with three or more authors. Figure 2 displays a pie graph illustrating the number of authors and the number of articles each published. Table 2 displays the articles written by more than one author.

The data exceeds the estimations of Lotka's Law, which states that 61 percent of authors on a given topic make just one contribution. In the case of nonfiction graphic novels being used for instructional

purposes in classrooms and libraries, 86 percent of the gathered research was by authors making a single contribution with only 14 percent of the authors found making multiple contributions to the research topic. This may be due to the novelty of the topic, with graphic novels only having existed since the late 1970s. The research on their use in education did not start until the early 2000s and may have attracted attention among individuals in academia due to being both popular and somewhat controversial. Bosma et al (2013) remarked that “graphic novels are growing in popularity” (p. 59). Four years later Chisholm et al (2017) concurred with that statement adding “Despite these positive developments, this format continues to be underutilized and sometimes marginalized and stigmatized in U.S. classrooms (p. 289).

Articles with Secondary Authors

It is noteworthy to mention that 20 articles, just over one-third of the 54 total articles found, were authored by multiple authors. Table 2 shows the articles with more than one author.

R3. Which professional journals have published the most articles during this timeframe on the topic of nonfiction graphic novels being used for instructional purposes in classroom or library settings?

A total of 41 different professional journals published articles on the topic of instructional uses for graphic novels in classrooms and libraries. Ten journals had published more than one article on the topic. Of those journals that published more than one article, seven of them had published a total of two articles each. Of the remaining three journals two had published three

articles and one had published four articles. These results would indicate that Bradford's Law, in which one-third of the articles on a given topic are published by a single journal, is not applicable to this particular research topic. Rather, the total number of articles on the topic are somewhat evenly distributed.

Table 1 displays the number of articles published by each of the 41 journals. See Figure 3 for a bar graph representing the breakdown of the 41 different professional journals and the total number of articles published by each over the period from 2000-2020.

Title of Journal	# Articles
Against the Grain	1
ALAN Review	1
American Libraries	1
Art Education	2
Australian Journal of Language & Literacy	1
Book Links	1
California English	3
Children's Literature in Education	1
Clearing House	1
Collaborative Librarianship	1
Communications in Information Literacy	1
Dil ve Edebiyat Egitimi Dergisi	1
Education Week	1
English Journal	2
Journal of Adolescent & Adult Literacy	4
Journal of the Association for Library Service to Children	1
Journal of Children's Literature	2
Journal of Jewish Education	1
Journal of Language & Literacy Education	1
Journal of Social Studies Research	1
Knowledge Quest	3
Language Arts	1
Library Media Connection	1
Library Resources & Technical Services	1
Michigan Reading Journal	1
Multicultural Education	1
New England Reading Association Journal	1
New Review of Children's Literature & Librarianship	1
Ohio Social Studies Review	2
Planning & Changing	1
Practically Primary	1
Reading Teacher	1
Reference & User Services Quarterly	1
School Librarian's Workshop	1
School Library Media Research	1
Science Educator	1
Simile	1
Social Studies	2
Social Studies Research & Practice	2
Teacher Librarian	1
Theory & Research in Social Education	2

Table 1. Total Number of Articles Published Per Journal

	Author(s)	Year	Multiple Authors
1	Bucher, K. T., & Manning, M. L.	2004	✓
2	Christensen, Lila L.	2006	
3	Cromer, M., & Clark, P.	2007	✓
4	Rudiger, H. M., & Schliesman, M.	2007	✓
5	Schwarz, G.	2007	
6	Carlson, I.	2008	
7	Graham, M. A.	2008	
8	Teale, W. H., Kim, J., & Boerman-Cornell, W.	2008	✓
9	Williams, R. M.-C.	2008	
10	Yang, G.	2008	
11	Downey, E. M.	2009	
12	Martin, A.	2009	
13	Smetana, L., Odelson, D., Burns, H., & Grisham, D. L.	2009	✓
14	Williams, V. K., & Peterson, D. V.	2009	✓
15	Griffith, P. E.	2010	
16	Pifel, A.R.	2010	
18	Cooper, S., Nesmith, S., & Schwarz, G.	2011	✓
19	Douillard, K.	2011	
20	Draper, C. A., & Reidel, M.	2011	✓
21	Hoover, S.	2011	
22	Karp, J.	2011	
23	Lawn, J.	2011	
24	Mathews, S. A.	2011	
25	Schieble, M.	2011	
26	Schmidt, J.	2011	
27	Volin, E.	2011	
28	White, B.	2011	
29	Brozo, W. G.	2012	
30	Cardno, C. A.	2012	
31	Cirigliano, M. M.	2012	
32	Downey, E. M., & Davidson, K.	2012	✓
33	Gavigan, K.	2012	
34	Bosma, K., Rule, A. C., & Krueger, K. S.	2013	✓
35	Clark, J. S.	2013	
36	Yildirim, A. H.	2013	
38	Clark, J. S., & Camicia, S. P.	2014	✓
37	Clark, J.S.	2014	
39	Gibney, N. & Homant, S.	2015	✓
40	Möller, K.J.	2015	
41	Kern, D.	2016	
42	Möller, K.J.	2016	
43	Nesmith, S., Cooper, S., Schwarz, G., & Walker, A.	2016	✓
44	Piper, C., Tonyan, J., & Vrbancic, E.	2016	✓
45	Chisholm, J. S., Shelton, A. L., & Sheffield, C. C.	2017	✓
46	Kedley, K. E., & Spiering, J.	2017	✓
47	Sun, L.	2017	
48	Kersten, S.	2018	
49	Smith, J.M., & Pole, K.	2018	✓
50	Smith, S.	2018	
51	West, W. L., & Nous, R. A.	2018	✓
52	Marlatt, R., & Dallacqua, A. K.	2019	✓
53	Reingold, M.	2019	
54	Dallacqua, A. K., Yoo Kyung Sung, & Rice, M.	2020	✓

Table 2. Co-Authored Articles with Year Published

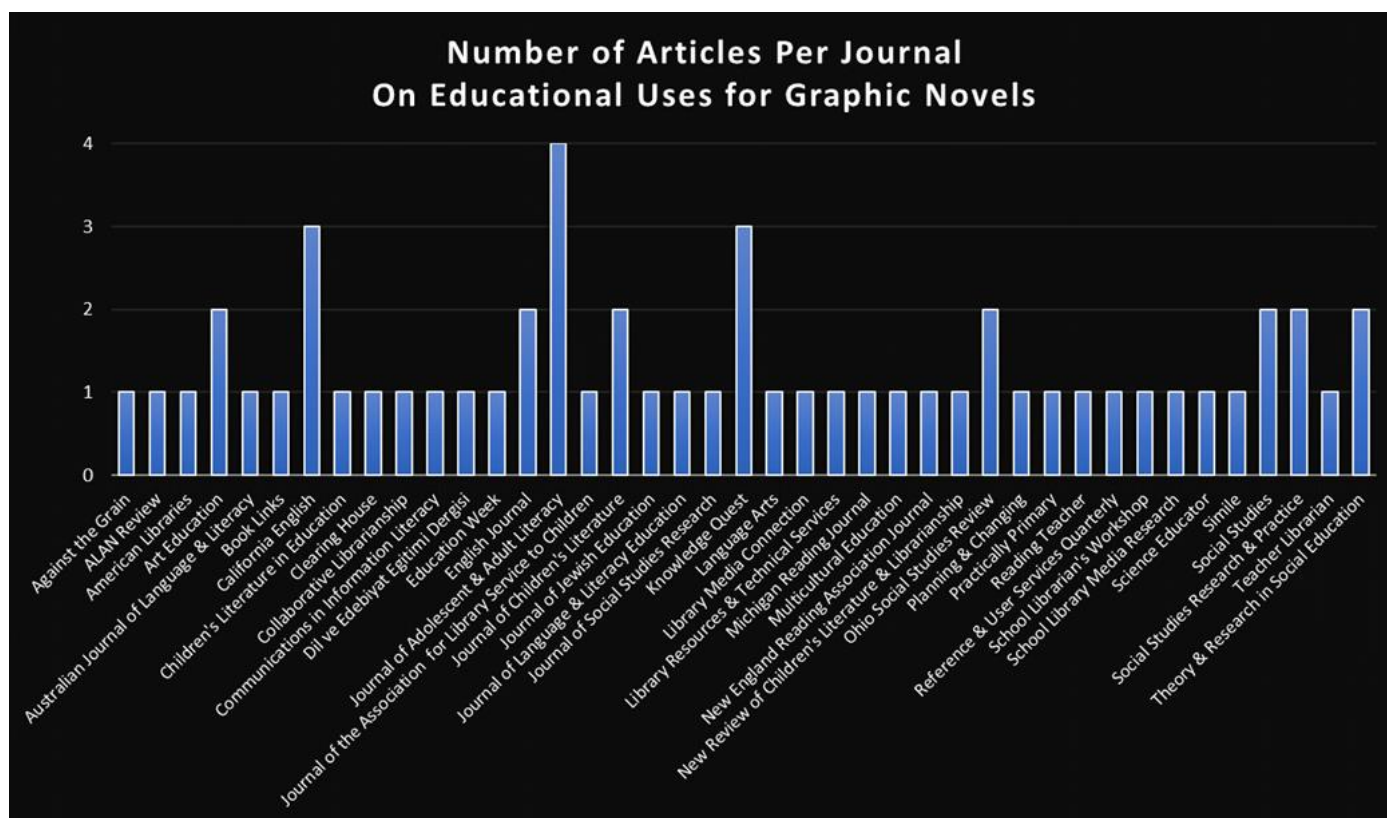


Figure 3. Number of Articles Published by 41 Journals from 2000-2020

R4. Which nonfiction graphic novels are referenced in the scholarly research as being ideal tools for use in classrooms or library settings for instructional purposes?

Many of the articles gathered in the research made one or more graphic novel recommendations for educational purposes. The research in this study identified 100 recommended graphic novels among the 54 research articles documented in this paper. Of those graphic novels, 14 titles had been recommended by name in at least three or more research studies. Two graphic novels led the others among the authors that gave recommendations on the topic of nonfiction graphic novels for instructional use in classrooms and libraries. These two novels were mentioned in 19 and 18 of the research articles, respectively. The first of these graphic novels was *Maus* by Art Spiegelman (1997), which won a Pulitzer Prize (volumes I and II are referred to as *The Complete Maus*). *Maus* is about the author's father Vladek Spiegelman who, along with his wife, lived through the Holocaust during Hitler's reign of terror. The second novel, mentioned in only one fewer article was *Persepolis* (2004) by Marjane Satrapi (along with *Persepolis 2*, referred to as *The Complete Persepolis*). These two volumes have been internationally acclaimed and contain a graphic

memoir of the author's life growing up in Tehran, Iran as a girl during the Islamic Revolution. The graphic novel which was third highest in recommendations with 12 article references was *American Born Chinese* (2006) by Gene Yang. This novel was a winner of the Michael L. Printz Award and contains the stories of three different characters, one being a Chinese-American student, whose lives intersect with an unexpected twist. The story contains nonfiction elements throughout and has been referred to as a modern fable that has been successfully used to address important social themes with students such as racial and social stereotypes. Yang's novel also received an Eisner Award, given annually for the best graphic novel of the year.

Figure 4 graphically represents the 100 graphic novels recommended in the research. The data on the first two lines represent the 86 graphic novels that were mentioned in <2 articles. Line 1 shows that 61/100 were mentioned in only one article and line 2 shows that 25/100 were mentioned in 2 articles. All graphic novels with three or more recommendations in the research are listed by title. Lines 3-16 in Figure 4 list the 14 most recommended graphic novels among the research articles. The complete list is found in Appendix III.

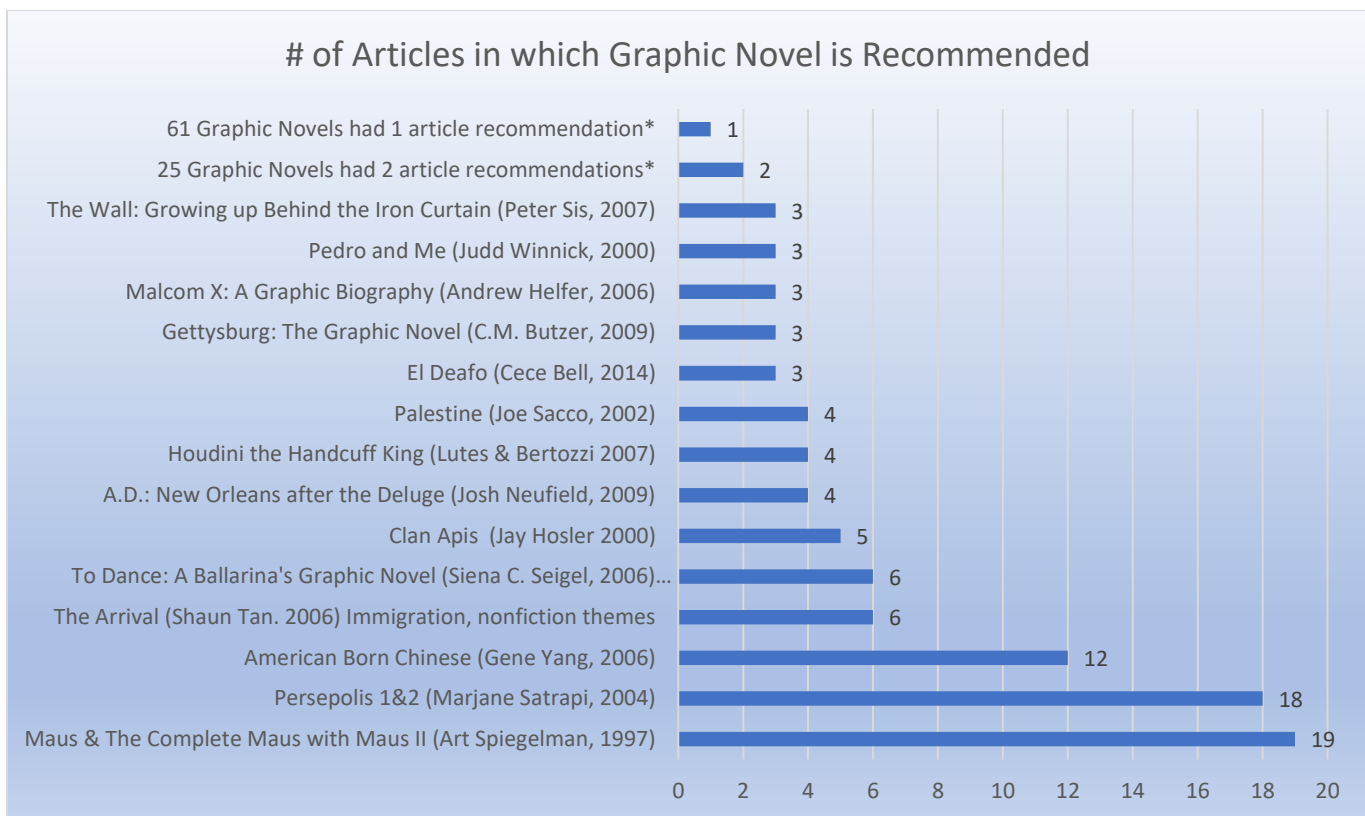


Figure 4. Graphic Novels with Highest Number of References among the Research

*86 graphic novels with fewer than 3 articles recommending them in the literature

According to Clark (2013), graphic novels "are often compelling nonfictional works, such as biographies, autobiographies, histories, reportage, and travelogues" (p.39). For the purposes of this study, nonfiction graphic novels include any graphic novel that is based on an actual true story, an historical event, a specific time period, an autobiography, or a memoir. Also included are fictionalized graphic novels based on truth or true events such as an author's true experiences during their life. Examples of this type of novel are *El Deafo* and *American Born Chinese*. For a complete list of the graphic novels that were recommended in the research articles, by author's name, see Appendix III.

DISCUSSION

The research gathered in this study shows that the topic of using graphic novels within classroom and library settings for instructional purposes has been a source of focus and interest for many years. The data indicate that starting in the early to mid-2000s there were a small number of individual authors that published articles on the topic, and that by 2008 a growing number of articles were being published on pedagogical uses for nonfiction graphic novels in

classrooms and library settings. Many of these research articles were co-authored. The year 2011 produced the most articles of any year published on the subject, which suggests that it was a popular topic at that time. There was a gradual decline in the amount of literature after 2011, with 2012 showing less than half as many published articles on the topic. However, each year following 2012 through 2020, it can be seen that the number of published articles remained fairly steady, with scholarly journals averaging at least 2-4 publications per year.

At the time of this research study, no other bibliometric studies were found on the topic of locating research on the use of nonfiction graphic novels for educational purposes in schools and libraries. However, several of the articles included bibliographic reference lists of recommended graphic novels that were designed for the use of educators—Karla J. Möller (2016), Eva Volin (2011), and J. Spencer Clark (2013). An annotated bibliography was in the article by Lila Christensen (2007). In addition, a list of online graphic novel resources can be found in the article by Gene Yang (2008). Yang is a graphic artist himself and his scholarly journal article is the only one among all 54 results which is

written and illustrated entirely in graphic novel format. All of the above bibliographic lists were provided within articles about the benefits and instructional uses of nonfiction graphic novels.

The research parameters in the *Education Source* database using the search terms “graphic novels” in the *Title* mode, along with search terminology “instruction or teaching or pedagogy or strategy” in *All-Text* mode, and finally the term “nonfiction” also within *All-Text* mode listed 43 results. Of these 23 articles were retained, with the others excluded based on the delimitations given. The same methodology, “graphic novels” in the *Title*, followed by AND along with “instruction or teaching or pedagogy or strategy” and finally “nonfiction” added within the *All-Text* mode was carried out in the *Teacher Reference Center* database and yielded four results. Two of these were duplicates and the other two were discarded for being reviews. Finally, the same methodology of using “graphic novels” in the *Title*, along with “instruction or teaching or pedagogy or strategy” AND finally “nonfiction” added within the *All-Text* mode was carried out in The *Library & Information Science Source* database and populated 14 results. Of these results seven were duplicates and the remaining were excluded as either reviews or for classification under one of the other delimitations.

In an effort to locate all applicable studies for this research, the three databases were used a second time with another Advanced Search variation. On this occasion *Education Source*, *Teacher Reference Center*, and *Library & Information Science Source* were searched one-by-one with the search phrase “graphic novels in education” used in *Title* mode, followed by OR and then a second phrase listed also in *title* mode of “graphic novels in the classroom.” *Education Source* yielded 32 results, 15 of which were retained for filling the requirements of the study, and others were duplicates or reviews. The *Teacher Reference Center* gave eight results with four duplicates, and no additional articles were added. Finally, *Library & Information Science Source* yielded 18 results with six duplicates and five additional articles were added to the total. This exact search was carried out again within the search engine where the three databases were chosen simultaneously (preselected all at once), with the above search carried out again exactly the same way. Interestingly this search yielded 57 results with 25 being duplicates but 11 additional articles were

added, and 21 articles were excluded due to being reviews or falling under one of the other delimitations. This made the final total of articles found to be 54. In the case of every search using all three databases the variation of adding the search term “library” did not yield any additional articles from those previously documented. For a full list of the 54 articles found in this study see Appendix I. See Table 3 for a breakdown of research outcomes.

It is possible that there are additional articles on using nonfiction graphic novels for instructional purposes if articles were searched containing the phrase “nonfiction graphic novel” in the *Subject* area and not only those results which had the phrase in its *Title*. For example, certain scholars who are known by the author through academic discussion to be prolific on the topic, such as Boerman-Cornell, only had one article found in this study, on which he was the secondary author. This would suggest that other articles he has written on nonfiction graphic novels for educational purposes do not contain the terms/phrases “graphic novel” or “graphic novels in education” or “graphic novels in the classroom” in their title. Expanding the search to articles that include one or more of these phrases in the subject area and not only its title would be an area for future research.

There may also be additional articles on this topic that were missed due to inconsistencies in search engine technology. This was the case in the second search performed using this study’s methodology. Running the same search individually on the three chosen databases brought up fewer results than when the search was run after preselecting the three to be searched all at once. These search engine technology inconsistencies may be another area for future research and study. For a list of additional articles applicable to this topic that surfaced but did not populate under the above-described methodologies, see Appendix II.

Of all the authors who populated in the research of this study, there were only two that had published on the topic more than twice. J.S. Clark (2013, 2013, 2014) had the most published articles as a primary author. His work focused on the importance of nonfiction graphic novels as an educational tool and his work to bring this understanding to teachers-in-training. The other recurring author was Gretchen Schwarz (2007, 2011, 2016), who had three

First Search Methodology				
Database Name	Hits	Retained	Duplicates*	Delimiters
Education Source	43	23	0	20
Library & Information Science Source	14	0	7	7
Teacher Reference Center	4	0	2	2
Second Search Methodology				
Database Name	Hits	Retained	Duplicates*	Delimiters
Education Source	32	15	8	9
Library & Information Science Source	18	5	6	7
Teacher Reference Center	8	0	4	4
All 3 Databases Pre-Selected**	57	11	25	21
Totals from both Search Methodologies	176	54	52	70
*Duplicates refer to articles found in previous Databases and/or Search Methodology				
**Second Search Methodology identical but utilizing all 3 Databases simultaneously				

Table 3. Research Methodology Outcomes

published articles in this study, one as the primary author. Her focus typically centered on using graphic novels in the content areas like math and science. She also discussed media literacy and using graphic novels to examine social issues and civic education. Both authors were among those who made specific graphic novel recommendations for instructional purposes.

This study found that a wide variety of scholarly journals have published articles about the topic of using nonfiction graphic novels for instructional purposes. There was no single journal that stood out as being a clear leader in the research on this topic, claiming one-third of the total research as is often the case with Bradford's Law. Rather, the total number of articles was divided fairly evenly among 41 different journals. This may suggest a widespread interest in the subject. That being said, the data

indicate that the *Journal of Adolescent & Adult Literacy* has published the most articles on the topic at the time of this research project.

One recurring theme in the literature was the repeated mention of the negative stigma graphic novels have. This 'bad rap' that graphic novels continue to fight is that of being 'looked down' upon by scholars, educators, and librarians due to their connection to the comic book. Says Schwarz (2007), "Many still consider the graphic novel...not fit for school study" (p.1). Some of the later research articles make the same assertions. Douillard (2011) remarks, "They are not viewed by everyone as quality literature or known for their academic content or contributions in all educational circles" (p. 9). Many of the studies used their students' successes to combat this stigma. The goal of the authors is clear; if student enthusiasm, performance, skills tests, and assessment results increase after using one or more graphic

novels in an instructional setting, it becomes more difficult to refute their benefits.

Another observation of this study was the repeated mention in the scholarly research that graphic novels have been the recipients of very prestigious book awards. Volin (2011) points out that graphic novels regularly enjoy nominations and win awards such as the Printz, Sibert, Geisel, Alex, Hugo, Pulitzer, and the National Book Award. West and Nous (2018) make a similar statement, mentioning that The Eisner and Harvey Awards are two of the most prestigious honors given to deserving graphic novels. Williams, V.K. and Peterson (2009) bring up literary awards in their study as well, specifically mentioning the Pulitzer won by *Maus* (Spiegelman) in 1992 and *American Born Chinese* receiving the Michael L. Printz Award in 2007. Smith and Pole (2018) discussed *El Deafo* having been a Newberry Honor book. This mention by authors throughout the timespan of award recognition also helps to support their claim that graphic novels should be recognized and praised as a legitimate literary medium with a unique and beneficial part to play in today's library and classroom instructional settings.

CONCLUSION

The use of nonfiction graphic novels in classroom and library settings for instructional purposes has been a well-documented and much-discussed topic for many years. Research on this subject began to emerge in the early 2000s and continues to the present day. This study revealed an increase in publications starting after 2006 and a 'peak' in the research during the year 2011. This suggests that interest was growing around the topic and that it was receiving much attention. Griffith (2010) stated, "I realized that I would have to become more than just familiar with graphic works in print and media, because this was a cultural trend in the young adult literature field of study" (p. 182). Griffith's statement is supported by the data found in this research study. A wide variety of authors have contributed to the topic, as have a large and diverse number of journals.

Research on graphic novels in one specific content area or age group may be an area for future research. An examination of fictional graphic novels in ELA or Creative Writing classrooms is another possible area for future research. Search engine technologies and fluctuations among databases within some search engines are another area for future research that this study revealed.

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APPENDIX I: List of Articles Found in this Research Study

- Bosma, K., Rule, A. C., & Krueger, K. S. (2013). Social Studies Content Reading about the American Revolution Enhanced with Graphic Novels. *Social Studies Research & Practice* (Board of Trustees of the University of Alabama), 8(1), 59–76.
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Appendix II: Additional nonfiction graphic novel resources for education

Alverson, B. (2014). The Graphic Advantage. *School Library Journal*, 60(9), 42.

Bailey, A. R. (2018). Nonfiction Graphic Novels in Children's Literature: An Interview with Maris Wicks and Calista Brill. *Language Arts*, 95(5), 332–337.

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Upton, M., & Hall, C. M. (2013). Comic Book Guy in the Classroom: The Educational Power and Potential of Graphic Storytelling in Library Instruction. *Kansas Library Association College & University Libraries Section Proceedings*, 3, 28–38.

* BONUS

Recommended Non-Fiction Graphic Novels from: Bailey, A. R. (2018). Nonfiction Graphic Novels in Children's Literature: An Interview with Maris Wicks and Calista Brill. <i>Language Arts</i> , 95(5), 332–337.	Author
Coral Reefs: Cities of the Ocean (Wicks, 2016)	Bailey, A.
Flying Machines: How the Wright Brothers Soared (Wilgus, 2017)	Bailey, A.
Human Body Theater (Wicks, 2015)	Bailey, A.
Robots and Drones: Past, Present, and Future (Scott, 2018)	Bailey, A.
Sharks: Nature's Perfect Hunter (Flood, 2018)	Bailey, A.

Appendix III: Recommended Graphic Novels in the Research for Instructional use

Graphic Novel	Recommending Authors
Alia's Mission: Saving the Books of Iraq (Stamaty, M. A. 2004)	Möller, K.J.
The Arrival (Tan, S. 2006) (Immigration, nonfiction themes)	Dallacqua, Griffith, Karp, Kern, White, B., Volin, E.
9/11: September 11, 2001 Volumes I and II (Stout, W. & Sakai, S. & Chadwick, P. 2002)	Bucher & Manning
A Game for Swallows: To Die, to Leave, to Return (Abrached, Z. 2012)	Möller, K.J
A Jew in Communist Prague: Volume 1: Loss of Innocence (Giardino, V. 1997).	Bucher & Manning
A Journey into the Human Body (Oh, 2005)	Cooper et al., Nesmith et al.
A People's History of American Empire (Howard Zinn, 2008)	Clark, J. S., Pifel
A Thousand Ships (Eric Shanower, 2001)	Bucher & Manning
A.D.: New Orleans after the Deluge (Josh Neufield, 2009)	Clark, J. S., Möller, K.J, Clark & Canicia, DeFrance & Naumann
Abraham Lincoln and Frederick Douglass: The Story Behind an American Friendship (Freedman, R. 2012)	Möller, K.J
After 9/11: America's War on Terror (Jacobson & Colon, 2008)	Clark, J. S., Clark & Canicia
Amazing "True" Story of a Teenage Single Mom (Arnoldi, K., 1998)	Bucher & Manning, Downey
Amelia Earhart: This Broad Ocean (Taylor, S.S. 2010)	Möller, K.J, Volin, E.
American Born Chinese (Gene Yang, 2006)	Carson, Downey & Davidson, Gibney & Homant, Griffith, Hoover, Kern, Martin, Williams, V.K. & Peterson, White, B., DeFrance & Naumann, Schieble, Smith, J. & Pole, K.
Anne Frank (Jacobson & Colon, 2010)	Clark, J. S., Clark & Canicia
Annie Sullivan and the Trials of Helen Keller (Lambert, J. 2012)	Möller, K.J
Bannock, Beans, and Black Tea (Seth & Gallant 2004)	Cromer & Clark,
Barefoot Gen (Nakazawa, K. 1978)	Graham
Bass Reeves: Tales of the Talented Tenth (Gill, J.C. 2014)	Möller, K.J
Blankets (Thompson, C. 2005) autobiographical	Graham, White, B.,
Ché: A Graphic Biography (Jacobson & Colon, 2009)	Clark, J. S., Pifel
Clan Apis (Hosler 2000)	Bucher & Manning, Rudiger, Williams, V.K. & Peterson, Möller, K.J, Volin, E.
Comanche Moon (Jackson, J. 1979, 2003)	Schwarz
Danny Davinci: The Secret of the Mona Lisa (Smith, R. & Whatley, B. 2019) (primary grade Davinci autobiography)	Lawn
Deogratias: A Tale of Rwanda (Stassen, J.P. ,2006)	Downey&Davidson, Kern
Desert Peach (Eaglestone, R. 2002)	Cromer&Clark,
Dignifying Science: Stories about Women Scientists (Ottaviani ,2000)	Bucher&Manning, Schwarz
Echoes of the Lost Boys of Sudan (Akol Gabriel, Santino Athian, Matthew Mabek, Michael Ngor, 2004)	Christensen
Einstein (Special Academic Manga/Ykids, 2007)	Cooper et al., Nesmith et al.
El Deafo (Bell, C. 2014)	Kersten, Möller, K.J, Smith, J. & Pole, K.
Fallout (Ottaviani, 2001)	Bucher & Manning
Fax from Sarajevo: A Story of Survival (Joe Kubert, 1998)	Bucher & Manning, Christensen
Freedom Song: The Story of Henry "Box" Brown (Walker, S.M. 2012)	Möller, K.J
Freedom Songs: A Tale of the Underground Railroad (Robbins, T., & Millet, J., 2008)	Gavigan, K.
Gettysburg: The Graphic Novel (C.M. Butzer, 2009)	Clark, J. S., Chisholm et al., Möller, K.J
Harriet Tubman and the Underground Railroad (Martin, M., 2005)	Gavigan, K.
Harriet Tubman: The Life of an African-American Abolitionist (Shone, R., & Ganeri, A., 2005)	Gavigan, K.
Helen's Big World: The Life of Helen Keller (Rappaport, D. 2012)	Möller, K.J
Henry's Freedom Box: A True Story From the Underground Railroad (Levine, E. 2007)	Möller, K.J
Houdini the Handcuff King (Lutes, J. & Bertozzi, N. 2007)	Downey & Davidson, Griffith, Volin E., Möller, K.J
I, Matthew Henson: Polar Explorer (Weatherford, C. 2008)	Möller, K.J
I Remember Beirut (Abrached, Z. 2014)	Möller, K.J
Illegal (Colfer, E., Donkin, A., & Rigano, G. 2019).	Dallacqua
In the Shadow of No Towers (Art Spiegelman 2004)	Cromer&Clark,
Incognegro (Johnson, M. & Pleece, W. 2018)	Brozo
Inside Out: Portrait of an Eating Disorder (Shivack, N. 2007)	Griffith, Martin, A.
Journey into Mohawk Country (O'Connor, G. & Vandenbogaert, H., 2006)	Griffith, Yang
Kampung Boy (Lat, 2006)	Möller, K.J, Volin, E.
King: A Comics Biography of Martin Luther King, Jr. (The Complete Edition) (Anderson, Ho Che, 2005)	Schwarz

Graphic Novel	Recommending Authors
Laika (Abadzis, N. 2007)	Griffith
Little Rock Nine (Poe, M., 2008)	Draper & Reidel, Volin, E.
Louis Riel: A Comic Strip Biography (Brown, C. 2003)	Cromer & Clark
Malcom X: A Graphic Biography (Andrew Helfer, 2006)	Clark, J. S.,Downey & Davidson, Griffith
Martin, M. (2005). Harriet Tubman and the Underground Railroad.	Gavigan, K.
Math Mysteries-The Secret Ghost (Thielbar and Ota 2010)	Cooper et al., Nesmith et al.
Maus & The Complete Maus containing Maus II (Art Spiegelman, 1997)	Carlson, Bucher & Manning, Christensen, Cromer & Clark, Douillard, Downey & Davidson, Downey, Graham, Griffith, Hoover, Karp, Schwarz, Yang, Williams, V.K.& Peterson, White, B.,Clark & Camicia, DeFrance & Naumann, Schieble, Yildirim
Me, Jane (McDonnell, P. 2011)	Möller, K.J
Miracle Man (Eaglestone, R. 2002)	Cromer & Clark
Nam (Doug Murray, 1987)	Bucher&Manning
No Girls Allowed: Tales of Darin Women Dressed as Men for Love, Freedom, and Adventure (Dawson, W. 2008)	Volin, E.
Onward: A Photobiography of African-American Polar Explorer Matthew Henson (Johnson, D. 2006)	Möller, K.J
Oregon Trail (Dunn, 2009)	Bosma
Palestine (Joe Sacco, 2002)	Bucher & Manning, Christensen, Cromer & Clark, Hoover
Pedro and Me (Judd Winnick, 2000)	Carlson, Bucher & Manning, Schwarz
Persepolis 1&2 (Marjane Satrapi, 2004)	Carlson, Christensen, Clark J.S., Cromer & Clark, Downey & Davidson, Downey, Graham, Hoover, Karp, Martin, Rudiger, Schwarz, Williams, V.K. & Peterson, White, B., Kersten, Clark & Camicia, DeFrance & Naumann, Yildirim
Pride of Baghdad (Brian Vaughan, 2008)	Carlson
Safe Area Gorazde: The War in Eastern Bosnia 1992-1995 (Sacco, J. 2000).	Cromer & Clark
Satchel Paige: Striking Out Jim Crow (Porcellino, J. 2008)	Möller, K.J, Volin, E.
Squish Super Amoeba (Holm, J. 2011). (primary grade science elements in it but fiction)	Douillard
Still I Rise: A Cartoon History of African Americans (Laird, Jr, R.O.& Laird, T.N., 1997)	Schwarz
Stitches (Small, D. 2009) (autobiography)	Downey & Davidson
Streetwise (Cooke and Morrow, 2000)	Bucher & Manning
Stuck Rubber Baby (Cruse, H. 1995)	Bucher & Manning
Talkin' About Bessie: The Story of Aviator Elizabeth Coleman (Grimes, N. 2002)	Möller, K.J
The 9/11 Report: A Graphic Adaptation (Jacobson & Colon, 2006)	Carlson, Clark, J.S.
The Drowned City: Hurricane Katrina and New Orleans (Brown, 2015)	Marlatt & Dallacqua, Smith, J. & Pole, K.
The Fifth Beatle: The Brian Epstein Story (Tiwary, V. 2013)	West & Nous
The Librarian of Bazra: A True Story from Iraq (Winter, J. 2005)	Downey & Davidson
The Math Game I (Jung, Chung, and Spoor, 2005)	Cooper et al., Nesmith et al.
The Mostly True Story of Mathew and Trim (Golds, C. & Axelsen, S. 2005) (re: Australian sailor Mathew Flinders and his cat)	Lawn
The Mystery of Nine (Law and Way 2010)	Cooper et al., Nesmith et al.
The Plot: The Secret Story of the Protocols of the Elders of Zion (Eisner, W. 2005)	Schwarz
The Sandwalk Adventures (Hosler, 2003)	Bucher & Manning
The Shocking World of Electricity (O'Donnell et al., 2007)	Cooper et al., Nesmith et al.
The Tale of One Bad Rat (Bryan Talbot, 1995)	Bucher & Manning, Graham
The United States Constitution: The Graphic Adaptation (Hennessey, 2008)	Clark & Camicia, Gibney & Homant
The Unwanted: Stories of the Syrian Refugees. (Brown, D. 2018)	Dallacqua
The Wall: Growing up Behind the Iron Curtain (Sis, P. 2007)	Griffith, Williams, V.K. & Peterson, Volin
The Watcher: Jane Goodall's Life With the Chimps (Winter, J. 2011)	Möller, K.J
To Dance: A Ballarina's Graphic Novel (Seigel, S.C. ,2006) memoir	Downey & Davidson, Griffith, Yang, Volin, Teale et al., Smith, J. & Pole, K.
Todd & Bhui Conquer Cell Biology (Cirigliano, M. K. 2010)	Cirigliano
Trinity: A Graphic History of the First Atomic Bomb (Fetter-Vorn, J. 2013)	Möller, K.J
Two-Fisted Science (Ottaviani, 2001)	Bucher & Manning
U.S. Constitution: A Graphic Adaptation (Hennessy & McConnell, 2008)	Draper & Reidel
Understanding Photosynthesis With Max Axiom, Super Scientist (O'Donnell, L. 2007)	Brozo
We Are on Our Own (Katin, 2006)	Clark & Camicia
Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell (Stone, T. 2013)	Möller, K.J
Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman (Krull, K. 2000)	Möller, K.J
With the Light: Raising an Autistic Child (Tobe, K. 2007)	Martin, A.
Yossel: April 19, 1943: A Story of the Warsaw Ghetto Uprising (Joe Kubert, 2003)	Christensen