Book Review

Review of Undergraduate Researchers and the Academic Librarian: Case Studies and Best Practices

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ABSTRACT

Review of the book *Undergraduate Research and the Academic Librarian: Case Studies and Best Practices*, Vol. 2, co-edited by Merinda Kaye-Hensley, Hailley Fargo, and Stephanie Davis-Kahl. Chicago: Association of College and Research Libraries, 2023.

KEYWORDS

Undergraduate research, marginalized students, collaborative programs

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The 2023 second volume of *Undergraduate Research and the Academic Librarian: Case studies and Best Practices.* co-edited by Merinda Kaye Hensley, Hailley Fargo, and Stephanie Davis-Kahl, reflects the recent socio-political and cultural changes that have impacted the evolution of academic library programs focused on the research skills development of undergraduates. Through the models chosen for this volume, programs that highlight the necessity for remote learning, the needs of minoritized students, and the overall benefits of initiating research skills at the undergraduate level are provided to inspire the reader. The programs described also highlight creative collaborations between academic libraries and various university programs. By providing program descriptions, reflections, recommendations, and best practices in each chapter, *Undergraduate Research and the Academic Librarian* provides guidance and creative suggestions for new librarians, academic librarians, and research and instruction programs seeking to address the research instruction needs of a diverse undergraduate student population.

Undergraduate Research editors chose to pursue the second volume of this book as they witnessed collaborations expanding across academic institutions where librarians were developing flexible tools to engage first-year students in research through equitable and accessible programs. Many returning chapter authors brought in "sweeping views," voices and perspectives to describe how societal demands have led to reforms for inclusive pedagogy to reach minoritized and marginalized student communities. This volume reflects the growing inclusion of DEI in the pedagogical approaches of the programs discussed. Societal changes over the past few years have prompted librarians and academic institutions to address the needs of the multidimensional student body through empathetic and inclusive instructional methods.

In this second volume the editors promote their passion for and experience in undergraduate research. Merinda Kaye Hensley, an Associate Professor at the University of Illinois Urbana-Champaign, employs her research interest in sharing work online for undergraduate researchers. Hailley Fargo, the Head of Education and Outreach at Northern Kentucky University, displays her passion for leveraging student voices outside of the classroom. And Stephanie Davis-Kahl, a Scholarly Communications Librarian at Illinois Wesleyan University, demonstrates her ambitions to provide research consultation and instruction in her leadership roles for scholarly communications programs.

This collection of case studies is organized into five topical sections. The first section, First-Year Undergraduate Research Models, discusses three models ranging from undergraduate research (UGR) in living and learning communities with collaborative objectives, scaffolded research activities with indigenous epistemology and paradigms, and a collaborative program that connects the research interest to follow through using an anti-racist lens. The Cohort-Based Models section describes campus partnerships such as those for BIPOC, LGBTQ, and students with disabilities. Additional models include librarians as mentors for first generation, low-income, and underrepresented students. These models provide creative

opportunities for nontraditional research programs and platforms to provide experience in research presentations skills by breaking down academic silos. Section 3, Tutorials, Learning Objects, Services and Institutional Repositories, describes programs such as a summer research enrichment program that promotes students' voices in scholarly works, the library's role in preserving the history of undergraduate research through partnerships, teaming with IT departments to build a program to support UGR data research needs, university research programs developed to fill an online research tutorial gap, and an interdisciplinary collaboration project to introduce original archival Spanish literature as a primary resource for UGRs. The fourth section, Course-Based Undergraduate Research Collaborations, spans projects that include Wikipedia, digital humanities, infographics, and a digital escape room. The final section, Building and Sustaining Programs, discusses the impact of specialized library programming. The programs that are described include: the development of an advanced information literacy course with real-world applications, a multi-campus initiative to structure services for UGR, a transformational learning program with "high-impact practice," an information literacy curriculum for rookie researchers, and an advanced research skills program.

The single greatest strength of this *Undergraduate Research and the Academic Librarian* is the presentation of collaborative programs. Demonstrations of academic librarians reaching outside of the library to build research programs and break down silos emphasize the outreach initiatives necessary to promote student success. An additional strength is the focus on programs for minoritized and marginalized populations. By highlighting programs for these populations, the second volume achieves its goal of addressing the societal changes that have occurred since the pandemic and the necessary shifts required of academic libraries to address these changes.

Although the subsections within each chapter are consistent, the content is not. Consistent presentation of pedagogical approaches and theories applied to program design would reinforce the importance of these aspects for readers. Additionally, the descriptions of the programs would be more beneficial if they stated how the ACRL frameworks were applied to the design, objectives, and assessment processes. Other librarians could adopt these programs if the authors highlighted the aspects that could be generalized to other institutions, as well. Lastly, readers would benefit from learning how the programs were promoted and how participants were recruited.

Sharing experiences, gained knowledge and outreach processes among the academic librarian profession is pure demonstration of the greatest strength of this profession. Although specific aspects of the programs presented within this book may not be applicable to all, the programs presented within *Undergraduate Research and the Academic Librarian* will provide inspiration and motivation to apply aspects to any new or evolving research program. Most importantly, this book will inspire readers to consider the needs of marginalized populations within their program design.