

## SOURCES

*Assessment* (Washington: Association of Research Libraries, 2007) by Stephanie Wright and Lynda S. White.

Murphy's collection of case studies is a worthwhile addition, especially because it emphasizes the need for libraries to devote the necessary staff and resources to their assessment programs. "A library can only continuously improve and effectively respond to the needs of the individuals it serves," writes Murphy, "by dedicating the human, financial, and capital resources required to support effective assessment" (viii). Each organization profiled in the book has allocated the resources necessary for assessment, and each one provides an overview and background of its existing assessment program, an explanation of its theoretical framework, a description of its staff roles, and examples of specific activities and programs that have helped effect lasting improvement and change.

It is clear from these essays that excellent assessment programs are not launched overnight. For example, authors Steve Hiller and Stephanie Wright shed light on how much time and effort was required to bring the University of Washington Libraries to its current "culture of assessment" (2). Activities of a "Task Force on Library Services" in 1991, including a faculty/student satisfaction survey, laid the groundwork for successively more systematic assessment programs. Today, the institution's Libraries Assessment and Metrics Team is comprised of a team chair, director of assessment and planning, and a part-time librarian, who implement a wide range of assessment tools that directly inform the work of the libraries' strategic planning.

Although most of the chapters include notes for further reading, a useful addition to the book would be an appendix listing assessment resources for those readers unfamiliar with the basic techniques and the formal systems mentioned by many of the chapter authors, such as the Baldrige Criteria for Performance Excellence, Lean Six Sigma, Balanced Scorecard, and Project Management Professional (PMP). Further, the title of the collection is a bit misleading about its scope: no public or K–12 libraries are included. The organizations profiled are primarily libraries at research-intensive universities, including University of Washington, University of Virginia, University of Arizona, Emory University, and Syracuse University. The University of Richmond, along with the Ontario Council of University Libraries and the National Institute of Standards and Technology (NIST) Information Services Office, provide insights from the perspective of a smaller liberal arts college, an academic library consortium, and a special library, respectively.

In her introduction, Murphy does emphasize the primarily academic focus of this collection of essays; however, the book certainly offers key takeaways for librarians working in other types of institutions as well. The overall message in this interesting title is that an organized, thoughtful library assessment program is not a luxury but rather a necessity for the continual development of a strong library infrastructure that will serve library staff and patrons for years to come.—*Jennifer A. Bartlett, Head of Reference Services, University of Kentucky, Lexington, Kentucky*

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*The Reference Interview Today: Negotiating and Answering Questions Face to Face, on the Phone, and Virtually.* By Dave Harmeyer. Lanham, MD: Rowman and Littlefield, 2014. 154 p. Paper \$45 (ISBN: 978-0-8108-8816-9).

Many reference librarians understand that an effective reference interview not only answers a patron's reference question successfully but is also done in a timely manner at the patron's point of need. In *The Reference Interview Today*, Dave Harmeyer, who is the associate dean of university libraries at California's Azusa Pacific University, provides librarians and information professionals with a practical guide for conducting reference interviews in a variety of formats—face to face, phone, chat, text, and virtual.

Harmeyer presents thirteen scenarios that focus on the basic principles of the reference interview. Each scenario is composed of a general overview of the principle, a script of the reference interview, and thought-provoking questions. Because the scenarios' composition is consistent, the structure and flow of this book are easy for the reader to follow.

What makes Harmeyer's book different from other practical books about the reference interview are the thought-provoking questions that are listed at the end of every scenario. The questions begin with factual questions but progress to questions that analyze and evaluate the encounter. The book also claims that readers can connect with other readers on Harmeyer's blog (<http://referenceinterview.wordpress.com/author/dharmeyer>). However, the blog only has one post, from May 30, 2013, discussing the purpose of the blog. To date (August 2014), no other blog posts have been written, and there is no indication of whether the blog will be updated with newer posts in the future.

*The Reference Interview Today* is a practical and entertaining book. It is full of insightful anecdotes, timeless principles, and evidence-based practices that are relevant to both new and experienced reference librarians. Furthermore, library and information science students interested in what it would be like to work as a professional reference librarian will also find this book an interesting and useful read.—*Magen Bednar, Reference and Instruction Librarian, Tulsa Community College, Tulsa, Oklahoma*

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*Virtually Embedded: The Librarian in an Online Environment.* Ed. by Elizabeth Loenard and Erin McCaffrey. Chicago: ACRL, 2014. 196 p. Paper \$52 (ISBN: 978-0-8389-8684-4).

Embedded librarianship has become one of the hottest topics of professional conversation in academic library circles, and this essay collection edited by Erin McCaffrey and Elizabeth Leonard provides a broad overview of how librarians can embed themselves in higher education using a wide array of online tools. The dozen essays in this volume provide case studies, best practices, and literature reviews that analyze how librarians can leverage technology, such as learning management systems, online videos, social networking sites,

and other library-related products, to collaborate with faculty and reach students in their virtual learning spaces. As with many such collections, the reader might lose sight of the forest for the trees while delving into specific stories of what did or did not work in various libraries' explorations into virtual embeddedness, but the book does ultimately give a roadmap of different directions that libraries can take to engage with their academic constituencies in an online medium.

The first part of the collection offers a historical overview of online embedded librarianship and defines the terms for analyzing the role of embedded librarians in the contemporary academic library community. Part two outlines four examples of how online embedded librarians have successfully established a presence in virtual learning at universities across the world. Chapters on embedding librarians in online graduate programs, military distance education courses, and the Open Polytechnic of New Zealand demonstrate how librarians can engage with patrons even in a virtual environment. This section concludes by providing the embedded librarian with a virtual toolkit of Web 2.0 applications, such as blogs, wikis, social bookmarking sites, and other resources, that can help them connect with patrons. Following this, the collection examines how embedded librarians can work with faculty outside the classroom and can contribute to the instructional design process. The final section contains three chapters on scaling and sustaining online embedded librarianship through the use of student librarians, online widgets in the course management system (Blackboard in this instance), and LibGuides. The last chapter offers some thoughts on how academic librarians might seek to embed themselves in the still somewhat uncharted territories of MOOCs.

This showcase of online embedded partnerships provides examples for readers seeking approaches to reaching faculty and students in the increasingly virtual realm of academe. It does not give a comprehensive, step-by-step blueprint for how to implement such programs, but it does help readers identify the issues and processes they will need to consider as they investigate new ways of online engagement with their patron base.—*David D. Oberhelman, Humanities-Social Sciences Division, Oklahoma State University, Stillwater, Oklahoma*

require hours of planning for less than an hour of program. Luckily, resources such as Roginski's compilation of program plans work like Hamburger Helper for librarians: additional ingredients and prep time may be necessary, but nearly everything you need is in the package.

Roginski's ready-to-use primer is divided into four chapters. First, the "Littlest Learners" chapter offers tips on programming for babies, followed by four baby storytime templates. Roginski recommends repeating each program for an entire quarter because repetition helps infant brain development, and she provides a list of titles so that books may be alternated while rhymes remain the same. In "Toddling into Kindergarten," Roginski provides twenty-four themed, seasonally appropriate storytime programs for toddlers through preschoolers. Most program plans offer templates for flannel or magnet boards, available for download through ALA Editions. "Young Readers" offers titles, plans, and discussion questions for beginner reader book clubs. Finally, "Special Features" suggests one evening program per season, such as a teddy bear themed party or parachute play session, complete with program plans for each.

Although Roginski does not directly mention *Every Child Ready to Read*, her program plans are founded in current research and include early literacy asides to share with caregivers. Her suggested titles are a mix of older favorites and hits published two to four years ago. Perhaps most importantly, she has tested these titles, rhymes, and activities with children in order to give the busy librarian a fast and proven storytime plan. As a resource for new youth librarians as well as those strapped for time or wearing multiple hats, this collection may be a lifesaver. However, librarians interested in incorporating new media, maker, or science activities into storytime will have to come up with their own supplements to the program plans, which all follow the traditional book/rhyme/flannel board pattern. Likewise, librarians who incorporate themed crafts will not find suggestions in the text. Still, Roginski's lessons make a nice companion to Saroj Nadkarani Ghoting and Pamela Martin-Diaz's *Storytimes for Everyone!* (ALA Editions, 2013).—*Jacki Fulwood, Youth Services Manager, Moscow Public Library, Moscow, Idaho*

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***A Year in the Story Room.*** By Dawn R. Roginski. Chicago: ALA Editions, 2014. 252 p. Paper \$48 (ISBN: 978-0-8389-1179-2).

Any youth services librarian can attest that storytime programs, a favorite of young children and their caregivers, can