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Nota di contenuto	Introduction -- Teaching team model. Auraria Library: Team approach at a tri-institutional library / Andrea Falcone -- California State University San Marcos: Building an inclusive team through collaborative reflection / Allison Carr, Denise Kane, Talitha Matlin, Yvonne Nalani Meulemans, Lalitha Nataraj, Judith Opdahl -- Georgia State University: Student success equals our success / Karen Doster-Greenleaf -- Greenfield Community College: Finding value in the process / Liza Harrington, Tim Dolan, Claire Lobdell -- Lafayette College: A non-lisison-based information literacy program / Lijuan Xu -- Michigan State University: Focusing on first year writing / Benjamin Oberdick Elizabeth A. Webster -- Northern Kentucky University: Strategic instruction through connected one-shots / Andrea Brooks, Jane Hammons -- Oxford College of Emory University: A team-based approach to teaching information literacy to first-year and second-year students / Courtney Baron, Kitty McNeill, Ellen Neufeld, Jessica

Robinson -- Saddleback College: Embracing growth with a small but mighty team / Carolyn Seaman -- University of California, Riverside: Positioning librarians as co-educators / Dani Brecher Cook -- University of Nevada, Reno / Tackling English composition as a team / Rosalind Bucy, Elsa de Jong, Tati Mesfin, Rayla E. Tokarz. Subject liaison model. Utah State University: English composition library instruction program--a program within programs / Katie Strand, Dory Rosenberg, McKenzie Hyde -- California State University, Dominguez Hills: Revitalizing a program from the ground up / Carolyn Caffrey Gardner, Tessa Withorn -- Delaware County Community College: An information literacy program designed for a diverse student population / Michael LaMagna -- Longwood University: Communication and collaboration for greater faculty investment in information literacy / Jennifer Beach -- Saint Mary's College of California: Tradition and transparency on a tight-knit campus / Gina Kessler Lee, Conrad M. Waxland -- Sonoma State University: Be curious; be critical, be a community / Kaitlin Springmier -- University of Minnesota Duluth: Surfacing shared purpose / Kim Pittman -- University of New Hampshire: Renaissance in action / Kathrine C. Aydelott -- University of Southern California: Building consensus over time / Elizabeth Galoozis -- Washington University in St. Louis: Reorganizing and reframing an instruction and information literacy program / Amanda B. Albert.

Combination of teaching team and subject liaison models. Augustana College: Scaffolding to success / Stefanie R. Bluemie -- The Claremont Colleges Library: Instruction in a consortium / Rebecca Halpern -- Eastern Connecticut State University: One-shots across first-year programs / David Vrooman -- UNC Greensboro: A diverse program for a diverse campus / Jenny Dale -- University of Dubuque: Liaison model with an embedded core / Becky Canovan -- University of Houston: Creating a space for care and connection / Veronica Arellano Douglas -- University of Nevada, Las Vegas: Liaisons and teaching librarians--navigating overlapping responsibilities and identities / Chelsea Heinbach, Susan Wainscott -- University of Portland: Strong relationships and a respected instruction program / Stephanie Michel, Jane Scott Heidi Senior, Diane Sotak -- University of Washington Bothell/Cascadia College: Scaffolded curriculum supported by a community of practice / Leslie Hurst, Dani Rowland, Sarah Leadley -- Wheaton College: Equipping lifelong learners / Joshua M. Averym, Cathy Troupos -- Worcester State University: All hands on deck / Vicki Gruzynski.

Solo librarian model. Ozarks Technical Community College: Doing more by doing less--radically reinventing a community college instruction program / Sarah H. Mabee, Sarah E. Fancher -- Paul Smith's College: Engaging student workers through student-led information literacy / Amy Pajewski -- State University of New York College of Agriculture and Technology at Cobleskill: A one-person instruction program / Don LaPlant -- Mary Baldwin University: Student-centered information literacy instruction on a shoestring staff / Anaya Jones.

Focused on a for-credit course. State University of NY at Plattsburgh: Immersed in teaching / Michelle Toth -- University of Northern Colorado: Collaborate. Standardize. Grow / Lyda Fontes McCartin -- University of Maryland, Baltimore County: Building relationships at a public research university / Joanna Gadsby, Katy Sullivan.

Sommario/riassunto

In 39 chapters, authors from a variety of diverse institutions highlight the day-to-day work of running and coordinating information literacy programs and the soft skills necessary for success in the coordinator role. They discuss the institutional context into which their work fits,

their collaborators, students, marketing, and assessment, as well as the many varied duties they balance. Chapters examine the delicate balancing act of labor distribution, minimal or absent positional authority coupled with making decisions and assignments, generating buy-in for programmatic goals and approaches.
