Chatty Cathies and Butts in Seats

Ane Carriveau
Library Director
University of Wisconsin – Fox Valley
Fall 2013 Week 10: Nov. 4-8
Open 56 hours
Weekly Gate Count: 2418

Computer Lab 1249
Ane’s Office
Kelly’s Office
1243
1241
1239
1237
1249
1255
Main Desk
Scanner
Carrels:
Soft Chairs:
Computers:
Tables:

Butts in Seats
“Heat Map”

0 use
1-4%
5-7.9%
8-11.9%
12-15.9%
16-20%
21-25%
26-29%
30-49%
Over 50%
Fall 2013 Week 10: Nov. 4-8
Open 56 hours
Weekly Gate Count: 2418

Quiet
Least Chatty
Chit Chat
Chatty
Chattier
Quite Chatty
Most Chatty

Carrels: ⬇
Soft Chairs: ⬇
Computers: △
Tables: □ & ⬇
Problems Identified from the Fall

Underutilized
Too Chatty!
Spring 2014 Week 6: Mar. 3-7
Open 56 hours
Weekly Gate Count: 2058
Spring 2014 Week 6: Mar. 3-7
Open 56 hours
Weekly Gate Count: 2058

Carrels: O
Soft Chairs: Q
Computers: △
Tables: □ & ♦
Problems Identified from the Spring

Too Crowded!
Changes made over Summer 2014

We hope to assess the new layout in 2015-16
Librarians of the Off-White Tower: How Academic Librarians Dress for Work

Matthew Coan
Madison College Libraries
DIGITIZING GLASS PLATE NEGATIVES
Equipment
Process
Select 16 bit grayscale with “film guide only” setting.
Finishing
Other Options

Light Box and Camera
Librarians of the Off-White Tower: How Academic Librarians Dress for Work

- Shared a survey and received 153 responses
- Administered February 4-16, 2015
- Shared via email & Facebook to librarians I know and asked them to share in turn

Who Responded:

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private college (not-for-profit)</td>
<td>16.34%</td>
</tr>
<tr>
<td>Private college (for-profit)</td>
<td>16.68%</td>
</tr>
<tr>
<td>Community College</td>
<td>20.26%</td>
</tr>
<tr>
<td>2 Year UW College</td>
<td>7.84%</td>
</tr>
<tr>
<td>4 Year UW Campus</td>
<td>24.84%</td>
</tr>
<tr>
<td>Doctoral-granting private university</td>
<td>1.96%</td>
</tr>
<tr>
<td>Doctoral-granting UW Campus</td>
<td>12.42%</td>
</tr>
<tr>
<td>I am currently between librarian jobs</td>
<td>0.05%</td>
</tr>
<tr>
<td>Total</td>
<td>163</td>
</tr>
</tbody>
</table>

Question 6: Indicate the degree to which you agree with the following statement, "I dress professionally for ______.

- Administrators
- Personal Satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>2.80%</td>
<td>4</td>
<td>22.66%</td>
<td>55.71%</td>
<td>85</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>2.18%</td>
<td>3</td>
<td>10.67%</td>
<td>54.88%</td>
<td>76</td>
<td>139</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colleagues</td>
<td>2.85%</td>
<td>4</td>
<td>29.29%</td>
<td>57.14%</td>
<td>30</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal satisfaction</td>
<td>4.93%</td>
<td>7</td>
<td>19.61%</td>
<td>50.00%</td>
<td>71</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Status of the Profession</td>
<td>5.71%</td>
<td>8</td>
<td>29.29%</td>
<td>54.43%</td>
<td>72</td>
<td>140</td>
</tr>
</tbody>
</table>

http://librarianwardrobe.com/

4/27/2015
Selected Responses:

“Some day (sic) I dress casually, if I am not going to teach or interact with the public. I always dress up for library instruction sessions, because it makes me feel like I look competent and adult.” – 40 year old UW Librarian, 2-5 years experience

“Also because I am a young professional, I want to differentiate myself from students so that I have some authority and am taken seriously.” – 31 year old UW Librarian, 5-10 years experience

“I am sick of the stereotype that librarians are boring spinsters. I enjoy wearing bright and inviting colors as well as coordinating or complementing lipstick.” – “Nearly 30 Year Old - A woman never tells” UW Librarian, 2 or fewer years experience

“I dress in a quirky, somewhat professional way that is comfortable and approachable.” – Private, NFP Librarian, 44, 10-15 yrs.

“Comfortable, yet professional. Must be able to bend, stoop, fetch and carry with aplomb.” – 47 year old UW Librarian, 10-15 yrs.

“I dressed very professionally on my first day and my boss told me that it scares students off. They think you are too important to approach.” – 29 year old community college librarian, 2 or fewer years experience.

“Dressing nicely for work helps me to feel more professional and helps me to step out of my shell a bit. I am normally pretty shy, so by dressing differently at work, I can feel more like my 'work self.'” – Private NFP Librarian, 32, 5-10 years experience

“Maybe it's a convenient excuse to be (mostly) comfortable, but I do think that if we dressed in an overly 'professional' manner we would get less interaction with students. We have a strong service ethic here and we try to be very welcoming to students.” – 49 yo CC Lib, 5-10 yrs

“I was always taught to look my best for any job, because it is a sign of respect for the company/institution…” – 61 year old, Private NFP, 15+

“I dress to please myself. This survey needs a re-design.” – 50-something, community college librarian, 15+ years experience

4/27/2015
“Now, to the shoes. I’m pretty tall, but at one point my supervisor was a good foot taller than I am. In order to remedy the awkwardness, I invested in boots with heels. I don’t wear them much now, except at library board meetings where some of my colleagues there are taller than I am. I’ve found that height plays a very important role psychologically, and since that can be modified with what I’m wearing, I thought you might find it interesting.” - Technical college librarian, 35 years old, 10-15 yrs.
General Findings:

Librarians of the Off-White Tower: How Academic Librarians Dress for Work

- Academic librarians feel some tension around the subject of being perceived as ‘professional’.
- Business casual has solidified its place in the academic library, however...

“When it comes to professional dress, librarians are slobs.”
- Mark Herring, Dean, Winthrop University Libraries

“The image of a smiling librarian had the largest magnitude effect of all affect and clothing variables tested, positive or negative. If these trends extend to the actual reference desk, then a librarian who smiles or wears a nametag can expect to be perceived as more approachable by the preponderance of the patron population.”
- Bonnet & McAlexander, (2013)

“...Appearing too professional, for example, wearing a tie, is a detriment to increased patron interactions.”
- Langridge, Riggi, & Schultz (2014)
“For marginalized (see underrepresented?) groups, demonstrating who one is not through self-representation can be as urgent as demonstrating who one is.”

Pagowski & Rigby (2014)

“Professionalism is a social movement predicated on knowledge control, social elitism, and economic power.”

Faber, B. (2002)

“I will claim ownership of my librarian wardrobe, not only what I wear, but what I own as a part of me, what I value as a professional, and I will accept no professional truths as personal gospel unless I believe it so.”

Carmichael, J. (2014)

Librarians of the Off-White Tower: How Academic Librarians Dress for Work

Takeaways
“Ultimately, public perception of librarianship can and will change, but if we wish to have some influence over it, we must stop spending so much energy policing our coolness factor and put more energy into being a profession that stands for fairness and equality among all people.”

Pagowski & Rigby (2014)
Librarians of the Off-White Tower: How Academic Librarians Dress for Work

References


Coan, M. (2015) [refers to survey given]


Engage your students with an advisory board

ERIC JENNINGS
UW-EAU CLAIRE
OUTREACH COORDINATOR & INSTRUCTION LIBRARIAN
What is a student advisory board?
“I am thrilled to be a part of an advisory board that realizes the disconnect that often occurs between students and university services, and that is willing to work with us and takes us, and our suggestions, seriously.”
How do you get one started?
How do you get one started?
The Charge

The primary responsibility of this group is to make suggestions on ways to improve the effectiveness of McIntyre Library.

Other responsibilities include but are not limited to:

1. Advising the library on how to spend the student leisure allocation. These monies are set aside to purchase books, DVDs, and other leisure materials for students of UW-Eau Claire.

2. Providing McIntyre Library with relevant user feedback and advice on library services, spaces, and resources to support student research and studying needs.

3. Promoting library services and resources to the University community.
Recruitment Poster

Provide McIntyre Library with feedback and advice on library services, spaces, and resources to support your research and studying needs!

WE WANT YOU!

For the McIntyre Library Student Advisory Committee

Help the library select popular books, music, and DVDs for its collection!

Contact Eric Jennings
for more information:
jenninge@uwec.edu
Results
2nd Floor Directory

*Library Breezeway
*Library Classroom (L2023)

*DVDs
*Paperback Book Collection

*Center for Writing Excellence
*Computer Lab

*CDs
*Current Journals

*Honors Program Offices
*Bound Journals

McIntyre Library
YOUR INFORMATION ADVANTAGE
What I’ve learned
“McIntyre Library does an amazing job connecting to students and making them feel welcome when they walk in the door, and that connection is what the recommendations by the Board hope to continue and expand.”

Contact info:
Eric Jennings
jenninge@uwec.edu
715-836-4076
Transitioning E-Reserve to D2L: Still Providing Service and Meeting the Needs of Faculty & Students

Beth Kucera | Assistant Interlibrary Loan Librarian | UW-Milwaukee
Why the change?

Library:
• E-Reserve remained unchanged for 17 years
• Very time consuming

Users
• Faculty wanted more control over content
• Students wanted one-stop access through D2L
Why Use D2L?

• Faster turnaround time
• Better tracking and metrics

• Complete document management
• Students have one place to access readings
• Improved copyright compliance
Transition Process

- Form task force
- Letter to campus from Library Director
- Multiple announcements over a year
- Get support from the Learning Technology Center on campus
Interlibrary Loan Involvement

• Update ILLiad form

• ILL has the workflow already in place
  – Quality check D2L requests

• LibGuide with FAQ and how-to videos
A Few Statistics

• Since summer 2013, ILL has processed over 1,800 readings for D2L
  – 820 scanned from own collection
  – 194 unique individuals

• 3,090 D2L sites actively being used in the Spring 2015 semester
  – Of those there are 2,519 unique individuals who are either the Instructor or TA
Overall

• Smooth transition from Reserve to ILL
• Few faculty complaints
  – New faculty easily adjust to D2L
• Just about everyone was happy
Questions, Comments?

Beth Kucera
bweixler@uwm.edu
414-229-4493
Library Web Developer Interns
@ Polk Library, UW Oshkosh

Maccabee Levine
Head of Library Technology Services
WAAL 2015
Info: http://www.uwosh.edu/library/lts/step-interns  Questions: librarytechnology@uwosh.edu
GroupFinder - Schedule a Study Group
Polk Library > GroupFinder

Search: 

Create Group

Today

Private Group
05:30 PM - 07:30 PM at Large Group Room

UWO Optimist Club
07:00 PM - 09:00 PM at 3rd Floor North Group Room

CJ 288 Group 7
09:00 PM - 11:00 PM at 3rd Floor North Group Room

Math Stats 201
10:00 AM - 12:00 PM at Small Group Room

Phone Call with Entrepreneur
08:00 PM - 08:00 PM at Small Group Room

Private Group
09:00 PM - 10:00 PM at 3rd Floor South Group Room

Upcoming

Cultural Anthropology
10:00 AM - 12:00 PM at Large Group Room on Apr. 02, 2015

Private Group
08:00 AM - 10:00 AM at 3rd Floor South Group Room on Apr. 03, 2015

Multivariate Stats
08:00 AM - 10:30 AM at Small Group Room on Apr. 02, 2015

Create Study Group

Group Description
Lightning Talk support group
Public Group - any students can attend

Date
2015-04-22

Start Time
2:30 PM for 1 1/2 Hours

Available GroupFinder Spaces

GroupFinder Space
Small Group Room

Location
2nd Floor South Wing, next to hallway.

Features
PC, TV, Whiteboard, Fan, Tables

Key Required
Yes

Please note that this group study room seats up to six individuals.

Info: http://www.uwosh.edu/library/lts/step-interns Questions: librarytechnology@uwosh.edu
Info: http://www.uwosh.edu/library/lts/step-interns  Questions: librarytechnology@uwosh.edu
Info: http://www.uwosh.edu/library/lts/step-interns  Questions: librarytechnology@uwosh.edu
How?

• Hire CS Students!
  – Email to CS majors list, posters around the department
  – Word of mouth / recommendations from previous interns

• Student Titans Employment Program (STEP)
  – Funded by University, but we committed to continue it either way

• Projects that can be completed in a semester
  – Each intern’s first step: interviewing students on their needs
  – Supervised by someone with IT credibility

Info: http://www.uwosh.edu/library/lts/step-interns  Questions: librarytechnology@uwosh.edu
Benefits to Students

- Paycheck, on-campus work
- CS Internship credit
- Hired quickly after graduation as software developers

Info: http://www.uwosh.edu/library/lts/step-interns  Questions: librarytechnology@uwosh.edu
Benefits to Library

• New services based on need
• Great PR with internal and external stakeholders

Info: http://www.uwosh.edu/library/lts/step-interns   Questions: librarytechnology@uwosh.edu
One More Benefit

• How do you hire skilled technology staff at a university?

Info: [http://www.uwosh.edu/library/lts/step-interns](http://www.uwosh.edu/library/lts/step-interns)    Questions: librarytechnology@uwosh.edu
Thank you!

• Info: www.uwosh.edu/library/lts/step-interns
• Questions: librarytechnology@uwosh.edu

• Errata
  – Mobile screenshot via http://mobiletest.me
  – Some screenshots Photoshopped to be extra-awesome
Selling financial literacy to undergrads

Katherine Moody
Ripon College
Financial Literacy!
MONEYFITNESS
DIRTY-SEXY-MONEY

If you earn one $500 scholarship, you will have earned
$35.71/hr

↓ 7 weeks of free money - coming soon! ↓

Do you know you can still get scholarships?
How are you going to pay off student loans?
Thinking about going to graduate school?

↓ 7 weeks of free money - coming soon! ↓
Thank you!
Finding Current Religion Statistics in the U.S. and Worldwide

Rose Trupiano
Marquette University
Raynor Memorial Libraries
Milwaukee, WI

4/27/2015
Association of Religion Data Archive

- ALA RUSA 2010 “Best of Free Websites”
- Began in 1997 – previously known as American Religion Database Archive
- In 2006 began adding international content

- Access to over 800 religious survey collections (local, national & int’l):
  - Baylor Religion; Pew Research Center; U.S. Congregational; Religion and Public Life; U.S. Religious Landscape; World Values Survey; World Religion Dataset; General Social Survey; Am. National Election; ABC News Polls; U.S. Religion Census: Religious Congregation and Membership Study and more.
Why Can’t I Just Google It?
Teaching Students Critical Information Literacy in the Age of the Online Search Engine
The Problems

- Limited Perspective on the purpose and goal of research
- Difficulties critically evaluating sources
- Inability to comprehend/analyze scholarly sources
- Patch-writing and plagiarism

Findings from the Citation Project and Project Information Literacy.
Current Solutions

- One-shot instruction sessions
- Restrict to use of most appropriate sources (i.e. scholarly sources)
- Redesign/Implementation of OPACS, Online Databases, and Digital Archives
- Handouts that list important criteria/methods for evaluation
Evaluating Information – Applying the CRAAP Test
Meriam Library  California State University, Chico

When you search for information, you’re going to find lots of it … but is it good information? You will have to determine that for yourself, and the CRAAP Test can help. The CRAAP Test is a list of questions to help you evaluate the information you find. Different criteria will be more or less important depending on your situation or need.

Key: ■ indicates criteria is for Web

Evaluation Criteria

Currency: The timeliness of the information.
- When was the information published or posted?
- Has the information been revised or updated?
- Does your topic require current information, or will older sources work as well?
- Are the links functional?

Relevance: The importance of the information for your needs.
- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this one you will use?
- Would you be comfortable citing this source in your research paper?

Authority: The source of the information.
- Who is the author/publisher/source/sponsor?
- What are the author’s credentials or organizational affiliations?
- Is the author qualified to write on the topic?
- Is there contact information, such as a publisher or email address?
- Does the URL reveal anything about the author or source?

Accuracy: The reliability, truthfulness and correctness of the content.
- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar or typographical errors?

Purpose: The reason the information exists.
- What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact, opinion or propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional or personal biases?
Persistent Problems

- Accessibility/readability vs. Depth and rigor of sources
- Read sources as “containers” of information
- “Satisficing” (or the just enough problem)
Google

- What Google does well:
  - Accessibility
  - Relevancy ranking
  - Finding “popular-to-use” sources

- What Google does not do:
  - Expose students to the full-range of sources
  - Help students select the most useful sources
  - Foster critical thinking about the production and dissemination of information
What can be done:

- Integrate principles of critical literacy into our instruction
- Shift and expand the focus of instruction sessions/learning materials
  - Take greater advantage of “flipped-classrooms”
  - Less focus on “how to find information”
  - More focus on evaluating and using sources
- Develop better “language” and assignments that requires more focused/intentional use of sources
Works Consulted


http://www.thearda.com/
International Surveys and Data (88)
U.S. Church Membership Data (23)
U.S. Surveys (740)
  Surveys of the General Population
    National Surveys (193)
      Baylor Religion Surveys (3)
      General Social Surveys (23)
      News Polls (24)
      National Election Studies (6)
      National Survey of Family Growth (8)
      National Studies of Youth and Religion (NSYR) (3)
      Pew Research Center (43)
      Portraits of American Life Study (PALS) (1)
      Public Religion Research Institute (PRRI) (22)
      Other National Surveys (51)
      State of the First Amendment Surveys (9)
  Local/Regional Surveys (113)
    Middletown Data (26)
    Southern Focus Polls (36)
    Other Local/Regional Surveys (51)

Surveys of Denominations/Other Religious Groups
  Surveys of Congregations/Other Religious Organizations (91)
    Faith Communities Today (12)
    National Congregations Study (5)
    U.S. Congregational Life Survey (56)
    Other Surveys (18)

Surveys of Members or Leaders (423)
  Adventist (10)
  Baptist (7)
  Catholic (53)
Finding Current Religion Statistics in the U.S. and Worldwide

Rose Trupiano

4/27/2015

STEP 1: Enter a search term in the field below.

Search by Term...
Enter a search term below, then proceed to Step 2.
bible AND word AND god

STEP 2: Select an option below to search specific areas in relation to your search term.

Data Archive Files and Variables Survey Search Criteria...
Select your desired filters below.
Survey Category #1
--None--
Survey Category #2
--None--
Survey Category #3
--None--

Search Specific Sections of the ARDA...
Select your desired filters below.
ARDA Search Results #1
Variables(questions)
ARDA Search Results #2
--None--
ARDA Search Results #3
--None--

Search State Reports & Maps...
Select your desired filters below.

Begin Advanced Search

4/27/2015
Finding Current Religion Statistics in the U.S. and Worldwide

Rose Trupiano
4/27/2015

BIBLE from General Social Survey 2012 Cross-Section and Panel Combined
Which of these statements comes closest to describing your feelings about the Bible? The Bible is the actual word of God and is to be taken literally, word for word; the Bible is the inspired word of God but not everything should be taken literally, word for word; the Bible is an ancient book of fables, legends, history and moral precepts recorded by man.
1) The Bible is the actual word of God and is to be taken literally, word for word.
2) The Bible is the inspired word of God but not everything should be taken literally, word for word.
3) The Bible is an ancient book of fables, legends, history and moral precepts recorded by man.
4) Other (Volunteered)
5) Don't know
6) No answer

V71 from International Social Survey Programme 2008: Religion III
Optional_Q2. Which of these statements comes closest to describing your feelings about the Bible?
0) Not available
1) The Bible is the actual word of God and is to be taken literally, word for word
2) The Bible is the inspired word of God but not everything should be taken literally, word for word
3) The Bible is an ancient book of fables, legends, history, and moral precepts recorded by man
4) This does not apply to me
5) Can't choose
6) No answer

VCF0850 from American National Election Studies, Cumulative Data File, 1948-2004
Which of these statements comes closest to describing your feelings about the Bible? You can just give me the number of your choice. (see ARDA summary page for previous question wordings)
0) NA; form B (1990); short form or Spanish language questionnaire (1992)
1) The Bible is the actual Word of God and is to be taken literally, word for word
2) The Bible is the Word of God but not everything in it should be taken literally, word for word
3) The Bible is a book written by men and is not the Word of God
4) Other; DK

BIBLE-1 from General Social Survey Panel Data (2006 Sample)
Which of these statements comes closest to describing your feelings about the Bible? a.) The Bible is the actual word of God and is to be taken literally, word for word. b.) The Bible is the inspired word of God but not everything in it should be taken literally, word for word. c.) The Bible is an ancient book of fables, legends, history, and moral precepts recorded by men.
### Political Attitudes

<table>
<thead>
<tr>
<th></th>
<th>Catholic</th>
<th>Conservative Jewish</th>
<th>Episcopal Church in the USA</th>
<th>Unitarian (Universalist)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent that think that churches and other</td>
<td>47.7%</td>
<td>68%</td>
<td>58%</td>
<td>55.3%</td>
</tr>
<tr>
<td>houses of worship should keep out of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>political matters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent that think the best way to ensure</td>
<td>24.9%</td>
<td>24.5%</td>
<td>24.8%</td>
<td>5.3%</td>
</tr>
<tr>
<td>peace is through military strength.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent that think that stricter</td>
<td>31.8%</td>
<td>16.8%</td>
<td>21.3%</td>
<td>6.4%</td>
</tr>
<tr>
<td>environmental laws and regulations cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>too many jobs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent that think the government should</td>
<td>62.6%</td>
<td>67.8%</td>
<td>56.8%</td>
<td>74.9%</td>
</tr>
<tr>
<td>do more to help needy Americans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent that prefer a smaller government</td>
<td>39.4%</td>
<td>46.3%</td>
<td>53.7%</td>
<td>29.3%</td>
</tr>
<tr>
<td>providing fewer services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent registered to vote</td>
<td>83.2%</td>
<td>91.7%</td>
<td>90.9%</td>
<td>93.5%</td>
</tr>
<tr>
<td>Percent Republican</td>
<td>23.5%</td>
<td>21.5%</td>
<td>31.5%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Percent that describe themselves as</td>
<td>36.4%</td>
<td>27.2%</td>
<td>27.4%</td>
<td>4.9%</td>
</tr>
<tr>
<td>conservative or very conservative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent that voted for Kerry in the 2004</td>
<td>37.8%</td>
<td>52.6%</td>
<td>44.5%</td>
<td>82.6%</td>
</tr>
<tr>
<td>Presidential election</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Religious Beliefs

<table>
<thead>
<tr>
<th></th>
<th>Catholic</th>
<th>Conservative Jewish</th>
<th>Episcopal Church in the USA</th>
<th>Unitarian (Universalist)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent that view God as an impersonal</td>
<td>30%</td>
<td>57.4%</td>
<td>29.2%</td>
<td>57.2%</td>
</tr>
<tr>
<td>force</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent that believe in God or a universal</td>
<td>97.2%</td>
<td>89.1%</td>
<td>96.5%</td>
<td>80.9%</td>
</tr>
<tr>
<td>spirit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent that believe in Hell</td>
<td>60.2%</td>
<td>21.5%</td>
<td>39.8%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Percent that believe in Heaven</td>
<td>82.2%</td>
<td>43.3%</td>
<td>67.5%</td>
<td>18.1%</td>
</tr>
<tr>
<td>Percent that agree: Angels and demons are</td>
<td>69.2%</td>
<td>22%</td>
<td>54%</td>
<td>20.5%</td>
</tr>
<tr>
<td>active in the world</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent that believe in reincarnation</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Percent that believe in life after death</td>
<td>77%</td>
<td>41.1%</td>
<td>75.5%</td>
<td>49.5%</td>
</tr>
<tr>
<td>Percent that say religion is a very</td>
<td>56.1%</td>
<td>38.3%</td>
<td>49.7%</td>
<td>30.4%</td>
</tr>
<tr>
<td>important part of their life</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Finding Current Religion Statistics in the U.S. and Worldwide

Rose Trupiano

4/27/2015

Bahá'í—Number of Congregations (2010)

Note: Mouse over states to see more information.

<table>
<thead>
<tr>
<th>Rank</th>
<th>State</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>California</td>
<td>217</td>
</tr>
</tbody>
</table>
Thank you!

Rose Trupiano

Rose.Trupiano@Marquette.edu