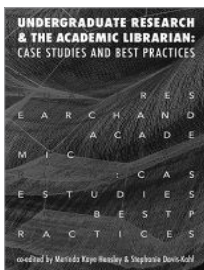


Book Review

Undergraduate Research & the Academic Librarian: Case Studies and Best Practices

Edited by Merinda Kaye Hensley and Stephanie Davis-Kahl



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Merinda Kaye Hensley and Stephanie Davis-Kahl publish at the intersection of academic libraries and undergraduate research, and *Undergraduate Research & the Academic Librarian: Case Studies and Best Practices* constitutes a natural next step in their scholarship. The book explores ways to amplify and showcase best practices for collaborations between librarians and undergraduate researchers, inspiring and strengthening these partnerships.

The book begins with a foreword by George Kuh that situates undergraduate research within the context of high-impact practices (HIPs). Although Kuh speaks directly to librarians, disciplinary faculty and their colleagues who work in undergraduate research offices will find his message equally valuable.

Hensley and Davis-Kahl follow with an overview of their efforts as librarians to support and enhance undergraduate research, stating that “UGR [undergraduate research] has high expectations of students; hence, there is a clear role for librarians to engage with faculty and students as the library is positioned to reach and mentor information literacy skills and issues, central tenets of the research process” (xxiii). In articulating this role for libraries and librarians in undergraduate research experiences, they prime readers to explore such collaborations in support of student research. They conclude the introduction by

emphasizing that this work is accomplished through relationships, encouraging readers to examine the elements of undergraduate research at their institutions.

Cases span a range of topics such as undergraduate research within the curriculum, exhibitions and symposia, undergraduate research journals, and ways of supporting honors theses. Cases involve a range of disciplines with several chapters devoted to the humanities and digital scholarship. They follow the outline of introduction, background, partnerships, reflection, assessment, recommendations/best practices, and conclusion. The format makes each chapter easy to follow and digest, allowing readers to skim the introduction or skip, for example, directly to partnerships or assessment.

The case studies are written by librarians, disciplinary faculty, program coordinators, and undergraduate students at 29 institutions in the United States and Canada—public and private, large and small, two-year and four-year. This diversity provides readers with the opportunity to learn about programs and initiatives in multiple settings and find a model applicable to their own environment.

As noted in another review (Szpunar 2018), the book could have been enhanced by organizing the case studies around major themes or including a functional index. Still, the book will assist those looking for new ideas for collaborations that will provide meaningful undergraduate research experiences. As Hensley and Davis-Kahl state in the introduction, “For UGR to be successful programmatically, and for students to be successful undergraduate researchers, the services that undergird UGR—like the library (but also institutional review boards, grant writing, etc.)—become part of the core infrastructure of the undergraduate experience” (xxiii). This book will provide insight into how to build and sustain this infrastructure.

Reference

Szpunar, Ruth. 2018. *Rev. of Undergraduate Research and the Academic Librarian: Case Studies and Best Practices*. *College & Research Libraries*, 79: 602. doi: 10.5860/crl.79.4.602