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**[Review of] *Transforming Libraries to Serve Graduate Students.***  
**Edited by Crystal Renfro and Cheryl Stiles**

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*Transforming Libraries to Serve Graduate Students*. Edited by Crystal Renfro and Cheryl Stiles. Chicago: Association of College and Research Libraries, 2018. Pp. xix+445. \$88.00 (paper). ISBN 978-0-8389-4606-0.

Graduate students are an essential part of university and college communities, but are often overlooked and underserved in the library as well as in the literature. In *Transforming Libraries to Serve Graduate Students*, editors Crystal Renfro and Cheryl Stiles provide a practical and inspiring collection of chapters from graduate librarians and their institutional partners who have created targeted spaces, programming, and instruction for graduate students. As graduate librarians at Kennesaw State University, the editors have a passion for this student population that comes through in their introduction and the quality of the subsequent chapters. What started as a daylong, regional conference at Kennesaw State University, entitled, “Transforming Libraries for Graduate Students,” has turned into a book that provides ideas, examples, and best practices any librarian can use to better serve the graduate student population.

*Transforming Libraries to Serve Graduate Students* has 34 chapters, divided into four sections with general themes. The first section, “One Size Does Not Fit All: Services by Discipline, Degree, and Delivery Method,” describes the different types of graduate students, recognizing that there is no stereotypical graduate student. The second section, “Librarian Functions and Spaces Transformed to Meet Students’ Needs,” provides many examples of libraries and librarians creating spaces and services to meet the various needs of graduate students. The third section, “More Than Just Information Literacy: Workshops and Data Services,” explores programming that helps support students as they work on research and write their theses or dissertations. The fourth and final section, “Partnerships,” covers the various ways libraries can partner with other stakeholders on campus, such as graduate schools, that help make these targeted library support efforts successful.

The first chapter in the book, “Understanding Graduate Students: Examining the Nature of Their Distinct Library Needs” by Leila June Rod-Welch, is a literature review that examines graduate student populations to determine exactly what makes their information needs differ from those of undergraduate students. Graduate students are a heterogeneous group with different degree programs, career trajectories, departments, family lives, work/life situations, and backgrounds. These differences might make it difficult to create a single stereotype of graduate students, but these students generally follow specific patterns throughout their time in graduate school. An overarching theme throughout the book is that graduate students’ research abilities are often overestimated, as librarians assume them to be more competent at information literacy than undergraduates, yet as Rod-Welch points out, “the heterogeneity of the graduate population leads to a ‘wide variety of educational backgrounds,’ and the potential for ‘knowledge gaps’” (8). This chapter ends with the suggestion that a segmented approach to library services, such as offering

workshops targeted to specific departments and at different times, can help libraries reach graduate students more effectively.

Section 2 contains chapters about creating or renovating graduate student spaces within the library and providing services to students such as technical training, branding and social media guidance, interlibrary loan, and makerspaces. In chapter 13, “Designing Responsive Spaces for Graduate Student Populations,” Scott Collard presents a case study for the renovation of two floors of the Bobst Library at New York University for graduate student use. The data collected for the renovation show the priorities graduate students have for their study/work space. The study showed that graduate students had an “axis of commonality” (165), or shared principles, that included working intensely and actively, batching work into long stretches of time, using many resources simultaneously (thus needing a lot of space), and being motivated by distinct goals. These four principles can be used to assess the need or quality of any services for graduate students. Collard’s case study defines a process that can be adopted by any library looking to start a project to create or change a space for graduate students.

Section 3 focuses on various workshops librarians can provide for graduate students, with topics like data management, literature reviews, and graduate student professionalism and ethics. Chapter 26, “Not a Challenge but an Opportunity: Harnessing the ACRL Framework to Situate Graduate Students as Active Members of the Academic Community,” by Wendy C. Doucette, is an excellent breakdown of how effectively the Association of College and Research Libraries’ “Framework for Information Literacy in Higher Education” can be used to instruct graduate students in the complex concepts of research and metaliteracy. Doucette’s breakdown of the framework’s application to these concepts is straightforward and intensely useful for librarians who might find it difficult to approach such complex topics in accessible ways.

Finally, section 4 focuses on partnerships. Partnerships can be critical to the success of graduate student programming and outreach. Partners can vary from graduate schools within the university to other departments within the library. In chapter 33, “Minding the Gap: Grassroots Efforts to Enhance the Graduate Student Research Experience,” Susan R. Franzen, Sarah Dick, and Jennifer Sharkey identify the key to sustaining and maintaining partnerships as strong communication with both partners and the targeted audience. In many cases, partnerships provide not only additional support for the logistics of the function but also additional ways to connect with graduate students and get the message to as many recipients as possible. Many librarians in these chapters found communicating with graduate students to be the stumbling block to their program’s success, but this was mitigated with buy-in from key partnerships and stakeholders.

Each chapter in *Transforming Libraries to Serve Graduate Students* highlights the diversity not only of graduate students but also of librarians. Whereas some chapters offer insightful advice or practical guidelines about starting a new workshop series or renovating a graduate student center in the library, others merely outline information librarians should already know and offer a connection to graduate student success. Chapters focus on students in STEM (science, technol-

ogy, engineering, and math), business students, students of color, graduate teaching assistants, and nontraditional students, written by librarians with different backgrounds and levels of expertise. Not every chapter in the book will be useful for every librarian. However, the book as a whole can serve as an essential part of an academic librarian's education and should be on the radar of any library that currently serves graduate students.

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*Financial Management for Libraries*. By William W. Sannwald. Chicago: ALA Neal-Schuman, 2018. Pp. xiv+199. \$82.00 (paper). ISBN 978-0-8389-1560-8.

**F***inancial Management for Libraries* is a surprisingly thin book full of useful information for someone new to the process of making financial decisions in a library. Author William W. Sannwald has an impressive résumé with work experience ranging from libraries to government and academia. In addition, he formerly served as president of the Library Leadership and Management Association. This book excels in featuring a large amount of information about library budgets with real-world examples and a layout that is easy to follow.

The book features three libraries as case studies: San Diego State University library, Chula Vista Public Library, and Schaumburg Township District Library. In various chapters, other libraries are used as comparisons to the case-study libraries. As one might surmise from the libraries featured in the book, the author does a very good job of discussing public and academic libraries, but much less information is specific to school or special libraries. The first chapter serves as an introduction to concepts that deal mostly with additional accounting principles. Chapter 2, "Accounting Concepts," provides an overview of basic accounting principles and the vocabulary needed to understand the rest of the book. The introduction of the library budget in chapter 3 stands out as a turning point in the text. The core of the following chapters becomes an almost chronological overview of the steps needed to go from beginning to prepare a budget, culminating in chapter 8, to having a presentable budget ready to be approved by the library's governing agency. The steps are laid out in a logical order and fashion that could certainly be used as a road map to developing one's own budget. Of particular interest in chapter 4 is the discussion of the benchmarking process. Sannwald relates a personal experience of benchmarking in his career and provides the related documents. Chapter 4 on the whole, and especially its section entitled "What Can We Afford?" (71), shows an understanding of the finite resources with which libraries are forced to contend.

*Financial Management for Libraries* is well suited for use as a textbook in a library management or library finance course. A great asset is the large number of real-life examples of various forms, balance sheets, and budgets that appear throughout the chapters, most of which are conve-