2009

Satellite Outreach Services Program to Under-represented Students: "Being in Their Space, not on MySpace"

Kathleen Keating

Paulita Aguilar

Follow this and additional works at: http://digitalrepository.unm.edu/ulls_fsp

Recommended Citation

Keating, Kathleen and Paulita Aguilar. "Satellite Outreach Services Program to Under-represented Students: "Being in Their Space, not on MySpace"." *The Reference Librarian* 50, 1 (2009): 14-28. http://digitalrepository.unm.edu/ulls_fsp/89

This Article is brought to you for free and open access by the Scholarly Communication - Departments at UNM Digital Repository. It has been accepted for inclusion in University Libraries & Learning Sciences Faculty Publications by an authorized administrator of UNM Digital Repository. For more information, please contact disc@unm.edu.

Satellite Outreach Services Program to Under-represented Students:

“Being in Their Space, not on MySpace”

Kathleen Keating and Paulita Aguilar

Published in: *The Reference Librarian*, 50 (2009): 14-28.

Introduction

One of the University of New Mexico's strategic planning goals is to assist in the retention and graduation rates for under-represented student populations. The University of New Mexico University Libraries (UL) is actively committed to providing outreach services to under-represented students at UNM at their point of need. We practice "being in their space." Our goal is to take library information services beyond the physical walls of the Libraries, and providing them directly to the students. At a UL Reference Services and Instruction retreat held in spring 2005, outreach to students was identified as a key priority. Numerous ideas regarding appropriate locations for an outreach program were discussed such as the Student Union Building, Residence Halls, academic departments, computer labs, etc. After further investigation and commitment to the University's overarching strategic goal of retention and graduation rates, it was decided that the UL would offer outreach services in the Multicultural Student Service Centers commons foyer.

These Centers include African American Student Services, American Indian Student Services, El Centro de la Raza (Hispano/Latino/Chicano) Student Services, and the Women's Resource Center located in Mesa Vista Hall. See Appendix A for a complete list of student centers. By bringing librarians directly to students, we ventured

to make library services more accessible to under-represented students doing academic research, locating information about careers and majors, and learning about library services and programs.

UNM & UL Description

The University of New Mexico-Albuquerque Campus is 119 years old, opening its doors in 1889. It is centrally located in Albuquerque, New Mexico, along the middle Rio Grande Valley. UNM is a Carnegie Research University/Very High research activity institution offering 210 certificate and degree programs. The US Department of Education has also given UNM the designation of “High Hispanic Enrollment.”

The University Libraries’ system has four branch libraries: Centennial Science and Engineering Library (biology, science, engineering, and mathematics), Fine Arts and Design Library (art, architecture, music, dance, and theatre), Parish Memorial Library (business, economics, and management), and Zimmerman (education, humanities, and social sciences). Four additional research programs that reflect New Mexico’s diverse population and area of service include the Center for Southwest Research and Special Collections, CHIPOTLE (Chicano/Hispano/Latino Research Program), Division of Iberian and Latin American Resources and Services, and the Indigenous Nations Library Program.

UNM Student Demographics/Population

The UNM Albuquerque main campus in fall 2007 enrolled 25,749 students. Of those students, 750 (2.9%) were African American, 1,543 (5.99 %) American Indian, and 8,023 (31.16%) Hispanic, for a total minority population of 40.05%. The average age of UNM undergraduates is 23.4, which is slightly higher than the national average. Students

with New Mexico residency status is 21,611, with 13,238 originating from the Albuquerque area. Undergraduate students averaged 12.8 credit hours in fall 2007.

There were 2,910 beginning freshmen in fall 2007: 97 African American, 169 American Indian, and 1,097 Hispanic. A majority of those students graduated from New Mexico high schools: 63 African American, 149 American Indian and 1,020 Hispanic. Full-time retention rates to the third semester for African Americans and Hispanics in spring 2008 was modestly higher than that of American Indians: 74.47% African Americans, 76.8% Hispanic, and 66.25% American Indians.

The UNM Albuquerque campus also differs from most state college campuses in that it is a commuter campus. According to the UNM Housing Website, between 2,200 to 2,800 students live in campus housing, so a majority of UNM students live off campus. In the case of American Indian students, who because of tribal ties do not want to live far from their tribal reservations, this is especially true. Many American Indian students will travel anywhere from 34 to 126 miles roundtrip, which is the distance from Albuquerque to the Isleta and Acoma Pueblo communities, respectively.

The fact that UNM is a commuter campus also creates the need for multicultural centers that meet the needs of students when they are away from home: a place where they can meet others from their own communities. This makes the selection of Mesa Vista Hall with its multicultural centers an excellent choice for delivering services to students who cannot make it to the library because they are busy with classes, jobs, taking care of children, or travelling to and from home.

Literature Review

Many programs seek to deliver services to students outside the library, for reasons varying from making students aware of library services to reaching students who primarily use Google to conduct research. However, few programs focused on delivering services only through multicultural centers for the purpose of increasing retention rates.

Norlin (2001) writes about the University of Arizona's (UofA) program that offered research assistance to UofA cultural centers and student service organizations. This program was the result of comments made by minority and international students at library focus group sessions: minority and international students were not using the library because they felt it was overwhelming. This program was based on an existing program called Peer Information Counseling that used students to deliver library services. They received training on information literacy, library research, and multimedia software programs. This program was deemed a success after an initial break-in period that involved buy-in from the centers and student service organizations. This program is the most similar to the SOS program offered at UNM in that it was offered at ethnic centers and that buy-in from UNM administrators was a necessary component. The two programs differ in the use of librarians rather than students and lack of emphasis on software training.

Rutgers University's pilot project (Kuchi et. al. 2006) involved providing library services at the Bush Campus Center (BCC) for one month. Several motives for this outreach pilot project were identified: the decrease of reference interactions, to make the library more visible, and to make contacts with other university departments. BCC was chosen because it offered facilities appropriate for its "outpost," including furniture and technical capability, and was centrally located in the building where there was high foot

traffic and the desk could easily be seen from many directions. While the reasons for creating the pilot project were not similar to UL's SOS, many of the same procedures were employed by the SOS program: reference services offered at peak times, handouts provided at the desk, advertising, and the collection of reference statistics. In the end, the pilot project did not appear successful due to the low number of reference questions.

Cummings discusses Washington State University's (WSU) program to reach Millennial Students: "This generation is defined within the birth years of 1982-2002" (Cummings 2007, 285). Millennials are more likely to work in groups, are technology savvy, and [do] not enter the library because they will do all their research online. These were important factors that WSU took into consideration when defining its outreach program which involved a newly created public relations and marketing committee, extending services to students in dorms, brochures marketing library services, and collaborating with WSU student service programs.

Implementation of UL SOS (Spring 2006 to Present)

In spring 2005, a meeting consisting of all student services directors, academic advisors to programs located in Mesa Vista Hall, UL representatives, and the provost and vice president for academic affairs was held to discuss the UL Satellite Outreach Services Program. The University Libraries agreed to offer the following services:

- Establish a professional library and research service point stationed in the multicultural student services commons foyer in Mesa Vista Hall.
- Staff the UL SOS between 12-21 hours per week during the spring and fall semesters during the academic year.

- Provide one-on-one consultations with expert librarians and/or referrals to other subject librarians as appropriate.

Librarians staffing the UL SOS would be prepared to offer services with the following:

- A commitment to providing expert research assistance and support for students, faculty, and staff at UNM.
- A computer with a wireless connection to the UNM network, including the UL online catalog, UL research databases, electronic reference resources, and other appropriate materials.
- A direct online connection, via IM/CHAT technology, to the UL Reference and Information desks for support and resource sharing.
- Access to current subject-specific Web-based research guides for all academic disciplines with electronic and print resources.

During the meeting it was remarked that connecting with the students in Mesa Vista Hall would be reaching them in their comfort zone. The Multicultural Student Services Centers and the Women's Resource Center support the needs of a wide range of students from first generation academics to those who are non-traditional. Students who frequent the centers possess a wide range of skills and abilities. In terms of Library outreach, their needs range from basic instruction in navigating library systems to conducting varying levels of advanced research to complete their academic work. One of the benefits for the students using this service would be that they would then pass on what they have learned to other students in the mentoring programs, including transfer students. Students are often intimidated by the complexity of the library system and are

not familiar with library terminology. The UL SOS would enable them to do academic research in a familiar setting with patient and knowledgeable librarians. The students would also benefit from the UL librarians who are bilingual or multi-lingual.

While the UL had every intention of beginning the program in fall 2005, the lateness in the semester of the wireless installation and a UL reorganization delayed the UL SOS implementation. In spring 2006, a Coordinator of UL Satellite Outreach Services Program was appointed. This librarian was responsible for the implementation of the program; participating in the program and recruiting other UL librarians; setting the semester schedule for reference services at Mesa Vista Hall; overseeing the staffing and absences; communication with the student services directors; maintaining a listserve, "Satellite-I," for communication with UL SOS librarians; and marketing and promoting the program.

UL Librarian Recruitment: A call for librarians who wanted to participate 1-2 hours per week in the UL SOS program during the spring 2006 semester was broadcast to all UL employees. Because librarians from all four branches of the UL participated, no one department was negatively impacted. Each librarian's supervisor was contacted for permission to ensure that workload would not be adversely affected by their participation. Participation in the UL SOS was also added to the librarians' goals for the year.

Ten librarians signed up for the first semester. Subsequent semesters have been similar. There are 6-7 core librarians who participate each semester with 3-4 librarians participating as their work schedules allow.

UL SOS Scheduling: The Multicultural Student Service Centers have similar weekly hours of operation, 7:30 a.m. to 8 p.m. After discussions with the directors to find

out when the centers have the most students, it was determined to staff the area during peak times. UL SOS hours have varied semester to semester but core hours have remained between 10 a.m. and 2 p.m. Monday through Thursday. We did staff one evening during the first semester, but because of the low number of questions and low number of students in the centers we no longer offer evening hours. All UL SOS librarians have read/write privileges to an online computer schedule. A master calendar is created at the beginning of each semester and any shift changes can be easily modified online.

For the first two semesters the UL SOS program began providing library research services three weeks into the semester and ended the week before finals. At the request of the student services directors, who thought it was important that students see us and know about our services at the beginning of the semester, librarians now start on the first day of classes and stop on the last day of classes.

Equipment

In order for the UL to provide the SOS Program to students in Mesa Vista Hall the building had to have wireless communication installed. To help make this possible a grant from the Indigenous Nations Library Program provided \$1,000 for wiring and installation. Upon hearing about the program, the director of the UNM Information and Technology Support department agreed to pay for any additional costs. The wireless connection was installed and working on October 29, 2005.

A rebuilt laptop computer with a wireless connection, mouse, and power cord was acquired for the UL SOS program. The computer equipment and other materials for the UL SOS program is kept in a secured area at the El Centro de la Raza Student Services

Center. This makes equipment easily accessible for UL SOS librarians picking up and dropping off the computer during their shifts.

At the start of the program, UL SOS librarians acquired a cell phone to communicate with the UL branches. After one semester of use, the librarians considered this to be unnecessary because it was expensive and rarely used. All UL branches have a chat capability, so a chat handle was created for the UL SOS Program that provides effective communication with other reference desks and UL librarians.

Marketing

Being visible in the Mesa Vista Hall foyer is a huge plus for Marketing. UL SOS librarians have a table dedicated to our services and a tablecloth with the UL logo displayed. At the beginning of each semester we create flyers announcing our services and hours. Each academic department and Multicultural Student Service Center located within Mesa Vista Hall receives multiple copies to post and hand out to students and faculty.

But most of our success has been “word of mouth” from the student services centers’ staff and students. The directors and academic advisors will bring students out to the foyer when it is discovered that they need assistance in doing research. The directors also communicate our services with students through email listserves.

At the table we have handouts and bookmarks describing the UL and all the services we offer, including the four branch libraries and their hours of operation, instructional services, research databases, etc.

Having candy on the UL SOS table has greatly contributed to starting conversations with students, staff, and faculty located in Mesa Vista Hall. Usually these

conversations start off with someone “eyeing” the candy basket and the librarian responding, “Help yourself,” and then explaining a little bit about the program such as, “I’m with the University Libraries and I can help with questions you might have about research.” For faculty, it is a little different. They are more apt to ask, “What are you doing here?” After a brief explanation this often leads into a conversation about students who need help in a particular course, or a request for library instruction. The candy basket has also grown a life of its own as students and faculty are now requesting particular types of candy—usually involving chocolate.

After seeing UL SOS’s success with students in the foyer, UNM Career Services now has a table offering career assistance two afternoons a week for students. The Center for Academic Program Support (CAPS) has been offering tutoring services since fall 2006 as well. To promote our services, the UL SOS coordinated an Open House with Career Services and CAPS in Spring 2008. The three organizations sponsored a pizza party for the students from 11 a.m. to 2 p.m. on a Wednesday. All Multicultural Student Services Centers and student governmental organizations were contacted and over 300 students, faculty, and staff attended. During this event we showcased our services directly to students.

UL SOS Statistical Reference Analysis

To be able to evaluate the program, detailed statistics were collected. Using an online statistical form, librarians collected modes of communication and types of questions. Question types are defined by Directional, Ready Reference, Technical, Strategy, Consultation, or Referral. Librarians also used a comment box to write in the

topic of the question or research subject. A sample list of research subjects and topics can be found in Appendix C.

Over the course of four semesters, spring 2006 through fall 2007, the UL SOS staffed the table approximately 800 hours. During that time the librarians recorded and answered 651 reference questions, averaging 162 questions per semester. Table 1 below provides a breakdown of the overall statistics.

Spring 2006 through Fall 2007

Type of Question	Live/In person	Phone	E-mail	Total
Directional	260	0	0	260
Ready Reference	97	2	0	99
Technical	9	0	0	9
Strategy	194	0	1	195
Consultation	73	2	2	77
Referral	11	0	0	11
Totals	644	4	3	651

Table 1. Reference Questions at SOS Table.

While the majority of questions were directional, librarians were impressed by the number of teaching opportunities with strategy and consultation questions. Responding to these types of questions, librarians instructed the students on how to use the UL's resources to conduct research. While we did not collect statistics on the number of contact hours with students, most librarians spent anywhere from one half hour or longer with individual students. Librarians also made appointments with students during hours we were not at Mesa Vista Hall and for students who returned for follow-up sessions.

The UL SOS librarians have discussed the disparity of the number of hours versus the number of questions. Librarians do work on other projects while they are staffing the desk but still wonder if the services are useful and a good use of time. Overall, the UL SOS librarians agree that being in the "students' space" is valued. Building relationships with the Student Services Centers' staff and students has raised the visibility of the UL and created significant partnerships. It is also agreed that having fixed hours and maintaining those hours were crucial to the dependability and success of the program.

One Librarian's Experience of "Being in their space": American Indian Student Services

Getting information out to the students via a communication method that all students use is helpful. In this case, the Native American Studies Department (nasstudents-l) has its own listserv which includes all Native American students enrolled at the University of New Mexico. In addition, the Society of Native American Graduate Students (SNAGS-L) has a listserv that includes all Native American graduate students at UNM. Both lists are used to communicate with students. Most of the emails include information about UL SOS hours, upcoming UL events, new materials acquired, or news about Indigenous or Native American peoples.

Our three American Indian librarians have been involved in this program since its inception. All believe the service is valuable for various reasons. For one, presence near American Indian Student Services (AISS) and the Native American Studies (NAS) Department, which is also housed in Mesa Vista Hall, allows for direct communication with the staff at AISS and faculty at NAS. Second, SOS provides access for students who are busy running from class to work or home. Students have commented, "I'm glad

you're here, can I ask a quick question?" For the most part, American Indian students are happy to see someone from their community working at the UL SOS table. One librarian from Santo Domingo Pueblo, who speaks the tribal language, Keres, is a graduate of UNM and knows most of the students from the Pueblo. The two other American Indian librarians are Navajo/Dine and are familiar with most Navajo/Dine students and their families from various New Mexico communities. Some American Indian students also seem more comfortable relaying their research questions to these librarians, especially when the questions are related to indigenous or native peoples.

This probably is one of the most important aspects of this program. Direct contact with AISS staff, who are often the first point of contact for students, helps librarians learn which students are experiencing academic problems. AISS provides academic advisement and often follow-ups with freshmen and sophomores after they receive their mid-term grades. AISS staff refer students to UL SOS during the semester when they discover that they are having difficulty with courses that require research skills. AISS staff have remarked that it is better for the student to make contact with the UL SOS librarian immediately after the advisement session.

Undergraduate students who use the Multicultural Student Services Centers for meeting friends or other types of socializing are often surprised to see UL Librarians in "their space." After the initial contact, which usually involves getting simple research questions answered, students realize that using the librarians' expertise is beneficial and they make one-on-one appointments to get more in-depth information in their area of research. Graduate students also frequent the Mesa Vista Hall Multicultural Student Services Centers. Various student groups, such as the Society of Native American

Graduate Students and the Project for New Mexico Graduates of Color, often use the Centers as a meeting area. UL SOS's presence in the area allows the establishment of one-on-one relationships with graduate students who have more complex research questions than undergraduates. These academic relationships can last over an entire semester, and some librarians have been working with particular graduate students for more than two semesters.

The types of questions asked by students researching Native American topics surprised the Native American Studies librarian who is also in charge of Native American collection development. In the past, questions were generally about the history of Native peoples. Today, questions are more often about current problems confronted by Native peoples on reservations and in urban areas. These topics include language revitalization, native criminal justice systems, native women leaders, indigenous curriculum, indigenous/traditional knowledge, indigenous ethics, Indian gaming, health issues, tribal planning, and economic development on native lands to name a few. This librarian initially reviewed all UNM courses with an American Indian emphasis and bought materials accordingly. Another area of interest that reference questions revealed was the need for visual materials. For the past year, the librarian has bought DVDs in all areas, including documentaries and popular culture topics. Analyzing reference questions for collection development purposes is an excellent way of identifying the current research needs of students.

UNM's Multicultural Student Services Centers are very active in recruiting New Mexico high school students. Each year the centers sponsor a Senior Day and Junior Day for African American, American Indian, and Hispanic high school students. Students

from school districts throughout New Mexico are invited to these events and participation numbers from 200 to 500. The day-long program includes an information fair where representatives from UNM departments and services have the opportunity to inform students what UNM can do for them. UL started participating in these events two years ago after a UL SOS librarian was invited to be on the planning committee for one of the events. It seems our presence at the Multicultural Student Centers has made UL SOS librarians de facto adjunct staff members in many departments, and they are increasingly willing to include us in planning events that promote their departments.

Several academic departments are housed in Mesa Vista Hall: History, Native American Studies, Africana Studies, Chicano Hispano Mexican Studies, and Women Studies. In addition, the Office of International Studies and Programs has its offices in Mesa Vista, including the Center for English Language and American Culture (CELAC). See Appendix B for a complete list of academic departments in Mesa Vista Hall. These departments offer classes in Mesa Vista and their faculty are also housed in the same building. During the semester, faculty stop by the UL SOS table to get updates on the UL offerings: library hours, location of library materials, how to put books or other items on electronic reserve, etc. In addition, this is a good opportunity for the librarian and faculty member to discuss library instruction. More often than not, a faculty member will not see the need for instruction until the librarian offers examples of the types of databases offered for each field. Faculty who feel pretty savvy about library resources often discover they do not know as much as they thought, and they realize that their students can benefit as well.

Often faculty members are stressed for time. They pass by the UL SOS table realizing that they need to setup a library instruction session and the librarian on duty can check the classroom schedule and get them in touch with the appropriate librarian very quickly. NAS faculty frequently take advantage of this opportunity as their library liaison is on duty six hours per week at Mesa Vista Hall. Another good contact has been with the CELAC. The adjuncts who teach in that department did not realize all that the UL had to offer international students. These students usually are not in any degree-granting department. International students take CELAC courses as their first step before they apply to any program at UNM or at another institution. The CELAC instructors now realize how valuable it is to introduce international students to large research libraries before they officially enter a degree program.

Anecdotes

The Satellite Outreach Services Librarians also feel a genuine welcome and comfortable warmth from the students, faculty, and staff at the multicultural student services centers. Each semester SOS Librarians are invited to parties, graduation ceremonies, and other events put on by these Centers. Over the past five semesters many friendships have been formed and strong associations have been developed between the multicultural student services centers and the UL SOS Librarians.

One UL SOS librarian had a disappointing moment with a patron. A young American Indian from Washington, who is a regular visitor at AISS, also stops by the SOS table to chat with the librarian while helping himself to the candy basket. Near the end of semester last year he asked, “So, what are you doing here?” This librarian thought the purpose of SOS was clear to the student and was a little upset. She sighed and went

on to explain to the student what SOS was all about. He said, “I could have used you earlier this semester!” This was followed by sighs from the librarian and the student. The good news is that the student returned the first week of the following semester to report that he would need the assistance of a librarian because he had research papers to write. Not missing a beat, the Librarian explained how she could help. This was a good lesson. The Librarian cannot assume that students “get it” after one explanation or that all students know about particular programs. Now we make sure we do a better job of repeating SOS services to students.

One librarian established a mentoring relationship with a Doctoral Student in African American Student Services. It began with a simple instruction session on how to find articles for her dissertation literature review. As they saw each other in the foyer several times a week they began to discuss other topics. The Librarian assisted the student with writing her resume, critiquing her interview presentations, and reading the final draft of the dissertation. The Librarian served as a mentor by giving encouragement and “pep talks” when the student became discouraged or overwhelmed by school, work, home, etc. If the UL had not had the SOS in Mesa Vista Hall, it would have been doubtful that the two paths would have ever crossed. Both individuals are happy to have had the opportunity to become friends and are still in contact even though the student has graduated.

The Director of El Centro de la Raza told the librarians that when they come to the multicultural student services center foyer, “to expect the unexpected.” This has proven to be true. Once while helping a student with research, the Librarian had to conduct a reference interview while Flamenco dancers were practicing for an upcoming

event. It is also not uncommon to hear numerous languages spoken, loud bursts of laughter, or impassioned discussions emanating from the Centers.

Conclusion

The UL SOS is currently in its fifth semester of offering library reference and instruction services in the Multicultural Student Services Centers at Mesa Vista Hall. While we initially started this program as a pilot project it has now become embedded within the culture of Mesa Vista Hall. With the advent of more and more resources being delivered electronically, reaching students in their environment is imperative to their academic success. By being in "their space" we are able to reach out to students where they feel comfortable and to offer them services on a personal level.

References

- Chronicle of Higher Education. Almanac. College Enrollment by Age of Students.*
<http://chronicle.com.libproxy.unm.edu/weekly/almanac/2007/nation/0101502.htm>
(accessed March 13, 2008).
- Cummings, Lara Ursin. 2007. Bursting out of the box: Outreach to the millennial generation through student services programs. *Reference Services Review* 35 (2) 285-295.
- Kuchi, Triveni, Laura Bowering Mullen, and Stephanie Tama-Bartels. 2004. Librarians without borders. *Reference & User Services Quarterly* 43 (4): 310-317.
- Norlin, Elaina. 2001. University goes back to basics to reach minority students. *American Libraries* 32 (7): 60-62.
- Univ. of New Mexico. *Official Enrollment Report Fall 2007.*
<http://www.unm.edu/~unmreg/statsinfo/OER0780/Fall2007OER.pdf>.
- Univ. of New Mexico. *2005-2006 Facts and Figures.*
http://www.unm.edu/FACTS_FIGURES_2006.pdf.
- Univ. of New Mexico, Housing. <http://www4.unm.edu/reshalls/home.htm>.
- Univ. of New Mexico, University Libraries. University Libraries Fast Facts.
<http://elibrary.unm.edu/deansoffice/factbook/ULFactSheet06.pdf>.

Appendix A: Multicultural Programs located in Mesa Vista Hall

American Indian Students Services. <http://www4.unm.edu/aiss/>

African American Student Services. <http://www4.unm.edu/aass/>

El Centro de la Raza. <http://www4.unm.edu/elcentro/>

Office of International Programs and Studies. <http://www.unm.edu/oips/>

Center for English Language and American Culture. <http://www.unm.edu/celac/>

Women's Resource Center. <http://www.unm.edu/~women/>

Appendix B: Academic Departments located in Mesa Vista Hall

African Studies. <http://www.unm.edu/~afamstds/piopic.htm>.

Chicano Hispano Mexicano Studies. <http://www.unm.edu/~chicanos/>

History Department. <http://www.unm.edu/~hist/>

Native American Studies. <http://www.unm.edu/~nasinfo/>

Women Studies Program. <http://www.unm.edu/~womenst/>

Appendix C: Sample Subjects and Topics researched by Students

Art of Colonial Latin America

Scholarship Information for Hispanics

Biographies of Hispanic Political figures

Biodiversity and Conservation

Effects of music on exercise

Mayan art

Famous anthropologists and biographical information about them

Criticism on the movie "All Quiet on the Western Front"

Gender equality and women's sports

Delphi Method of research

Scholarly articles about the "Native American Languages Act"

Black Feminist theory

First generation college students and pre-conceived ideas/beliefs

Mexican segregation in the U.S. school system

Criticism and interpretation of Frida Kahlo's art

Vietnam War protests/demonstrations

Cultural versions of Cinderella

Campus climate and racial groups

Big Bang Theory

1968 Olympics and Civil Rights

Primary resources on Borderlands

Anabolic steroid use

Toxic waste and hermaphrodite polar bears

Black and Spanish slavery and the Catholic Church

Death of Napoleon Bonaparte written in French language

Internal and external radiation cancer treatments

Political impact of the Irish potato famine

Lesson plans for art in secondary schools

Aboriginals and spiritual beliefs

History of the Byzantine Empire

Sovereignty and indigenous peoples in Ireland

Middle school education in China

Black women in academia

Treaty of Guadalupe and its effects on American Indian tribes

English Only Movement

Italian Renaissance

Brazilian rap music

Service learning and volunteerism

American Indians opinions of 2008 presidential election

Bataan Death March

Black Panthers, American Indian Movement and Brown Berets

Childhood obesity