Supporting Learning on the Inside: Academic Library Services for Students in Prison

Stephanie DeLano Davis

There is a movement happening in the United States today. It is not based in Washington, DC, not in New York, not in California, but is scattered, in communities large and small, throughout the country. It is college students, dressed in prison orange, entering classrooms in local jails, state and federal prison facilities. Incarcerated individuals across the nation are taking college classes (some are earning college degrees) and discovering the power of education to transform themselves and their lives. In 2015, approximately, 2.2 million people were housed in a local jail, state or federal prison. Determining exactly how many incarcerated individuals are taking college classes in prison is a more difficult number to pinpoint. Research by the Institute for Higher Education Policy, however, estimates between 35–42% of correctional facilities nationwide offer some form of higher education, reaching approximately 71,000 individuals or 6% of the prison population.

Defined as any educational opportunity beyond high school, postsecondary correctional education (PSCE) includes both college and vocational training. The “Higher Education in Jails and Prisons Programming List” includes approximately 150 college programs of all varieties. While the number of students in prison engaged in higher education is hard to determine, what is clear is the impact of this education. The data is convincing: college educated inmates are less likely to return to prison. Data demonstrates a significant decrease in recidivism among inmates with college coursework. Chappell’s meta-analysis of 15 studies put the recidivism rate of college students at half the rate of those without a college coursework. Other studies put the number higher, 73%, for example, and demonstrate how the learning pays off for the offender, their families and society. Among the potential benefits are higher earning potential, increased civic engagement and an improved education for their children. Along with these measurable, concrete benefits, is the simple, yet profound, benefit of growing as a person and learner.

What is missing from the college student in prison’s experience, it appears, is academic library services. The presence of library resources and services to college students in prison seems remarkably absent. The IHEP document referenced above has no mention of libraries or librarians. Rebecca Sorgert’s article makes the point, “Forgotten and Elusive Partners: Academic Libraries and Higher Education in Prison.” Published in the Saint Louis University Public Law Review in 2014, when Sorgert worked as a librarian with the North Dakota Department of Corrections and Rehabilitation, this article outlines the lack of services to this underserved population and the absence of professional library literature devoted to this population group, “To my surprise, I could not even begin to measure this hypothesis [presence of services when Pells were available] because of the lack of librarians publishing on the topic of incarceration pre-and post-1994.” Like any college student, students in prison need access to library resources and the services of academic librarians to help them succeed academically. The obstacles and challenges of serving this population are significant and systematic and may account for
the lack of academic library services for students in prison. Yet, the opportunity exists and the potential to reach this underserved population aligns squarely with the professional values espoused by the library community.

The American Library Association lists eleven core values of the profession. Among those relevant to the mission of providing library services to students in prison are these six: access, diversity, education and lifelong learning, the public good, service and social responsibility. Clearly, service to this population group fits within the mission of libraries. Pockets of service are evident, as outlined in Sorgert’s article, but there currently is no professional library group providing resources and support for this group. Those involved in this work would benefit from a system of professional support. Like other service populations, college students in prison need a voice in the academic library community to ensure they are receiving the needed resources and services. There is also a role for libraries, librarians and their professional associations to play in advocating for state and national resources in support of academic library services in prison. This is particularly true in the area of access to information, one of the most significant obstacles to providing correcctional education, including access to library resources, “Such potential applications, however, collide directly with the security concerns over inmate access to the Internet and a general prohibition of access that dates to the development of the Internet’s World Wide Web during the 1990s.” This analysis of library services to students in prison is not exhaustive, but this initial review indicates a real need for research on the topic to determine the volume, scope and impact of such programs as well as a forum for academic library professionals serving this population group.

To be clear, there are libraries in prisons. In fact, libraries have a long history in the prison environment. Prison libraries trace their early roots to the work of prison chaplains who established collections of religious books and materials, aimed at giving inmates spiritual guidance and direction. The presence of libraries in prisons reaches back to the late 1700s and early 1800s. The establishment of the Kentucky State Reformatory Library in 1802 is widely considered to be the first state supported prison libraries. Most other states would join the effort in the 1840s. Early prison library collections focused on providing reading materials for religious training and self-improvement.

The next 100 years would see the continued growth of state prison libraries and the development of libraries in federal prisons. In 1911, the American Library Association (ALA) began its involvement with prison libraries when it established a Committee on Libraries in Federal Prison. By the 1930s, active involvement by ALA in prison libraries began, “ALA reports on correctional library service became regular entries in the professional literature.” ALA took note when Austin H. MacCormick published his seminal work, The Education of Adult Prisoners, which included a chapter on library services, stating there was only one professional librarian employed across the country in prison facilities. From the 1940s–1960s, collaborations with the American Prison Association, the development of standards for correctional libraries and the continued growth of prison libraries and the hiring of professional librarians would dominate correctional librarianship. By the 1970s there was general agreement that it was time to revisit correctional standards. Also during the 1970s various court cases would redefine the work of correctional libraries. The 1970 Gilmore v. Lynch decision in California mandated prisoner access to law library services. In 1971, the U.S. Supreme Court upheld this California decision, making access to legal materials a core focus of prison facilities.

Today prison libraries focus on two components: general reading materials and legal materials. Throughout their history, prison libraries have struggled to meet user needs. Issues of funding, access and institutional support have long been the concerns of prison libraries. Much more can be said about the history of prison libraries. Organizations, individuals, the courts, correctional institutions and prisoners themselves have all contributed to a rich and fascinating history. The details of which are beyond the scope of this paper. Interested readers are encouraged to seek out sources provided in this document, including Brenda Vogel’s The Prison Library Primer and Rhea Joyce Rubin’s “U.S. Prison Library Services and Their Theoretical Bases.”
While today's prison libraries certainly offer prisoners access to materials that support and encourage education, most do not provide academic library services to students in prison. They may be able to offer access to a few reference books and other non-fiction titles, but the collection of academic titles is generally not part of the correctional library focus. Higher education in prison is being conducted by educational institutions from the outside: college and universities are bringing their programs into the prisons. Supported by correctional facilities, they are not, on the whole, programs of the facilities. The past 20 years have seen significant shifts and changes related to higher education in prisons. Thriving programs diminished in the 1990s when state and federal budgets for these programs were cut, or in some cases, entirely eliminated, “The 1994 Omnibus Crime bill banned students behind bars from receiving Pell Grants. At about the same time, 50 of state prisons reduced educational programming.”

Today, however, is a time of revitalization in prison higher education. Criminal justice reform is on the minds of many, including the federal government. In 2007, President George W. Bush signed into the law the Second Chance Act. This public law sought to help prisoners prepare for life on the outside by offering education and other services in prison. President Obama extended the reach of this program by establishing the Second Chance Pell program in 2016. Colleges and universities were invited to apply for status as a Pell granting institution for students in prisons. In the summer of 2016, 68 institutions were selected.

Among those chosen was Jackson College in Jackson, MI where I serve as Library Director. For three decades, from the 1960s to the 1990s, Jackson, a community college, offered college classes at state prisons located in Jackson. Today there are four state prison facilities in Jackson, Michigan, including Reception, the location where all Michigan inmates are assigned to their correctional location. At one time, Jackson boasted the largest walled prison, eventually divided into the smaller facilities. Jackson ended its prison education program after the 1994 Omnibus Crime bill passed. Recent national recognition of the need for programs to prepare inmates for life on the outside is guiding the resurgence of higher education in prisons. Governments, non-profit organizations and others are partnering together for change.

Pathways from Prison to Postsecondary Education, a project of the Vera Institute, allowed Jackson, along with colleges in New Jersey and North Carolina, to again offer higher education classes in prison. The success of this endeavor led Jackson to resume its efforts and the prison program, now called the Prison Education Initiative (PEI), was born. Dr. Todd Butler, Dean of Arts and Sciences at Jackson, tasked Jackson's Atkinson Library with developing a system to provide these students with access to library services. This request began the Library journey of developing and implementing library services for Jackson College students in prison.

During its previous involvement in prison education, library resources and services to prisoners were offered by Jackson College's library. The passing of time and personnel, however, left little concrete guidance on how to establish a program. Initial efforts to get the service off the ground involved reading the available literature on prison library services. Most available literature focused on the work of correctional libraries within prisons. Additionally, there was a fair amount of literature available on public library services for prisoners. As noted earlier, little documentation was available on library services specifically geared toward students in prison. Reading through the available literature was helpful, however, in understanding the correctional prison environment. The material has resulted in names of individuals involved in the work and avenues for continued research. Another information gathering avenue was posting a message on the Community and Junior College's Library Services (CJCLS) listserv. Responses from this group, led me to the American Library Association Division, the Association of Specialized and Cooperative Library Agencies Interest Group for the Incarcerated and Detained. In 2015, I attended this Interest Group's meeting at the ALA Annual Conference and was the only academic librarian involved in providing library services for college students in prison. Reading the available
literature and connecting with other librarians serving prisoners helped immerse me into the prison library world. In tandem with these efforts, steps were taken to connect with educational and library staff at the Jackson prison facilities. My initial meeting with the librarian at the Cooper Street facility occurred outside of the facility at the local Panera where we were able to discuss possible collaborations and I was able to get feedback on service ideas. Connecting with the principal at the facilities made it possible to visit two of the prison libraries.

These visits proved valuable on many levels, most significant being the connections made with professional colleagues working to serve the information needs of prisoners. Entering the prisons also provided the needed context for the daily life of prisoners and how this reality would impact the ability to provide them with resources and services. Safety and security are the key concerns, rightly so, of prisons. Prisons have a mission to maintain security and keep communities safe. This means obstacles and challenges when it comes to information access and service provision. First, organizational. In Michigan, the prison library operates on the program side of the institution. Education is on the other side of the organizational chart. Second, operational. Prisoners are not free to come and go to the library. A system known as “call-outs” guides their ability to visit and use the library. These are granted in advance and are limited. Third, technological. Inmates do not have access, in Michigan, to the Internet. This is reality and it means no access to the library catalog, no access to the library databases, no access to library email and chat reference services.

While I walked away from those visits with a strong sense providing services to Jackson students in prison was not going to be easy, I also walked away with a conviction that making it happen was what I wanted to do and would be worth the effort. Visiting with the facility principal, interacting with other prison staff and, especially, talking with the librarians and observing the work they did to offer prisoners access to reading material, reminded me of why I became a librarian: to help people connect with information. These students were a population of library users who needed and deserved academic library services. Armed with these understandings, I returned to Jackson College and worked with my librarians to create a system of meeting student academic library needs. I also engaged in more conversations with my Dean and the administration of the Prison Education Initiative (PEI) to discuss what possibilities existed for computer and Internet access. How were classroom teachers dealing with these limitations? What plans were in place? Additionally, I kept the conversations going with the prison librarians, working together toward creative means of providing students with access to academic resources. I also reached out to Gale: A Cengage Company and began a conversation about developing off-line access to an article database. Gale is a Michigan based company and I wanted to discover what type of support they would offer. Gale products are also part of the statewide MeL (Michigan e-library) system. Over the next several months, conversations with Gale would continue, including a meeting between state library and prison employees and Gale staff to assess options for providing offline database access. Unfortunately, the challenges loomed large and, for now, the discussions have tabled as other options are explored.

Atkinson Library launched two initial service models for providing resources and services to students in prison. The first involved collaborating with the correctional libraries and establishing small collections of academic materials at two of the prison facilities. The second involved developing a correspondence reference system. This old-fashioned means of reaching students and providing information was a throwback to earlier days, but considering the constraints of information access in prisons it offered the best option. With this system, students are provided by their faculty with a Research Request Worksheet to complete. The worksheet and its questions serve as a reference interview. Completed worksheets are returned to the library by faculty. Librarians review the worksheet, conduct the research, gather the materials for the student and make notes on the worksheet about their research process. While this system has some inherent challenges, it has proved to be the most successful means of providing the students in prison with access to library materials. The most significant
problem with this system is the inability to ask students follow-up questions as noted by JC Reference Librarian Melissa Bilbro, “One of the main challenges is that the student is not present so the reference interview is impossible. I can’t ask follow-up questions or clarify exactly what the student is looking for.” Additionally, this system offers little opportunity for students to learn about the research process themselves and develop information literacy skills. The worksheet is designed to elicit information from students that involves critically thinking about their information needs, but it does not replicate the process that occurs when an individual is able to interact with the information. Librarians do make notes on their process as a means of providing some instructional guidance on research.

In 2014, the service was piloted with two JC faculty. This small initial undertaking provided the library with the chance to trial the service and work out kinks. The general guideline is to provide each student with 3–4 items, though oftentimes the number ends up being 8–10. Journal articles, websites and book chapters are the most frequently provided materials. It is a labor intensive process for both librarians and for faculty. Most faculty physically drop off the forms and then pick up the materials, but the forms can be accessed electronically and, when needed, librarians will scan and email the documentation, but this gets difficult when there is a class of twenty with three articles each. When faculty enter a facility the materials reviewed by correctional staff, adding to the time faculty must spend as they go through the process of entering a prison. Response to this correspondence reference has been overwhelmingly positive. The students are thrilled with the opportunity to get their hands on actual research material, evidenced by the thank you notes written by some Art students. Faculty appreciate the chance to provide students with additional resources outside of their textbooks and the librarians value knowing they are assisting a group of students who would otherwise have no access to scholarly research materials. Each semester usage of the service increases. In 2016, Atkinson Library fielded over 400 requests for research from students in prison, covering a range of disciplines, including Art, Biology, Business, Communication, English, Entrepreneurship, and the Humanities. The experience has had its challenging moments. There are constraints on the type of materials available to students. Materials about drug use, gangs, sexuality, and crime are off-limits. This includes scholarly materials like art nudes, something the library and the Art History professor learned the hard way when the professor tried entering a facility and the materials were not allowed. Working in a correctional environment involves bumping up against constraints that are intrinsically contrary to the ethics of librarianship, like access and intellectual freedom. At Jackson College, it is understood that providing this service is a privilege and that the concerns of corrections comes first.

In the summer of 2016, the library reassessed its services and made some adjustments. First, the small academic collections at two facilities, Cooper Street and Cotton, were integrated into the regular prison library collections. Students were not able to visit the library enough to make these academic collections viable. Additionally, the librarians took the opportunity to review the research worksheet and make adjustments. A revised worksheet was developed, an attempt to refine the requests a bit and get more focused information from the students regarding the information they need. The new worksheet is more visual and asks the students to provide more specific detail about their requests. One of the great benefits of this endeavor has been the development of collaborations with PEI faculty. In the fall of 2016, the Library partnered with Marketing faculty, Hank Weber, to provide a set of resources to the entire class for a project on driverless cars. Another faculty, Thomas Howard, who teaches English, gives his students the form immediately and allows them to submit their requests as needed. This helps spread out the requests and saves the librarians from having several requests complete in a small amount of time as happens when an entire class submits their requests. A couple of unexpected results of the service include follow-up requests by students for a second round of research on their topic as well as requests from students for information unrelated to their research. While Atkinson Library’s service to student
in prison is strong and thriving, new avenues of service are always under consideration. The library continues to hope for an eventual loosening of regulations regarding Internet access. Instructional visits are another hoped for avenue for service. The development of an information literacy workbook is in development. Another big goal for 2017 is to compile statistics and begin tracking usage and service more diligently. During the fall of 2016, the Library partnered with Albion College (MI) to provide a Big Read experience for Jackson College students at the Cotton facility. Over four weeks, 26 Jackson College students participated in a book discussion of Ray Bradbury’s Fahrenheit 451. Librarian Sarah Gebert, Academic Chair of Prison Education Initiative, Gary Cale, English instructor, Sandy Schultz, and I led discussions in the facility gym. Susan K. Kruger, librarian at Cooper Street’s correctional library, led a discussion group as well in her facility. For many of the inmates, this represented their first experience participating in a book discussion. “Can we keep it going with another book?” was the question we heard weekly.

The library commitment to serving students in prison has also resulted in building connections with other librarians doing the same work. In November 2016, reference librarian, Sarah Gebert, and JC English faculty, Thomas Howard, and I presented a session on these services at the 2016 National Conference on Higher Education in Prison in Nashville, TN. This experience proved fruitful for Atkinson Library and underscored the need for academic librarians serving this population to connect. At this event, for the first time, the member of the Atkinson team met with another librarian serving this population group. Lee College in Texas, like Jackson, is a Second Chance Pell institution and librarian, Jeannie Colson, along with her colleagues, presented, “Providing 21st Century Learning Resources in a Correctional Education Setting”, a session outlining how they run a computer lab for students in prison and offer access to a closed Internet system call eGranary.29 During a Q & A session at the Conference, the librarians spoke up and shared their belief that academic librarians need a place in prison higher education. The audience was enthusiastic and positive. A post meeting discussion with Dr. Tanya Erzen, Executive Director of the Freedom Education Project Puget Sound (FEPPS) in Washington State, resulted in connecting with, Shireen Deboo a librarian at North Seattle College.30 Deboo’s library work for students in prison is volunteer based (she has received a stipend) through FEPPS. Collaborating with faculty, Deboo has “helped to advocate for and incorporate information literacy into the FEPPS curriculum”, which includes workshops for students on basic research skills and a Research 101 course. For Deboo, the development of research skills is key, “I believe developing basic Information literacy skills are the most important academic needs for ALL college students. Once they have the ability to access, search, evaluate and synthesize information for themselves, students can learn and achieve anything in their professional and personal life.”31 While these connections are encouraging they demonstrated the splintered state of academic services to students in prison. These encounters are evidence that movement is taking place and academic librarians are serving students in prison, but they also underscore the lack of a professional support mechanism for this group. A review of the online document, “Institutions Selected for Participation in the Second Chance Pell Experiment in the 2016–2017 Award Year”, lists five Michigan institutions. Of the five, two have academic library services: Jackson and Calvin College. Calvin, a private, religious, institution offers classes at the Ionia faculty in Michigan and has been able to implement a research request system similar to what is used at Jackson. David B. Malone, Dean of College & Seminary Library notes, “Hekman Library has been working on creating a sustainable mode of research assistance for these “distance” students. This includes a 4,000 + book library, research instruction, off-line catalogs of JSTOR and Hekman holdings, and (at present) a paper-based resource/reference request form.”32 As the examples of Lee College, FEPPS in Seattle and Calvin College demonstrate, models for effective service to college students in prison exist.
Sharing this information, connecting colleagues and advocating for the information needs of students in prison is needed. The experience of establishing a program to provide library services to students in prison has provided an opportunity to assess the landscape of academic library services to prisoners and the assessment has revealed gaps in support, literature and guidance for those involved in this endeavor. It has also revealed tremendous opportunity for academic libraries to make an impact and put into practice the core values of librarianships. Recent email conversations with the Association of College and Research Libraries leadership indicate support for finding a support home for librarians serving this population group.

The value students in prison put on the service provided at Jackson College has been substantial. In the prison environment, students cannot visit the bookstore, cannot participate in campus clubs, cannot join sports teams, but they can get their hands on library materials if the service is in place and this represents a key opportunity to instill a campus connection and to encourage the development of research and information literacy skills. These students can discover what many college students already know: the resources and service provided by libraries and librarians support academic success and extend the learning experience of students. Librarians serving students in prison need a collegial connection, a mechanism for sharing ideas and success. Like any other library service area, librarians in this work need to connect with their colleagues, develop best practices for services and advocate for the needs of higher education in prison. As the movement to provide college education for the incarcerated grows, academic libraries need to be at the table.
Appendix I

Research Request Worksheet

Access to quality resources is an important part of the research process. The Library wants to assist Jackson College prison students with their class assignments by providing relevant information from the Atkinson Library collection of academic materials, including Reference book entries, magazine and journal articles and resources from the Internet. Please carefully complete this form and return it to your instructor. Jackson College Reference Librarians will conduct the research and provide print copies of the materials for you to keep. Allow seven (7) days for requests to be completed and delivered to your instructor.

| IMPORTANT NOTE: Reference Librarians want to provide the best resources to answer your request. Help us serve you better by providing specific details about the information you need. Thank you! PLEASE PRINT |
| DATE: | INSTRUCTOR: | CLASS: |

STUDENT NAME (first name only):

ASSIGNMENT [Describe]:

TOPIC [Explain]:

SPECIFIC FOCUS [Keywords and phrases that will help us narrow our search]:

Notes from Librarian:

Library Use Only –

Date Received:
Articles Provided [If]:
Date Completed:
Appendix II

Jackson College Atkinson Library, Prison Education Initiative, Thank You Notes, 2015

A sampling of thank you notes received from JC students taking in prison receiving research assistance. These students were taking Humanities 131 and working on a profile assignment.

“Thank you greatly for the images and articles you provided for my Art 112 class. I wasn’t sure my topic would prove fruitful, but your work has rendered much better results that I expected. Again, thank you very much for your thorough efforts. Classes would be much more difficult without your help.” ~JC Student

“Thank you very much for your time and effort in printing off much needed reference information for our profile assignment. It is very much appreciated due to our unfortunate circumstances. Any extra help or encouragement whatsoever is awesome, very helpful, very needed & very nice.” ~JC Student

“I want to let you know how much I truly appreciate your taking time out of your day to help us with research. Sometimes I feel sheltered and helpless when I need information. I’m so interested in learning, I want to know everything I can about anything I can. I’m really looking forward to getting a college degree and changing the trajectory of my future.” ~JC Student

“When someone I have never even met goes above and beyond to help me it is not taken lightly or for granted. What you gave me was more than enough for me to write a paper that I was proud of. No easy task.” ~JC Student

“I really would like to thank you for doing this research for me on the 1971 Chevelle, and printing out this information.” ~JC Student

“I want to thank you for your hard work. I learned even more about my bike (Honda Dream). I am grateful for all your time and for your dedication to help us while we are in prison.” ~JC Student
Access to quality resources is an important part of the research process. The Library wants to assist Jackson College prison students with their class assignments by providing relevant information from the Atkinson Library collection of academic materials, including Reference book entries, magazine and journal articles and resources from the Internet. Please carefully complete this form and return it to your instructor. Jackson College Reference Librarians will conduct the research and provide print copies of the materials for you to keep. Allow seven (7) days for requests to be completed and delivered to your instructor.

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<th>IMPORTANT NOTE: Reference Librarians want to provide the best resources to answer your request. Help us serve you better by providing specific details about the information you need. Thank you! PLEASE PRINT</th>
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| DATE: | 7-27-16 |
| INSTRUCTOR: | [Redacted] |
| CLASS: | Art History 112 |
| STUDENT NAME (first name only): | Carsten |

**ASSIGNMENT [Describe]:**

Final Project

**TOPIC [Explain]:**

I want to show the art of the Berlin Wall, the Graffiti art, and what political messages they show.

Could you please provide colored pictures so that I can recate the art in color on my own model of the Wall?

**SPECIFIC FOCUS [Keywords and phrases that will help us narrow our search]:**

- colored Berlin wall pictures / Graffiti
- lots and lots of graffiti art from the Berlin Wall
- artists like Keith Heron
- pictures of the wall segments
- political messages on the wall; political images
- where are the wall segments now?
- the "Krushchev kissing Gorbatskew" picture

**Notes from Librarian:**

Library Use Only –

Date Received: 4 articles, 1 book chapter
Articles Provided (#): 12 images
Date Completed:  

MARCH 22-25, 2017 • BALTIMORE, MARYLAND
Appendix III, B

Research Request Worksheet

Access to quality resources is an important part of the research process. We want to assist our Jackson College prison students with their class assignments by providing relevant information/articles from the Atkinson Library Reference Collection and its online databases of academic magazines and journals.

Please complete this form and return it your instructor. Jackson College Reference Librarians will conduct the research and provide print copies of up to three (3) articles or will copy necessary pages from the reference books for each request.

Allow seven (7) days for requests to be completed and delivered to your instructor.

**IMPORTANT NOTE:** Reference Librarians want your help to match the best resources to answer your request. Providing us with specific details will produce better results. PLEASE PRINT

<table>
<thead>
<tr>
<th>DATE:</th>
<th>INSTRUCTOR:</th>
<th>CLASS:</th>
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<tbody>
<tr>
<td>10-16-15</td>
<td>Edward Kubara</td>
<td>Bio</td>
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<tr>
<th>STUDENT NAME:</th>
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<th>ASSIGNMENT [Describe]:</th>
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<td>Research Paper</td>
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<tr>
<th>TOPIC [Explain]: Smoking, why is smoking so addictive and what it does to the human body and most of all how it cause death, lose of weight</th>
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<tr>
<th>SPECIFIC FOCUS [Keywords and phrases that will help us narrow our search]:</th>
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<tr>
<td>Addiction to nicotine, nicotine linked to death, carcinoma - cancer</td>
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I visited the CDC, Mayo Clinic, National Cancer Institute, American Lung Association & National Institute of Health websites for information on tobacco smoking, nicotine addiction, & harmful effects thereof.

Date Received: 11/10/15
Articles Provided (#): 5

Date Completed: 11/10/15
Date Returned: [Redacted]
RESEARCH REQUEST FORM.

YOUR NAME: [Redacted]
INSTRUCTORS NAME: MR. FAY
CLASS: Entrepreneurship
DATE: 12-11-16

TELL US ABOUT YOUR ASSIGNMENT:
I'm making a business plan and a power point to make a pitch to potential investors to raise capital for the start up cost of my company.

TELL US ABOUT YOUR TOPIC:
I'm an artist and want to start a business drawing portraits of loved ones, Idols, Pets etc.

5 KEYWORDS OR FOCUS POINTS:
1. Are there any licenses I would need to run a business from home.
2. Any certifications or permits
3. Accounting costs
   - Legal costs
   - Insurance costs
4. Anything else you feel may be relevant, Thank you much!
5. Costs of new state of the art copymachines
   - Lease and purchase prices

LIBRARIAN NOTES:
RESEARCH REQUEST FORM

YOUR NAME: [Blurred]
INSTRUCTORS NAME: TUCKER
CLASS: COM 240
DATE: 1-19-2017

TELL US ABOUT YOUR ASSIGNMENT:
CULTURAL INVESTIGATION OF FRANCE

TELL US ABOUT YOUR TOPIC:
DOING A REPORT ON THIS COUNTRY & NEED RESEARCH ON THESE TOPICS

5 KEYWORDS OR FOCUS POINTS:

1. RELIGIOUS PRACTICES
2. CULTURAL VALUES & PRINCIPLES
3. CULTURAL ASSIMILATION
4. INDIVIDUALIST OR COLLECTIVIST CULTURE
5. MUSLIM/CHRISTIAN RELATIONS

LIBRARIAN NOTES:

ATKINSON LIBRARY ASSISTS JACKSON COLLEGE STUDENTS IN PRISON WITH THEIR CLASS ASSIGNMENTS BY PROVIDING RELEVANT INFORMATION FROM THE LIBRARY'S COLLECTION OF ACADEMIC MATERIALS. Appendix III, D

ALL RESEARCH IS CONDUCTED BY JACKSON COLLEGE LIBRARIANS. PLEASE CAREFULLY FILL OUT THIS FORM TO ASSIST THE LIBRARIANS IN CONDUCTING RELEVANT RESEARCH FOR YOUR SPECIFIC TOPIC.

THE MORE INFORMATION THAT YOU PROVIDE, THE MORE LIKELY YOUR RESULTS WILL BE RELEVANT.
RESEARCH REQUEST FORM

ATKINSON LIBRARY ASSISTS JACKSON COLLEGE STUDENTS IN PRISON WITH THEIR CLASS ASSIGNMENTS BY PROVIDING RELEVANT INFORMATION FROM THE LIBRARY’S COLLECTION OF ACADEMIC MATERIALS. ALL RESEARCH IS CONDUCTED BY JACKSON COLLEGE LIBRARIANS. PLEASE CAREFULLY FILL OUT THIS FORM TO ASSIST THE LIBRARIANS IN CONDUCTING RELEVANT RESEARCH FOR YOUR SPECIFIC TOPIC. THE MORE INFORMATION THAT YOU PROVIDE, THE MORE LIKELY YOUR RESULTS WILL BE RELEVANT.

YOUR NAME: ______________________
INSTRUCTORS NAME: ______________________
CLASS: ______________________
DATE: ______________________

TELL US ABOUT YOUR ASSIGNMENT:

TELL US ABOUT YOUR TOPIC:

5 KEYWORDS OR FOCUS POINTS:
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

LIBRARIAN NOTES:
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**IMPORTANT NOTE:** Reference Librarians want to provide the best resources to answer your request. Help us serve you better by providing specific details about the information you need. Thank you! PLEASE PRINT

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<th>INSTRUCTOR:</th>
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<th>BUS 230</th>
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</table>

**STUDENT NAME** (first name only):

**ASSIGNMENT [Describe]:**

Could you please print me out information on CMU’s online degrees, tuition, and any additional information you can find for me. Thank you! ☑ Business Related Degrees

**TOPIC [Explain]:**

**SPECIFIC FOCUS [Keywords and phrases that will help us narrow our search]:**

**Notes from Librarian:**

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Notes


3. Ibid.


12. Ibid.


16. Rebecca Sorgert, 430.


23. See Appendix I.


25. See Appendix II.

26. See Appendix III: A, B, C, and D.

27. See Appendix IV.

28. See Appendix V.


30. Shireen Deboo, e-mail message to author, January 26, 2017.

31. Ibid.

32. David B. Malone, e-mail message to author, January 26, 2017.

33. Mary Ellen Davis, e-mail message to author, February 6, 2017.