

Preface

Reference and instruction services in academic libraries are core services, but the relationship between these services has varied over time. When reference services were first described in the literature, it was assumed that educated individuals did not need assistance or instruction in how to use a library. Anyone beyond the most rudimentary level of literacy was assumed to be proficient in the use of any type of library. It was only the poorly- and un-educated seeking to improve themselves through public libraries that would need assistance. Later, academic librarians were dismayed that their students did not know as much about library use as assumed and instituted classes to rectify this situation. Instruction was remedial and subordinate to reference services. Over time, instruction became more of a part of research education and developed its own departmental identity, along with competencies for both the students and the librarians. Today it often seems to overshadow reference services in instruction's direct link into the curriculum and with the faculty.

When librarians are trained in reference and instruction as separate subjects, they often view these services as separate, as well. In my many years as head of a reference department in a medium-sized academic library, library school students often asked to do a practicum or internship in my department. They seemed surprised, and sometimes dismayed, that it was our policy that reference practicum students also do instruction. We did that because many academic libraries require public service librarians to perform both duties. Why were so many of our students surprised at this? Many did well in instruction sessions and some even seemed to enjoy them, but few came to us seeing these two services as essentially two parts of a single purpose of integrating with the institutional curriculum.

In Section One we examine the history and current state of reference and instruction services in academic libraries. *Chapter 1 Reference: A Short History* traces the history of reference services from its first mention in American library literature, from Samuel Green's description of such services in public libraries through the appearance of such services in academic libraries and the adoption of various technologies to expand and make accessible reference services. The changes in reference services brought about by the expansion of internet access and world Wide Web Technologies are discussed. The purpose of reference services and the manner in which they had been offered are examined.

Chapter 2 Reference in the 21st Century discusses the array of reference services being employed in academic libraries today using a variety of technologies. Although in-person services are still being offered, they have been expanded into in-depth research consultations, roving to locations beyond the reference room or even the library, and may include personnel other than librarians. Information and Learning Commons stretch the role of librarian beyond interpreter of the library to teacher and learner. Virtual services abound, from the long-offered telephone reference to employing social media for the purposes of marketing the library and reaching out to users. The nature of reference services today is explored.

In *Chapter 3 A Short History of Instruction in the Use of Libraries*, instruction is traced from its beginnings as efforts of a few individuals to its development in academic libraries as a separate program with unique activities. The recognition of information literacy as a concept-based area of study increased the visibility of instruction programs and the level of activity in this type of program throughout academic libraries in the United States and abroad. Specialization in instruction became more common, and more resources were devoted to this obviously curricular activity.

Chapter 4 Library Instruction in the 21st Century examines the theoretical basis of information literacy and presents the pedagogies and technologies employed to meet the objectives of instruction programs of today. Support of distance programs and students is considered, as well as traditional one-shot sessions, information literacy credit courses, embedded librarianship, and the demands for assessment of all college and university programs.

In Section Two librarians from a variety of institutions describe the reference and instruction services offered by their libraries, and they discuss the relationship between these areas, the challenges they face and the direction they are taking for the future. In *Chapter 5 BGSU-Firelands College* Patricia A. Antonelli presents this small regional campus of Bowling Green State University in Huron, Ohio. This commuter campus of approximately 2,500 students with a small library and two librarians has access to a much larger selection of databases than expected, due to its affiliation with BGSU.

In *Chapter 6 University of South Florida* Lily Todorinova describes the University of South Florida, a large urban research institution with 40,000 students on its Tampa campus. The library has multiple service points, a Learning Commons that includes other student services from across campus, and an instruction program with a variety of approaches.

In *Chapter 7 William Paterson University of New Jersey* Nancy J. Weiner describes the programs at a state university with about 11,000 undergraduate and graduate students. The librarians are heavily involved in the First Year Seminar, and they have addressed assessment in a variety of ways.

In *Chapter 8 University of South Carolina Aiken* by Kari D. Weaver, a rural regional campus of the University of South Carolina with about 3,200 students is described. This campus provides community education classes as well as baccalaureate and some graduate degrees. Thus, the library serves public patrons as well as degree-seeking students, and the public account for 15 - 20% of reference transactions. While the instruction program has grown significantly, it suffers from a lack of equivalent growth in staffing. This is addressed in a variety of shared responsibilities.

Chapter 9 Utah State University by Britt Anna Fagerheim presents Utah State University, which is rapidly expanding its distance education offerings, placing pressures to adapt on its reference and instruction programs. USU has three regional campuses and 15 centers as well as a partnership with a two-year college. Instruction and reference services are increasingly offered online to accommodate the geographically dispersed student population, and online materials are the larger part of the reference collection. Various online services integrate reference and instruction functions.

In *Chapter 10 California State University, East Bay*, Aline Soules examines this campus of the CSU 23 campus system, which prepares the workforce of California with four-year undergraduate and masters level degrees. East Bay has over twelve thousand students and two separate libraries on its campus and a satellite location. Few systems rival the complexity of the California system of higher education, but the complexity of organization and policies seems matched by the opportunities it affords. Reference collections and services are transitioning to online, and information literacy courses are taught in the

First Year Experience program. There are face-to-face, hybrid and fully online sections of these courses. One-shot sessions are offered through liaison relationships with academic departments, and reference is considered part of instruction. Technology has changed both the work environment and the manner in which librarians accomplish their work.

In *Chapter 11 Indiana University South Bend* the author describes this mid-sized regional campus of a major university system. The approximately 8,000 student campus includes both Indiana University and Purdue University programs in a state that is attempting to transform a technical college system into a community college system, forcing the regional university campuses to give up associates degrees to concentrate on baccalaureate and masters degrees. These statewide mandates have placed pressure on the enrollment of an otherwise quickly developing and growing campus. IU South Bend has a strong history of reference and instruction services developing together, but organizational separations and a lack of librarian involvement in collection development have resulted in less integration of efforts than is optimal. A credit-bearing information literacy course is a requirement of the campus general education program for undergraduate students, and some inroads have been made in offering graduate courses. One-shot sessions are offered, but not for lower division undergraduate courses. Reference makes use of online technologies to meet student needs, but the questions come to the library largely in person.

Section Three is the Conclusion, in which the relationship--past, present, and future--of reference and instruction services in academic libraries is discussed. It should be noted that this discussion is specifically about academic libraries that serve undergraduate students. Public libraries and academic libraries that focus on services to graduate students and faculty may choose different models for these two core areas. As stated throughout this book, the exact models and services used in a particular library should be selected based on the needs and characteristics of the clientele, the university curriculum, the collection, the technology available, the mission, and the strategic directions the university is headed. There is no cookie-cutter solution to the choices academic libraries make. *Chapter 12: Reference and Instruction Services as an Integrated Approach* discusses the ways in which these services should be integrated for the best quality service but recognizes that these services are already integrated in the minds of students; it is organizational and operational integration that libraries seek.

This volume brings together two core service areas and discusses not only their ideal relationship, but explores the histories and many current variations in these services in academic libraries. This in-depth background will allow academic librarians to make decisions in an informed manner in the face of a seemingly endless list of possibilities. If libraries are going to continue to serve their universities and colleges well, a frank evaluation of current services and new view of the appropriate direction in which the library should move may be needed. We all must scan our situations, examine our choices, and move forward while maintaining the traditional values of service and integration into the curriculum. The author hopes this volume will assist you in taking these steps.

Rosanne M. Cordell
Northern Illinois Univeristy, USA