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## Prison Librarianship and LIS Schools: Is there a career-path?

### Cover Page Footnote

Author Biography Assistant Professor, Cataloging & Metadata Librarian. Author holds a BA in Psychology and a MS LIS / MA History dual degree.

# Prison Librarianship and LIS Schools: Is There a Career Path?

by Patrick J. Raftery, Jr.

## Abstract

Library and Information Science (LIS) research has inquired into and advocated for prison librarianship since as far back as the 1930s. Most of the articles published focus on the problems facing the institutional libraries (budgets, censorship, best practices, and standards); very few focus on the efforts LIS schools take to prepare students for and to promote prison librarianship. For many years, civilians, not professional librarians, operated prison libraries. The number of professional librarians in prison libraries has grown, but have the preparation and quality of professionally trained institutional/prison librarians changed? Previous research states that LIS schools often overlook or ignore institutional/prison librarianship. This article explores past recommendations and current ALA-accredited LIS schools' curricula to find out if LIS schools today are preparing students for and promoting the necessity and career of prison librarianship. Sixty ALA-accredited LIS schools were contacted and asked to supply course descriptions related to institutional/prison libraries. They were also asked if they promote the career path of institutional/prison librarianship. An inquiry about LIS student capstone and thesis projects on the topic of institutional/prison librarianship was also included.

## Keywords

Correctional librarians, prison librarians, prison libraries, library and information science schools

## Author Biography

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## Introduction

Prison libraries are paramount in the rehabilitation and educational growth of incarcerated individuals. Libraries have been in American prisons and penitentiaries since the eighteenth century (Zoukis, 2014). However, prison librarianship is frequently ignored by the library and information science community. As Hartz et al. (1987) state,

Historically, prison libraries and training for correctional librarianship have with few notable exceptions, been largely ignored by librarians, library schools, and professional library organizations. There has been a lack of professional leadership in the area of correctional libraries throughout this century, at least until the passage of the Library Services and Construction Act of 1966. (p.1)

Since Hartz et al.'s 1987 article, a minimal amount of scholarship has been published on the role of Library and Information Science (LIS) schools and their preparations for and advocacy of institutional/prison librarianship. What does exist is a modest amount of scholarship on the issues prison libraries face: censorship, budgets, best practices, and standards. Prison librarians differ from public and academic librarians in that they do not specialize or focus in one area of librarianship. Prison librarians must be jack-of-all-trades and have the ability to provide reference and reader services; knowledge of technical services such as copy and original cataloging, collection development, and budget management; and an understanding of systems to ensure that the integrated library system (ILS) is operational. Moreover, the prison population has increased dramatically within the past decades, and the needs of prison library patrons have increased to include literacy skills, language abilities, and information needs for educational, recreational, and transitional materials.

Throughout the history of American prisons, there has been a clash between rehabilitation and punishment of those incarcerated. Unfortunately, the pendulum has swung back to punishment despite research illustrating a correlation between reduced recidivism rates and education. Recidivism, the tendency of persons to reoffend and return to prison, plays a significant role in the mass incarceration happening in the United States. According to the Sentencing Project (2021), the United States is leading the world in incarceration rates with a prison and jail population estimated at two million, a 500% increase over the past 40 years. The United States houses 25% of the world's incarcerated population but represents only 5% of the world's population overall. According to the *World Prison Population List* (Walmsley, 2018), the United States incarcerates 655 individuals per 100,000 people. Moreover, the astronomical rate of incarceration in the United States is a major social justice problem since the vast majority of incarcerated individuals are people of color, a phenomenon which is explored in depth in Michelle Alexander's *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (2010).

This increase in the prison population creates fiscal burdens that negatively affect every aspect of prison librarianship. Prison libraries are undervalued and overlooked by their governing Departments of Corrections. If adequately funded, managed, and supervised by professional librarians, prison libraries have the potential to raise literacy skills and possibly assist in lowering rates of recidivism.

Prison libraries typically employ only one professional librarian with an MS LIS degree, and rely on prison labor to help facilitate library services. Moreover, there are scant numbers of professional prison librarians who are active in producing and publishing scholarly articles and monographs in their field. It is possible that prison librarians are overwhelmed with the responsibilities of running the library without other professional assistance. The majority of the articles, studies, and monographs are overarching and recycle the problems that have continually plagued prison libraries. By limiting the scope of this study to ALA-accredited LIS schools and their curricula, the goal of this article is to achieve valuable insight into their advocacy for and preparation of new professional institutional/prison librarians. This article seeks to answer the following questions:

RQ1: Do Library and Information Science programs provide institutional/prison library courses?

RQ2: How do Library and Information Science programs advocate for institutional/prison librarianship careers?

RQ3: Are Library and Information Science students writing on institutional/prison librarianship?

## Literature Review

### Historical Background

Beginning in the seventeenth century, Great Britain exported convicts to the colonies in America. The first prison established in the United States was in Nantucket, Massachusetts in 1676. By 1775, the number of imported convicts surpassed 50,000, with no signs of slowing down. Early American cities were required to build their own jails. As the cities grew, the number of jails in a city outnumbered schools and hospitals.

After the American Revolution, new penal codes were established, including determinate sentencing laws—a fixed or defined length of time a convict would spend incarcerated. New American prisons mirrored those based on English prison reformer John Howard’s vision for a humane institution. The first penitentiary—Walnut Street Jail, established in Philadelphia in 1790—practiced humane treatment, offering health care, education, and religious worship. Moreover, it included prison labor which was believed to assist with rehabilitation. Additionally, the Philadelphia Prison Society started providing books to inmates; however, only religious texts were distributed.

The first state prison library, which consisted of religious and temperance texts, was established at the Kentucky State Prison in 1802 (Rubin, 1973). By 1850, a

majority of states had created prison/penitentiary libraries. According to Lehmann (2011),

the main purpose of reading was believed to be strengthening of character, religious devotion, and what we today would call behavior modification. By the mid-nineteenth century, penology (the study, theory, and practice of prison management and criminal rehabilitation) had become more scientific, and criminologists claimed that they knew the reasons for criminal behavior and, consequently, how to reform criminals. (p.491)

Progressive Era prison reformers fought for a systematic change from punishment to rehabilitation of incarcerated individuals. Prison libraries were seen as an incentive and method of rehabilitation. However, prison administrators, not librarians, selected the materials acquired for the prison library.

In 1915, the American Library Association (ALA) founded the Committee on Libraries in Federal Prisons. However, it was not until the 1930s that the ALA began active engagement with prison libraries by publishing reports on correctional library services (Rubin, 1973, p. 4). A survey conducted by the Committee on Institution Libraries of the American Prison Association (APA) and presented at the APA's 1941 Annual Congress showed that half of the prison libraries responding to the survey had no request for funding in their institutional budgets (Rubin, 1973). In 1950, the APA published the *Library Manual for Correctional Institutions* for the benefit of federal prison libraries which stated:

The proper function and true value of an institutional library are clear-cut and incontestable. It is not merely a time-killing recreational device...Properly organized, directed, and utilized, the institution library is an instrument of wholesome recreation, of direct and indirect education, and of mental health. Books are for many prisoners a bridge to the free world; over that bridge they can pass to a better world with a broader horizon than they ever knew before. (quoted in Lehmann, 2011, p. 492)

The Library Services and Construction Act (LSCA) of 1966 benefited state prison libraries by distributing funding for the development, maintenance, and hiring of library professionals. However, the Library Services and Technology Act (LSTA) which replaced the LSCA in 1997, removed funding for prison libraries (Lehmann, 2011, p. 492). Currently, state prison libraries operate within parameters of their state's Department of Corrections policies, which "often conflict with the librarian's code of ethics and belief in free access to information" (Lehmann, 2011, p. 495).

### Scholarly Articles

Upon searching for literature on prison libraries, it becomes clear that a substantial amount was written within the civil rights movement of the 1960s and '70s. However, throughout the 1980s and 1990s, scholarship dwindled. The beginning of

the new millennium brought about a resurgence of literature. The most abundant literature falls under the categories of best practices, standards, censorship, and information needs and assessments.

There is a meager amount of scholarship on the training for and advocacy of prison librarianship in LIS schools. However, in the summer of 1977, *Library Trends* published a special feature on “Library Services to Correctional Facilities” consisting of nine articles edited by Jane Pool, Assistant Professor at the School of Library Science at the University of Southern California, Los Angeles. Pool (1977) states, “This issue... has been written to serve as a review and synthesis of the current correctional facility library scene: environment, history, standards, training and research, and finally, service patterns in different types of facilities” (p. 3). The articles included explore domestic and international correctional libraries, as well as public library and law library services. However, one article stands out from the rest for its focus on the training of professional institutional librarians.

McClaskey (1977) provides a history and summary of scholarship calling for specialized training, promotion, and salaries for prison librarians as a necessity. A key point repeated multiple times is the additional skill set of knowledge, participation, and communication needed within the correctional organization’s administration. It is also suggested that “basic knowledge of penology, sociology, and psychology” would be beneficial (p. 43). At the time, only a small number of LIS programs offered opportunities to students interested in correctional library services: eight ALA-accredited and two non-accredited (p.47). Despite this call to action, little has been done to date regarding LIS preparation for prison librarianship.

In an article on professional librarians in prison, Rhea Rubin (1983) states: “There is no training program anywhere in the United States, there are few courses even offered as part of the general library school curriculum, poor salaries still prevail, and career job ladders remain nonexistent” (p. 43). In addition to stating many of the problems facing prison librarians—poor working conditions, isolation, high turnover, etc.—Rubin (1983) calls on “the library profession...to assume its responsibility for providing library services to the prison population and to ensure that they are of the highest quality, instilled with the philosophies and knowledge of professional librarianship” (p. 45).

However, by 1990, not much had changed within LIS programs. According to Lucas (1990), “the individual who decides to specialize in prison library work will have difficulty finding a master’s program in an accredited school to support the specialty” (p. 218). Lucas’s survey of prison librarians found that a majority believed that courses and/or a program for prison librarianship would be instrumental, yet they doubted that many would attend due to stigma and low salaries.

The turn of the century proves to follow suit in that the majority of articles published on prison libraries fail to address training and advocacy for prison librarianship. Primarily, these articles center on prison library services, planning, and implementation (Conrad, 2012; Lehmann, 2003; Singer, 2000; Sullivan, 2000). In addition, a new focus on incarcerated individuals' information needs and the use of technology and access to the internet is being addressed (Bowden, 2003; Canning & Buchanan, 2018; Farley, et al., 2014; Payne & Sabath, 2007).

However, Lehman (2000a) issues a call to action with regard to the need for prison librarians and describes the challenges one will encounter. In addition to the "difficulty hiring qualified librarians in spite of aggressive recruitment [by correctional agencies]," Lehman states, "new prison librarians have a better chance for success, if they have additional education or work experience in other areas such as psychology, criminology, teaching, social work, or counselling" (p. 126). Mark (2005) provides an intimate look at the value and experience gained by participation in an internship at the Oshkosh Correctional Institution Library to fulfill a graduation requirement of the School of Library and Information Studies (SLIS) at University of Wisconsin-Madison.

### Monographs

The search for monographs provided similar results: a modest amount of literature focused primarily on the history of prison libraries and the problems they faced, with little focus on LIS programs. However, the monographs do provide a fundamental understanding of the role of prison librarians, the complicated relationship between libraries and correctional facilities, the public library model, and first-hand experiences of prison librarians.

In *Libraries in Prisons: A Blending of Institutions*, Coyle (1987) attempts to answer a question once posed to him by a patron in the prison library where he worked: "Just whose library is this anyway" (p. xi)? In his attempt to answer the question, Coyle provides a chronological history of the development of prison libraries, a critique of the public library model within prison libraries, and an outline for a change-based model for correctional libraries. Coyle does briefly recognize the lack of course offerings in LIS programs:

Librarians who come to corrections, either as administrators or on-site supervisors or as consultants with responsibilities to outside library agencies, may be well prepared in many aspects of librarianship, but they seldom have either experience or an academic background in corrections; moreover, no library school in the country offers degree-related course work in correctional librarianship, and the result is that librarians working in correctional settings have no reservoir of accepted and applicable knowledge on which to draw when faced with making policy. (pp. 89-90)

1995 saw the publication of two scholarly works, primarily handbooks and guides for prison librarians written by librarians with prison experience. In *Libraries Inside: A Practical Guide for Prison Librarians* (Rubin & Suvak, 1995), eight prison librarians address twelve areas of concern. In the preface, they address the “isolation from other librarians [and how] getting information and advice about their jobs can be difficult...[they] have long felt the need for a practical manual which would incorporate the knowledge of other librarians for those who are working—or thinking of working—in prison” (p.1). Although not much is mentioned on library schools and career paths, in a chapter on “The Professional Staff,” Souza (1995) states:

It is a very difficult job to find an individual who possesses the political ability, personal characteristics, and self-assurance needed to step into such a role. Library schools are a limited source, but should not be left out.... few library schools encourage this type of career choice. Career paths for prison librarians are poor. Agencies, however, do need to maintain contact with library schools, work to participate in career day activities and potentially offer internships for students to work under experienced librarians already in the system. Practicums are sometimes required of graduate students in school library or media programs and may be broadened to include nontraditional schools as part of the coursework. (p.56)

Brenda Vogel’s’ *Down for the Count: A Prison Library Handbook* (1995), a “strictly practical handbook,” was released in the same year as Rubin and Suvak’s work (p. ix). At the time of publication, Vogel was the Coordinator of the Maryland Correctional Education Libraries for the Maryland State Department of Education. She uses a blend of personal experience and a formidable amount of scholarship to address the history of prison librarianship and all the issues a prison librarian can/will face. While there is no dedicated chapter addressing LIS programs and potential career paths, Vogel does express a major concern: “The prison library is an amalgam of penal and library ideas and lack of ideas [and that] its best service is filled with compromise. Librarians serving people who live in prison still lack leadership and, too often, vision” (p.8). Vogel continues,

The librarian must accept the different reality of this community, not in a cynical or deferential sense, but in order to function, to survive, to maintain professional integrity. Know what is a prison. Read sociology literature about prisons, prisoners, criminals, the histories of punishment in America, studies about correctional officers and contemporary prison management. (p.22)

Despite the amount of reading she suggests, in addition to MLS requirements and preparation for compromises when working within a correctional library, Vogel also sheds light on a pressing issue within recruitment and hiring of new prison librarians: “job descriptions that are professionally incorrect and hopelessly outdated” (p. 48). The repercussions of these inaccurate descriptions include the

hiring of candidates with only volunteer library experience and job specifications that do not explicitly require or consider the MLS degree. There is a need for advocacy, training, and recruitment, all of which can be addressed within LIS programs.

In 2009, Vogel published *The Prison Library Primer: A Program for the Twenty-First Century*, a “practical ‘how to do it,’ ‘do it now’ kind of book for the correctional librarian on the job, a librarian thinking about a position in a correctional library, and for correctional management” (p.vii). *The Prison Library Primer* is a revamped version of *Down for the Count* prompted by mass incarceration rates. Once again, Vogel champions the prison/correctional librarian by providing detailed support and guidance for both new and on-the-job librarians from her personal experience and the latest scholarship. However, the role of LIS programs is still lacking. Yet, Vogel does provide a chapter, aptly titled “Learning to Become a Correctional Librarian,” in which she states:

To be a good correctional/jail librarian one needs an understanding of the system’s legal and administrative parameters, to possess the skills of a politician, and to have the fortitude to persist under difficult circumstances in alien and undesirable surroundings. (p. 193).

Although the scholarship on prison librarianship does not explicitly call on LIS programs to create courses dedicated to prison/correctional librarianship, they do lay the foundation for a curriculum and provide an abundance of materials to fill a syllabus. In addition to the in-depth bibliographies provided by the aforementioned monographs, each one provides a formidable amount of additional reading, appendixes of correctional documentation, and criteria/evaluations for prison/correctional library services.

## Methodology

The purpose of this research study is to examine the role LIS schools are taking to prepare and advocate for institutional/prison librarianship. A survey of ALA-accredited LIS schools will address the following research questions:

RQ1: Do Library and Information Science programs provide institutional/prison library-related courses?

RQ2: How do Library and Information Science programs advocate for institutional/prison librarianship careers?

RQ3: Are Library and Information Science students writing on institutional/prison librarianship?

## Design and Instrument

A questionnaire was created to gain insight into the three following categories: course offerings on institutional/prison librarianship, advocacy for careers in institutional/prison librarianship, and capstone/thesis projects written on institutional/prison librarianship. The questionnaire has thirteen questions, with seven close-ended yes-or-no questions and six open-ended questions. The questionnaire can be viewed in appendix A.

**Table 1***Research Questions and Corresponding Questionnaire Questions*

<b>Research Question</b>	<b>Coding Question</b>
RQ1: Do Library and Information Science programs provide institutional/prison library-related courses?	Questions: 3-4
RQ2: How do Library and Information Science programs advocate for institutional/prison librarianship careers?	Questions: 7-10
RQ3: Are Library and Information Science students writing on institutional/prison librarianship?	Questions: 11-13

### Sample, Distribution, and Data Collection

Currently, there are 62 ALA-accredited LIS schools (see appendix B). Two LIS programs were excluded based on primary language differences (one French and one Spanish). The questionnaire used for this survey was included in an email to each LIS department chair or chief, along with a consent form which provided the title of the study and its purpose and procedure. Participation was voluntary and all records and forms with identifying materials would remain confidential. Moreover, the email clarifies that there are no promises of benefits from participating, as well as no risks or discomfort.

Instructions were included for the participants to sign the consent form and complete the questionnaire within 21 days. Participants were asked to send the completed questionnaire and any supporting documentation as an attachment in a return email. Upon receipt of the returned questionnaires, the closed-ended data were recorded in an Excel spreadsheet to provide quantitative results. The open-ended data were recorded in a separate Word document and examined for qualitative results.

### Limitations and Weakness

One of the main limitations of this study is that the literature review discovered an article that illustrated how a course, which is not described as an institutional/prison librarianship course, furnished a valuable set of skills for providing library services to patrons in prisons and jails. In “Reference Services to Incarcerated People,” part I (Drabinski & Rabina, 2015) and part II (Rabina & Drabinski, 2015), the authors described their use of a core required reference course at a New York LIS school in a multifaceted way. Students were taught basic reference skills while working with a coordinator from the New York Public Library (NYPL) Correctional Services Program to provide reference services to incarcerated individuals via mail. Additionally, by conducting this project in back-to-back semesters, Drabinski and Rabina produced two articles which provide great insight into the information needs of incarcerated individuals drawn from the reference requests and general characteristics of the requestors, as well as student learning objectives and the sources they used to complete the information requests.

It would be an immense undertaking to ask for syllabi of LIS courses to explore whether there are any other classes that use the same techniques as Drabinski and Rabina. Often multiple sections of the same course are taught by different professors with unique syllabi. The open-ended questions sent to the LIS schools may shed more light on such possibilities in other courses and may lead to future research opportunities.

## Findings

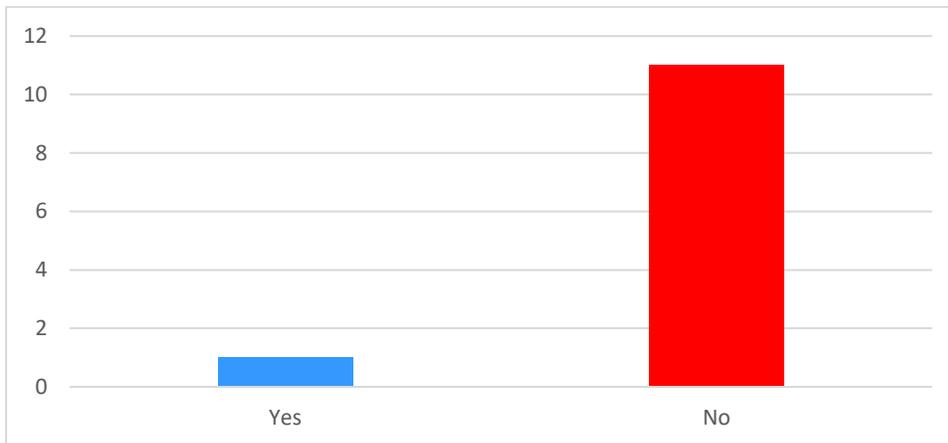
Of the sixty LIS programs contacted, twelve, or 20%, responded. All twelve stated that their program is currently ALA-accredited.

### **RQ1: Do Library and Information Science programs provide institutional/prison library-related courses?**

Each respondent stated that their LIS program has detailed course descriptions. However, only one stated that their program included a course geared towards prison librarianship.

**Table 2**

*Survey Question #3: LIS Schools with a Prison Library Class*

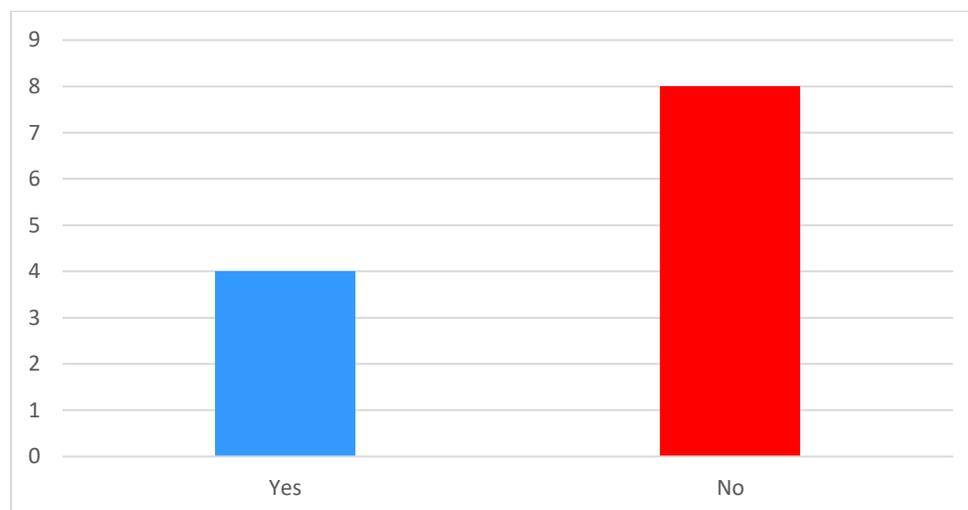


## RQ2: How do Library and Information Science programs advocate for institutional/prison librarianship careers?

Four of the twelve respondents, or 33%, stated that their LIS program advocates for prison librarianship.

**Table 3**

*Survey Question #7: LIS Schools that Advocate for Prison Librarianship as a Career*



Based on the free text answers, the methodologies used for this advocacy have included:

- Completing a project with NYPL correctional services department for a course
- Volunteering with NYPL and/or student groups focused on services to incarcerated individuals
- Hosting a colloquium on Prison Librarianship
- Faculty member and student volunteers creating and maintaining a Juvenile Justice Center Library.

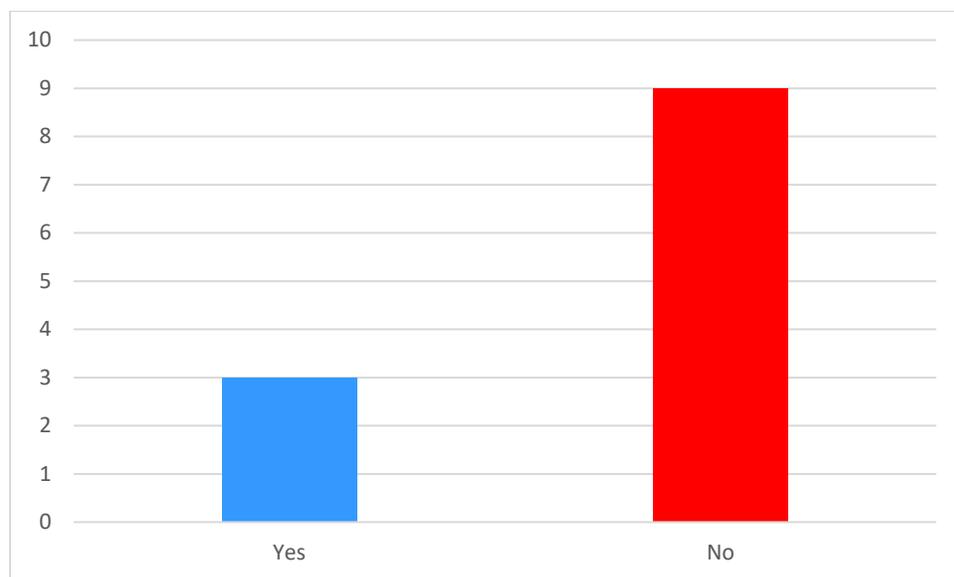
Additionally, only one respondent replied “yes” to question 9: Does your program offer or coordinate internships with institutional/prison libraries? However, two additional respondents, who replied “no” to question 9, provided free-text replies for question 10: If yes, can you state which institutions/prisons you collaborate with? All three stated that while their LIS programs do not directly coordinate internships, they do support and encourage all students who are interested.

### RQ3: Are Library and Information Science students writing on institutional/prison librarianship?

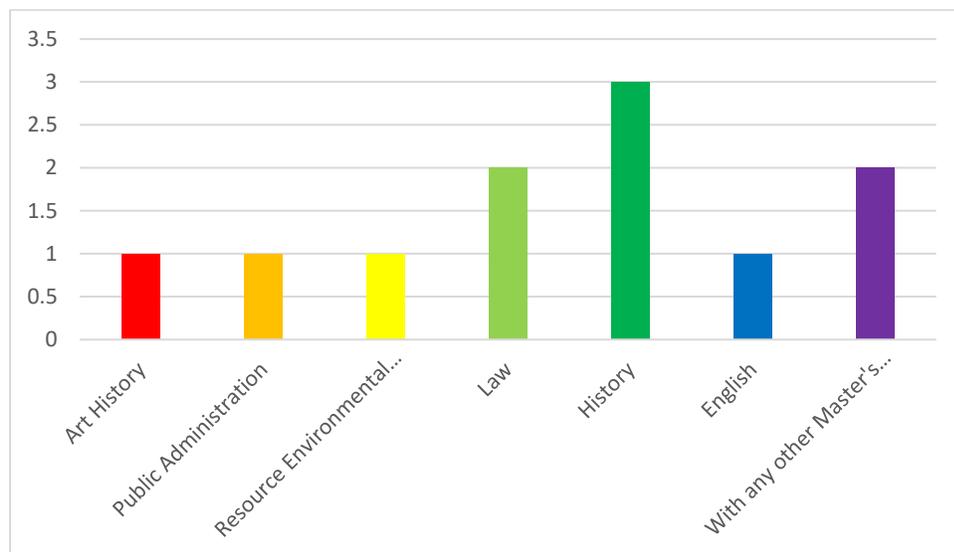
Three out of the twelve respondents, or 25%, stated that students are writing or have written capstone/thesis projects about prison librarianship.

**Table 4**

*Survey Question #11: Capstone/Thesis on Prison Librarianship*



In addition to the survey questions pertaining to the three research questions, two survey questions—#5 and #6—were provided to explore whether a dual degree with another academic department was offered with the LIS program and if yes, what departments it paired with. Of the twelve respondents, eight replied “yes” and four stated “no.” Six specific departments were named with the History department scoring the most, followed by Law. Curiously, two respondents stated that LIS students could pursue an additional Master’s degree with any other department.

**Table 5***Survey Questions #6: Dual Degrees*

### Conclusion

The majority of responding LIS programs do not advocate for prison librarianship. Of those who responded and do advocate for prison librarianship, only one offers a course specially geared to prison library services. However, there is interest among LIS students in writing capstone/thesis projects on prison libraries. While there are no direct internships with prison libraries, four respondents stated that they would assist the interested student in obtaining such an opportunity.

Despite the lack of advocacy and courses for a career path to prison librarianship, LIS programs have a majority of the legwork cut out for them should they start to provide such a track. LIS programs can begin to tailor classes for services, such as reference, similar to the methodology of Drabinski and Rabina. Moreover, Vogel (1995, 2009), Rubin and Suvak (1995), and Coyle's (1987) immense contributions of personal experience, recommended readings, bibliographies, criteria/evaluations, and official regulation policies from select state departments of corrections lay the foundation for creating courses specifically geared for prison/correctional librarianship. In fact, while the research for this article was being conducted, such a course was offered through ALA's Association of Specialized, Government, and Cooperative Library Agencies (2020), "The Prison Library as an Agent of Rehabilitative Change." The six-week course provided attendees with knowledge of advocacy for prison libraries, an introduction to types of rehabilitation programs within prison libraries, and the opportunity to create a program proposal for a prison library.

Another avenue for LIS programs to explore is creating a better relationship with other Master's degree programs to prepare those interested in prison librarianship. Eight out of the twelve respondents, 66%, stated that their LIS program offers the opportunity to study for a dual degree. All scholarship on prison libraries states that, in addition to library skills and knowledge, a background in other fields such as social work, sociology, and psychology would benefit future prison librarians. The roadmap for a career path in prison librarianship is drawn and now is the time to guide future prison librarians to their calling, with the skills needed for success.

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## Appendix A

### Questionnaire

	Question	Yes	No
1.	Is your Library and Information Science program accredited by the ALA?		
2.	Do you have a comprehensive list of course descriptions?		
3.	Are there classes offered with a focus on institutional/prison librarianship?		
4.	If yes, can you provide the name and descriptions of these classes? (Please attach a document with the descriptions in your response email.)	Free Text Answer	
5.	Does your LIS program offer a Dual Master's degree?		
6.	If yes, in what academic field is the second degree offered?	Free Text Answer	
7.	Does your program advocate for a career path in institutional/prison librarianship?		
8.	If yes, can you explain how?	Free Text Answer	
9.	Does your program offer or coordinate internships with institutional/prison libraries?		

	Question	Yes	No
10.	If yes, can you state which institutions/prisons you collaborate with?	Free Text Answer	
11.	Have your alumni and/or current students created capstone or thesis projects on institutional/prison librarianship?		
12.	If yes, are they available in an online repository for consultation? (Please provide link to the repository.)	Free Text Answer	
13.	If they are not available online, can you provide a total number of projects related to institutional/prison librarianship?	Free Text Answer	

## Appendix B

### List of ALA-Accredited LIS Schools

#### ALA-Accredited MSLIS Programs as of April 19, 2020

1. University of Alabama  
<https://slis.ua.edu/about-slis/>
2. SUNY Albany  
<https://www.albany.edu/cehc/programs/ms-information-science>
3. University of Alberta  
<https://www.ualberta.ca/school-of-library-and-information-studies/programs>
4. University of Arizona  
<https://ischool.arizona.edu/ma-library-information-science>
5. University of British Columbia  
<https://slais.ubc.ca/>
6. SUNY Buffalo  
<http://ed.buffalo.edu/information/about.html>
7. UCLA  
<https://is.gseis.ucla.edu/>
8. Catholic University of America  
<https://lis.catholic.edu/>
9. Chicago State  
<https://www.csu.edu/collegeofeducation/infomediastudies/>
10. Clarion University of Pennsylvania  
<https://www.clarion.edu/academics/colleges-and-schools/college-of-businessadministration-and-information-sciences/library-science/>

11. Dalhousie University  
<https://www.dal.ca/faculty/management/school-of-information-management.html>
12. University of Denver  
<https://morgridge.du.edu/academic-programs/library-information-science>
13. Dominican University  
<https://www.dom.edu/academics/majors-programs/master-library-and-information-science>
14. Drexel University  
<https://drexel.edu/cci/academics/graduate-programs/library-information-science/>
15. East Carolina University  
<https://education.ecu.edu/idp/idp-library-science/>
16. Emporia State University  
<https://www.emporia.edu/school-library-and-information-management/programs/certificates-licenses/master-library-science/>
17. Florida State  
<https://ischool.cci.fsu.edu/>
18. University of Hawaii  
<https://www.hawaii.edu/lis/>
19. University of Illinois Urbana-Champaign  
<https://ischool.illinois.edu/>
20. Indiana University Bloomington  
<https://ils.indiana.edu/about/accreditation.html>
21. Indiana University Purdue  
<https://soic.iupui.edu/lis/>
22. University of Iowa  
<https://www.slis.uiowa.edu/>
23. Kent State  
<https://www.kent.edu/iSchool/library-information-science>
24. University of Kentucky  
<https://ci.uky.edu/sis/>
25. Long Island University  
<https://www.liu.edu/palmer>
26. Louisiana State University  
<https://www.lsu.edu/chse/slis/>
27. University of Maryland  
<https://ischool.umd.edu/mlis>
28. McGill University  
<https://www.mcgill.ca/sis/>

29. University of Michigan  
<https://www.si.umich.edu/>
30. University of Missouri  
<https://sislt.missouri.edu/lis/>
31. University of Montreal  
<https://ebsi.umontreal.ca/accueil/>
32. North Carolina at Chapel Hill  
<https://sils.unc.edu/programs/graduate/msls>
33. North Carolina at Greensboro  
<https://soe.uncg.edu/academics/departments/lis/>
34. North Carolina Central  
<http://nccuslis.org/about/>
35. University of North Texas  
<https://informationscience.unt.edu/master-science>
36. University of Oklahoma  
<http://www.ou.edu/cas/slis>
37. University of Ottawa  
<https://arts.uottawa.ca/sis/>
38. University of Pittsburgh  
<http://www.sci.pitt.edu/academics/masters/mlis/>
39. Pratt Institute  
<https://www.pratt.edu/academics/information/>
40. University of Puerto Rico  
<http://egcti.uprrp.edu/>
41. CUNY Queens College  
<https://sites.google.com/a/qc.cuny.edu/gslis/>
42. University of Rhode Island  
<https://harrington.uri.edu/academics/library-and-information-studies/>
43. Rutgers  
<https://comminfo.rutgers.edu/>
44. San Jose State University  
<https://ischool.sjsu.edu/master-library-and-information-science>
45. Simmons University  
<https://www.simmons.edu/academics/colleges-schools-departments/schoolsdepartments/slis>
46. South Carolina  
[https://www.sc.edu/study/colleges\\_schools/cic/](https://www.sc.edu/study/colleges_schools/cic/)
47. South Florida  
<https://www.usf.edu/arts-sciences/departments/information/programs/graduateprograms/main-library-and-information-sciences/index.aspx>

48. Southern California  
<https://librarysciencedegree.usc.edu/>
49. Southern Mississippi  
<https://www.usm.edu/library-information-science/>
50. St. Catherine University  
<https://www.stkate.edu/academics/academic-programs/gc-library-and-information-science>
51. St. John's University  
<https://www.stjohns.edu/academics/programs/library-and-information-science-master-science>
52. Syracuse University  
<https://ischool.syr.edu/academics/graduate/masters-degrees/ms-library-and-information-science/>
53. University of Tennessee  
<https://sis.utk.edu/>
54. University of Texas at Austin  
<https://www.ischool.utexas.edu/>
55. Texas Women's University  
<https://twu.edu/slis/>
56. University of Toronto  
<https://ischool.utoronto.ca/>
57. Valdosta State  
<https://www.valdosta.edu/colleges/education/master-of-library-and-information-science/>
58. University of Washington  
<https://ischool.uw.edu/>
59. Wayne State University  
<http://sis.wayne.edu/mlis/index.php>
60. Western University (London, Ontario)  
<https://www.fims.uwo.ca/>
61. University of Wisconsin-Madison  
<https://ischool.wisc.edu/>
62. University of Wisconsin-Milwaukee  
<https://uwm.edu/informationstudies/>