Sources
Professional Materials

Karen Antell, Editor

Becoming a Reflective Librarian and Teacher. By Michelle Reale. Chicago: ALA, 2016. 124 p. Paper $57 (ISBN 978-0-8389-1529-5).

Reale opens her thin volume by introducing the notion that learning doesn't come just from experts but from our own experiences, which are a foundation for our learning and teaching. She notes that reflective practice helps us understand not only our world and our place in it, but also how to navigate the "conflation" of our personal and professional selves (xviii).

In the early chapters, Reale explores the need to be reflective both for our own practice and also as a means of inspiring reflective learners. Chapter 3 specifically looks at the necessity and benefit of a reflective practice that allows us to address our doubts, insecurities, frustrations as well as our triumphs and discoveries.

Chapters 4 and 5 discuss the barriers to creating a reflective practice. For many, the question is simply how to start. Significantly, our typical focus on technical rationality, tasks, and metrics crowds out the time we need for reflection and undermines the validity of our intuitions and experiences. Yet, ultimately, Reale argues, we are humans with feelings and personal preferences that we must understand before we can create an authentic practice.

The next two chapters address variations and deeper insights into the concepts introduced in the first four chapters. In chapter 6, Reale focuses on the benefits of journaling for reflection, providing examples to demonstrate the many forms that this practice can take. Chapter 7 looks at tone: While we often use reflection and journals to solve problems, starting with our own strengths ("what's working") can be a more positive approach, enabling us to address the challenges from a position of strength.

Reflection is often considered a personal or isolated practice, but chapters 8 and 9 look at how to engage a wider circle. First, while our own experiences are valid, so are those of our colleagues, so collaborative reflection can broaden our perspectives as colleagues provide feedback and challenge us to see new perspectives. These shared and personal reflections can then be carried into the classroom as we engage students in the same learning processes.

In the final chapter, Reale discusses how reflection has allowed her to see her own practice as one of integration. Instead of compartmentalizing and seeking a balance, she finds the integration of her life into work and vice versa a rewarding experience.

Each chapter opens with insightful quotes from practitioners and theorists to set the tone for the ensuing discussion. Balancing theory and practice, Reale provides relevant examples, checklists, questions, and techniques. Furthermore, she ends each chapter with "Final Thoughts" and "Strategies" sections set off in a gray box. These elements will allow the novice practitioner to return to relevant aspects easily.

This book adds a strong voice to the current conversation about reflective teaching practices. Although it is written for librarians and from a librarian's perspective, its insights

and techniques are relevant to anyone in the classroom. The book's focus on Reale's own practice is generally an asset, as her experiences and insights serve as a guide for establishing a strong reflective practice. Throughout the book, she emphasizes the importance of finding one's own authentic method, and her rather intense focus on keeping a handwritten journal sometimes seems contradictory to the "find your authentic practice" message. Nonetheless, the call to find one's own best practices through reflection and share those with students is empowering and relevant in our classrooms.—*Donna Church, Reference Librarian, Webster University, St. Louis, Missouri*

Choosing to Lead: The Motivational Factors of Underrepresented Minority Librarians in Higher Education. Edited by Antonia P. Olivas. Chicago: ACRL, 2017. 151 p. Paper $38 (ISBN 978-0-8389-8887-9).

Leadership is a topic regularly discussed in library circles. Day-long preconference sessions are dedicated to the subject. Library associations offer webinars and host institutes on leadership development and best practices. Also of continued interest is diversity in the workplace, particularly with regard to recruitment, retention, and promotion of libraries from underrepresented groups, as evidenced by the burgeoning number of residency programs at academic libraries. Yet despite all the institutes and initiatives, minority librarians express frustration in securing leadership roles. *Choosing to Lead* addresses the intersection of diversity and leadership through essays by minority librarians who actively sought leadership opportunities within and outside their libraries.

Based on Olivas's doctoral research, this collection is bookended by chapters on the theoretical framework, the motivation to lead. However, the crux of the collection is in the other eight chapters, in which librarians recount how they created a leadership road map. Readers will appreciate the range of voices presented. Not all hold the title of "Director," and they work in public, private, and community colleges as subject specialists and professors. Additionally, the leadership paths presented vary from the laser-focused plan shared by Shannon Jones to Michelle Baildon's path of progressing from a leadership experience in a minority-focused library association to a position in the association of her subject specialty to a leadership role in her university system.

Several themes emerge from the essays, including the notion of "position-less leadership," self-care, and skill-building. Several authors stress that leadership can happen regardless of one's title or position within an organization. Committee members can lead just as much as committee chairs do—what's needed is the willingness to take on a leadership role. As one takes on more and increasingly challenging leadership roles, one must be mindful of self-care, which influences the ability to lead effectively. The authors also remind us that taking on leadership roles is a way to build skills; in fact, building a particular skill may be reason enough to assume a leadership position.

This book is recommended for any librarian who identifies as a minority as well as for library managers. Its stories and recommendations are applicable across library settings. The collection's authors were asked to share their motivation to lead and stay in the profession, and this can be used as a point of reflection for readers, but what may be even more useful is the story of *how* the authors act on that motivation. Because each chapter includes citations from librarianship, business, and organizational psychology, *Choosing to Lead* also serves as a reference source for librarians interested in leadership. Librarians will return to the stories offered here for guidance when presented with a leadership opportunity, for inspiration when faced with the frustration of being the sole librarian of color at an institution, and for support during what still may be a long road ahead for minority librarian leadership.—*Africa Hands, doctoral candidate, Queensland University of Technology, Brisbane, Australia*

Collaborating for Impact: Special Collections and Liaison Librarian Partnerships. Edited by Kristen Totleben and Lori Birrell. Chicago: ACRL, 2016. 270 p. Paper $60 (ISBN 978-083898883-1).

As academic libraries restructure their services to meet the needs of 21st-century users, librarians and library administrators look to collaborative partnerships as a way increase library usage and visibility. Numerous successful collaborative partnerships between librarians and faculty and other campus stakeholders have been documented in scholarly research, and such partnerships are now commonplace among academic libraries of all sizes. Although these partnerships are undoubtedly beneficial, it is easy to overlook the need for collaborative partnerships within the library. *Collaborating for Impact: Special Collection and Liaison Librarian Partnerships* makes a strong case for partnerships between public services and special collections departments. In the introduction to this work, Totleben and Birrell argue that in the digital age, access to special collections is one of the most valuable services that academic libraries offer. The book is organized as a series of literature reviews and case studies that illustrate the value of partnerships between public services and special collections, and librarians with experience in institutions with special collections departments will recognize the problems described in these case studies. In some institutions, for example, collections that would serve the research and teaching interests of faculty are underused. In one case study, librarians at Georgia Tech were able to breathe new life into the institution's science fiction collection through collection development and outreach collaboration. In another, an English department liaison and special collections librarian at Oklahoma State University partnered with a faculty member to incorporate early books from the library's collection, including a 1587 edition of Raphael Holinshed's *Chronicles of the History of England, Scotland, Ireland and Wales* into a digital humanities assignment for undergraduates. Librarians at other institutions