Including the Voices of Librarians of Color in Reference and Information Services Research

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Columns

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Entitled to the Facts

A Fact-Checking Role for Librarians

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In this piece I share some work in which my colleagues and I have been involved in our hometown. This work adds a dimension to reference work and library service that has been an interesting and welcome addition to our daily jobs.

Just three weeks after our new president took office in 2017, *New York Times* columnist David Brooks reflected on the new administration and referred to a "rising tide of conflict and incivility."[1] While many agree that the levels of incivility have risen like a swollen river in 2017, with no one sure where the river will crest, Americans struggle with an inability to discuss political differences, even among friends and relatives. Feeling like we have backpedaled to a new low in our history, perhaps we forget incivilities from our past such as the famous canning of Senator Charles Sumner on the Senate floor in 1856. Those historical events seem unfathomable in our purportedly more sophisticated day and age.

In an attempt to sidestep incivility, people assiduously avoid contentious topics. Also worrisome is the frustration among college faculty, and even college presidents, with students' lack of open-mindedness to opinions and positions that challenge their own.[2] The French have been somewhat applauded for their ability to have spirited conversations between friends who openly and respectfully disagree, most assuredly assisted by a good bottle of French wine. This leaves us wondering why Americans are different. Why have we grown intolerant of opinions divergent from our own? Where did we lose our way in our capacity to carry on respectful discourse, or at least the ability to agree that we disagree? For a nation that is perhaps one of the most secure on earth, Americans seem to be exhibiting a modicum of insecurity. Factions take positions that have real consequences in people's pocketbooks, livelihoods, and personal lives. Libraries serve their communities well, but what more can libraries do to help this situation?

Over the past four years, I have had the good fortune, through my work, to be involved in a program that seeks to create a safe and tolerant space for conversation about many common issues in our daily lives. The American Public Square (http://americanpublicsquare.org) is a program that provides a community forum for meaningful and sometimes difficult conversations. The American Public Square organizes programs about community, health, education, civics, and faith, bringing "together non-like-minded people for fact-based, civil conversations about national, regional, and local issues."[3]

Many events begin with a dinner that organizers view as an important part of the evening. Dinners are "civilizing," explains founder Allan Katz.[4] It is more difficult to be uncivil with someone you have befriended over dinner. Ground rules do not permit clapping for one side or the other. Listening rules the day. A major goal of the evening is to achieve dialog with civility. Moderators and fact-checkers have civility bells at the ready to ring if anyone's tone rises to an uncivil level. Rarely does the bell ring.

Each event features a panel of either national or local experts on the subject for the evening. Some of the topics have included the following:

- Religion and Race: Chasm or Bridge?
- Who's Our Neighbor? A Conversation on Neighborhoods, Poverty, and Race
- Why Can't We Be Friends: Civility and Politics
- A Dose of Reality: A Medicaid Status Report
- Muslim in the Metro
- Reevaluting the Death Penalty
- Live, Work, Play: Social Determinants of Health
- Varieties of Spiritual Experience
- Crossroads of Religion and Politics

Panels of four tackle the issue of the evening (or day), facilitated by a moderator. Panelists have included Sherry Green (president, National Alliance for Model State Drug Laws), Melissa Robinson (CEO, Black Health Care Coalition), Tricia Bushnell (Midwest Innocence Project), Kris Kobach (Kansas secretary of state), Kathleen Sebelius (former secretary for Health and Human Services), and former senator John Danforth. National topics lend themselves well to national figures; regional and local topics call on local experts. Frequently, the local public broadcasting station films the event for replay, and a lively Nick Haines, executive producer for public affairs for KCPT, roams the audience seeking the best questions for the panel and infusing a touch of humor to keep attitudes on an even keel. There is nothing not improved by humor.

The model is similar to many town halls broadcasted on television around election time. The American Public Square events always include fact checkers to give the audience the opportunity to challenge panelists' claims and to give the event a greater sense of legitimacy and authority in the presentation of the facts. This is where librarians enter!

Four years ago, when American Public Square staff contacted the library for librarians willing to fact-check, UMKC librarians enthusiastically stepped up to volunteer, sensing that this was a program of substance and something important for the community. For four years, the UMKC librarians, working in pairs, have staffed the fact-checking table. At every event, the fact-checkers are introduced to the public. It is one wonderful way to show the value and worth of our profession and the value of the reference librarian!

The audience uses fact-checking slips of paper on which they scribble their question or challenge a fact they heard. When librarians have a particularly interesting fact to check, they can take the microphone and announce the answer to the room. Panelists are on notice that librarians will fact-check their claims.

Can fact-checking get intense? Yes. Some evening's topics leave fact-checkers overwhelmed with questions while other topics are more manageable. At times, it can feel like the ultimate trivia contest, if not "reference-to-go." Librarians benefit from this close community contact and learn much as they fact-check their way through the evening. Isn't this one of the things for which we have been trained—sorting fact from fiction and misinterpretation? This is a perfect blend of reference and user service.

Local libraries, public and private universities, schools, foundations, and community centers in the Kansas City area partner with the American Public Square to provide space to hold these public forums. One of the beauties of the program is that it involves libraries in a very dynamic way. Kansas City Public Library and the Truman Presidential Library are two highly involved libraries. Community centers in the city's underserved neighborhoods and local churches have also offered space for programs. Audiences vary depending on the event location, and that too is a goal of the program. One event, "Who's Our Neighbor?" was held at a local, prestigious, private high school where juniors were challenged to think about the poverty in their midst juxtaposed against their lives of privilege.

Since our early history, libraries have been a place where people gathered for community, intellectual inquiry and understanding. Libraries are the living room of today's communities. Churches and libraries have built-in audiences that make them attractive partners for the program. While libraries have excelled at distributing content to remote users 24/7, their role in facilitating learning through physical congregation fosters community. It is an important role to maintain as libraries move forward. Libraries need to look for new ways to feed the intellectual needs and the curious minds of our community members, helping them to understand the issues of the day. And through programs like this, libraries help citizens participate in strengthening their own sense of community. People cannot ask a question of a television show. People may not take time, or have time to read a book on all the issues they confront in their daily lives. What better way to assist our users than to host events that engage them in deeper understanding?

FROM THE PRESIDENT OF RUSA

While we all share a common interest in national issues, complex local issues in all our communities also require our focus and understanding, and they lack solid media coverage. Kansas City has several hotly contested issues including tax increment financing, the contentious proposal to build a new airport, and an expensive taxpayer funded streetcar system.

The American Public Square evolved out of a program known as the Village Public Square, launched eleven years ago in Florida. Ambassador Allan Katz, former ambassador to Portugal and a distinguished professor of public administration at the University of Missouri–Kansas City, was a co-founder of the Village Public Square. Ambassador Katz further developed the program in Kansas City when he arrived at the university. American Public Square is a member-based organization, but anyone is welcome to attend the forums. For events that include dinner, scholarships are available.

There are other organizations offering similar opportunities for civil dialog. The American Public Square is one option. Staff are willing to share information about their organization, and partnerships such as this are an interesting way for libraries and librarians to put their skills to good use and serve their communities.

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Business and Workplace Information Literacy

Three Perspectives

Businesses want workers who are critical thinking problem-solvers, who know how to find, evaluate, and use information to address work-related issues, and communicate effectively regarding those issues,[1] much like the information literacy (IL) or media and information literacy (MIL) efforts worldwide recently described in this column.[2] In businesses at all levels and in the workplace, IL/MIL is not a familiar phrase. Undaunted, however, librarians in many types of libraries try to help their users with these very issues. Those librarians face challenges, including constant and rapid change in directions and needs, little or no grasp of the availability of data (or lack thereof), especially on emerging topics, and the need to address and communicate work-related issues speedily, yet with valid evidence. The challenge for librarians in all types of libraries is how to support each other through sharing materials and approaches, perhaps in a new repository for workplace-related IL. The discussions that follow take a first step in that direction. Next steps could include analyzing the contents of such a repository and developing sequential supportive curricula and materials for librarians and for their users to extend and expand their business and workplace IL.—*Esther Grassian, Co-Editor*

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BUSINESS EMPOWERED AT THE PUBLIC LIBRARY

Elizabeth Malafi

Elizabeth Malafi is coordinator of the Miller Business Center at the Middle Country Public Library in Centereach, New York. She coauthored Small Business and the Public Library (ALA Editions, 2011), and the forthcoming book Supporting Local Businesses and Entrepreneurs in the Digital Age: The Public Librarian's Toolkit (Libraries Unlimited). She also coauthored a peer-reviewed article for Reference Services Review, "Engaging with Entrepreneurs in Academic and Public Libraries." In 2014 she was part of the team that wrote Financial Literacy Guidelines for the American Library Association. She is a member of the BRASS Publications and Communications Committee, serves as editor of BRASS Notes, and is a former member-at-large for the BRASS Executive Committee. Elizabeth was awarded the BRASS Mergent Excellence in Business Librarianship Award in 2017 and the BRASS D&B Public Librarian Support Award in 2008.

Anyone who has been to more than one public library in their lifetime knows that they are all very different. Sure,

most public libraries offer the basics—circulating books and media, educational programming, and public-access computers—but content and delivery vary widely depending on the library and its community. Public libraries know that first and foremost they must reflect the needs and wants of their community. The same is true for business services in public libraries. These services must reflect the local business community.

Miller Center's Focus

The Miller Center is part of the Middle Country Public Library (MCPL) and is located on Long Island, an area with more than sixty public libraries. Each of these libraries is run independently and truly reflects its community. Following feedback from the local business community, MCPL began offering programming and resources to businesses and entrepreneurs more than twenty years ago. In 2003, funding from philanthropist John D. Miller allowed us to brand ourselves as the Miller Center and to expand our reach. Since then we have grown and enhanced services to meet the needs of the people we are serving.

Currently five MCPL librarians focus half of their time on the Miller Center. This team plans more than thirty programs and two trade shows each year. Each librarian also attends at least one outside networking event each month. Much of their time is spent on the more than fifteen hundred reference inquiries the Miller Center receives each year.

On any given day the Miller Center gets a wide range of questions from the public. The most popular questions from these patrons are related to careers, finances, and law. Patrons with these types of questions are usually looking for immediate assistance.

Questions about Careers

Career questions are usually related to a current job listing or an upcoming job interview and come from first-time or returning job seekers. Books covering resumes and potential interview questions are appreciated as are the one-on-one career counseling appointments we offer. While a librarian might help a patron review a job listing or find sample résumés, we rely on trained career counselors to help patrons put together résumés and cover letters.

Questions about Financial Literacy

Financial literacy has become a hot topic in libraries in the past several years. As an important topic, it is relevant to the mission of many libraries. At the very least, most libraries will have a wide selection of titles that will help create a budget, buy a home, and plan for retirement. Others offer monthly programs covering these topics and more. In our community, although we know this information is needed, programs covering financial literacy topics are extremely poorly attended. While the books and other resources

circulate well at the Miller Center, we found that these same patrons did not want to sit in a class. We know there is a lot of fear and embarrassment surrounding financial topics, but we also know that our community needs this information. So how can we help? After much trial and error, we found a solution; we began offering one-on-one financial counseling with a certified counselor. Though slow to start, with aggressive promotion, we are seeing the numbers for this program grow exponentially, from struggling to make even one appointment in 2016 to filling up the six monthly appointments a month or more in advance. While we will continue to offer financial literacy programs for the few that will bravely attend, our focus is moving toward one-on-one assistance.

Legal Questions

And finally, the dreaded law question! Is there another topic more feared by public librarians? No matter how many volumes of laws and cases we shelve in our library we are not lawyers or legal experts. It is imperative that this is impressed upon patrons. If your library is consistently receiving detailed legal questions, forming a relationship with a local legal aid society would be beneficial for all. Thankfully, at the Miller Center a typical reference law question is straightforward—either related to the wording of law or a getting a blank legal form.

Help for Librarians

While the Miller Center has a team of business librarians, it is not staffed exclusively by them. The reference interactions detailed above are handled by general reference librarians. These librarians also help walk-in business patrons who have straightforward questions such as the following:

- Can I get a sample business plan for a coffee shop?
- Where are the local real estate agents located?

Since we know MCPL librarians can be intimidated by the Miller Center's business questions, we have created an internal guide for them to easily answer some of our basic business questions. This guide includes a list of frequently asked business reference questions and answers with lists of resources used to answer the questions. Also included is a list of all our business subscription databases with a detailed description of what each offer. While we offer all this assistance to the librarians, we understand that many are just not comfortable with the topic and recommend that they contact a Miller Center librarian for anything they feel they cannot handle.

One-on-One Reference Instruction Help

Because of their relationships with the business community, business people and entrepreneurs tend to contact the

business librarians directly with more detailed, specialized questions and research requests.

While we do not currently have a written policy, it is important that the business librarians understand how much we can do for each patron. Many of these patron relationships begin with a one-on-one session with a business librarian. These one-on-one sessions have grown by leaps and bounds over the past few years. Once we realized that many of our business patrons wanted this one-on-one assistance, we made it a standard of our service. It is a win-win for all involved. Business people and entrepreneurs enjoy the personalized assistance. These sessions also give our business librarians the opportunity to really get to know the business people and entrepreneurs in the community. After getting an overview of the business and its needs, the business librarian will review specific databases, programs and community resources that can help them. They will also generally leave the session with a specific reference request that can be as simple as a list of potential customers.

More detailed requests are handled several ways. Questions with a quick turn-around ("Can you help me identify the other dry cleaners in a five-mile radius of my business?") are handled completely by a business librarian with information sent via email. For business patrons who need immediate information that is not quickly attainable, a business librarian may guide them toward the specific resources they need to find the information. For instance, recently, a business patron asked for a list of licensed insurance salespeople by state. Not accessible through any of our databases, we quickly realized that many states offered this information online through their departments of insurance. We referred the patron to these websites and he could get most of the information he needed on his own.

For those who have a longer lead time, a business librarian may use those same resources to find the information for the patron. Miller Center business librarians do not interpret the information. For instance, a patron looking to open a frozen yogurt shop may ask for information on the industry and daytime traffic patterns for a potential location. While we would supply the information, we would not use it to determine whether they should go ahead with a potential business.

Keeping Up with Business Reference

Like your general library services, providing services to business patrons is not static. They should constantly be changing to reflect your community at that moment. The only way to get to know your local business community is to meet them. Talk to them at your programs. Visit local business groups and partner with local business organizations. None of us should work alone.

The Miller Center has been working with businesses for almost two decades. We work hard to learn and understand the needs of our local entrepreneurial and business population. While we are lightyears ahead of where we had been we never stop learning and growing.

BUSINESS INFORMATION LITERACY IN ACADEMIC LIBRARIES: CHALLENGES AND OPPORTUNITIES IN MEETING TRENDS IN BUSINESS EDUCATION

Grace Liu

Grace Liu has drawn her understanding of the business information literacy from diverse experiences working for both private and public sectors as a research assistant at the Morrison & Foerster LLP Beijing office, as a content developer in LexisNexis China, and from her current role as the business reference librarian at the University of Maine. She has actively engaged in the discussion of the trends in business education and its effects on business reference services and organized a webinar on this topic for RUSA.

Business information literacy (IL) in academic libraries is driven by changes in business education. Five emerging trends underlying the changing landscape in business education will have great impact on business library services and business IL instruction (ILI).

Trend 1: The "Engagement, Innovation and Impact" Principles

In 2013, the Association to Advance Collegiate Schools of Business (AACSB), the world's most prestigious accrediting agency for business programs, revised its accreditation standards. The new standards demanded that business schools provide evidence of continuous quality improvement in three vital areas: engagement, innovation, and impact. Business schools are encouraged to work with other stakeholders, recognize the importance of experimentation, and seek their impact on business and society.[3] In 2016, AACSB released the Collective Vision for Business Education: "the world will view business schools as catalysts for innovation, hubs for life-long learning, enablers of global prosperity, co-creators of knowledge and leaders on leadership."[4]

In past years, we have seen a growing trend of business faculty and students engage in projects with local entrepreneurs and small business owners, and a growing role for business librarians to support university entrepreneurial initiatives and experiential learning projects. Responding to these changes, business library services need to transform our current liaison service practice to a more engaged service model, offering more embedded and integrated library services and ILI.

Trend 2: Data-Driven or Evidence-Based Decision-Making

Data-driven or evidence-based decision-making constitutes another trend in business education. Many business schools offer business analytics and decision-making courses. Some business courses have research components to enhance students' capacity for analyzing information and evidence

to make sound business decisions. A 2013 survey by the Association of American Colleges and Universities indicated that employers believed colleges should place more emphasis than they do today on critical-thinking and analytical-reasoning skills. They would support education practices that enable students to conduct research and carry out evidence-based analysis.[5] Critical-thinking skills, analytical-reasoning skills, evidence-based analysis, or data-driven decision-making tie closely with the library's ILI.

Business ILI offers great opportunity for business librarians to demonstrate their educational impact. Many creative models of ILI have been developed by business librarians over the years. Business librarians at the University of Texas at San Antonio (UTSA) collaborated with business faculty and designed the "Secondary Marketing Research Certificate (SMRC)" program.[6] Richard Stern, the business librarian at the Seton Hall University library, used to take business students on a tour of the Consumers Union. Students met with Consumers Union research staff to learn about consumer research methodology, evaluation of research, and the research process. He pioneered experiential learning in business ILI.[7]

Despite these good practices and programs, business ILI in academic libraries faces great challenges. One of the big challenges is helping users understand the complexity of information sources, the constraints of accessing business information behind paywalls and limited or nonexistent information on emerging or niche markets. Another great challenge is to help users see discrepancies across business databases, critically evaluate information sources, and then help them develop agility to choose wisely from available research tools. Finally, business ILI faces great challenges in scaffolding students' learning. Many business librarians must stick to one-shot ILI and that instruction is highly dependent on the business class schedule. Swiftly evolving business class projects are disruptive to library instruction. Because of these challenges, one-shot library sessions can barely scaffold students' research capacity and assist them in developing well-rounded research skills.

Trend 3: Customization, Specialization, and Innovation

Many business schools advertise customized business studies. The University of Chicago provides tremendous flexibility for course selection with only one required course in leadership training.[8] Yale is conducting an experiment where the curriculum is highly integrated. Faculty do not teach functional courses.[9] The Wharton School of Business encourages students to pursue academic interests outside of business.[10] Business students at the University of North Carolina at Chapel Hill are able to customize their degrees by adding emphasis on management consulting, entrepreneurship, real estate studies, energy, and healthcare.[11]

Currently, masters in business administration (MBA) courses are often offered in multiple formats such as full-time MBA, executive MBA, flexible MBA, and online MBA.

Some business schools offer nighttime or weekend MBAs. Today's MBA classroom setting is much more complicated than ever before. Some classes offered at the University of Maine Business School incorporate in-class instruction, synchronous online sessions, and asynchronous online sessions. Faculty face challenges in managing different formats at the same time. Library instruction in this context is even more challenging.

Under these circumstances, business librarians face challenges in flexibly providing customized services, adapting to different class environments, and familiarizing themselves with a variety of instruction formats such as in-class instruction, online instruction, flipped classrooms, workshops, and video tutorials.

Trend 4: Experiential Learning

Experiential learning is a buzzword in today's business education. Internships, co-ops, service-learning projects, study-abroad experiences, and student-managed investment funds offer students new opportunities to reinforce their knowledge outside of the classroom. These types of experiential learning enhance students' critical-thinking skills, problem-solving skills, self-directed-learning skills, and teamwork skills.

However, experiential learning poses great challenges to library ILI because in the real business world, students will rarely find easy and unambiguous answers to their questions. Real business problems cannot be solved easily by searching several library databases and summarizing information from a limited number of relevant articles. Real-world business problems occur in such a dynamic that the topic must be reformulated quickly as new information turns up, and that information must be checked across all available sources. In a real world, decisions are made under many constraints and influenced not only by the availability of resources, but also by the pressure of deadlines and the temperaments of researchers.

To prepare for experiential learning and the real-world work environment, students need to develop more flexible and expanded IL capacity. In addition to drawing understanding from diverse information sources, they need to grasp the concept of researcher biases. They need to move from knowledge of research tools to developing effective strategies for using them. Finally, in addition to cognitive challenges, they need to acknowledge the emotional challenges involved in information researching. The new ACRL Information Literacy Framework would better fit in this context. It offers new opportunity for librarians to teach IL skills that are overlooked in current library instruction, such as strategic thinking, affective learning, and metacognition.

Trend 5: New Business Curricula

The hottest discussions of trends in business education focus on business curricula. Business ethics, leadership, corporate

social responsibility, entrepreneurship and innovation, globalization, and integrating business with other disciplines are becoming new trends in business curricula. These trends will demand ILI and IL curriculum mapping aligned with the learning outcomes of these new business curricula.

In sum, business IL in academic libraries, driven by the changing needs of our users and trends in business education, faces great challenges in engaging with faculty and diverse student groups, dealing with dynamic learning environments, new technologies, experiential learning, fragmented one-shot topics, and scaffolding students' learning.

However, the changing environment also offers enormous opportunity for us in academic libraries to align our business ILI with the new vision and mission of business schools. It offers opportunities to incorporate IL Framework concepts in business ILI and curriculum mapping. Finally, it offers the opportunity to help students develop well-rounded IL skills, improve their strategic thinking, critical thinking, and affective learning, and build their confidence and self-efficacy in business research and lifelong learning.

WORKPLACE INFORMATION LITERACY

Stéphane Goldstein

Stéphane Goldstein is Executive Director, InformAll CIC, and Advocacy and Outreach Officer, CILIP Information Literacy Group, and has written about workplace information literacy, notably with the reports "A Graduate Employability Lens for the SCONUL Seven Pillars of Information Literacy" and "DeVIL— Determining the Value of Information Literacy for Employers." Using such evidence, he has promoted the relevance and importance of information literacy with a variety of players in the realm of employment, such as the Confederation of British Industry, the British Chambers of Commerce, and the Trades Union Congress. He has presented on workplace information literacy themes at the European Conference on Information Literacy (ECIL), the Librarians' Information Literacy Annual Conference (LILAC), the CILIP annual conference, and the Business Librarians Association annual conference.12

Information literacy (IL) matters in the workplace, even if the term itself is not readily recognized in business settings. An abundance of academic literature since the early 1990s testifies to this. Two literature reviews from 2014 give a sense of the variety of studies undertaken over the past twenty years and more in numerous employment settings;[13] the pervasive nature of IL in contemporary workplace culture and practices has also been analyzed more recently from different perspectives.[14] Although there are many ways that workplace IL might be defined, one useful summary encapsulates much of what has been written: "A set of abilities for employees to recognize when information is needed and to locate, evaluate, organize and use information effectively, as well as the abilities to create, package and present information

effectively to the intended audience. Simply speaking, it is a set of abilities for employees to interact with information when they need to address any business issues or problems at work."[15]

A major conclusion from the many analyses is that manifestations of IL in the workplace are determined largely by the social contexts of work environments. The capacity to learn about and handle information tends to be specific to, and influenced by, different working environments and by the social interactions that influence how information is shared and used. An important aspect of this is how information know-how is acquired through employees' practice and experience, and the construction of information practices specific to their professions. Research undertaken around fifteen years ago with firefighters in Australia exemplifies this point: IL in the workplace is not only based on texts and documents, but also on the social interactions that take place there. It is largely about the informal exchange of information, and informal learning, which comes through professional know-how.[16] In addition, in the workplace, the effective handling of information—and the IL that goes with that—contributes to the growth of organizational knowledge; and workplace information tends to be less structured and more chaotic than is the case in educational settings.

It follows that IL is not only beneficial for individuals in the workplace, and for the contribution that they can make, but also for entire enterprises. The promotion of companywide knowledge creation, sharing and use—and the critical IL competencies that underpin these—can lead to greater operational efficiency and the exploitation of business opportunities.[17] It can add value and provide returns on investment—although these are difficult to quantify—by contributing to such business factors as efficiency, profitability, the capacity to provide good customer service, staff self-motivation, and compliance with legal, ethical and other requirements.[18] IL may also help to address significant organizational challenges, such as dealing with information overload,[19] formulating adaptive strategies for coping with uncertainties,[20] better informed decision-making,[21] and ensuring evidence-based practice in particular sectors such as healthcare.[22]

IL also contributes to employability, a fact that librarians can utilize effectively in outreach and publicity regarding their IL offerings. At one level, employability is about the skills and knowledge necessary for being effective in the workplace. As such, there are well-recognized employability attributes—essentially, generic and soft skills—where an ability to handle, share and make judicious use of information is an important factor. These include teamworking, problem-solving, analytical skills, business or customer/client awareness, and communication. But at a more holistic level, employability can also equate to an ability for individuals to learn and develop to make the most out of lifelong opportunities and challenges, including work. In that context, IL is relevant to keeping informed about career opportunities, the evolving nature of work, and the adaptability and

resilience needed to cope with that, as a means of charting career paths and defining lifelong learning and self-development preferences.[23] Thus employability may be seen in the context of lifelong learning processes (and proactive commitment to learning) dependent on the achievement of a range of literacies, including digital and information literacies.[24]

A more holistic approach to employment and employability could help to define what IL might mean in the coming years in the context of the evolving nature of work. Future trends point to a capability to participate in knowledge societies, characterized by new social and technological environments that apply to everyday life, community engagement and citizenship as well as work. Cultivating a population capable of mastering information is essential to this sort of societal development. As suggested above, such mastery is dependent on achieving different but intersecting literacies, or metaliteracy, a concept illustrated for instance in Lee's research paper "Literacy and Competencies Required to Participate in Knowledge Societies."[25] This identifies three broad sets of competencies—conceptual, practical, and human—each of which is characterized by particular skills. In this model, media and IL are deemed to be practical competencies, along with learning skills. Conceptual competencies are ways of thinking, including critical and reflective thinking; human competencies, described as ability to interact with people, include virtual collaboration and digital citizenship.

Although IL features specifically as a practical competency, it is arguably dependent on the other outlined sets of competencies and skills; thus, for instance, critical thinking is crucially important for demonstrating information discernment—that is, the ability to show judgement and to demonstrate a questioning attitude when searching for, interpreting, using, and sharing information. In addition, IL is a powerful contributor to the information savviness necessary to exercise digital citizenship. And while these factors are not specific to workplace settings, they contribute to the societal contexts which nurture the emergence of new workplace practices and cultures characterized by

- less security and greater casualization;
- greater degrees of fragmentation in terms of attention, tasks, work time, and work space;
- dislocation from traditional workplace; and
- automation or at risk from automation.

These characteristics represent features typical of the gig economy. Addressing these challenges is likely to require the flexibility, nimbleness, and associated capabilities needed to assimilate and communicate information, apply information and knowledge to real-world problems, and manage knowledge, all of which relate to IL directly or indirectly.

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Serving to Lead

Alesia McManus

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In an era of constant change and transition, libraries are continually called upon to do more with less. This fact makes it critical to utilize resources—including human—as fully as possible. One way to accomplish this is by encouraging staff participation in service opportunities, which can foster talent and leadership development in those who engage. In this column, Alesia McManus issues a call to action for all of us to get more involved and thereby lay claim to our leadership potential. McManus, immediate past-president of RUSA, offers a compelling argument that seizing the growth opportunities that are available through service will allow us to make even more of a difference in our workplaces and communities as well as enable us to reap personal benefits for years to come.—*Editor*

With the fast pace of change in today's libraries, leadership is needed more than ever at all levels of the organization and regardless of whether you have a formal leadership role in in your workplace. Giovanna Badia cites a definition of leadership as "being able to influence and lead a diverse group of individuals to attain common goals and objectives."[1] Leadership development is an important benefit for you as an individual and, in turn, your development as a leader can also benefit your workplace. In my experience, one of the best ways to obtain leadership experience outside of a defined job description is service. Service can be at the local (library, organization, community, or campus) level or at the state or national level. Those of us who work in academic libraries often have service as one of the criteria for promotion, permanent status, or tenure.

How can you take advantage of service opportunities? Volunteer! Don't be afraid to step up and put yourself out there. Opportunities to serve within your own organization often are available by responding to a call for volunteers. For example, in my library, my department recently asked for volunteers to serve on a reference services working group to examine the best options for providing user-focused reference service to our campus community. Every academic library I've worked for has had a call for volunteers to participate in both library and campus shared governance. This can be a useful way to engage with colleagues in other library and campus units. It's also a good place to observe local politics in action and to learn about parliamentary procedure. Volunteering in this way can be a means of demonstrating what Pixie Anne Mosley calls "grass roots leadership,"[2] where someone can be an effective leader because of passion for an issue that has personal meaning to them.

I have felt this kind of passion not only for issues in my workplace and institution, but also for issues addressed at the national-library-association level. There are many association volunteer opportunities at organizations like the American Library Association (ALA) and RUSA (among many others) because of the size and scope of these organizations and the variety of professional issues and concerns that they address and support. ALA added leadership development to its list of strategic directions in 2015. If professional development funds are limited, you can volunteer to serve a regional or state organization or association but, at the national level, many committees and groups work virtually so you don't have to travel to conferences. Maggie Farrell also has written a column on leadership development through service, and she points out that because there are so many available opportunities, it's important to be careful to select ones that you think will enhance your individual development as well as advance workplace goals.[3]

In addition to grass roots leadership, a literature review on leadership development in libraries by Gabrielle Ka Wai Wong identified what she called "emergent leadership," where leaders come from every segment of the library or profession and demonstrate the capabilities to "spot problems and seek solutions, to collaborate with peers and to volunteer ideas and time."[4] This is the very essence of the work of association member leaders and volunteers. One of the articles Wong reviewed offers further ideas for becoming a leader "be visible, volunteer, take chances, speak up, and stay knowledgeable of professional issues."[5] These suggestions reinforce that service is an excellent way to exercise leadership.

So how did I follow through on my strong interest in service and leadership at the national association level? Badia mentions a study of millennial academic librarians where 19 percent of the respondents perceived barriers to getting involved in association leadership but 50 percent of the respondents saw barriers to leadership roles in their own libraries.[6] Farrell also notes that workplaces may have limited opportunities for career advancement, so association service may be an alternative means for advancing careers.[7]

These circumstances mirror my own experience as an early career librarian. In my first academic library position, I had only limited leadership opportunities and I wanted to have a professional footprint beyond my library. At that time, the RUSA Machine-Assisted Reference Section (MARS)—now called the Emerging Technologies Section (ETS)—was looking for a web coordinator. I had recently learned HTML, and several of my library colleagues were active in MARS and enjoyed it. So I applied and was offered the volunteer position after interviewing at an ALA conference. I was concerned that I was not a "techie" (what is now often referred to as imposter syndrome), but I didn't want to pass up the opportunity to apply my new skill set to a professional setting where I could help support the work of the section and by extension to the patrons we served. This role gave me the invaluable opportunity to serve on MARS's executive committee and see association leadership in action. I was also able to bring this experience to bear on the job by serving as a reference services representative on more than one library's web development group.

Another point I would like to make about the above example is that the service we volunteer for may not part of our core job responsibilities. It can be an opportunity to explore a new professional skill or area that you are interested in or that might influence your career directions. Also, undertaking service will likely require the support of your supervisor. Being able to show how your service will enhance your professional skills and how it can be a valuable avenue for professional development should help you make the case for volunteering.

Another salient example of the interrelationship between leadership and career development through service in the workplace and service to the profession is from my role as a team leader at another academic library. To be a successful team leader, we were given the opportunity to develop facilitation as well as leadership skills. As a result, I volunteered to participate on the library's facilitator's team to further develop my skills and to help other groups in the library work more successfully together. A facilitator helps others "assume responsibility and to take the lead" through goal-setting, developing plans and actions, supporting decision-making, and endeavoring to take all members' opinions into account.[8] I have been able to apply this facilitation experience to other job settings and, most recently (more than a decade later), as RUSA president.

This past year, the RUSA board and the broader membership voted to support restructuring at the division level so RUSA could be more nimble and flexible in our capacity to make decisions and implement actions to enhance member recruitment, engagement, and professional support. RUSA leaders at all levels will be involved, and I'm sure that our individual experiences will benefit our home institutions. I think the key to being successful is to pursue service out of your intrinsic motivation to impact your local communities and organizations and the profession at large. Yes, many of our libraries, especially in academia, may require service in the broader sense for your contract to be renewed or to receive promotion or tenure, but association service enables you to grow personally as well as professionally.

As I reflect on my record of service, I am grateful for being able to practice leadership, team building, and communication skills in a welcoming and collegial space supported by a network of colleagues that have mentored, encouraged, and provided me with opportunities along the way. This reflection brings me to one of the most valuable aspects of service which is mentoring—both the possibility of mentoring others as well as being mentored oneself. I would not have had the confidence to agree to run for RUSA president without the encouragement and support of many people throughout my career. Mentors not only encourage, they also provide advice on navigating the complex issues that arise during our careers. Some examples of mentoring I've received include being invited to serve on the editorial advisory board

of an edited book, which in turn helped me feel capable of accepting an invitation to write a book chapter of my own a couple of years later. It's being given the chance to run for elected office in an association after being unsuccessful the first time around. Or mentoring can be helpful advice on whether to accept a job offer. Lastly, mentors are excellent references for job applications, as well as for providing recommendations for service and for promotion or tenure. On mentoring and leadership development, Farrell notes that for professionals with limited or no supervisory responsibilities at work, service may "assist in the development of mentoring and coaching skills," which in turn can enhance skills related to supervisory work.[9]

Whether at the local, state, or national level, service can enrich your professional development and make it possible for you to have a positive effect on your local community, workplace, and colleagues. Service enhances your professional skills and leadership abilities by building your strengths and enabling you to develop new capabilities. It can connect your passion to issues that have personal meaning to you within the profession. And, most importantly, it will allow you to gain collaborators, mentors, and professional friendships that last your entire career.

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Moving from a Promotion Strategy to an Engagement Strategy

Cordelia Anderson

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Cordelia Anderson highlights the need to assess your patrons' needs and personalities to appeal to them, rather than simply pushing your message out there and hoping something sticks. Engagement requires more effort on our part, but ultimately is much more rewarding as well. Read on for some great ideas on how to fine-tune your promotions and turn them into opportunities for real engagement with your community members.—*Editors*

We all want the same thing: To get more people to use more library services more often, and bring their friends. But our efforts to promote services and programs don't always give us the results we want. Why? I would argue that we spend too much time and energy on promotion and not enough on engagement.

ENGAGE IN A TWO-WAY CONVERSATION

As an individual, would you rather have someone stand in front of you, talking to you through a megaphone about all the great things they can do for you? Or would you rather have them sit next to you, ask you about your needs, listen to your response, and then suggest ways they can help?

Too often, when we talk about promoting libraries, the strategy resembles the megaphone. Tell as many people as you can as many things as you can about your library.

Engagement resembles the two-way conversation, and though it requires more effort, it yields better results (see figure 1).

Examples of engagement strategies include the following:

- **Active listening.** This means monitoring all your social media spaces on a daily basis to see what people are talking about and answer their questions. If you really pay attention, you can even anticipate their questions before they ask.
- **Customer feedback.** How do you gather feedback from your library users? Surveys? Focus groups? Across-the-desk comments? Online reviews (Yelp, Facebook, etc.)? Make sure you are always gathering feedback, reviewing it, and using it to improve your services and programs. This will help you be more targeted in your marketing efforts as well.

Whether you use one of these strategies or something different, if you ensure that it's a two-way conversation, you will move from promotion to engagement.
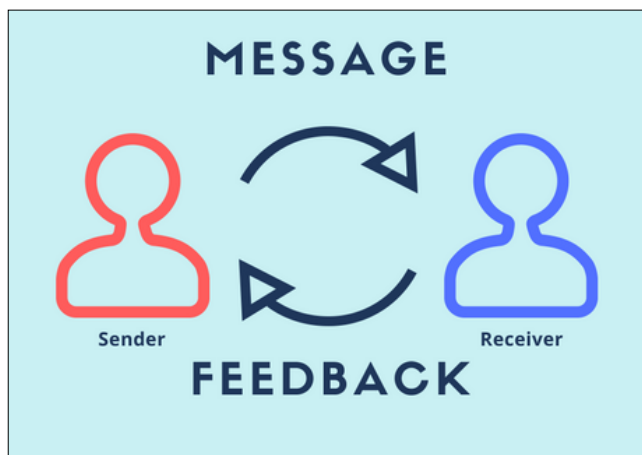
Figure 1. Basic Communication Model

FLIP THE NARRATIVE

Do you think the person you are communicating with sees themselves as a character in your library's story? Of course not! *They* are the main character in their story, but you have a role too. You can help them on their journey and be a part of getting them where they need to go. So stop telling your story—tell their story. Help them see how your library gets them to their happy ending.

This doesn't mean you have to throw out everything you're doing—often it's just a matter of flipping the narrative. Instead of saying, "The Library's summer reading program helps children prepare for kindergarten," flip it to say, "Briana, age 5, is ready for kindergarten after participating in our summer reading program."

Examples of storytelling strategies include the following:

- **Stories of impact.** Instead of talking about yourself, tell the story of a person whose life was changed because of a library program or service. When you make it about people, it allows your audiences to picture themselves being helped by the library. These can be as simple as social media posts or as elaborate as videos—just make sure they are compelling and visual.
- **Photography.** When marketing a program or service, use a strong visual of a person using that service. You can either use real customer photographs or stock photography, as long as they tell a visual story. And don't always use people who look the same—diversity allows more people to see themselves using your library service. See figure 2.
- **Statistics.** Not everyone responds to numbers, but combined with visuals and stories, statistics can be very compelling because they show how many people are engaging with your library. So, using Briana again, we could add, "There are 15,000 children starting kindergarten this year, and Briana, age 5, is one of them. Emily's

Figure 2. Example of a stock photo used to promote Freading

mother, Sandra, said that summer reading helped Briana and many of her classmates get ready for kindergarten."

And speaking of large numbers . . .

EMPHASIZE QUALITY OVER QUANTITY

Now you have compelling stories and you're ready to engage with your audiences. The more channels you have to tell these stories through, the better, right?

Actually, no. That's like saying the more plants you have, the better your garden will be. But just like in gardening, each channel—whether it be Facebook, Twitter, a blog, or something else—requires careful tending. If you have too many, you can't manage them, and they can fall into disuse or neglect. Carefully select a few channels, focusing on what you can manage and where your customers are.

Not sure which channels are best for your audiences? See figure 3 for a quick reference.

When Facebook and Twitter first became popular back in the mid-2000s, staff at my Library were excited about these as promotion tools. We often heard this refrain: "We can use these tools to promote our programs!" And suddenly, all our programs were filled, right? And the more social

Figure 3. Pew Research Center Social Media Fact Sheet. Source: http://www.pewinternet.org/fact-sheet/social-media/.

Figure 4. Example of a popular "what are you reading?" Facebook post

media channels we added, the more we were overrun with people, right?

Sadly, no. It wasn't until we reduced the number of social media channels we were using and moved from a promotion strategy to an engagement strategy that our followership began to grow. It grew because with fewer channels, we could post higher-quality content, geared toward our audiences, with greater frequency. Also, we were no longer competing with ourselves. If a library lover wanted to connect with us, they only had to go to one or two places instead of a dozen or more.

As we adapt to new tools in the changing social and technology landscape, the need for personal human connection does not go away. If you approach social media as a way to connect with people, as a two-way conversation, as a place for engagement, your audience will grow. And you will build a community of followers, supporters, and brand ambassadors that are loyal.

Examples of social media engagement strategies include the following:

- **Downsizing social media.** Take a long, hard look at the statistics for your social media sites. How often are they updated? Less than once a week? How many people are visiting? A few people a month? If the content isn't fresh, or nobody is seeing it, or both—it's time to let go. Post

a message to let followers know when it's closing—and refer them to another place where they can follow you.

- **Asking a simple question.** One of the most popular posts on our Facebook page is, "What are you reading this weekend?" People love to respond, and swap book recommendations with others in the thread. We have used this many times, and it still works! Try pairing it with a photo that is topical. For example, if it's raining, use a photo of a book next to a rain-soaked window. See figure 4.
- **Targeted boosting.** On Facebook, you can boost a post to a targeted audience for as little as $5. The more you target your audience, the more effective it will be. For example, we once had a *Game of Thrones*–related program, and we targeted Facebook users who lived in our county and liked *Game of Thrones*. The boosted post drew new people to our page and the program.

So now that you are using social media and other tools to connect and engage with customers, what happens when that program or service just isn't getting the usage you want?

KNOW WHEN TO STOP

The definition of marketing is "the science of understanding human wants and needs and designing services to meet those needs." This is possible when you are listening to the wants and needs of your customers.

This often happens quite effectively in our libraries, without a lot of arduous research. A librarian notices that biographies are popular and creates a display of biographies. These books get checked out. A staff person notices a lot of people coming into the library for résumé help, and organizes a résumé class. It is well attended.

Where it gets more complicated is when we are promoting programs or services that didn't arise in response to a need, are new or different, or whose audience has moved on. And, if you work in libraries, you know—we have a hard time letting go.

We often respond with a lot of printed material in the form of flyers, brochures, posters, etc. Printed material is not bad—in fact, it's probably the best way that people who are already in your branch learn about new programs or services. Where it becomes ineffective is when it isn't part of a larger marketing strategy. Throwing a lot of flyers at a program or service that isn't being used may not solve the problem.

It may be more effective to look at the audience for that program or service, and determine whether they really want or need it. Perhaps their needs are being met in some other way. And that's OK.

Here are some examples of things that can be stopped:

- **Print newsletters.** Years ago, we produced a monthly newsletter listing all our programs for that month. Yes, some people read it, but we had no demonstrable evidence that it was bringing more people in. Furthermore, we were recycling hundreds of them at the end of each month. We discontinued the newsletter, and instead designed a suite of calendar and flyer templates for branch staff to use. That put the power in their hands, and saved a lot of time and money.
- **Poorly attended programs.** Sometimes it's hard to determine why a program is not well attended. The easiest way to find out is to ask your customers. Are they interested, but didn't know about it? Or did they know about it, but weren't interested? Or was the time or location not right for them? Instead of starting with the program, start with the customer. If they don't want it, stop doing it!
- **"One size fits all."** It may be that one program is best promoted through word-of-mouth, while another service is best promoted on social media. Don't feel locked in to a set way of marketing things. Not every event needs a press release, and not every service needs to be on Twitter. See what works best, and do more of that.

So, although marketing is a science, you don't have to be a scientist to do it effectively. When you embrace the two-way conversation, make the customer the focus of the narrative, provide high-quality content, and let go of things that are not working, you are on the road to better customer engagement.

Readers' Services

One is the Loneliest Number

Laurel Tarulli

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When we talk of readers' advisory services in libraries, we often we talk in terms of departments and teams. Those of us who work in public libraries are fortunate to have colleagues with us at the desk or just around the corner in the workroom with whom we can consult on challenging readers' advisory (RA) questions. But as column editor Laurel Tarulli points out, librarians in small libraries or in schools often are operating completely on their own, which can present a challenge in terms of RA work.—*Barry Trott, RUSQ editor*

Running your own fiefdom can be fun and empowering. You rarely if ever have to consult with anyone, you are often left to explore your own creativity and imagination, and you have only yourself to blame if something goes wrong . . . wait. What?

Okay, maybe it's not that bad, but when you are the only librarian managing a small or rural public library, or a media specialist/librarian in a school setting, it often feels as if we are running our own little fiefdoms. We alone forge the path and lead our libraries in the direction we envision, fully empowered as the ultimate decision maker, but also the isolated figure without the day-to-day support many others enjoy. And, ultimately, the bearer of responsibility to insure we have, or can continue to strive for, the knowledge and expertise to support the services needed and expected by our patrons, users, or students.

As the library and information manager for an independent school, I am the lone wolf. Coming from a public library background that offers a wealth of opportunities and support, particularly in readers' services, this has been an adjustment. No longer do I have more than fourteen other librarians to support me, in addition to a wealth of library assistants and resources, as well as yearly, if not quarterly, readers' advisory training. The funds and opportunities to attend conferences are also limited. Even if the funds are available, as the only librarian in a small library, public or school, our constant presence is necessary. Many of these libraries rely heavily, if not entirely, on community volunteers. The librarian is responsible for programming, personally running the programs, curriculum support, readers' services, reference, collection development, circulation, and planning for the physical space. Some of our colleagues may even have to do their own shelving and book processing. How, then, is this entire process managed and managed well? To a new professional, facing these challenges is daunting and seemingly impossible. Even some of us who are more seasoned have days when we want to yank out our hair (if we have any

left!) and worry that we aren't at the forefront of our field; offering our users the best services possible. However, even in these moments of doubt and (utter) panic, there are few key takeaways that all of us should take to heart:

1. We have a library, and we are appreciated.
2. We have a community of professionals who go to great lengths to support us.
3. We love what we do, and that passion always shines through—in our work, to our board or administration and, most important, to our community of users.

Many of us who are making these libraries into a safe-haven and success, even an imperfect success, have a long list of lessons we've learned, grand failures that have taught us a tremendous amount along the way, and colleagues and mentors that extend well beyond the physical walls of our libraries. And this is what we need to focus on, particularly in readers' services.

Easier said than done. In 2006, *College and Research Libraries News* issued a report that indicated "overall workload was the highest-ranking stressor for the 629 academic, public, and school librarians who responded."[1] While not necessarily a surprise, we can all use strategies to cope with the workload.

MINDFULNESS HAS IMPROVED READERS' SERVICES

There are days at the library when I feel like a chicken with its head cut off. I'm frantic, worrying about the reading lists that didn't get done, the new series that I forgot the name of but *think* I can remember one word of the title, and the long list of recommendations I was supposed to gather for a specific reading level and topic. While friends fondly call it my hummingbird mode, they are being kind! I don't think I'm alone, and if you're chuckling to yourself right now, you know you're guilty!

In June, *American Libraries* published the article by Ellyn Ruhlmann titled "Mindful Librarianship."[2] Mindfulness is a movement or idea that has been gaining popularity for the past couple of years. As this practice makes its way into personal lives and professional environments, the medical field has begun supporting mindfulness, and there are a growing number of publications on how to implement it in our daily lives as well as numerous workshops offered throughout communities. Mindfulness is defined as "the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us."[3] Linking mindfulness to librarianship and libraries was eye-opening. It feels like a natural fit. While unspoken, our libraries have attempted to become mindful places for years. Well, mindful havens for our users. But what was memorable about this article was the focus

on mindfulness for librarians. Ruhlmann, the author, states that she "rel[ies] on mindfulness practice to stay focused and calm throughout her workday."[4]

In early 2017, I started slowing down and implementing mindful practices into my work. At first, it was difficult. In some ways, it felt as if less was being achieved and everything took longer to accomplish. However, an odd thing happened. I had more time to think about books. Yes, really. I was reading reviews that I had set aside weeks before, taking note of popular published reading lists, and having reading conversations with colleagues over my listservs and with the community I support. While my reading lists were shorter, they were better. What made them better? I knew what my students were reading, and I had taken the time to find related and lesser known titles. Rather than compiling just a popular list of books, I became better informed about what my community was reading, providing reading lists that catered to appeals and genres, not just name recognition. These reading lists then sparked conversations. I felt more informed than I had in years and could comfortably talk about why I had chosen lesser known titles or new titles and how they related to the personal reading tastes of my students.

More students began stopping at my desk to talk about the books they were reading, often giving me reviews and recommendations as to who should read the book, why, and what to read next. Whereas in the past I felt I didn't have the time to have these long conversations, these conversations became the building blocks of a new user-centred library that changed the entire feeling of the space and my relationship with the students—including trusting my recommendations and a lack of hesitation in approaching me with suggestions or honest feedback of titles I'd suggested.

As with so many aspects of our profession, the personal touch and emphasis on people, rather than "how many, how much" is what continues to make us valuable and trusted. My knowledge of books in genres that I previously avoided or felt insecure about began to flourish and, with that newfound sense of confidence, I initiated conversations with local, small bookstores—in particular, a small children's bookstore up the street which also happens to be the oldest in Canada. Book conversations now abound, and while I don't have the opportunity or time to take advantage of "workshops," I'm practicing readers' services and taking advantage of professional growth opportunities wherever they are presented. I'm learning in the trenches, making mistakes and putting theory and ideas into practical practice. But rather than rushing through these conversations or reviews, I am present and feel like I'm fully participating in them. I don't think this is particular to me. Many of us make do with a hodgepodge of techniques and opportunities to sharpen our readers' services skills and grow our book knowledge. Modestly, most of us don't talk about it or how well we cope when we aren't fortunate enough to have some of the opportunities available at larger libraries.

As my knowledge and familiarity of reading choices and preferences grows, so does my ability to more easily make purchasing choices for the library. Apart from the budget that must be set aside for curriculum and project support, the funds allotted for pleasure reading are being spent more wisely. And, they are informed choices. Rather than purchasing a series solely on the basis of reviews, the purchases are based on the library literature and discussions happening within the school. Rather than boasting that the library has the latest releases, I can now boast that book displays quickly disappear as students eagerly check out what's being features: new and old. Why? Because I know what our community is reading or what their interests are. And, as expected, the growing strength in readers' services began informing weeding decisions, to the benefit of all.

Another significant benefit of focussing on readers' services was the increase in circulation. In one year, our circulation increased by 500 percent. Yes, 500 percent!

We all have varied pasts and professional experiences. My knowledge and skills are based on a background steeped in readers' services, cataloguing and academics. I fall back on this foundation all the time, always grateful that in the beginning, I had opportunities to attend training sessions and workshops that built readers' services skills. But that doesn't mean that professionals who start off in small libraries can't build and excel at readers' services, and reap the benefits.

Practicing mindful librarianship isn't like a magic wand that I waved which turned me into a readers' services guru. In reality, I think it just allowed me to recognize that as the only librarian, I felt overwhelmed and wasn't practicing wisely. I was reacting, rather than acting to my situation. Struggles abound, especially as the only school librarian serving roughly five hundred students. However, slowing down let me take a moment to recognize my strengths and weakness, my knowledge gaps and surprisingly strong knowledge of genre areas that I felt uncomfortable with in the past. I also allowed myself to have longer conversations with the users of the library, colleagues from other libraries, and read the literature available to me across the internet, listservs and professional journals.

READERS' SERVICES IS OUR BIGGEST ALLY—LESSONS LEARNED

You are more connected than you realize. As the lone wolf navigating through an isolated library world, it's important to recognize that it's a choice to be alone. We are a giving and close group of professionals. In my fourteen years as a librarian in Canada, I have friends that span the globe. These are friends and colleagues that I've met through conferences, electronic discussion lists, and within the community. Although I am alone in the library, with no library assistants or technicians, I am frequently connecting with colleagues in similar situations and sharing resources. This leads to the next point.

Network, virtually and physically. When I first started as a school librarian, I felt as if I was working in a silo. An island in the middle of the school, I thought my RA opportunities were over, until I realized that a significant amount of my day actually relies on my readers' services skills to boost circulation, inform collection development, and connect with the students. When I couldn't find workshops that fit my work scenario, I branched out and found out that there was a wealth of opportunities and conversations waiting to happen—just not locally. My nearest support network is three provinces away, with the rest residing in the United States. But in some ways, being proactive has given me more resources to rely on because I can't expect a workshop opportunity to be offered every year. The geographic spread has also informed my practices in different ways, as my colleagues are from different regions, with different community needs and practices. My tool box is much fuller now that I recognize these opportunities!

Trust your knowledge. You are an information seeker. Trusting yourself is not easy, especially if you're new to the profession. Our schools do a good job giving us the introductory tools and foundation necessary to be librarians. While we don't have manuals, we have a love of reading. We also know where to look to find what we need—not just for others, but for ourselves. Use your skills to take a moment to find out what's happening in readers' services. What were the latest conference sessions at the ALA Annual Conference and the Public Library Association's conference? Who were the presenters? Can you reach out to them? What are the buzz words and latest reading trends we're chatting about online?

Talk to your community of users. This is your greatest ally when it comes to practicing readers' advisory services—relationships with your community. Take the time to get to know their reading preferences, or lack thereof. For example, I have a student who openly admitted she never found a book that's caught her interest. She's seventeen and a chemistry whiz. Last week, she admitted that she wants to start learning how to cook. I mentioned to her that there are a lot of cookbooks that read almost like chemistry books. They discuss how spices and flavors interact, often addressing it more like formulas and experiments. Her eyes lit up, almost as if it never occurred to her that she could read about cooking as if it were a type of science. Is it pleasure reading? To her, yes, it is. To me, that's a success that would never have been achieved had I not known her interest in chemistry and gained her trust through conversations about her studies at school.

Slow down. It's so simple to say, "slow down." It is so hard to do it. We all know the benefits of being present. There is nothing new that I have written about today. Many of you face greater challenges daily, and some of you likely feel incredibly alone or isolated. Working in a small library, whether it is a public library or school library, is not easy.

READERS' ADVISORY

We don't do it because it's easy. But, in some ways, we are lucky because we can develop relationships with so many of our community members. When that trust builds and we talk about books, it informs everything we do. When reading book reviews, a specific conversation or user's face will pop into our head. Or, when reviewing the slides from a presentation, we'll recall a difficult conversation that might have taken place that these slides address. Every day is an opportunity to build and enhance our readers' services skills. Take them, appreciate them, and trust that your dedication shines through every day.

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Dark Tourism
A Guide to Resources

Rebecca Price

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When I began receiving topic ideas for the Alert Collector column in 2016, Rebecca Price's submission for a column on "dark tourism" caught my attention, mostly because of its novelty. I had a sense of what the topic entailed, and it turns out to be even more fascinating than I suspected. Why do some people like to visit the sites of tragedies? What is the attraction of ghost tours? Why are memorials popular destinations for tourists? This relatively new field of dark tourism crosses into many different disciplines, as you will see in the column that follows. While not all librarians may be rushing to create collections around this topic, the items may fill other collection needs in sociology, anthropology, and other areas. Price is an adjunct research and instruction librarian at Duquesne University and a doctoral candidate in social and comparative analysis at the University of Pittsburgh. As a member of a University of Pittsburgh research team studying children's experiences at dark sites, Price has published several peer-reviewed articles about dark tourism.—*Editor*

Why do tourists share selfies from places of tragedy? How do cemetery and prison tours reflect chosen narratives? These are just two of the many questions addressed by the study of "dark tourism." While readers might not recognize the phrase, it describes a common activity. Each year, millions of people travel to gaze at battlefields, cemeteries, memorials, monuments, places where famous people died, or places where others were enslaved.[1] Dark tourism destinations cover a broad spectrum, ranging from entertaining ghost tours to concentration camps and sites of terror attacks.[2] While visitors are motivated by a variety of reasons, dark tourism destinations represent "death, suffering, or the seemingly macabre."[3]

In the 1990s, Foley and Lennon were among the first to name dark tourism as an area of research.[4] Yet dark tourism as an activity has gone on for centuries. For example, think of pilgrims traveling to view relics associated with martyrs, or crowds attending public executions. Sometimes called "thanatourists" or "heritage tourists," these tourists visit places of death, atrocity, disaster, terrorism, and other forms of human suffering—and some argue that dark tourism is growing in popularity.[5]

Social media has added a new twist to tragedy as tourist attraction. Now, tourists post selfies at sites of tragedy and human suffering, like the recent example of the disastrous fire at London's Greenfell Tower.[6] Social media posts like these lead to public responses, including outrage. These

public reactions generate additional headlines and heated online debates.[7]

All of this attention has caused dark tourism, once strictly the domain of academics in tourism and heritage studies, to receive attention from researchers and students across disciplines. In the last decade, published dark tourism studies have focused primarily on defining the concept and its scope, exploring the political nature of tourist experiences, analyzing tourist motivations and experiences, and exploring the influences of different stakeholders from a management perspective.[8] It is also worth noting dark tourism's obvious connection to museum libraries and historical archives. Other libraries have found themselves dealing with dark tourism in a practical sense. One example is the Dallas Public Library's evolution into a memorial destination and archive of the artifacts that people leave behind, known as "tributes."[9]

Recently, researchers and students from across disciplines have begun exploring dark tourism from a variety of perspectives. These researchers represent disciplines as varied as anthropology, architecture, criminology, cultural studies, education, ethics, geography, performance studies, policy studies, psychology, and sociology, to name a few. For example, students and faculty members research how memorials are designed and why. Others explore the perspectives of people involved in or affected by dark tourism; this includes child tourists and locals who live near dark tourism destinations. Still others study the history of ghost and prison tours and how they perpetuate narratives of power and control. Research topics are varied and reflect the global, multidisciplinary nature of dark tourism research. According to Philip R. Stone, executive director of the Institute for Dark Tourism Research at the University of Central Lancashire, dark tourism scholarship should "continue to shine a critical light on how societies deal with and present their dead, and in doing do, offer multidisciplinary discourse on the darker side of travel."[10]

This multidisciplinary conversation is reflected in the list of resources presented in this article. This guide provides a starting point for anyone who wants to build a foundational collection for dark tourism research. This is by no means an exhaustive bibliography, but it provides the basic tools needed for starting a dark tourism research project.

BOOKS AND REFERENCE

Titles in this section represent the most relevant works published in dark tourism since 2007. Items were selected by considering citation counts, positive reviews in *CHOICE: Reviews for Academic Libraries* and other relevant journals, and publication date. The relative newness of dark tourism as a research area and its interdisciplinary nature mean that there is currently only one (forthcoming) dedicated reference source. Items in this section are listed in alphabetical order by author.

Reference

Stone, Philip R., Rudi Hartmann, Tony Seaton, Richard Sharpley, and Leanne White, eds. *The Palgrave Handbook of Dark Tourism Studies.* London: Routledge, 2018. ISBN: 978-1-137-47565-7.

Available for preorder at time of writing, this book promises to provide the definitive reference text for dark tourism. Edited by some of the best-known researchers in dark tourism studies, this book will offer a multidisciplinary exploration of the phenomenon through the lenses of anthropology, business management, cultural studies, death studies, geography, heritage tourism studies, history, museology, philosophy, politics, psychology, religious studies, and sociology.

Books

Dalton, Derek. *Dark Tourism and Crime.* London: Routledge, 2014. ISBN: 978-0-415-64351-1.

Based on the author's empirical and ethnographic research, this book introduces the phenomenon of dark tourism as depicted at various settings. Having conducted research at locations as varied as Birkenau concentration camp and the remnants of mass murder under the Pinochet regime in Chile, Dalton graphically depicts the violence memorialized at each location, and the depictions of human suffering that continue to draw tourists to the scene of the crime.

Hooper, Glenn, and J. John Lennon, eds. *Dark Tourism: Practice and Interpretation.* Abingdon, Oxon, UK: Routledge, 2016. ISBN: 978-1-4724-5243-6.

J. John Lennon was one of the first researchers to define dark tourism. In this recent compilation, the editors highlight the complex interdisciplinary nature of dark tourism research. Covering a range of issues from management to the humanities, this book includes chapters related to community involvement, ethics, and motivation. A wide range of case studies draws on the expertise of academics and practitioners.

Korstanje, Maximiliano. *The Rise of Thana-Capitalism and Tourism.* New York: Routledge, 2017. ISBN: 978-1-138-20926-8.

Informed by perspectives in sociology, behavior studies, and cultural studies, this book explores the motivations of the "death-seekers," tourists who seek out disaster and tragedy. Timely focus is given to those visitors who take selfies at sites of disaster. This book also explores the economic implications of tragedy-consuming tourists and the associated rise in "thana-capitalism": literally, the business of death.

Kullstroem, Chris. *Drawn to the Dark: Explorations in Scare Tourism Around the World.* Gretna, Louisiana: Pelican, 2017. ISBN: 978-1-4556-2294-8.

This popular travelogue recounts the journey of one writer who voyaged around the world to chase the dark

tourism experience. Author Chris Kullstroem chronicled her quest as she visited several countries in search of festivals, attractions, and eerie reenactments to celebrate with locals. Through documenting her experiences, this entertaining account illustrates how dark tourism can evoke emotions that transcend language and cultural barriers, revealing connections that all humans share.

Le Carrer, Olivier, and Sibylle Le Carrer. *Atlas of Cursed Places: A Travel Guide to Dangerous and Frightful Destinations.* New York: Black Dog & Leventhal, 2015. ISBN: 978-1-63191-000-5.

This *New York Times* bestseller offers an armchair history of some of the most fascinating dark tourism destinations around the world. Including vintage maps and period illustrations, this book offers brief introductions to the fascinating stories behind forty dark tourism destinations. It is suitable for general readers with an interest in dark tourism destinations around the world.

Miles, Tiya. *Tales from the Haunted South: Dark Tourism and Memories of Slavery from the Civil War Era.* Chapel Hill: University of North Carolina Press, 2015. ISBN: 978-1-4696-2633-8.

Historian Miles explores the folklore presented at "ghost tours," which frequently exploit slave stories for capitalistic gain. Examining popular sites and stories from these tours, Miles argues that haunted tales routinely appropriate and skew history to produce representations of slavery for commercial gain. Examples include emphasizing sexual relationships between white masters and black slave women, graphically portraying physical torture of black bodies, and eroticizing African religious practices. Miles uses these ghost tours to emphasize public hunger for exoticism and violence, and the persistence of disturbing attitudes about the Civil War and race.

Sather-Wagstaff, Joy. *Heritage that Hurts: Tourists in the Memoryscapes of September 11.* Walnut Creek, CA: Left Coast Press, 2011. ISBN: 978-1-4696-2633-8.

In this book, anthropologist Sather-Wagstaff explores the contested meanings of memorials. Setting her research within the context of New York City after September 11, the author explores how tourists construct understandings of the social, political, and emotional effects of traumatic events. Comparing this site to other dark tourism destinations, including the Oklahoma City National Memorial and Vietnam Veterans Memorial, the author explores how these places become meaningful to individuals and communities on a larger scale.

Sharpley, Richard, and Philip R. Stone, eds. *The Darker Side of Travel: The Theory and Practice of Dark Tourism.* Bristol, UK: Channel View, 2009. ISBN: 978-1-84541-115-2.

Sharpley and Stone are widely cited and considered among the original theorists of dark tourism research. In this edited book, researchers provide an introductory investigation into dark tourism theory. Chapters explore issues related to the development, management, and interpretation of dark sites and attractions, focusing particularly on the relationship between dark tourism and the cultural condition and social institution of contemporary societies.

Welch, Michael. *Escape to Prison: Penal Tourism and the Pull of Punishment.* Oakland: University of California Press, 2015. ISBN: 978-0-520-28615-3.

This book explores the motivation of tourists to explore a certain kind of dark tourism destination: prisons and former prisons. Using Foucault as a guide, Welch explores why people are drawn to gaze upon the suffering of others. At the same time, the book explores the roles of prisons and each site's historical ties to punishment, slavery, and control.

White, Leanne, and Frew, Elspeth, eds. *Dark Tourism and Place Identity: Managing and Interpreting Dark Places.* London: Routledge, 2013. ISBN: 978-0-415-80965-8.

Written from the perspective of researchers in tourism management and site interpretation, this edited volume provides case studies from around the world. Chapters are presented in three sections: visitor motivation, destination management, and place interpretation. Case studies present international contemporary and historic sites associated with death, disaster, and atrocity and their association with tourism. The book also explores the related issues of marketing, management, and interpretation of contemporary and historic sites.

Willis, Emma. *Theatricality, Dark Tourism and Ethical Spectatorship: Absent Others.* Basingstoke, UK: Palgrave Macmillian, 2014. ISBN: 978-1-137-32265-4.

From the perspective of cultural and performance scholarship, Willis explores dark tourism as a performance in which the tourist plays a part. The author argues that theatricality has a vital role to play in helping contemporary people think beyond violence and self to engage with those who are now absent. Digging deep into the ethics of spectatorship of tragedy, the author explores how presenting tragic settings and reenactments can be an act of memorial and an attempt to understand the experiences of others.

Wilson, Jacqueline Z. *Prison: Cultural Memory and Dark Tourism.* New York: Peter Lang, 2008. ISBN: 978-1-4331-0279-0.

With this book, Wilson addresses a fundamental question: does the interpretation and presentation of penal tourism destinations include and fairly represent the personal stories of individuals associated with prisons? Wilson argues that to perpetuate the "official story," the personal stories of prison inmates have been excluded and distorted. While presented in an Australian context, Wilson's arguments about power, control, and collective memory apply to dark tourism destinations worldwide.

PEER-REVIEWED JOURNALS

The titles contained in this section are scholarly, peer-reviewed periodicals. These journals have published many articles on dark tourism and related topics. Journals were identified by searches in Scopus and Web of Science, followed by searches of the journals themselves. Full-text and abstracting and indexing information was retrieved from *Ulrichsweb Global Serials Directory*, and database information is provided for those that provide complete or near-complete coverage. Journals are listed in descending order by relevance, with those publishing the greatest number of dark tourism related articles listed first.

Annals of Tourism Research. Oxford, UK: Pergamon, 1973-. Bi-monthly. ISSN: 0160-7383.

    Annals is a social-sciences journal focusing on academic perspectives of tourism. Dedicated to developing theory, it publishes original articles dealing with anthropological, business, economic, educational, environmental, geographic, historical, political, psychological, philosophical, religious, and sociological aspects of tourism. Full text is available in multiple Elsevier databases. It is abstracted and indexed in GEOBASE, GeoRef, Scopus, and multiple CABI and Thomson Reuters databases.

Journal of Heritage Tourism. Abingdon, Oxon, UK: Routledge, 2006–. Quarterly. ISSN: 1743-873X.

    This transdisciplinary journal focuses on all aspects of visits to sites of historical importance. It publishes original articles examining aspects of heritage tourism such as colonial heritage, commodification, contested heritage, education, ethnicity, folklore, funding, historic sites, identity, indigenous heritage, interpretation, marketing, nostalgia, patriotism, power, and religious tourism. Full-text articles may be found in multiple Taylor & Francis databases. It is abstracted and indexed in Scopus and multiple CABI, EBSCOhost, and ProQuest databases.

Tourism Management. Oxford, UK: Pergamon, 1980–. Bi-monthly. ISSN: 0261-5177.

    This journal targets an international audience of academics and practitioners concerned with policy, planning, and management of travel and tourism. It publishes primary research articles, discussions of current issues, case studies, reports, and book reviews. Full text is available in multiple Elsevier databases. It is abstracted and indexed in GEOBASE and multiple CABI and Thomson Reuters databases.

Journal of Tourism and Cultural Change. Abingdon, Oxon, UK: Routledge, 2003–. Quarterly. ISSN: 1476-6825.

    This transdisciplinary, transnational journal focuses on the changes caused by travel and effects on biodiversity, cultural diversity, cultures, economies, and sustainability. It publishes original research articles that critically examine the relationships, tensions, representations, conflicts, and possibilities that exist between tourism/travel and cultures in an increasingly complex global context. Full text is available in multiple Taylor & Francis databases. Abstracts and indexes are available in multiple CABI, EBSCOhost, and Thomson Reuters databases.

Current Issues in Tourism. Abingdon, Oxon, UK: Routledge, 1998–. 16 times/yr. ISSN: 1368-3500.

    This interdisciplinary journal encourages discussion between new and experienced researchers and practitioners worldwide. It publishes applied and theoretical work, including papers, commentaries, letters, and reviews that emphasize theory, concepts, frameworks, methods, models, and practices in the study of tourism. Full text is available multiple Taylor & Francis databases. It is abstracted and indexed in several CABI, EBSCOhost, Elsevier, ProQuest, and Thomson Reuters databases.

Tourism Recreation Research. Abingdon, Oxon, UK: Routledge, 1976–. Quarterly. ISSN: 0250-8281.

    This multidisciplinary international journal focuses on research problems in tourism and attempts to seek solutions for sustainable development. It publishes original research, "post-published" reviews of papers previously presented in the journal, and book reviews. Full text is available in several Taylor & Francis databases. It is abstracted and indexed in multiple CABI and EBSCOhost databases.

International Journal of Tourism Research. Chichester, West Sussex, UK: Wiley, 1995–. Bi-monthly. ISSN: 1099-2340.

    This international journal is devoted to promoting and enhancing research developments in the field of tourism. It publishes research papers including literature reviews and empirical studies in any field of interest to tourism researchers, including economics, marketing, sociology, and statistics. Full text is available in multiple Wylie databases. It is abstracted and indexed in GEOBASE and multiple CABI, EBSCOhost, ProQuest, and Thomson Reuters databases.

Tourist Studies. London, UK: Sage, 2001–. 3 times/yr. ISSN: 1468-7976.

    This multidisciplinary journal uses a global viewpoint to explore critical perspectives on the nature of tourism as a cultural phenomenon. It publishes theoretical analyses of contemporary problems and issues in tourism studies, qualitative analyses of tourism and the tourist experience, reviews linking theory and policy, interviews with scholars, review essays, and notes on conferences and other events of topical interest to the field of tourism studies. Full text is available in multiple Sage databases. It is abstracted and indexed in PsycINFO and multiple CABI, EBSCOhost, and Thomson Reuters databases.

International Journal of Heritage Studies. Abingdon, Oxon, UK: Routledge, 1994–. 10 times/yr. ISSN: 1352-7258.

    This interdisciplinary journal publishes original research articles of interest to scholars and practitioners, encouraging

debate over the meaning and nature of heritage and its links to memory, identity, and place. Articles include emergent issues from fields such as anthropology, cultural geography, cultural studies, design, heritage studies, history, interpretation, law, memory studies, museum studies, sociology, and tourism studies. Full text is available in multiple Taylor & Francis databases. It is abstracted and indexed in Scopus and multiple CABI, EBSCOhost, Gale, and Thomson Reuters databases.

WEB RESOURCES

This section contains a selection of web resources related to dark tourism research. Websites included in this column represent national associations that provide free, online resources for dark tourism researchers. Websites were evaluated on the basis of relevance, authority, depth of coverage, and timeliness. They are listed in alphabetical order. In addition to the resources listed here, students and researchers should explore the websites of dark tourism destinations related to their research topics. Many, such as those for national museums and memorials, offer primary source materials and other helpful research tools.

American Association for State and Local History (www .aaslh.org)

Founded in 1940, this is the national association for professionals who preserve and interpret state and local history, with the goal of making the past more meaningful for all people. The website offers a searchable online collection of more than one thousand resources, some of which are freely accessible. The site also offers a customizable Your Feed feature, which allows users to access news stories, resources, and upcoming events relating to their interests.

American Alliance of Museums (www.aam-us.org)

Founded in 1906 as the American Association of Museums, this organization represents more than thirty-five thousand museums and museum workers, as well as related partners. It has the goal of developing standards and best practices, gathering and sharing knowledge, and providing advocacy on issues of concern to the entire museum community. This website includes an "About Museums" section that provides statistics about museums, including what kinds of museums exist and how many people visit them, as well as

standards, ethics, and resources. The website also includes information for those interested in starting museums.

National Association for Interpretation (www.interpnet.com)

This nonprofit association is dedicated to serving the profession of heritage interpretation, which has more than five thousand members in Canada and the United States. This association represents heritage interpreters, people who employ a mission-based communication process that forges emotional and intellectual connections between the interests of the audience and the inherent meanings of the place. Of special interest, the site offers free online access to the *Journal of Interpretation Research*, a scholarly research journal featuring studies related to issues in interpretation. This open-access, peer-reviewed journal publishes two issues per year. Prior articles have included dark tourism related topics such as "hot interpretation": the interpretation of controversial sites and interpreting terrorism for children.

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Reference Service
Every Time It's Personal

David A. Tyckoson

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One of the most important—and most enduring—aspects of reference service is its personal nature. Reference service is an opportunity for a library patron to get expert help with information, usually without an appointment, and never with a service fee. That type of service is rare in today's world.

When a reference librarian helps someone, we focus directly on the needs of that one patron. It's usually one librarian working with one patron—one person at a time. We help each person with their specific question and make our service as personalized to that patron's needs as possible. We adapt our responses to the individual needs of each patron, even when the question has been asked before. Whether it is the first time anyone has ever asked the question or the umpteenth student working on the same assignment, we mold our responses to meet the needs of every individual person. This is how reference librarians operate—and what makes our service unique.

When we help people in that personal way, there are consequences. To the librarian, it may just be another in a string of questions—something to mark down on the statistics form before helping the next person in line. But to the patron, it is much more than that. To the patron, it is an experience of being helped and, even more importantly, an experience that someone cares about their need. This is what our patrons will remember—and what will bring them back again.

When Joan Durrance conducted her famous Willingness to Return studies back in the 1990s,[1] she found that patrons will go back to a librarian who tried to help them and who left them feeling positive about the experience. It did not matter if the librarian actually answered their question—it was the experience that mattered most. This is the primary consequence of making reference personal. This may also be why some libraries are now hiring "patron experience librarians" (or some variation on that name). This is another sign that we are starting to focus on the experience as opposed to the answer to the question.

And this is nothing new. When Samuel Green first wrote about librarians helping patrons,[2] he emphasized that it was the interaction between the librarian and the reader that was essential to serving patrons. Since this was two decades before Melvil Dewey invented the terms "reference service" and "reference librarian," Green spoke of the desirableness of personal relations between librarians and readers. In my mind, that interaction is still desirable today and is what makes reference service still valuable to today's patrons. It is the personal relation that matters, not the question.

As reference librarians, it is natural for us to focus on the content of the question. Did we answer it? Was the answer correct? Did it help the patron? We want all those factors to be positive, but sometimes it does not matter. By making the transaction a positive experience, we make the patron feel that we care about them and their needs. For many patrons, they care more that we care than getting an answer to whatever question they asked.

Our caring also has consequences. Over time we build a community of people who will view the library in a very positive light. Those people will be adamant library supporters who will promote the library to their friends—and support it at decision-making time.

This was something that Samuel Green inherently understood. He realized that one of the biggest ways to promote the library in the community was to have the librarian interact directly with the people who use it. I see this as true today as it was in the 1870s. Today, we have more advanced means for interactions to occur. Transactions sometimes still happen face to face, but they can also be on the phone, over email, in chat, through social media, or through any other form of communication technology available now or in the future. No matter what communication medium is used, the librarian should make the service personal for the patron. That is the real key to reference success.

So make each transaction personal. Do what it takes to engage the patron and make them feel as if we really care about their need. It is not difficult to do that. Listen to the patron and respond in ways that make the user feel listened to. Because when we care about our patrons, they will care about the library. And when patrons care about the library, the library will have a solid future.

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Including the Voices of Librarians of Color in Reference and Information Services Research

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Librarians of color make up a small proportion of information professionals, but their perspectives should still be included in theory and best practices. This study seeks to create an inclusive understanding of reference and information service (RIS) by exploring the experience of RIS for librarians of color. Using interpretative phenomenological analysis, the experience of RIS for eight librarians of color, from various ethnic groups and types of libraries, is analyzed. Five themes of experience emerged from the analysis: uniqueness and difference; broad range of professional skills; messiness and beauty of the human interaction; working in a web of outside forces; and learning, growth, and change. In relation to prior research, findings show that these librarians of color experience reference and information work as multifaceted and user-focused, in common with librarians in general. However, they have unique experiences of reference and information services work because of microaggressions and discrimination and because of their focus on serving as a role model or mentor.

The community of information professionals represents a broad range of identities, abilities, and talents. While they may still be underrepresented in the profession, librarians from diverse ethnic groups should still be contributing their perspective to theory development and best practices. Professionals from diverse backgrounds make unique contributions to the profession, enriching it with a wider variety of perspectives and ideas. In addition, professionals from all ethnic groups must feel that their perspectives and values are reflected to feel fully included within the community of professionals.

To complement existing research in reference and information service (RIS) that focuses on the behavioral aspects of RIS, such as the educator's model of the RIS process,[1] the content/relational model,[2] or the traditional model of the steps of the reference interview,[3] it is important to conduct research on the practitioner perspective of RIS to identify the thoughts and feelings that motivate these behaviors. Study of the practitioner perspective must include a diverse group of professionals to develop an inclusive understanding of RIS for practitioners. However, professionals representing diverse ethnic groups can be difficult to access because they represent a minority of professionals, making up only 12 percent of library professionals in the United States.[4] As such, all the voices of the diverse community of practitioners are not often heard.

Librarians from underrepresented groups within the profession may have different ways of understanding their work—different approaches, ways of thinking or ways of measuring success. These new perspectives could reenergize a traditional library practice that has been constructed mainly from the perspective of the majority group. In addition, our understanding of RIS should be an inclusive one, allowing professionals from all backgrounds and orientations to feel that they are represented. This study moves one step forward in creating this inclusive understanding.

The broad problem addressed in this study is the misunderstanding or oversimplification of the work that professionals do in responding to or anticipating user needs. The concept of RIS became entrenched in the idea of looking up facts or locating articles—information seeking tasks that were a challenge in the past, but are much easier today. As a result, the work of information service professionals has evolved, but this has not necessarily been reflected in discussion of or models of the work. The profession defines the work as a series of measurable behaviors that don't reflect the professional judgment and vast expertise necessary to assist users with information seeking and use.

In recent years, some progress has been made toward better defining the reference and information services work that professionals do. The interplay between various competing priorities of the work has been explored,[5] as well as the constraints and challenges that require professional judgment and expertise.[6] As this progress is made, a new problem emerges about whether this conceptualization of RIS represents the experiences of all professionals.

The profession suffers from a lack of diversity,[7] which creates a strong majority perspective in information services work. Although librarians clearly value diversity and inclusion, their practice has not been much influenced by diverse perspectives. Concepts such as objectivity and neutrality have been challenged as White majority concepts, as have sacred behaviors, such as smiling and making eye contact.[8] As a result, the profession focuses on the values and priorities of the large majority, while ignoring those of the very small minority and exacerbating the lack of inclusivity in the profession.

This study aims to create a more inclusive conceptualization of RIS by surfacing the voice of ethnic minority librarians. Deliberately seeking out librarians of color and exploring their conceptualization of the work will result in an understanding of the experience of RIS that is more inclusive.

The aims of the study are to understand the experience of RIS for professionals whose voices have not been heard, and to explore whether and how these professionals' experience of difference affects their RIS practice.

Through a qualitative, phenomenological study, the voices of professionals that have not yet contributed to an understanding of RIS will be heard. It is an effort to reach beyond librarians from the majority group and to create an inclusive understanding of RIS.

LITERATURE REVIEW

While the job expectations for minority librarians are no different from those of their white counterparts, research on the experiences of minority librarians has shown that their experiences are different and should be studied.[9] Reviewing research on the experiences and attitudes of librarians indicates that racial or ethnic demographic information of participants is either not collected or not included in the final report. Most research on minority librarians has focused on two distinct areas: recruitment/retention[10] and leadership.[11] The scholarship in this area has been criticized as overemphasizing demographic trends, lacking in original research, and focusing too narrowly on academic research libraries.[12]

The research on race and ethnicity in RIS has tended to focus on service provision for users of color rather than on the perspective of the service provider. Some examples of this research include information behavior of immigrants,[13] effectiveness of reference service to international students,[14] equality of digital reference service to various ethnic groups,[15] and the influence of race and ethnicity on service provider approachability.[16] Taking a different perspective, Brook, Ellenwood, and Lazzaro used critical discourse analysis of spaces, staffing, and RIS-related competency documents to demonstrate the influence of the majority perspective of RIS on reference practice.[17] They analyzed the critical RIS concepts of approachability, responsiveness, and objectivity through the lens of racism and a culture of Whiteness, arguing that the profession's definitions of these concepts reflect and reinforce the White perspective.

This study specifically addresses the concept of RIS from the practitioner perspective. Among the small body of work on practitioners' conceptualizations of RIS is an informal observation of the "practical wisdom" of reference librarians,[18] studies of community health information librarians,[19] and studies of reference archivists.[20] Three recent phenomenological studies have focused on the experience of RIS or academic librarians: studies of academic reference librarians in Israel,[21] the United States,[22] and a study of academic librarians in the United States with a focus on communication overload.[23] Although these studies have begun to construct a picture of the experience of RIS from the practitioner perspective, most of them focused on academic librarians and none of them used diversity as a criterion in participant selection.

The value of studying the practitioner perspective of professional work has been demonstrated in other professions, often drawing on the work of Schön who perceived the practitioner as an active creator of professional knowledge, particularly through reflection.[24] This body of research has proved useful in understanding the work of professionals and improving professional education and training in areas such as teaching,[25] nursing,[26] and counseling.[27] Theorists, practitioners, and educators in other disciplines have benefited from this work, as they could in LIS, as well.

METHOD

Interpretative phenomenological analysis (IPA) was used to explore the participants' experience of reference and information services.[28] IPA is a phenomenological approach that, like other phenomenological methods, focuses on understanding the experience of a phenomenon for a group of participants. IPA is also idiographic, however, meaning that each participant's individual experience is valued and interpreted during analysis. Thus, IPA is differentiated from other phenomenological methods by its attempt to identify differences, as well as commonalities of experience. This focus on differences and commonalities of experience seemed particularly appropriate to the research aims of the study.

Although there are few studies in LIS that use this method, it has been used recently to explore a variety of topics in information science, including how Catholics experience the Bible as a source of religious information,[29] the information behavior of birthmothers relinquishing a child for adoption,[30] how people experience documents,[31] and the lived experience of information services work.[32]

Like grounded theory studies, IPA studies are generally not guided by a theory at the outset—existing theory is introduced at the interpretation phase.[33] However, in this study, critical race theory influenced study design.[34] Assumptions from critical race theory that are embedded in the project design include the assertion that race affects the experience of RIS for librarians of color and that their voices provide critical contributions to an understanding of RIS.

Participants

Once ethics board approval was secured, purposive sampling was used to recruit participants from different ethnic groups. Inclusion criteria were designed to recruit participants with enough RIS experience to have data to share about the phenomenon. Participants must have had at least two years of professional RIS experience, RIS as a significant part of their job responsibilities, and self-identified as a librarian of color.

Potential participants were contacted by email to ask them to participate in the study. All the original eight potential participants contacted by the researchers chose to participate.

The eight participants included four women and four men. The participants self-identified as African American, South Asian, and Latinx, and some offered multiple identities. During the interviews, some participants expressed concern about identifying them by gender and ethnic group in the report of the study. Because the community is so small, some felt that even using a pseudonym that suggested this demographic information could compromise their anonymity. Therefore pseudonyms are not used in the paper to better protect the anonymity of the participants.

Participants were employed in many environments including academic research libraries, community college libraries, special libraries, public libraries, and school libraries. Most participants had worked in multiple library environments throughout their careers, and some were currently working in multiple environments.

Data Collection

Following IPA procedures, the participants were interviewed about their experience providing RIS and their experience as librarians of color providing RIS. The interviews were semistructured with a list of questions about the participants' experience providing RIS. These questions were used to guide the interview, but the researcher conducting the interview did not interrupt tangents or unprompted comments, opinions, or narratives. Initial interviews lasted for about an hour. The initial interview was recorded and the recordings transcribed. The transcript was reviewed by both researchers and follow-up questions were developed. Each librarian of color participated in a follow-up interview where the researcher asked any questions that were not asked during the initial interview, as well as the follow-up questions. Follow-up interviews were also recorded and the recordings were transcribed.

Data Analysis

Analysis of the interview data was done using a three-stage process characteristic of IPA analysis, working from thematic analysis of each individual case to a thematic analysis of the group.[35] First, researchers listened to a single participant's interview recording and read the transcript, noting *exploratory comments* alongside relevant portions of the transcript. These exploratory comments were focused on describing what the participant said, noting the participant's choice of words and phrases, and noting questions or connections to other ideas. Once a participant's data were thoroughly commented on, the researchers analyzed the transcript and exploratory comments, to develop *emergent themes*. Emergent themes were noted alongside the relevant portions of the transcript and the exploratory comments. A single transcript typically had one to two hundred emergent themes. Next, the emergent themes for a participant were analyzed to develop *superordinate themes*—usually six to twelve themes that described the experience of RIS work for that individual. Once superordinate themes were developed for all eight participants, the researchers did a cross-case analysis to develop master themes for the entire group.

Data were analyzed by both researchers, not for purposes of inter-rater reliability, which would not be appropriate for this method, but rather to bring both researchers' perspectives to the interpretation of the data. Each researcher generated exploratory comments individually. Then, emergent themes and superordinate themes were developed together, allowing researchers to raise questions, discuss issues, and interpret the experience of the participants. This joint analysis process was especially important as the

researchers brought unique perspectives to the project: one researcher identified racially as African American and the other as white. During the analysis process, one researcher sometimes commented on data that the other did not. The ensuing discussion helped to push the analysis beyond mere description, to a higher level of interpretation. Thus the researchers felt that analyzing the data together and taking advantage of two different ethnic perspectives was beneficial to the project.

RESULTS

Thematic analysis of the data resulted in five themes of the experience of RIS for these librarians of color. There was an overwhelming sense of *uniqueness and difference* in these participants' experience of work. Positive aspects of this uniqueness included the ability to create special relationships with users of color; negative aspects included diversity fatigue and discrimination. For the participants, the experience of providing reference service was multifaceted and characterized by flexibility, adaptability, and a *broad range of professional skills*. The experience of the participants emphasized the *messiness and beauty of the human interaction* that is RIS—including positive and negative emotions, attitudes, and assumptions for both the librarian and the user. There was also a sense that the participants were *working in a web of outside forces* over which the librarians had no control, including time and staffing constraints, user behaviors, and organizational demands. Finally, *learning, growth, and change* were also an aspect of the participants' experience of RIS.

Uniqueness and Difference

A theme of uniqueness and difference appears throughout the participants' accounts of RIS. Participants used phrases such as "unique," "only one," and "set-apartness." One participant described the experience of being a librarian of color as "really neat, weird, awkward experience. Being practically the only one of a very few people of color in that institution." In fact, most participants quantified this uniqueness, often stating that they were the "only one" or "one of four," for example, in the profession with his or her unique characteristics. Although the study intended to focus on participants' experience as librarians of color, most of them expressed multiple ways in which they felt unique in the library environment. One participant described this as "layers of diversity."

Participants were set apart from their majority colleagues in both positive and negative ways. Participants described a unique relationship with users of color, observing that their presence contributed to a more inclusive atmosphere in the library. One participant expressed, "I think there's a level of work that brown and black librarians do inherently, just by being present, by showing up, being available." Another participant described the effect of this visible presence:

So people who may have, who may have looked in the room and not seen themselves represented . . . come in now, because they're curious about what I'm doing . . . I've had people tell me, "You know, I've always walked by this room but I, I've never come in."

They felt that being a librarian of color allowed them to relate better with users of color and to serve them better. Some of the ideas that participants shared about this relationship included the following:

- "an immediate level of comfort"
- "feel some type of connection with me"
- "commonality of language, culture . . . just makes that connection so much easier"
- "my skin color allows me to break barriers"
- "they feel like I understand them, so they are more willing to listen to me"

Participants' experience of difference also had negative aspects, however. Many talked about the added burden of being a librarian of color. One area of frustration was the expectation that they "represent the entire minority population," often serving on all diversity-related committees and service initiatives. Some also mentioned feeling that they had to work harder and achieve more than their majority colleagues to, as one participant phrased it, "prove that you deserve it."

In addition, the participants experienced racial microaggressions and discrimination as they provided reference service. Some of these experiences were mild, such as "not being taken seriously" or dealing with legacy stereotypes. One participant provided this perspective:

Because now we're dealing with a perception of maybe who the librarian should be. I feel like that's still going on. That definitely goes on. Some people think you shouldn't have this job possibly. That's never been spoken but that's an impression I feel. You know? 'Cause if we think historically, who were librarians.

Some participants recounted narratives of users explicitly rejecting their attempts to provide service in favor of working with their white colleagues, even when those colleagues were paraprofessional staff. Participants did not express anger or indignation for the users' behavior and sometimes made excuses for it. However, they were clearly emotionally affected, as in one participant's comment, "I felt totally dismissed." Another participant reluctantly added, "That happens very often."

Broad Range of Professional Skills

For the participants, the experience of providing reference service was multifaceted and characterized by flexibility, adaptability, and a *broad range of professional skills*. Clearly they experienced their work as professional work, rather than

as merely a job—with professional decision-making and expertise. Some expressed a preference for the challenging and complex questions that made use of their professional education. Two examples of this perspective include "if it's a sort of . . . in-depth process that I get to . . . apply more of my, like, MLIS type skills . . . then I think that leads, and, and it has a positive conclusion, I think that's a . . . good interaction" and "it's these very complicated searches, whether it's systematic review or med analysis, so that's exciting because I think it really shows them the value of a librarian."

Most of the participants had worked in various types of libraries and valued different kinds of experiences. One said, "It's just a completely different, but I love it. It's a . . . completely different experience but it keeps me on, on my toes." One participant expressed value in working in different types of libraries, saying "I think it makes us better librarians in my opinion."

There was variation between the participants because they all drew on different goals for the reference encounter and strategies to provide service. This variation resulted in a picture of RIS work as multifaceted and flexible. RIS was characterized as instruction or helping users learn, as providing information, and as serving as a role model or mentor.

All the participants described their work as at least partially *instruction*. For some, instruction was equivalent to RIS. One participant stated, "I think in my head it's not reference. It's teaching someone how to do research. So I consider it instruction," and others phrased it as, "My job is to teach" and "I'm an instructor in the reference interaction." Even for participants who did not equate RIS with instruction, the instruction component was clear in their descriptions of the work as "teaching them how to find the stuff," "educating students or people," or "I want students to walk away understanding how to use the library."

Although some participants used the word "teaching," the focus seemed to be on *user learning.* As one participant said, "If the gears start turning, then that's . . . satisfying." Another participant expressed a similar satisfaction when they stated, "A good reference interaction, I think it's . . . that they learn information literacy skills." Some descriptions of user learning really focused on working to change how users think about their research or library use. This was a common thread throughout the participants' discussions of RIS and helps to clarify what they really mean by instruction. One participant defined RIS by saying, "it's changing the way that they're thinking about the question" and "it's changing the paradigm of how they think." Another described this change as "getting them out of that mindset" and another wanted them to move to "higher-level thinking."

In addition to helping users learn and change their thinking, some participants also valued efficient *information provision*. One participant said, "I see my role as providing . . . precise and accurate information . . . it being authoritative and also being . . . relevant to their needs." Another participant described it as "just trying to get them to what they're looking for."

Most of the participants talked extensively about RIS as an opportunity to provide *support and mentoring* to users. Participants who focused on this aspect of RIS used the words "resource" and "role model." They perceived themselves as an "insider": "one of the things I think that helps me a lot as a librarian providing, you know, service, whether to students of color otherwise, is that I'm also part of the system." Often this was associated with users of color—participants felt that these users may not get this support in other ways and wanted to provide it: "So if they can't get it at home, um, I want them to be able to get it from somewhere. . . . So I'm hoping that I, I can be that person." Some of the ways that participants provided this kind of support was connecting users with other campus resources, helping them to understand things from the professor's perspective, and helping them to feel "comfortable" with their research topics.

One participant described it as "kind of a counselor thing." They found themselves talking with users about their personal lives—not something they were completely comfortable with. However, they found value in this for two reasons. First, after a discussion with a colleague, they came to realize that listening to a young person's personal problems met some sort of need for the user. This personal information also helped them to understand users' challenges with using the library. For example, when a student revealed that her siblings would take or destroy the books she checked out from the library, the participant understood why the student only checked out short books that could be read and returned quickly. These realizations led the participant to an expanded definition of their professional role: "seeing myself helping people in other ways outside of my traditional role or what I think it is."

Participants frequently talked about *listening* as an important component of RIS. Said one participant, "it's the key to providing the correct piece of information." As mentioned above, listening might include listening to information that the participant did not necessarily want to hear: "They want to stay here and talk to me about their personal lives, which I don't hate, but I'm like, am I really helping them?" So the goal for listening was to be able to provide the needed information as well as to help users feel connected. One participant said that listening was important because it "breaks down . . . assumptions."

When participants were probed to talk more about listening, they described active listening and other behaviors that involved more than simply listening to what users said. Listening included "asking questions" and "using my ears and my eyes." One participant explained, "I'm listening to what they're saying and things they're not saying. And then plugging in questions . . . and draw more information from them."

Messiness and Beauty of the Human Interaction

The experience of RIS for these professionals was fundamentally a human interaction. This interaction was at times messy—fraught with communication challenges, negative

emotions, and conflicting needs. But it was also beautiful—with the development of fulfilling relationships, success in shared goals, and positive feelings for both the practitioner and the user.

Participants were keenly aware of RIS as a *relationship* between two individuals. The development of connection and relationship was important, desired, and nurtured. One participant emphasized the role of making connections as part of their job: "One of the great things about, to me, about doing a good reference interview is . . . making that further connection." Some relationships appeared to grow out of users having bad experiences with other librarians or other service providers. By having good experiences with the librarian, the user developed trust in the librarian and returned to them when they needed assistance. Participants did emphasize that the librarian could still "be effective without it having to become this deeper thing" and that making a connection and creating a relationship was not the same as creating a friendship. One participant made this clear when they stated that "it doesn't mean that we always have to be friends and best buddies . . . not that you have to be best friends but maybe in your reference interview, getting to know them a little bit."

The importance of *trust and comfort* were frequently mentioned by participants. Trust was often indicated as a conduit for these human interactions and often seen through a user's confidence or belief in the skills of the librarian. One participant felt that this trust led to the user being more likely to listen to the librarian and felt that the user's "belief in me makes it easier for me to guide them and tell them things. Like they feel like I understand them so they are more willing to listen to me."

As part of building trust, most participants also talked of the need to make users feel comfortable within the reference interaction. One method for making users comfortable employed by one participant was humor. Humor was a way to break the ice with the user at the beginning of the interaction, and make them comfortable enough to "let their guard down." One participant stated, "If I can get you comfortable with humor, I am more than halfway there." Cultural identification was also seen as connected to comfort level. One participant reported an "immediate comfort level with African American students."

Emotions were a frequent component of participants' accounts of experience: negative ones leading to uncomfortable and "messy" experiences, positive ones leaning toward the "beautiful." Participants mentioned fear, anger, and frustration. Fear was also mentioned for users: "A freshman regardless of race is going to be fearful of stepping up and asking this quote unquote stupid question" and "asking for help is really difficult." Participants mentioned user anger and their resulting discomfort: "If any of them ever get angry obviously it becomes awkward and difficult" and "sometimes people are gonna be angry and you don't even know why." Two of the participants talked about their desire to remove themselves from emotionally awkward interactions. Said one

participant: "I will help a student as much as I can with as much passion as I have, regardless of the topic. But if I'm not comfortable with that student's behavior or the situation that I'm in, I just want to get away as fast as possible."

This sentiment was echoed by another participant: "I don't feel like I handled it very well, but again, because of my own discomfort. . . . I just wanted to cut it short and get that person out and away from me."

Affective experiences could also be positive, however, including happiness and excitement. For those who felt positive emotions, these emotions were often tied to whether the librarian felt the interaction was successful. One participant noted that a user "walked away very happy and she got the help that she needed." Another talked about helping a user locate needed information and followed with "it's just a . . . weird, happy feeling."

Working in a Web of Outside Forces

The theme of a broad range of professional skills focuses on the internal aspects of RIS work, but the participants also talked extensively about the challenging context in which they tried to practice these skills. Their practice was highly affected by many factors beyond their control, giving a sense of working in a web of outside forces that created challenges and restrictions. Talking about all these factors together, one participant said, "Depending on the situation, depending on the topic, depending on how many people are waiting for me . . . there's so many things at play."

Participants talked extensively about the constraints of *time* on their practice. They talked about lines of users and users with deadlines, for example. They talked about "interruptions" and "deadlines" and "triage." This time constraint affected how they delivered RIS. One participant explained, "Of course I'm cognizant that if there's a long line waiting, I'm not gonna, 'Hey, tell me your life story!' I'll be more like, 'All right, go. Let's go.'" Another participant explained, "I should make this a, a learning moment. But the problem I sometimes don't do that is because, well, again, there are time constraints."

Some participants noted organizational issues that constrained their practice. For example, the *lack of sufficient human resources* was a barrier to accomplishing their work. Participants used terms such as "understaffed," "chronically short-staffed," and "spread so thin." This lack of staffing forced them to turn their focus away from ideal, high-quality practice: "So we're thinking about changing that, especially with having less staff, we have to be more efficient." In addition, participants expressed conflicts between *organization values* and their individual, professional values: "I guess that's the struggle for me is what I feel that I should be doing as a professional. And what is expected of me and where that meets. And so for me it's a struggle 'cause sometimes I feel like I'm not doing what I was trained or educated to do."

Some participants indicated that the *environment* in which they worked affected the type of RIS they practiced,

including the types of questions they fielded. Speaking about his experience in a special library, one participant said, "I don't answer questions like, you know, 'Do we have this book checked in?' or 'Can you hold, request this book from the central library?' I don't get those questions because there's many layers before they get to me. Whereas [in] a public library, I'm going to be answering those questions."

One participant provided a nice summary: "I mean, I almost don't see any similarity in just the way I'm even approached, the types of questions, the materials . . . It's just completely different."

Participants' experience of RIS was also affected by different *modes of delivery*, such as responding to questions at a typical reference desk, providing consultation in their offices, or responding to text chat questions online. As an example, one participant explained, "The questions that I get in chat are more in-depth and more complicated than the ones that I get in person. Very rarely do you have actual legitimate difficult reference questions in person, or at least that's been my experience. Whereas I've gotten several really complicated questions online. So it tends to be a lot longer . . . each individual interaction tends to be a lot longer."

Another participant discussed the difference between consultations and interactions at the reference desk: "Yeah, they usually . . . are longer, they expect me to use my expertise . . . and I get to focus on that. As opposed to me just . . . having to be prepared for any question of any sort. It's in my office, so I'm more comfortable. Cause . . . I kind of direct the . . . thing."

Finally, *characteristics of the user or the users' behavior* affect the interaction and sometimes prevented participants from providing ideal service. In the academic or special libraries, the discipline of the user was noted: "The life sciences people, it tends to be very . . . direct and I don't know if that's because of their discipline. . . . As opposed to a nurse that'll come in and they'll have more of a narrative discussion about what their nursing topic is."

Some participants mentioned the challenges of communication or cognitive issues: "Sometimes they don't express themselves well" and, "Because of the disabilities, this person didn't have the cognitive ability to realize that he was being socially inappropriate." And the users' level of interest in information seeking was mentioned multiple times: "You have ones that just want you to, you know, 'Show me this, show me where this book is and, you know, leave me alone.' And then you have others who you have to stay fully engaged with until you know they're fully satisfied with what they were asking for."

Learning, Growth, and Change

A final theme for the experience of RIS for these participants is learning, growth and change. Although this theme is less critical to their experience than the other themes, it seemed to pervade the experience of all the participants. Participants frequently expressed enthusiasm for learning and discovery.

Said one participant, "There's this element of excitement. I'm gonna learn something!" Some also were enthusiastic about the "surprise" of RIS work: "I kind of like that challenge of alright, I've got this question you, let's see what you can do with it." They were also appreciative of the novelty of the work: "It's just, like, all over the place. But it's . . . very fascinating." Another participant seemed happy to say, "It's never boring. It never gets boring."

They expressed "openness" to new things, also described as "willing to try anything," as well as a value for "lifetime learning." Some of the participants also expressed their enthusiasm for sharing the experience of learning with the user. One participant expressed this as "so we go into this mode of discovery together . . . this feeling of passion that I'm gonna learn something too and I'm excited about sharing that with you."

Several talked about how they learn on the job while working with users. They learn new resources or techniques, and they improve as a librarian because of the interactions they have. For one participant, interacting with users was perceived as fundamental to professional development: "You have to ask questions in order for that librarian to become a better librarian. . . . They're only as knowledgeable as the questions that the patrons ask."

One of the participants talked a lot about the importance and pleasure of thinking, adding "I feel like that's what I'm getting paid to do, to think." Other participants seemed to reflect about their work experiences, second-guessing their actions and considering that they could have handled something better or asked more questions. They seem thoughtful and reflective about their practice: "I often think to myself 'Am I being a good librarian or a bad librarian?'" Some participants talked explicitly about how their practice had changed over time. One talked about his early career focus on "ascertaining what the person needs . . . and then connecting them to whatever they need," but later focusing on "chang[ing] the way people think about what questions they have," demonstrating an evolution from meeting a need to helping a user think differently. Another participant recounted that he was not performing very well as a librarian until a user gave him the advice to ask users how they are doing. Once they started making a connection with the users, then they felt that their reviews were more positive.

DISCUSSION

Themes of the Experience of RIS for Librarians of Color

Studying the experience of RIS work for librarians of color reinforces findings from previous studies, and it also contributes new insights into reference work. The findings, particularly the theme of a broad range of professional skills, support those of earlier studies that revealed a conceptualization of RIS work as multifaceted, variable, and demanding.[36]

Competing conceptualizations of the work—information provision, instruction, and relationship-building—were identified by this study's participants. The "messiness and beauty of the human interaction theme" reinforces findings of previous studies emphasizing the importance of relationships in RIS[37] and the significant affective aspects of RIS.[38] Constraints on the reference interaction, particularly that of time,[39] have been noted in other studies, as has the importance of lifelong learning and curiosity.[40] So there are certainly commonalities of experience, or perhaps an essence of RIS, that is experienced for professionals regardless of racial or ethnic identity.

However, specifically studying librarians of color revealed some aspects of experience that did not surface in earlier studies of the experience of RIS. There seem to be aspects of RIS that are unique for librarians of color. This unique experience reinforces the findings of earlier studies that library work for librarians of color is different from that of their majority colleagues.[41] Participants may be asked to take on duties that focus on their ethnic identity, rather than their information science expertise, such as chairing a diversity committee, selecting reference materials, or providing liaison services in subject areas that reflect their perceived ethnic identity, such as urban literature or Asian studies. In addition, some of the librarians of color recounted narratives of discrimination by users at the reference service point and all recounted moments of questioning whether they had just experienced racism or not. Brook, Ellenwood, and Lazzaro have argued that racism is inherent in RIS professional practices.[42] While this racism is not explicit, commonly accepted RIS practices are orientated toward a White majority interpretation of, for example, approachability or professionalism, thus providing a subtle reinforcement of the majority viewpoint and rejection of other definitions of approachability and professionalism. Although not specifically focused on racism, Doherty has also questioned the power relationship between professional and user. He advocates framing this interaction as a reference "dialogue" instead of a reference "interview."[43]

Finally, the findings reveal a unique perspective on RIS not surfaced in previous studies. These participants emphasized the role model or insider orientation toward RIS and the emphasis on trust and comfort in the reference interaction. While these perspectives are not completely absent in the findings of other studies and would likely not be objected to by majority librarians, they have not been emphasized in models and frameworks for RIS. The role of the librarian as role model, insider, or counselor is certainly not new to librarianship. Penland drew on student affairs theory to develop an approach called counselor librarianship; however, this approach has received little attention in subsequent studies and discussion of RIS.[44] More recently, Chu and Overall have called for more culturally responsive service that focuses on care and user self-empowerment. However, these calls tended to remain part of the diversity literature and have not become part of mainstream discussions of RIS.[45]

The focus on role modeling and mentoring likely stems from participants explicitly expressed empathy for users of color or users who shared similar backgrounds, such as upbringing in a low socioeconomic situation or experience as a first-time college students. It could be argued that this orientation toward RIS is less a characteristic of participants' reference practice and more a characteristic of their ethnic identity. However, considering the arguments by Penland, Chu, and Overall, as well as the expressed professional desire to support all library users, perhaps this orientation is one that all professionals might consider incorporating into their practice? Majority librarians might learn additional practices by listening to their minority colleagues.

Another perspective with which to interpret this aspect of the participants' practice is their sharing of social capital with their users,[46] especially those with which they feel a kinship due to shared ethnicity or socioeconomic backgrounds. Participants recognized that, in comparison to users, and particularly users of color, they had greater access to campus or community resources and greater understanding of procedures necessary to achieve goals. Of the three forms of social capital described by Kao—obligation and responsibilities, information channels, and social norms[47]—all were present in the participants' accounts of RIS. Social capital has been explored as an aspect of library information services, for example, as a way to articulate the value of interpersonal relationships between librarians and users[48] and as a lens for exploring liaison librarianship in academic libraries.[49] Most relevant to the current study are findings that the public library plays a role in building social capital, particularly among disadvantaged populations.[50] More specifically, Varheim found that first generation Mexican immigrants to the United States who participated in public library services and programs had an increased level of social trust,[51] an important finding due to the low levels of trust experienced by first-generation immigrants. The findings of these earlier studies support the participants' sense that building relationships with users who they identify as disadvantaged or new to the community or institution is a valuable and effective way to contribute to these users' social capital.

Limitations and Challenges

As with any small qualitative study, these findings are not generalizable, but rather transferable. In addition, the findings are the researchers' interpretations of the participants' interpretation of experience, not a single objective reality, although attempts were made to follow rigorous research practices. In addition, the study was conducted in the United States with its unique ethnic cultural context. Findings may not be transferable to other cultural contexts. However, future research that explored the commonalities and differences between ethnic majority and minority librarians in countries outside the United States would provide valuable points of comparison and would add a global perspective to diversity research in RIS.

A disappointment to the researchers and a clear limitation to the study is the lack of any Native American participants. During the recruitment process, the researchers intended to include this group, but did not locate librarians with significant RIS responsibilities who publicly identified this way. In subsequent presentations, librarians who identify as Native American have approached the researchers and offered to participate in future studies, so future research may want to specifically concentrate on this group. In addition, the focus on racial or ethnic identity, as opposed to the multiple identities expressed by the participants, at times seemed like a forced category and does not address the issue of intersectionality and its effect on RIS.

It should be noted that the small number of minority librarians and their relative exposure in the profession put these participants at greater risk for conflicts of anonymity. Potential participants' discomfort about possibly being identified may make them less willing to speak about their experiences. This reluctance is also compounded by research fatigue[52]—potential participants' feeling that they are constantly being targeted for research. This will continue to be an issue for small, qualitative studies with librarians from diverse groups, and researchers need to consider this in study design.

There were important data collected during the interview process that were not analyzed for the study. In discussing their careers and worklife, participants often shared data that were not relevant to the RIS-focused aim of the study. They talked about the importance of mentors and their obligation to serve as mentors to other librarians of color, and about organizational issues related to discrimination and microaggressions as well as user service and the political and socioeconomic issues in libraries. Although these data seemed important and valuable, it was only analyzed if it related in some way to RIS. This created a mild ethical challenge for the researchers—participants spent significant time and shared intimate and sometimes emotional narratives, generating data that might never be used.

Implications

Issues raised by the results have implications for librarian research, practice, and professional education. Reaching out specifically to parts of the RIS community that have not been heard results in an enhanced understanding of RIS and supports the value of deliberate inclusion of diverse voices in library and information science research. The results of the study indicate that listening to the voices of librarians that are underrepresented in the profession adds nuance to the existing understanding of RIS from the practitioner perspective. While the experience of RIS for these participants was similar in some ways to those of majority librarians, as revealed in earlier studies, the experience of RIS was also interpreted differently by these participants. Serving as a role model or mentor was clearly important for this group and this may be an orientation toward reference practice that should be included with the more traditional orientations of information provision, instruction, and relationship-building.

Issues raised by the study can help colleagues and managers working with librarians of color better understand the work experiences of these librarians. These librarians may be dealing with negative experiences, such as microaggressions and discrimination. Participants in the study specifically expressed concern about how responsibilities were assigned and increased expectations. But some also expressed appreciation for supportive behaviors from majority colleagues and mentoring from other minority colleagues, emphasizing the positive role that colleagues could play in the experiences of these librarians. Finally, the study can be a springboard for discussion in professional education about the challenges for and contributions of our diverse community of professionals.

Further Research

The findings suggest that the relationship between a user's ethnic identity and that of the librarian is a concern to explore in more depth. This concept, called "racial/ethnic matching" has been studied in the workplace in general;[53] it has also been studied in specific professions, such as teaching and counseling.[54] Participants indicated that their interaction with users from a similar ethnic background was different from their interaction with users from dissimilar backgrounds. Bonnet and McAlexander found differences in perception of approachability of a librarian depending on the ethnic group of the user and the librarian.[55] Thus the concept of racial/ethnic matching in the reference interaction merits further study. It raises the concern of how to address a user's desire for an ethnically matched librarian when the diversity in the profession is so limited.

This study focused on ethnic identity, but participants clearly demonstrated intersectionality—identifying in multiple ways related to race, ethnicity, and sexual orientation. Intersectionality has not been studied in relation to provision of reference and information service or information behavior, in general, although it has been studied in relation to knowledge organization.[56] Ettarh argued that a focus on ethnic identity, rather than intersectionality, is limiting the profession's response to its lack of diversity and provides suggestions for developing an intersectional perspective.[57] Future research should explore the influence of these other identities and the effects of intersectionality on the reference interaction.

CONCLUSION

The findings of this study offer a conceptualization of RIS work that is complicated, diverse, and ever-changing. In the last few decades, developments in information technology have empowered users to independently search for, locate and use information. Unfortunately, this empowerment has

provided a false impression that professionals with expertise in information retrieval and information behavior are no longer necessary. Professionals, as well as professional education programs, struggle to combat this impression. Findings from studies like this one, that investigate and articulate the actual work that information professionals do, paint a picture of the work that requires multifaceted expertise and is in demand by users.

Another critical challenge for the profession is the lack of ethnic diversity among librarians. This lack of diversity creates a homogenous "face" for the profession, but also limits unique perspectives that can come from diverse cultures and diverse perspectives on the world. Until this situation improves, the profession must be proactive about surfacing the perspectives of diverse professionals within it. By focusing specifically on librarians from underrepresented ethnic groups, this study surfaced aspects of RIS work that have not been widely discussed. These aspects can contribute to an inclusive conceptualization of RIS that represents the perspectives of all professionals.

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"There is Nothing Inherently Mysterious about Assistive Technology"

A Qualitative Study about Blind User Experiences in US Academic Libraries

Eighteen academic library users who are blind were interviewed about their experiences with academic libraries and the libraries' websites using an open-ended questionnaire and recorded telephone interviews. The study approaches these topics from a user-centered perspective, with the idea that blind users themselves can provide particularly reliable insights into the issues and potential solutions that are most critical to them. Most participants used reference librarians' assistance, and most had positive experiences. High-level screen reader users requested help with specific needs. A larger number of participants reported contacting a librarian because of feeling overwhelmed by the library website. In some cases, blind users and librarians worked verbally without the screen reader. Users were appreciative of librarians' help but outcomes were not entirely positive. Other times, librarians worked with users to navigate with a screen reader, which sometimes led to greater independence. Some users expressed satisfaction with working with librarians verbally, particularly if websites did not seem screen reader user friendly, but many users preferred independence. Participants agreed it would be helpful if librarians knew how to use screen readers, or at least if librarians were familiar enough with screen readers to provide relevant verbal cues. Many users liked and used chat reference and many preferred Purdue Online Writing Lab (OWL) to learn citation style, though learning citation style was challenging. Questions such as reference librarians' role when e-resources are not equally accessible deserve wider discussion in the library literature and in practice. Given the challenges described by the research participants and legal requirements for equally effective electronic and information technologies, libraries and librarians should approach reference services for blind users more proactively. Recommendations are provided.

E qual access to online resources is an important social justice issue, one that has increasingly been investigated and enforced by the federal Office for Civil Rights at institutions of higher education since at least 2011.[1] Although all resources provided by academic libraries are required to be "equally effective" for users with disabilities,[2] studies continue to find lack of accessibility and usability

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of library websites and vendor provided e-resources.[3] Therefore, when a blind user requests reference assistance navigating a library's online resources, librarians and users can be put in a difficult situation. The American Library Association and independent experts in the field have agreed that librarians should be knowledgeable about adaptive technology.[4] However, numerous studies have documented librarians' lack of education about assistive technology and related digital accessibility issues.[5] Librarians are not always aware, for example, that blind individuals use screen reader software with a keyboard (not a mouse) to read computer device interfaces aloud or that websites and applications need to follow standards to function effectively with screen readers.

Even librarians who do have some understanding of digital accessibility may find it difficult to know how to respond to a user who is asking for assistance with a resource the librarian knows has not been checked for "equal effectiveness" or that has accessibility problems. Questions that arise include the extent to which the librarian should attempt to make up for lack of accessibility and usability by providing extra services; the extent to which the librarian should attempt to foster—or insist on—independent library use, particularly with users for whom this appears to be difficult or unrealistic; whether librarians should rely partially or entirely on disability office staff in such situations; and the extent to which librarians should teach the user to navigate using their screen reader, as librarians teach sighted users to navigate visually with a mouse. Similar questions can arise for users regarding how best to make use of librarians' assistance, campus disability office assistance, and their own time and effort to navigate resources that are not always reasonably accessible and usable. These issues deserve wider discussion, in the library literature and in practice. This study attempts to provide some context for such discussion.

Eighteen academic library users who are blind were interviewed about their experiences using academic libraries and library websites. This article focuses on reference assistance for users who are blind, including in-person reference services, chat reference, and teaching citation style.

LITERATURE REVIEW

Many introductions to digital accessibility technology, policy, and ethics are available.[6] A full introduction is impractical within the scope of this article, so this review mentions some relevant points.[7] Accessibility and usability overlap. However, generally, accessible web design may be described as compliance with specific technical standards that allow users with disabilities to access websites. One component of accessible sites is that they are designed so screen reader users can navigate to and read all the information on each page independently of sighted human assistance. Website accessibility is commonly measured by compliance with the World Wide Web Consortium's Web Content Accessibility Guidelines 2.0 success criteria.[8]

Usable web design may be described as a "decent" level of user friendliness and navigability.[9] Usable web design is less easily quantifiable than accessible web design. Although usability is not always easily quantifiable, many aspects of design that might be described as "usability" are required by the WCAG 2.0 success criteria. While technical compliance with accessibility guidelines would be a first step, websites may be technically compliant without being particularly usable for screen reader users. For example, a webpage may comply with the technical guideline to provide heading tags in the code, which allows screen reader users to discern the important headings on a page, the way a sighted user scans the visually prominent headings. However, to be effective these headings must be logically placed on the page. If they are not logically placed, they do not allow blind users to identify the most significant content. For example, on a library homepage, the first-level headings sometimes jump to repetitive navigational links at the top of a page instead of the large, visually prominent search boxes in the middle of the page, which are the central content of the page. If neither headings or other navigational methods, such as skip links or landmarks, are included on the page, blind users could have to listen through very extensive content, such as logos, tiny links for logins, and long lists of navigational links and submenus (depending on what is present on the library's homepage) before finding what most users immediately notice is important content. Ahmed et al. explain, "A screen reader typically reads *all* of the content while allowing users to navigate within it . . . screen reader users often cannot determine whether the content in webpages is worth listening to unless they hear at least some of it. As a result, blind users often suffer from information overload."[10]

Pages with a very large amount of content, such as many library and vendor pages, can be particularly overwhelming, especially if not coded with logically placed headings and other features to allow a sensible navigational path for blind users. WCAG 2.0 requires that the relationship and structure of information be "determinable," or intelligible, by screen readers, which can be accomplished by using headings and other methods.

Although it is not current, Rike's 2002 blind user study illustrates the increased impediments that website navigation not infrequently imposes for blind users. Rike conducted a usability test at Western Michigan University Libraries. He reported, "All of the sighted subjects tested were able to complete the usability test within one hour. . . . . None of the blind or visually impaired students were able to complete the usability test. Even if two or three hours had been allowed, it is doubtful that the blind participants would have been able to complete the test."[11]

More recently, Dermody and Majekodummi had ten students with print disabilities, mostly visual disabilities, test three library databases. The success rate in locating two scholarly articles was 53 percent. Students rated the search interfaces from "difficult to somewhat challenging on a scale from difficult to easy."[12]

At least two articles discuss academic reference services for blind users. In 2004, Saumure and Given did in-depth interviews with six blind and partially sighted students at two schools. Students talked about librarians finding information for them rather than about librarians teaching the students to find the information for themselves.[13] Power and LeBeau offered recommendations about reference services, such as following the user's lead regarding working verbally versus with a screen reader, although they did not directly study users.[14]

One challenge that screen reader users in this study described was learning citation style. The Online Writing Lab (OWL) at Purdue studied the accessibility of their site, including their guides to citation style. They did a survey and found that 5.86 percent of respondents accessed their website using assistive technology. Of these, 22.5 percent used screen readers for blindness. They then did a usability test with two "blind/low vision" students. They realized navigation of the site needed to be improved, and made plans to "reorganize OWL homepage so important navigation elements are higher on the page, . . . add descriptions in the text for citation pages that describe formatting, verify that heading levels are used properly, . . . [and] design OWL while using JAWS [screen reader]."[15]

Naturally, there is wide variation in level of experience and expertise with screen readers among blind users for various reasons. Blind users may have become blind later in life and so did not learn to use a screen reader in school, older people graduated before screen readers became common, and students come from countries where they do not readily have access to technology. Pogrund and Smith reviewed literature regarding assistive technology education for blind students: "Since 1990, five studies have evaluated the assistive technology knowledge of teachers of students with visual impairments (Abner & Lahm, 2002; Candela, 2003; Edwards & Lewis, 1998; Kapperman et al., 2002; Zhou, Smith, Parker, & Griffin-Shirley, 2011), with a recurring theme emerging that teachers of students with visual impairments are not prepared to use and teach their students how to use assistive technology in the classroom."[16]

For these reasons, even current, traditional-age college students may not have good screen reader training. Usability must be considered within this context. Webpages should be coded so that users without a high level of screen reader expertise have equally effective access. Librarians should understand that, although they may have encountered some screen reader users who are adept, not all screen reader users can be expected to have a high level of screen reader expertise.

RESEARCH METHODS

Procedure

The study approaches its topics from a user-centered perspective, with the idea that blind users themselves can provide particularly reliable insights into the issues and potential solutions that are most critical to them. In 2013 Hill argued that "most of the [library literature] is from the perspective of information providers rather than users as noted by Kinnell, Yu, and Creaser (2000). Overall, the literature focuses on what the library has and how users operate within those parameters. Little research explored the more fundamental questions of what people with disabilities might want from an information provider and how best to provide that service."[17]

This study attempts to help fill this gap.

The study used qualitative methodology for two reasons. First, the population of interest is small and not easily targeted, which makes statistically significant quantitative research more difficult. In 2015, visually impaired individuals were 1 percent of US sixteen-to-twenty-year-olds,[18] which is the age group for which available statistics most closely approximate those for traditional college students. Second, the nature of qualitative research allows a richer opportunity to explore topics in depth without preconceived questions limiting the responses.[19]

The study used an open-ended questionnaire and recorded telephone interviews. Interviewing via telephone allowed easier access to the dispersed population of blind academic library users throughout the United States. Eighteen interviews were completed between summer of 2015 and spring of 2016. The interviews were recorded, transcribed by a transcription service, then coded and analyzed by the researcher for patterns. This method has the limits inherent in lack of statistical significance: results are not proven to be generalizable.

The interviewees were provided with the potential interview questions in advance and encouraged to review them to obtain a general idea of the topic of the interview. All participants gave their verbal consent. This study was reviewed and approved by the Internal Review Board for human subjects research at Hunter College.

Data Analysis

Hill et al. discuss qualitative data analysis. They point out advantages to developing themes or codes, which they call "domains," after collecting the data, rather than using researchers' preconceived notions of what would emerge from the research.[20] In keeping with Hill et al.'s recommendations, this research developed themes from the transcripts of the interviews using inductive analysis, instead of using the preconceived topics in the interview question guide to sort the data.

Transcripts were read a minimum of three times and recoded several times. As themes emerged from the interviews, preliminary coding categories were considered by the researcher. Final themes that emerged included: positive and negative experiences using librarians in person, difficulty with library websites, screen reader use during reference transactions, preferences for independence, using

chat, interactions with disability offices, and citation style. Another article based on the same study is intended to focus in more detail on users' experiences with online resources: library homepages, databases, discovery tools, and full text.

The pronouns "he" and "she" have sometimes been changed in this article to protect the identity of participants.

Participants

Study participants were selected using the following criteria: all participants (1) must state that they meet criteria for legal blindness in the United States or comparable criteria; (2) must have experience relying on a screen reader to access computing devices and the internet; and (3) must have stated that they used an academic library, either online or in person, in the United States within the two years preceding the interview at least several times per semester. Users included six graduate students, eight undergraduate students, and four professionals who were current users and have significant academic library experience. Two of the professionals also discussed recent use in a student role. Interviewees were recruited via the researcher's personal contacts as well as via library electronic discussion lists focused on disability topics. Potential participants known closely by the researcher were not recruited or included to avoid conflict of interest. Interviewees were offered a twenty-dollar gift card for their time.

FINDINGS

Table 1 indicates the breakdown of user-librarian interactions described below.

Working with Reference Librarians in Person

Eleven users reported having used a librarian's assistance in person. Topics that emerged from the interviews regarding working with librarians in person included length and frequency of meeting with a librarian, whether the help request was initiated because of difficulty with the library website or a more specific need, whether the experience was positive or negative, and whether the reference help led toward the screen reader user being able to navigate independently.

A few users commented on the frequency and length of their meetings with the librarian. One graduate student met with a librarian for about an hour and a half at a time, once or twice for each of his three classes each semester. Another graduate student, who was a more confident screen reader user, only met with a librarian a few times throughout his program. An undergraduate met with the librarian for about half an hour only two or three times during her program. Another undergraduate reported meeting for an hour and fifteen minutes a few times during the first two years of her program. All users except for one said they usually worked with one particular librarian.

A few high-level screen reader users contacted a librarian only for particular needs and primarily used the library website independently. These users reported positive interactions with librarians. Two of these students used librarians' assistance when they needed hard copy materials. One of them explained,

> When I [used human assistance], I mainly resorted to reference librarians. . . . if I found a book in the . . . catalog that was not available in accessible format, I would contact the reference librarian and ask for the book to be scanned. Or, if I needed to look for print materials, I would make an appointment with a reference librarian or I would just come to the library and ask. . . . I told the librarian what I was looking for, and the librarian would . . . go over the titles available . . . with me.

This library scanned and did optical character recognition (OCR) on their print materials to make them accessible upon request. This user also said he consulted with librarians when he needed to "speed things up."

While a few high-level users similarly reported using librarian assistance for specific needs, a larger number of users contacted librarians after becoming frustrated with the library website and then worked with a librarian to complete most of their research. Five users said positive things about librarians in this situation, although they did not always have positive outcomes. These users were not supported by the librarian to use their screen readers to navigate the library website independently. Five users reported working with a librarian without using a screen reader. Four users reported they used a screen reader while working with the librarian, but the librarian did not use the screen reader. (One patron fell in both categories because she used two libraries.)

One user explained that the librarian "basically [did] everything for me. . . . I just told him the stuff I was interested in researching. . . . And so he . . . helped me onto the website. I know how to do it but . . . it's just hard for me to do it. And honestly I'm really not into research anyway. I'd much rather read a book." When asked if they used the screen reader, this user said, "No—unfortunately. That's how I found it was the most easy to do my research because the screen reader just threw me off, the websites for the library just threw me off. They were very overwhelming." And later, "I never really understood how to research the database. . . . I would be able to read the abstracts on my own. But then when I tried to download the e-text of the articles it would never go through. . . . That happened at both schools I went to."

Apparently she knew how to navigate databases enough to get to some abstracts, but not well enough to do the level of research she wanted. Link resolvers could have been an additional problem. She was thankful for the librarian's help but she was left feeling negatively about research. Difficulties with locating full text—accessible or not—will be discussed further elsewhere.

Table 1. Breakdown of User-Librarian Interactions

User Description	Participant*																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Positive Comments about Working with Librarian in Person	X	X	X	X	X						X							
Negative Comments about Working with Librarian in Person						X	X											
Used Screen Reader while with Librarian	X	X						X†	X	X								
Didn't use Screen Reader while with Librarian				X	X	X		X‡			X							
Didn't Work with Librarian in Person or Topic of Working with Librarian Didn't Come Up												X	X	X	X	X	X	X
Used Chat Reference*								X			X	X	X	X				
Didn't Use Chat Reference*															X	X		

* Other participants did not comment on chat reference

† At a large university

‡ At a small university

Similarly, another user reported contacting and relying on the librarian because the library website was very difficult to use:

> I had trouble using it on my own, because I'm a pretty new JAWS user. I had someone teach me JAWS just this year, because I was reluctant to use it in high school. . . . There was . . . one time . . . where I could not find any articles that would be helpful, so I went in [to the library] and said, "Okay, do you have anything that specifically relates to this certain topic?" . . . The librarian was very helpful. She ended up emailing me a bunch of articles that then my technology person and I went through [to deal with accessibility].

Like the previously discussed user, this user was not taught how to navigate by a librarian. She explained, "I think [the librarian] was a little baffled at first, because . . . she's used to kids . . . getting on one of the library computers, which was a little impossible for me, because they didn't have screen readers on the library computers, and I had my computer with me, . . . She's like, 'Okay, well, why don't I just email you these articles?'"

When asked if she planned to use her own computer, the user said, "Actually, I thought that's how I was going to do it. Because I hadn't expected her to just email stuff to me. I didn't expect anyone to make it that easy, actually. . . .That was only a one time deal."

Instead of continuing to work with the student, this librarian contacted the campus disability office for help. A technology person from the disability office then took over assisting the user. The student explained, "I ended up using the library website, but I had to have help. When I used the library's website, there's so many different tabs and ways of using it, it feels like a maze to me, I don't understand quite how to navigate through it. . . . honestly, that's one thing I'm still a little worried about this year. I still don't get it very well. . . . I even had someone who was blind himself come

in and try to look at it, and he's like, 'I don't understand this, really.'"

Again, the user was appreciative of the librarian's help but found the outcomes not entirely satisfactory because she did not learn to navigate independently.

A third patron had a varied experience of being assisted to navigate with a screen reader at one library and not at another library she used. When asked if she or the librarian used a screen reader at her usual library, this patron explained, "We just talked about how to do it. . . . They actually got the . . . article for me and just told me along the way, 'You click on this, . . . Oh, that didn't work so let's put in these search terms.' You know how it is with librarians."

This industrious patron had also visited a larger university. At the larger library, she reported similarly, "They just explained it as they went. Because they were using the librarian-only computer [at the reference desk]." However, on some occasion they did use a screen reader: "There is JAWS on, I believe, two computers in that library. At one point we did go back to the adaptive technology room and a librarian worked with me . . . with JAWS. But most of the time there was just the librarian at the computer explaining what they're doing."

The patron explained, the librarians did not know how to use JAWS but,

> they knew how to use the website well enough that they could tell me, "Find this link," or, "Find this heading." But they obviously didn't know the [JAWS] key command. But they knew to tell me heading, link, table. . . . I'm not sure if this librarian maybe worked in the . . . the assistive technology area, and maybe he learned as he went from other students as well as from me. . . . I think I actually got through it a lot faster with the librarian working at the computer. Since I didn't really know the website that well I just couldn't figure out how to look through the search results or which database to search. . . . They got me some results and

I was fine with that. I did try it on my own a couple of times when I came back but I usually ended up just going to the librarians and going, "Help!"

This interaction was like the first in that the user was not taught to navigate independently; but in this case, there was some effort toward such independence.

A fourth user also contacted librarians or used other human assistants because the library website was difficult. He described the website as a "black hole" and a "massive beast." He emphasized the time intensive nature of navigating with a screen reader, especially for someone who had not had long-term or high-level training on screen readers:

Because of the nature of how the blind and visually impaired navigate the internet, . . . it can become very time-consuming to have to go through all of those web pages from top to bottom. I could spend maybe eight hours doing something that would probably take a sighted student maybe half or even like a third of that time. . . . So most of the time I . . . prefer to seek a sighted assistant because they're able to filter through the data a lot quicker than I can. I have been mostly unsuccessful in conducting my own . . . research. . . . And so . . . I schedule appointments with the reference librarians—my gosh I could spend 10 hours in a library and trying to do the research independently as opposed to spending an hour, hour and a half with the research librarian.

As with other users, he was grateful for librarians' assistance, but the outcome was not ideal since the library website still felt overwhelming to him.

A fifth user also contacted a librarian because of difficulty with the website, and reported appreciation for the librarian's help: "I had just transferred in . . . it was a little overwhelming, and I had a paper due, and I went to the library. . . . I just [asked for help] about how to find certain articles, . . . keywords to use, . . . you know, what my point was for searching for the articles. And it was great. . . . it was very helpful. . . . [The librarian] was wonderful."

The librarian attempted to help the user begin learning to navigate the library resources with her screen reader. The user said the librarian understood some about how she was navigating with the screen reader, or picked it up as she was were doing it: "It was the first time he worked with a student who was using that kind of technology. But he did. He was very friendly, very patient, and we had kind of a choppy internet connection, so it took a little while."

This student was fairly new to her school and so longer term outcomes were not yet known.

Other users relied on the screen reader more fully while working with a librarian. One patron said, "She gave me some directions. But she was very visual [laughs], so. I told her, can you repeat that and . . . I . . . basically translated it into the way I do it with the screen reader. . . . I tabbed through and listened to all the links that [were] on there [to find what the librarian said to go to]. So it was good."

The patron stated that she only spent about five minutes with the librarian and that she understood how to do the research herself after this assistance.

Another user learned to navigate independently:

She [the librarian] told me where I needed to go on the page because their website is so massive and there's a lot of links on there. It took a bit longer obviously for the first time. . . . And there were some times where it took me a lot longer to actually find what the librarian was asking me to find compared to the sighted version, which is to click on the link. . . . And the screen reader, sometimes it's harder to navigate. You've got to read everything. The librarian eventually realized the slower pace in how the screen reader operated so she understood why sometimes it took longer or why it took long routes to get to a different link . . . It definitely did [help me overall understand what's available through the library website]. It . . . taught me the website isn't so immense and hard to navigate. It's not easy but you can navigate it.

This user made clear that she had become independent: "I very rarely went [to the library] . . . I would always just go to their website. . . . Sometimes freshman or sophomore year I would go to the library and ask for assistance from the librarian or one of the support staff . . . [for] using the databases because I was a freshman so I was a little uncertain at the time."

Of those who had consulted with a librarian, including some who had only done so minimally, only two reported a negative experience. One user said,

I guess what sort of threw me off was that while they were helping me do the research, they refused to read the searches to me. It was weird. They would read some things. I was like, "Can you read me the search titles again?" He's like, "No, I don't think that's appropriate." "Why not?"

Interviewer: . . . It sounds really difficult and awkward.

Interviewee: It was very awkward . . . I thought, "Why wouldn't it be appropriate? That information is visually available. It's not as though you're giving me answers to a test. You're reading to me what's on the screen that's in front of you and would be apparent to someone who can see if you were helping them. Your [computer] doesn't have a screen reader on it. What's the benefit of me sitting here with you?"

If this interaction was not a misunderstanding, perhaps the librarian was concerned with what type of time commitment she or he might get into, or generally was unaware

of the resource gaps for blind users and the obligations for libraries to provide equally effective online resources to users with disabilities, which are often unmet, as discussed in the literature review.

The other user who reported a somewhat negative experience is discussed in the independence section of this article. Generally, most users felt positively toward librarians.

Not Using a Reference Librarian's Assistance

Three users reported having used a librarian's assistance very minimally or not at all. One seemed to be an especially high-level screen reader user, one was married to a high-level screen reader user and relied on her assistance, and a third had an unhelpful experience using the library in person. This student had asked for help in her first year of college and had gotten an unhelpful response. During the rest of her undergraduate years, she used the library website independently, with some difficulty, and relied on chat reference. At some point, the student realized the unhelpful response came from the circulation desk. She had not known earlier that asking a reference librarian would have been possible.

With four participants, the question of whether they consulted with a librarian did not come up. Most were in roles where they were less likely to request research assistance, such as employees in disability offices.

Preferences for Independence

Users varied but tended to prefer independence. For example, the user quoted earlier who was referred to the disability office said, "[Disability office staff helping with research are] always very helpful. It's just I know in the future there's going to be more research projects than there are now. So I don't want to have to go to him for everything."

Another user said, "I'm very independent when it comes to technology. I never really went into the library . . . I kind of to a fault try and do things on my own if any way possible. . . . [I've] probably done things in ways that are more difficult, just because I thought I could do it independently."

During the interview, the user and the interviewer realized that he was relying on the discovery tool and having difficulty focusing the results. He was enthusiastic to find out about databases, which might have helped him focus the results, from the interviewer. He might have discovered this more quickly by asking a librarian or by improved library homepage design.

An alumna who preferred independence, and who was an advanced screen reader user, had attended library sessions at various schools. She said, "They would be, inevitably be sort of flustered when I showed up. And I had to reassure them . . . the trainings ended up not being too useful for me because they would say 'Well click on this and go to the . . . top' and they wouldn't articulate which link it would be. . . . . So I ended up learning it myself. . . . Half the time I did

it quicker than them. . . . I could use them for . . . 'Which database might be good for this?'"

She seemed to have done better by relying on herself than on librarians.

Another advanced screen reader user who was quoted earlier readily acknowledged that he used reference librarians to help "speed up" his research a few times during his program. The balance he chose between navigating independently and asking for help seemed to work well for him.

Should Librarians Know How to Use Screen Readers?

When asked, five users responded that they thought it would be helpful if a librarian knew how to use a screen reader, and no one said it would not be helpful. One person said, "I just feel like it could be a lot more interactive that way versus someone just telling you, 'Go here, go here,' and then you have to find it on your own."

Another user said, "I think [librarians] should know how to do accessibility. Just because you never know the level of the [user]. . . . So I think the librarian should be very knowledgeable."

Here, the participant assumes that some screen reader users will be at a lower level of expertise such that they may need a librarian who is highly knowledgeable about screen readers.

A user who had stronger skills himself suggested it would not be necessary for librarians to have screen reader skills to provide reference to him. He thought it was important for librarians to understand screen readers to effectively help resolve accessibility problems with library resources.

A participant who had recently completed a master's degree and was now employed assisting other screen reader users said, "Technology education is critical for our community and there is nothing inherently mysterious or hard about using assistive technology. If you learn a few basics it's [just as] possible to give a blind or visually impaired person a one-hour tour of a database as it is to [do] it in the general population, once you . . . learn how and really network with people in the [blind] community that can help you get started."

Using Chat Reference

Five users stated they used chat, two reported they did not, and the topic did not come up with others. All five patrons stated or implied satisfaction with using chat. Two users mentioned the librarian's response was located above the user's question when they thought, intuitively, it should be below the question. However, this was considered a minor issue by both. One user said, "I found [chat] easier somehow because . . . I felt like I had more direct help, and any articles that I needed, they kind of were able to help me out with that. . . . It seemed fast."

She did not encounter librarians who seemed familiar with screen readers on chat, but she gave a brief explanation

to the librarians: "I said, 'The screen reader doesn't really—since I'm not using my vision to navigate the page, it will load differently.' But I couldn't get into specifics necessarily with them, just kind of told them very basic stuff. Sometimes I would tell them, 'Hey, so I couldn't find that with the screen reader, so will you be able to help me get the article?' Then they would do it."

Because webpages are perceived and navigated differently with the screen readers than with vision, webpages could be understood to "load differently." The librarians would try to explain where she needed to go on the library website, but offer to do it for her if she had trouble, she said.

Another participant also said that she told the librarians on chat that she was using a screen reader. Both participants who reported telling the librarians on chat that they were using a screen reader seemed unsure how to respond when the interviewer asked if the librarians on chat seemed to have learned about screen readers from the interaction. Both participants guessed the librarians might have learned a little bit.

Learning Citation Style

In addition to assistance researching for information, librarians typically help students with questions about citation style. Reference librarians also typically help with locating citation style guides or even creating brief style guides on the library website. To understand how reference librarians could provide an equal level of service to blind users regarding citation style as is provided to sighted users, it is relevant to understand what screen reader users experience while learning citation style.

Interviewees reported that citation style was challenging. One high-level user said, "That is really tough. I struggled with getting that formatting right. I mean as un-fun as it is you really do have to sit down with a book and read the examples and read about the formatting, especially if you're totally blind."

When asked if he had found accessible materials to learn citation style, one person said, "I'm having a horrible time." When asked about italics and punctuation, another person said, "I can do that pretty well but lining it up and the spacing and stuff are hard for me. . . . Sometimes I don't know the commas and the periods. It just gets to be all too much for my brain."

Participants used various strategies including human help, Purdue's OWL, Braille examples, other electronic citation style guides, and searching Google to see if anyone else had cited the item in the correct format that they could copy and paste. Difficulties included finding out how to format the citation—bold, italics, punctuation, indents, and spacing—as well as learning how to create some of these formats with their screen reader. The most common method participants used to learn what punctuation is supposed to be in the citation was having the screen reader read character by character in a sample citation to hear the punctuation.

For learning placement of italics, bold, and underline, it is possible to change settings in at least some, if not all, screen readers to read these features in a sample citation. However, many steps typically must be learned to change the screen reader settings. Users normally would find it very excessive to have to listen to all these formats announced during all their reading, so would need to learn to turn these announcements on and off.

Moving from identifying formatting within example citations on to creating citations, one user explained, "You have to take your time because . . . for instance the [italics] command, it's one of those things where [JAWS] says [italics] is on or . . . off, so you have to . . . be very cognizant of what you're doing because I obviously can't see if something's [italicized]." If the setting to read italics was accidentally turned off, the user could miss something.

Another challenge was spacing and hanging indents. One user said, "I didn't know that the second line of each reference was supposed to be indented. . . . I can't visualize it, and there was nothing [in style guides] that was descriptive enough to explain the formatting."

At least eight users mentioned using Purdue's Online Writing Lab, OWL. Advantages of OWL included heading tags. One user said, "It had headings. You could go right to what you wanted." Second, in some places OWL includes descriptions of which elements of a citation are in which format, so that the user does not have to change screen reader settings to find out which items are italicized, bolded, etc.

Several users reported creating their own guides or that someone created a guide for them. One user said, "I started typing my own notes, and putting in stuff like last name, and writing the word comma. [Going character by character is] very time-consuming."

Several people used other style guides. One person said, "My professor actually posted a detailed . . . style guide to Blackboard . . . and the file was accessible, actually, so that was nice." Another user said he got a current (6th edition) APA guide from Learning Ally in their audio plus format. Then this user said, "As opposed to turning on my audiobook player and spending the time . . . to go through [it], I have that cheat sheet [written by a professor]." Yet another user said she uses a book from Learning Ally titled *LB Brief.* Learning Ally's website shows four editions of this book published from 2005 to 2014. The most recent has added "up to date documentation guidelines, including the most recent revisions to MLA and APA documentation styles, with numerous models of new media in each style and new annotated sample sources."[21]

One user had tried to learn citation style by observing how references were laid out in some Braille books she had. However, this user expressed a high level of frustration with citation style.

The interviewer asked several participants if Braille citation style guides would be useful. Responses were that it would be helpful in the new Uniform English Braille because it has unique symbols for bold, italics, and underline, while

American Braille had one symbol for the three. However, participants emphasized that caution would be needed to make sure the translation was accurate.

Another strategy mentioned by several people was copying and pasting a citation found online. At least three people said they found copying and pasting a citation to be a shortcut. However, one of these users cautioned, "These little tools that will paste the citation in your format of choice, you still have to watch out with the bolds and italics and you have to know how to ask your screen reader whether something's bolded or italicized. . . . So the tools are accessible, it's not that it can't be done but you have to be a lot more proactive because your eye is not going to just notice, 'Oh, this doesn't look like the example.'"

For these reasons, another person preferred to type out the citation himself so that he does not have to go through the result "with a fine toothed comb."

Five people reported relying partly or entirely on human assistance for citation style. One paid an editor to check her final thesis. The other four made extensive use of the disability office staff, the librarians, the writing center, a TA, or a friend. One of these students said, "I shouldn't have but I basically had the librarians create my bibliography for me all the time because I don't like doing it and I'm horrible at it." None of these people said that the TA or the staff in the disability office, the library, or the writing center was equipped to teach them to do the citation style themselves using the screen reader. One user explained how she worked with writing center staff. The interviewer asked, "Do any of them know how to use a screen reader, or did they start learning how to use a screen reader at all?" The interviewee replied, "No. They just say stuff that's relevant to them—they'll just say, 'Okay, go down to this paragraph,' . . . and I do it the way I know how to do it. . . . I have a . . . mouse . . . , so if they need to help me, they can."

Very few participants reported using citation managers. One particularly high-level screen reader user had, which she summarized: "I used to use Son of Citation where you would just fill in each field manually and then it would generate one for you. I also used . . . Zotero, . . . that had a Microsoft Word plug-in and it would look at a page and try to grab the citation information and stick it into Word. I would not recommend that anyone really do that because I think people lost more time figuring out how to access it than they gained using it but it was an adventure; I did it."

DISCUSSION

Most of interviewees worked with a reference librarian in person during their program. Of those who did, many did so because of difficulty with the library website. In this situation, most reported positive experience with the librarian; but the outcomes were not always entirely positive. Five users and librarians did not use screen readers during their interaction. Either the librarian did the research with the user's verbal input or referred the user to the disability office. Users who were not supported to learn to use their screen reader to navigate the library website independently more often reported continuing to feel overwhelmed or concerned about using the library website and doing research.

There were four interactions that involved using the screen reader with the librarian present. In one of these interactions, the user quickly felt she learned what she needed. In another one, the user and librarian reverted to working verbally. In the other two interactions, the users reported positive outcomes and increased independence, although one of these users was new enough to her program that longer-term outcomes were unknown. Providing reference while navigating with a screen reader has promise for increased independence; however, it seems likely that it requires some time and skill on the part of both the librarian and user.

A minority of participants who had worked with a librarian reported negative experiences. In one case, a graduate student asked the librarian to read some results aloud and, as the student understood it, the librarian refused. In this case, discussion among the library and disability office regarding how to address the unmet needs may have been appropriate. While the Office for Civil Rights requires "equally effective" online resources—not services—the Office for Civil Rights requires equally effective alternatives if such online resources cannot be obtained. According to the literature, many library websites and subscription resources do not even meet minimal accessibility standards, so efforts to provide alternatives likely would be prudent. According to the Office for Civil Rights, alternatives must be available in an "equally timely" and "equally effective manner,"[22] meaning the alternative must always be available remotely, just as websites are. The Office for Civil Rights specifies that "all faculty and staff" are responsible for this.[23] Reference librarians are not typically always available, yet the combination of in-person and chat services, if provided competently for blind users, is likely to be able to alleviate some of the problems—and potential for complaints—involved with less than "equally effective" parts of the library website and subscription e-resources.

One user who had originally expected to learn to navigate using the screen reader while meeting with the librarian was referred to the campus disability office. After working with the staff there for over a semester, this user remained confused by the library website and worried about research in upcoming semesters. It is possible that the disability office staff was not proficient with the screen reader or with providing library reference services. In the latter case, it might have been helpful for a librarian to be involved. It is always possible that the student's academic abilities were at fault, though her initiative and effort suggest this was not likely to be the case.

It is also possible that the library website was not very accessible. In fact, a quick check of the library's homepage revealed that it contained a "skip to main content" link,

which is a visually hidden link intended to allow users with relevant disabilities to quickly jump over repetitive navigation links. However, on this library's homepage, the "skip to main content" link takes users to the repetitive navigation links. Additionally, the first heading tag takes users to a link for "library home" instead of content that users typically want first, such as the search box area that draws sighted users' attention. This suggests a web developer has followed the letter of accessibility guidelines in a rote way, without understanding how people would typically use the page or, perhaps, without understanding how the skip to content and headings are intended to be helpful for blind users.

Input from public services librarians about where "skip to content" should lead and where headings should be placed could help. Public services librarians are more likely to be familiar with which content users most commonly want to locate first on a page. It is important to keep in mind that any text in small font that sighted users typically skip over will be read by the screen reader, often with no indication that it is in a small font or that it is less important, so headings can help lead screen reader users to find important content without wasting time on such text that sighted users typically ignore. In the author's experience, such problems on library homepages are common. Problems with skip links on academic library websites are documented by Comeaux and Schmetzke.[24]

A few interviewees who were particularly skilled with their screen readers reported that they only contacted librarians when they needed help locating print sources or to "speed things up." In other words, the highly skilled screen reader users could use the online resources independently, but doing so was time consuming enough that it was sometimes faster to get help from the librarians. They also used librarians help to locate print sources, which naturally they could not do independently. After physically obtaining print sources, blind users would need to have the print sources scanned.

The length of time users met with a librarian varied widely from half an hour during an entire degree program up to a few hours a semester. This may be helpful for reference departments to consider while planning staffing needs, at least in the absence of larger studies or other anecdotal data; however, the number of students who discussed this topic was too small to rely on these numbers. There was a tendency to get to know one librarian and work with them exclusively. Working with one librarian may be particularly beneficial for users if the user needs to educate a librarian on accessibility issues for blind people and for their own specific needs rather than having to educate multiple librarians.

Chat reference was useful to many participants. It is possible that during chat interactions, librarians tend to provide answers and do less of teaching users to navigate independently, which may be the most practical option for students in some situations.

While there was variation, users tended to express a preference for being able to do research independently.

Some users appeared fairly satisfied that librarians would do the navigation with them verbally, and email articles. One screen reader user, Cheryl Spear, who was not part of this study, pointed out that there is intellectual work involved with using sighted assistance, just as there is with using a screen reader: "In general, making use of support persons, which includes [human] readers, requires a lot of independent negotiating and strategizing on the part of the student. But these skills typically are not acknowledged or valued by service providers, counselors and professors."[25]

Particularly given the state of accessibility and usability of library websites and e-resources, working verbally with a librarian may be a very reasonable option for many screen reader users, particularly those whose abilities are focused in less technical areas. However, even for users who seemed to be fairly satisfied doing research with sighted assistance, it is not clear that they would prefer this option if library resources and reference services were more screen reader user friendly. Participants' beliefs that librarians should learn to use screen readers suggests many of them would prefer to be taught to use the library resources independently with their screen reader, or at least would like to be assisted by a librarian familiar enough with screen readers to provide relevant verbal cues.

CONCLUSIONS AND RECOMMENDATIONS

Blind participants in the study described many challenges using academic libraries and their websites. With these insights, libraries and librarians should approach reference services for blind users more proactively. Librarians can build their understanding of how screen readers navigate. Learning some of the elements on a page to which screen readers can navigate would likely be practical for most librarians. The vendor of the screen reader Jaws, which is the most widely used screen reader in the US according to a survey,[26] provides a list of Jaws keystrokes,[27] which would be one place to start. Inviting an experienced, qualified screen reader user to lead hands on introductions to using a screen reader for librarians would also be helpful. The free NVDA screen reader could be downloaded,[28] and has similar keystrokes to Jaws. Additionally, the Focus Highlight add-on for NVDA can make understanding a screen reader easier for sighted people.[29] This add-on visually shows where on the screen NVDA is reading or focused, which can be challenging to follow otherwise.

Perhaps a model like academic libraries' approach to copyright, with all librarians being knowledgeable but typically at least one librarian at each library having more expertise, would be an appropriate aspiration for reference services to screen reader users. As a result of her experiences getting to know students with disabilities, librarian Rebecca Arzola similarly believes "it would . . . behoove librarians to learn more about accessibility options in technology to assist all students during reference interactions."[30] It is probably not

practical that all librarians would fully understand the use of all screen readers features or that librarians would all keep up with yearly updates to screen readers' features as well as frequent changes in webpages' and databases' designs as they affect screen reader use. However, at least one librarian could do this.

Furthermore, reference departments could discuss how to provide services for screen reader users and how to consider the limitations in accessibility and usability of library e-resources. Topics for discussion could include

- how to schedule reference consultations depending on the expertise of librarians available at different times;
- logistics to facilitate collaboration between subject expert librarians and accessibility expert librarians as needed;
- how to support screen reader users to learn to navigate library resources independently;
- strategies to support any users who are having difficulty especially with library e-resources that have not been checked and are not known to be equally accessible and usable;
- the role that chat reference might be able to play; and
- when situations arise where accessibility or usability problems are noticed, how to communicate effectively with vendors, in-house developers, and in-house content providers.

Addressing citation style was considered difficult by many participants. This could be improved by assuring that style guides that explain the formatting are available, that librarians steer users to such guides, and that an employee in the library, in a campus writing help center or elsewhere on campus is responsible to know how to teach students to use their screen reader to create and check the formatting, just as librarians and writing center staff teach sighted users to create and format citation style. The role of writing centers commonly overlaps with reference librarians in providing support with citation style. The responsibilities of the librarians versus writing center staff are not usually explicit, but it is likely that collaboration between the two would be beneficial in providing equal service to screen reader users. Rebecca Arzola reports a successful collaboration between her library and her campus' disability office, including a plagiarism prevention workshop, for students with various disabilities.[31] It can be important for libraries to follow this lead of taking initiative to provide services to students with disabilities. If a disability office staff person is sufficiently knowledgeable about screen readers, the disability office could be particularly helpful in teaching citation style to screen reader users. However, it should not be assumed that disability office employees have knowledge of screen readers at a level to be able to teach citation style.

It can be difficult for libraries to negotiate effectively with vendors for truly "equally effective" library e-resources without significant leverage from faculty or top school level administration. Such leverage is needed to be able to credibly insist that vendors must improve to retain license agreements. Top school level support is also needed so the library is provided with the resources of web developer staff expertise and time necessary to competently explain the school's digital accessibility obligations and requirements to vendors. Librarians might attempt to collaborate with others in the disability office, the writing center, faculty, and the school's administration to build support for the school to hire experts, such as web accessibility developers and coordinators, to make progress toward accessible e-resources. However, even though wider school level support for accessible e-resources is often not yet as strong as needed, reference librarians may be able to successfully alleviate some difficulties for their blind users by preparing to provide more effective reference services.

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Understanding Appeals of Video Games for Readers' Advisory and Recommendation

Despite their increasing popularity and inclusion in library collections, video games are rarely suggested in library advisory or recommendation services. In this work, we use the concept of appeals from existing literature in readers' advisory and media studies to understand what attracts people to play certain games. Based on 1,257 survey responses, we identify sixteen different appeals of video games and elaborate how these appeals are expressed in users' terms. We envision these appeals can serve as an additional access point for video games and will be particularly useful for recommendation and advisory services. In addition, we also examined the correlation between appeals and common game genres. The relationships between appeals and genres observed from our data support our argument that appeals can serve as a complementary access point to result in more diversified sets of recommendations across genres. In our future work, we plan to further investigate individual appeals such as mood and narrative across multiple types of media.

Readers' advisory (RA) has a long history in North American public libraries, dating back to the 1870s when the concept first emerged.[1] The meaning of readers' advisory has evolved over time, from a focus on commitment to meaningful adult education via serious reading in the early twentieth century, to an emphasis on popular culture and users' entertainment starting around the 1960s.[2] Since the 1950s, RA has been a core component of public library service.[3] Currently, most RA work focuses on recommending books and audiobooks, not fully incorporating the library's collection in other formats.[4] In particular, despite their increasing popularity and inclusion in library collections, video games are rarely suggested to patrons already interested in video gaming or as a cross-media bridge. However, average users are format omnivores and consume a variety of different media.[5] Given the importance of RA as a critical library service, we need a solid framework and guidelines for recommendations that include multiple formats and media types. Much of the research related to RA has been centered on "appeals": the idea that people are attracted to certain types of materials for different reasons. To support recommendation for diverse material formats, we need to investigate appeals for these formats. In our work, we collect and analyze empirical user data on what users perceive as the most important appeals of video games for themselves. We aim to answer the following research questions:

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- What kinds of appeals can we identify for video games from people's description of their favorite games and reasons for liking them?
- How do appeals relate to currently established video game genres?

We anticipate that appeals identified in this study can potentially serve as additional metadata for video games in library catalogs and other recommendation systems. Understanding appeals for video games and their relationship to established genres can help improve the quality of recommendation services by enabling librarians to make suggestions with increased confidence. The findings may also have broader implications for appeals of other nontextual or multimedia that share similarities with video games (e.g., graphic materials, films), or are part of video games (e.g., music, animations).

RELEVANT WORK

Defining Appeals

Users seek various experiences when they interact with media objects, and recommendation aims to be a useful guide to these experiences. In libraries, RA is typically based on the idea of "appeals"—understanding different types of appeals and identifying which appeals matter to different users is widely recognized as a critical process for the success of RA work.[6]

Saricks, along with her colleague Nancy Brown, developed the concept of appeal as it applies to RA. Saricks explains "appeal" as "the elements of books to which a reader relates" or "the feel of a book."[7] Appeals explicated in her work include pacing, characterization, story line, tone and mood, style and language, and frame and setting. Building on Saricks' work, Pearl uses the term *doorways* to refer to appeals specifically for fiction—story, character, setting, and language—and notes that readers seek books similar to what they have already read to re-create a pleasurable experience. She urges librarians to consider "what it is about a book that draws us in, rather than what the book is about."[8] Focusing on the context of reading for pleasure, Ross presents a model for the process of choosing a book which includes five related elements: reading experience wanted (reader's mood), alerting sources, elements of the book itself (e.g., subject, characters, setting), clues on the book itself (e.g., author, genre), and cost in time, money, or cognitive energy.[9] On the other hand, Wyatt discusses the following eight appeals for nonfiction: pacing, characterization, story line, detail, learning and experiencing, language, setting, and tone.[10] Wyatt also emphasizes the need for utilizing and presenting the myriad associations and themes existing in materials of multiple formats for providing RA and showcases how this can be visually represented in "reading maps."[11] Forsyth also uses "appeal characteristic" to refer to what users enjoyed

about various types of media objects such as books, films, or works of art.[12]

Research in media studies uses the term "gratifications" to describe uses pleasing to users in television and video game media, and the terms "motivation" and "motivators" are used in game studies to describe factors that appeal to or otherwise influence people to play video games.[13] In this context, Malone states, "an activity is said to be intrinsically motivated if people engage in it 'for its own sake,' if they do not engage in the activity to receive some external reward such as money or status."[14]

Hunicke et al. put forth the MDA (Mechanics, Dynamics, and Aesthetics) framework as a formal explanation of appeals of video games.[15] They explain "aesthetics" as "the desirable emotional responses evoked in the player, when she interacts with the game system," contrasting it with mechanics and dynamics, which concern the rules of the game or how mechanics are played out.[16] They suggest a taxonomy of eight core aesthetic goals to explain why different games appeal to people: sensation, fantasy, narrative, challenge, fellowship, discovery, expression, and submission.[17]

On the basis of these definitions of "appeals" and related terms, we define appeals as "elements of media that draw people in by evoking certain emotional and intellectual experiences when a user interacts with the media."

Prior Research on Appeals

A substantial body of literature exists on appeals and gratifications of video games across a variety of disciplines. Taken together, these studies provide a great deal of insight into why people play video games. However, direct application of the appeals for video games identified in these studies for improving recommendation is limited for many reasons.

One reason is the scope of these studies. Earlier studies on appeals focused on investigating appeals of video games specifically for certain demographic groups, such as children, teens and young adults, or college and high school students.[18] Malone identified the three strongest reasons children are attracted to games: challenge, fantasy, and curiosity; Selnow discusses multiple factors that motivate people to play: gameplay is preferable to human companions or teaches about people and provides companionship, activity or action, or solitude or escape.[19] A survey by Wigand et al. determined that excitement, the satisfaction of doing well, and tension reduction were the three primary gratifications of arcade video game players.[20] Many earlier studies were also limited to investigating users of specific types of games, such as arcade games or MMORPGs (Massively Multiplayer Online Role-Playing Games).[21] In particular, Yee studied thirty thousand MMORPG players to explore their motivations, identifying factors such as achievement, relationship, immersion, escapism, and manipulation.[22] Work in game design provides explanation of many appeals such as Hunicke et al.'s aesthetics, and Ellinger's nuanced subcategories of those appeals.[23]

However, these are based on the authors' intuitions and opinions rather than empirical user data.

Additionally, prior research regarding appeals often emerges from differing objectives rather than specific goals of recommendation. For instance, Malone was interested in how appeals can be adapted to formal education.[24] Studies by Griffiths and Phillips et al. researched why people are attracted to video games to better understand game addiction. The appeals they identified were similar to those from previously discussed studies: arousal, social rewards, skill testing, displacement, stress reduction, passing time, avoiding things, and cheering oneself up.[25] Choi and Kim were interested in discovering design factors based on the reasons why people play online games to increase customer loyalty.[26] Other studies correlate appeals, gratifications, motivations, and personality types with other variables; for instance, to predict game preferences and the amount of game use, examine gender differences, or predict player frustration.[27] Only a single study explored appeals of video games for RA in libraries; however, it focused on exploring how Pearl's four doorways could be linked to specific video game characteristics rather than identifying new appeals.[28]

In contrast, our work aims to support recommendation for all library users by drawing on empirical data from a larger and more diverse user group to derive a broader understanding of appeals for general users, rather than certain demographics. Our goal is specifically to identify appeals from users' descriptions and understanding of games and understand the relationship between these appeals and existing genres. Our objective is improving the quality of advisory services and supporting video game information retrieval systems that can be used for RA service and other purposes from a user-centered perspective.

METHOD AND DESIGN

We conducted a large-scale survey to identify people's appeals for contemporary video games. The full survey was conducted as part of a larger research agenda, and included twenty-eight questions on aspects of video-game-playing experience, game-related information seeking, and game collecting and organization behavior. The full questionnaire and detailed information about survey deployment can be found in Lee, Clarke, and Kim.[29] Survey invitations were distributed through game-related physical and online venues including the Seattle Interactive Media Museum video game exhibition, game-related forums, various university mailing lists, as well as researchers' social media networks. A total of 2,163 respondents participated in the survey; of those, 1,257 completed the survey.

Here we present findings from the survey specifically regarding appeals and their correlations with existing genres. First, from survey question 4 (Q4) we identified appeals of video games from responses to an open-ended question about people's favorite games and why they appealed to

them. The responses were coded by two independent coders through an iterative process, following the consensus model.[30] The initial codebook contained codes identified from previous research on appeals of video games. After completing the independent coding process with the initial codebook, coders met and discussed codes that needed to be revised, added, and removed after looking at the user data. Coders then independently reviewed and revised their coding using the revised codebook. After the second round of coding, coders discussed the cases where disagreement occurred, aiming to reach consensus. The first author acted as an arbiter when consensus could not be reached.

Second, we focused on core reasons people play specific genres of games (Q6, Q7). Respondents were asked to select their favorite genre from a list of eleven common video game genres. They were then asked to identify all the reasons why that genre appealed to them from a list of twelve appeals written in simple sentences (e.g., "Competition: I like competing against other people"). These answer choices were drawn from the most commonly used appeals identified in existing literature. Descriptive statistics were derived from the responses to quantitative questions (Q6, Q7).

DISCUSSION OF APPEALS

From responses to the open-ended question asking reasons for liking their favorite video games, we identified the following sixteen appeals representing core reasons why players are attracted to and play certain video games (table 1).

Narrative

Narrative was the most commonly identified appeal for video games. A vast majority of respondents stated that experiencing some kind of story was a major reason they selected and/or enjoyed their favorite games, and had a longer lasting appeal over time (e.g., respondent 831 (R831) said, "I play a wide variety of games, but the ones that stick with me the most are the ones whose story burns itself into my memory").

According to many responses, for a narrative to be appealing, it needed not only a good story, but supportive and integrated gameplay and mechanics, and relatable characters. Narrative was frequently mentioned in conjunction with gameplay (e.g., "I prefer games that have a narrative component that is creatively manifest through gameplay" (R1047)). Although players preferred when narrative and gameplay components worked together, many admitted preferring storyline over gameplay, even to the point where narrative overcame functional faults in a game ("KOTOR2 was unfinished and buggy, but I was very invested in the story of Kreia, one of the game's major characters" (R322)). This suggests that metadata describing the centrality of narrative to the game could be useful.

Engaging and relatable characters were key to a game's narrative appeal. Many participants became involved with

Table 1. Appeals Identified from Survey Data

Appeal	Definition: When the Core Reason for Playing a Games is to . . .	Frequency
Narrative	Experience and appreciate the story	628
Challenge	Feel the joy of overcoming obstacles or challenges	292
Sensation	Appreciate the visual and/or auditory content /Enjoy the physical stimulation	287
Fellowship	Enjoy the company of others	215
Nostalgia	Revisit or rethink a past experience	183
Fantasy	Immerse oneself in a fantasy world, and do things not possible in real life	176
Exploration	Explore and/or discover something new	173
Mood	Experience and/or appreciate a particular emotion	162
Depth	Appreciate the scale and choices/consequences	136
Creativity/Innovation	Appreciate its innovative, novel, or experimental aspects	102
Expression	Express oneself and/or create things in the game world	101
Accomplishment	Feel the satisfaction of achieving, acquiring and/or accomplishing something, often motivated by rewards or status, and/or completing all possible options	66
Competition	Feel satisfaction of competing and/or winning against others	62
Submission	Pass time and/or "turn off one's brain" and unwind/relax	50
Mastery	Feel satisfaction from perfecting one's skills	21
Learning	Learn something new	14

the characters, like previous studies regarding appeals of fiction.[31] Pearl notes that readers may feel as if they had lost someone dear to them when a book ends because of a strong emotional connection with the characters.[32] This was also evidenced in our data: "You become involved with the characters and their lives and care about the outcome" (R1204). Caring was often facilitated through relatability—characters with which players felt commonalities. Diversity and variety of characters allowed players more opportunities to relate: "Half life 2 had a fantastic story and well-rounded characters I really grew attached to" (R695). Detailed descriptions of characters' types and characteristics would help connect these users to the kinds of games that would be appealing to them. Identifying different character tropes used in games could also be helpful for people who want to see or avoid kinds of characters.

Challenge

Challenge was the second most mentioned appeal and one of the most commonly identified appeals in prior literature.[33] Our data revealed multiple aspects of challenge. It may reflect physical aspects, such as being able to complete a game action in a short time or perfect manner. In other cases, challenge reflected intellectual aspects, requiring people to solve difficult problems, push boundaries, and challenge moral beliefs: "I like games that challenge me, either mechanically (*Donkey Kong*) or through story and setting (*Catherine* and *Fallout 3*). *Catherine* is the first truly "adult" game in my opinion, tackling issues like pregnancy and infidelity" (R34).

Opinions varied regarding the degree of challenge users found ideal. Some users sought very challenging games ("Hardcore experience. Play perfect or die . . . " (R13)) or easy pick-up and go games ("I can actually get somewhere with it because it's point and click . . . It's very easy." (P1)). However, for others, getting just the right amount of challenge in a nonintimidating manner was important: not so hard that they got frustrated, but at the same time, not so easy that they got bored ("There [*sic*] are easy enough that I can win occasionally, but not so easy that I always win" (R141)). Games with a gentle learning curve were appreciated: "Game worlds open gradually, at a pace that corresponds to your mastery of using and accumulating simple tools and resources" (R334). Some appreciated games that offered varying difficulty levels ("I also liked how easy and difficult they could be and flex to the player" (R644)), just as Ross discussed how users seek materials with different levels of challenges (either based on novelty or plot complexity) depending on their current situation and mood.[34] Exposure to new challenges or opportunities to apply different strategies to tackle a complicated problem was appreciated by some: "Monster Hunter tests every skill you've ever learned as a gamer and pushes them that much farther" (R475). In addition to identifying games good for challenging users, it may be helpful to describe what kinds of challenges are presented in a game, and also whether the game offers multiple difficulty levels.

Sensation

To understand sensory appeals in a more detailed manner, we coded responses for sensation with three separate

aspects: auditory, physical, and visual. Visual sensation was mentioned the most at 192 times, followed by auditory (82), and physical (13).

To describe visual sensation, participants tended to use subjective terms such as "pretty," "beautiful," "aesthetic," "artistic," and "interesting." Some participants described the visual style of game environments ("Diablo II certainly gleaned a lot from it's [sic] environment and visuals" (R524)) while others specifically described the design of the characters ("Kirby Super Star has well designed characters, satisfying sound effects and wide selections of visually appealing abilities" (R935)).

Participants also emphasized the importance of music. Sound and music may not be the reasons that participants select certain video games, but they play an essential role in creating atmosphere and bringing back users' emotional state during the gameplay (e.g., "FF7: First RPG of any kind I ever played. The songs still give me chills, even have the official soundtrack" (R1018)).

In terms of physical sensation, most participants had comments on music-related games or sports games. Being physically active while playing was another appeal: "Dance Central because I like dancing, and find trying to compete with my own score in the game is intrinsically fun to the point that I forget that I am exercising" (R1210).

Sensation was often discussed in combination with different sensory appeals (e.g., "Short, beautiful game with gorgeous music" (R599)). Participants have multisensory experiences when playing video games, thus having only a good soundtrack or graphic design may not satisfy players. Players expect to experience an immersive feeling, and visual, auditory, and physical sensation need to work together to create this immersive environment. There may be a linguistic sensation combined with other sensory appeals as well, as Pearl described.[35] It can be the lyrics of songs used in the game, how a character talks, or how the narration is done. Ermi and Mäyrä distinguished the sensory immersion related to audiovisual execution of games as the first dimension of a gameplay experience, along with challenge-based immersion and imaginative immersion.[36] Digital games have evolved into "audiovisually impressive, three-dimensional and stereophonic worlds that surround their players in a very comprehensive manner."[37] Large screens and powerful sounds that overpower the sensory information coming from the real word can cause players to become entirely focused on the game world and its stimuli. To represent these different aspects of sensation, it may be useful to have metadata regarding visual styles, types of user interactions, and soundtracks in catalogs or recommendation tools.

Fellowship

Fellowship appeals to gamers who spend a lot of time playing games as well as those who play games more casually. We identified two aspects of social playing: playing with friends and/or family and making friends through gaming. This aspect often dictated what kind of games people played. "The aspect of DOTA [*Defense of the Ancients*] and WoW [*World of Warcraft*] that have kept me playing is the teamwork. I like being able to play with my friends, especially those who are far away. With WoW, I've made some distant friends with whom I now meet up with (IRL!) every summer . . . Rock Band I played with my husband, and it was just a fun way to blow off some steam and spend time together" (R390).

In addition to concurrently co-playing within the game or taking turns, another type of socializing occurred via spectating, where people watch each other play: "Even though Pikmin is single player we would take turns playing/watching" (R876). Also, competing with other people was another aspect that people enjoyed about playing games with others which we discuss in more detail in a later section.

Some respondents actively avoided or disliked playing together. Sometimes it had to do with the type of games they preferred (e.g., "logic-based, solitary (games)" (R360); "I like playing solo, and prefer killing aliens to killing people" (R987)). In other cases, they were more interested in game progress or success rather than competing with others, or did not want to rely on other players to progress in the game.

Our data indicates that enumerating different user interactions (e.g., co-op, couch co-op, online co-op, multiplayer, etc.) could be useful.

Mood and Nostalgia

Respondents also mentioned the important role of mood when describing their favorite games. Previous studies identify mood as one of the most frequent appeals related to multiple types of media.[38] Saricks discussed tone and mood as part of her list of appeal elements, and Ross and Chelton emphasize the mood as the bedrock issue, a critical element for users when they choose fiction.[39] Hu and Lee, Hill, and Work, also highlight the importance of mood in users' music seeking and listening activities.[40] Many described how video games can evoke powerful emotional reactions and leave a profound effect, something that is not typically obtained in daily life. "All of these games I have gotten amazing experiences out, happiness, sadness, anger, frustration, and love. They give me the experience I need at a time and are extremely great story tellers" (R568).

There were a small number of predominant moods mentioned frequently: humor and silliness, intense excitement, and horror and darkness. Other moods such as peacefulness, sadness, and anxiety were also mentioned, but rarely: "Spec ops is the odd one out, I did not enjoy myself while playing this game, as the game progressed I felt miserable, uncomfortable and sometimes even sick. It is a game that allows you an insight in your own reaction to the true horrors of war." (R595). Some participants also mentioned how games helped players during emotionally challenging times: "These

games really shaped the person that I am today. They kept me happy during sad times, and left a huge impact in how I see the world" (R817).

Nostalgia was a feeling specifically mentioned by many participants. Nostalgia is the mood produced by appreciating objects, people, or experiences affiliated with a previous time.[41] For many participants, some games embodied their past positive experience with family or friends and they played these games to relive those moments: "I grew up on LoZ [*The Legend of Zelda*] and FF [*Final Fantasy*] 8. When other kids were outside playing games or getting into the seedier parts of surviving the ghetto, Link and Squall were there to be protectors and role models. . . . Squall pointed out that there were only perspectives, and it was the basis for my desires of a profession in psychology" (R510).

Using nostalgia as an access point for recommendations may be difficult because it is very personal; however, discovering games that share similar characteristics with games players feel nostalgic toward may be desirable. Being able to find games that tend to evoke certain moods would also be appreciated.

Fantasy

Two main keywords related to the appeal fantasy that emerged were "immersive" and "escapism." RPG (role-playing game) was a frequently mentioned genre when participants described enjoying immersive adventures. Generally, RPGs include a fantastical setting with elaborate storylines featuring many characters and a wider variety of sounds. These aspects help game players enjoy an interactive cinematic experience. "I love the immersiveness of an RPG. Zelda and the Elder Scrolls (and WoW, to a lesser extent) made me really feel like I, personally, was there in the game world, being magical and having wild adventures. It was a total escape from reality" (R390). "I also like having skills in video games that I'm lacking in real world" (R175).

Escapism has been discussed in previous studies as one of the main appeals in media consumption. Vorderer, Klimmt, and Ritterfeld claimed that media consumers desire to escape their social world, particularly those who live substantially underprivileged lives.[42] Similarly, Usherwood and Toyne found that imaginative literature helped readers escape their day-to-day experiences and the pressures of life.[43] Our findings align with these studies, as some of our participants played video games to escape from the tough realities they experienced: "Many of these games I played during my teenage years when I most needed an escape from stress and anxiety" (R1637).

Some participants mentioned enjoying opportunities to do things in games not usually possible in real life, from saving the world to committing crimes: "I enjoy roleplaying as a liberal socialist democracy liberating the global working class from exploitative monarchs and fundamentalists" (R666); "You can do things in them you can't do in real life (or at least not without getting arrested)" (R164).

Exploration and Depth

Exploration and depth represent two facets of discovery, requiring effort from players to uncover, engage, and understand locations or systems. Exploration addresses the need or option for players to discover new locations, characters, and other components of the game world. Depth addresses the number and types of interactions and gameplay elements present within the game.

One of the four player types in Bartle's widely used video game player typology is "explorer," underscoring the importance of this appeal.[44] In addition to "explore" and "exploration," other terms used to express this sentiment included "discovery," "expansive," and "wide," to describe the volume of places and things to explore. A significant portion of the responses also referred to the "world" of the game, indicating that exploration is linked to setting: "They all had really rich worlds for me to explore and learn about that made playing the game so much more interesting for me" (R496).

While exploration is closely related to environments, survey responses underscore the nature of exploration as an active process and an affordance of games. Pearl, Saricks, Warner, and Mediatore discuss setting as the backdrop for books, film, and audiobooks.[45] However, the term exploration as used by survey respondents implies an active, player-controlled process. Additionally, players mention exploration in the context of aspects of games other than setting. Ermi and Mäyrä describe exploration as a fundamental component of the gameplay experience.[46] Similarly, Przybylski, Rigby, and Ryan describe exploration as an affordance to a player granted by the ability to control what occurs on-screen.[47] Hunicke et al. do not use the term "exploration" to describe this process, but outline the appeal of discovery, or "game as uncharted territory," implying exploration.[48] Such articulations of this concept of affordance in literature highlights the importance of choice. Our user data support the argument that affordances and choice in games help serve the appeals of discovery, exploration, and depth, a structure that is unique to video games.

References to depth in participant responses reflected player agency and options. Players appreciated when a game's structure allowed the story to be altered based on player action and other player-initiated events. Key terms used by participants include "agency," "choice," "decisions," "consequences," and "non-linear": "Otherwise having a lot of player agency in the world the games is set in (RPGs)." (R723); "They allow me to make my own choices, if I fail or everything goes wrong it's because of previous choices made" (R841).

Przybylski, Rigby, and Ryan described this type of choice as autonomy, "flexibility over movement and strategies, choice over tasks and goals," and link the level of this choice to the design of the game.[49] They applied the concept of SDT (self-determination theory) to video games, concluding that autonomy and choice are predictors of game enjoyment and continued play. One way to represent this information in catalogs or recommendation systems may be to specify if a

game offers multiple versions of the story or game events. Additionally, responses about the depth of a game were tied to the affordances of the game world (e.g., how "open" the game world was), where players are free to explore the world in their own way, in parallel with witnessing the consequences of their decisions in the game world. Participants' concept of depth also encompasses the number and variety of mechanical and strategic options available to players (e.g., types of game mechanics, such as puzzle and combat, and types of systems in a game, such as social systems and abstract systems).

Expression and Creativity/Innovation

While many players learn about themselves through game interactions, survey responses indicate that expression as an appeal is less about opportunities to understand oneself and more about chances to use the game to demonstrate personality and creative ideas. One easy way for players to express themselves is through customization options: the ability to change or modify aspects of a game such as characters. Customization is not limited to visual similarities. Some games allow players to customize experiences within in the game: "[It] lets you be whomever[sic] you want. In my case, I be myself. I'm a medical student, with a particular interest in computers and also happen to be a persuasive individual. And I do not like killing people, at all. I can skip past people without killing anyone, persuade them, only if necessary, dispatching them" (R720).

Games that let players roam freely with no set course of action ("open world," "sandbox," or "free-roaming" games) move beyond customizations. These games offer players more freedom by letting them create game experiences themselves: "*Minecraft* is a place that I can truly express myself in my very own way, possibilities are endless, and so are the lego pieces" (R720).

Games that offer these high levels of freedom allow for and inspire creativity. Players enjoy the ability to create characters, buildings, cities, even worlds. Such opportunities appeal so strongly that many enjoy the creative aspects more than actually playing the game: "I can do without the warring aspects, I just like to create" (R140).

Freedom and the ability to feel in control of a video game enable self-expression. The ability to make choices—from changing an avatar's hair to creating an entirely new narrative—powers a game's ability to let players express themselves. Thus, games offering the ability to customize are likely to interest players motivated by this appeal. To provide access to games for self-expression, we need metadata that identify customization options. Perhaps an "open world" genre or other specific functions or mechanics can be identified, distilled, and subsequently described and applied to games.

Another appeal relevant to expression that emerged from the responses was creativity/innovation. Some participants were attracted to games because of novel, innovative, and experimental aspects of game design, including mechanics, visual style, or narrative: "They take risks with their genres and expand them in new ways" (R170); "These games all presented either a new way/style of gaming that set a precedent for future games in the genre" (R470).

Accomplishment, Learning, and Mastery

Accomplishment, learning, and mastery are related by a theme of goal achievement. Yet closer analysis reveals different types of goals, methods of achievement, and attractions on the basis of intrinsic, content-based elements versus extrinsic, personal responses. Delineating between these differences offers a nuanced understanding of how goal-based appeals motivate users as well as implications for how they might be used for recommending games.

The most straightforward goal-based appeal is accomplishment, or achievement for achievement's sake. Accomplishment manifests as the accumulation of points to receive a reward within a game, such as a new level, feature, or higher leaderboard position. The appeal in these cases is the achievement of status. It may be simply for personal achievement (e.g., "[I] gain a sense of fulfillment when [I] "level up" (R729)). Status may also be competitive in conjunction with others. Although not universal, accomplishment often includes aspects of instant gratification: not only do users want to earn points and move levels, they want to do it quickly and reap the rewards immediately.

Learning is both experiential and content-based. Some participants expressed interest in games that supported and fostered their knowledge even though those games were not originally designed for educational purposes, such as learning English (R595), history (R567), and physics (R411). "The way it teaches you orbital mechanics on the fly (which isn't a simple concept by any means), gives you intuitive knowledge of rotating reference frames (aced Physics 1, thanks Squad)" (R411).

Educational organizations like libraries and schools increasingly seek ways to foster learning via games. For printed materials, Wyatt noted that "learning and experiencing" was an important factor, especially for nonfiction, where authors often intend to provide a "teachable moment" to readers.[50] However, because educational experiences are based on the knowledge and experiences each player brings to a game, it is impossible to know which games will enable educational experiences for each user. Educators rely on content within games, which may or may not be appealing to players. Reliance on educational content as a motivational factor is unlikely to attract those for whom educational experience appeals.

Mastery is not educational, but rather related to perfecting one's skills. While education may contribute, mastery is most commonly achieved through repetition or practice. Skills may be physical interactions, such as *Tetris* forcing one participant to improve hand-eye coordination (R370). Another enjoyed sharpening rhythmic skills and reflexes

Table 2. Relationship between Appeals and Genres

	Action	Action/Adventure	Driving/Racing	Fighting	Music/Dance	Puzzle	RPG	Shooter	Simulation	Sports	Strategy
Aesthetics	50.0	71.5	33.3	41.7	7.1	17.6	58.4	47.1	28.6	19.0	33.7
Physical Interaction	6.3	5.5	16.7	8.3	**64.3**	4.4	0.9	0.8	3.6	19.0	1.1
Fantasy	42.5	**74.0**	25.0	33.3	7.1	13.2	**75.2**	52.1	50.0	19.0	42.1
Narrative	33.8	**84.5**	16.7	50.0	7.1	13.2	**89.0**	**55.5**	28.6	19.0	**55.8**
Challenge	**55.0**	58.0	**33.3**	**75.0**	35.7	**65.9**	46.1	**58.8**	53.6	38.1	**76.8**
Fellowship	38.8	20.0	**66.7**	50.0	**57.1**	22.0	22.3	**58.8**	21.4	**47.6**	53.7
Competition	17.5	4.5	**41.7**	**75.0**	21.4	13.2	9.1	49.6	28.6	**38.1**	45.3
Exploration	**50.0**	**87.0**	16.7	8.3	7.1	12.1	**79.8**	44.5	53.6	9.5	35.8
Expression	12.5	15.5	8.3	25.0	7.1	2.2	46.3	18.5	**57.1**	4.8	17.9
Submission	**43.8**	32.5	8.3	41.7	28.6	**73.6**	33.5	42.0	**60.7**	42.9	40.0
Accomplishment	31.3	29.5	25.0	50.0	**42.9**	27.5	35.0	33.6	25.0	19.0	29.5
Mastery	27.5	32.5	8.3	**75.0**	42.9	42.9	30.1	49.6	35.7	14.3	**61.1**
Peer pressure	6.3	5.5	0.0	8.3	0.0	7.7	8.7	22.7	7.1	23.8	18.9
Nostalgia	46.3	30.0	25.0	41.7	7.1	20.9	22.3	12.6	32.1	19.0	20.0
Total Responses for Genre	80	200	12	12	14	91	529	119	28	21	95

by playing musical games like *Guitar Hero* and *Rock Band* (R416). Skills may also be strategic, such as repeated attempts to defeat a game using different approaches. Unlike accomplishment, mastery is about slow, deliberate, progression: "[I like] any game that requires study and practice of a skill. Anything very challenging where you are able to make slow but steady progress. Games where you are forced to learn and practice to improve. Being rewarded with progression from hard work" (R763).

Competition

Competition appeals to players who enjoy striving to exceed existing gaming performances. While most participants who described competitive appeals mentioned others, on some occasions participants described competing against themselves, for instance, to beat a previous high score: "competitive (either against friends, the computer, or myself)" (R914); "competitive either through multiplayer or against high scores" (R763).

Unlike accomplishment, which reflects the enjoyment of winning, competition is more than enjoyment derived from victory. While competition inspires players to hone their skills, performing well is not the sole motivation (see "Accomplishment, Learning, and Mastery" above). Competition includes these aspects as well as comparison with and demonstration of such prowess to others: "I began playing

online and got a rush from fighting other players close to my skill level. I still suck, but that feeling I get when the match gets close keeps me coming back" (R9).

Competitive games allow players to not only improve their skills, but also to test their abilities against others to see how far they have advanced. Competitive skill displays reflect pride in one's ability, such as "bragging rights" (R447) and satisfaction in subjugating others: "Gran Turismo was a great game for putting the beat down on my siblings. They could get higher scores than me in Mario but, by God, I was going to make them eat dust in GT" (R1235).

Like other appeals, competition reflects a continuum of interaction. Some respondents specifically preferred games without competitive components: "I like games that don't put me in direct competition with other people. So I usually gravitate toward games that I play solo & concentrate on puzzle skills or my own accomplishments" (R740). Others enjoyed competition that involved aspects of cooperation: "[I like] League of Legends for the hard competition and required teamplay, not unlike a sports match" (R366).

Except for playing against oneself, competition involves others, be it other players present in the space, other players connected online, or computer intelligence. This, combined with the spectrum of coverage, means that the appeal of competition is likely to co-exist with the appeal of fellowship.

Table 3. Top Three Appeals for Each Genre

Genre	First-Ranked Appeal	Second-Ranked Appeal	Third-Ranked Appeal
Action	Challenge	Aesthetics Exploration	
Action/Adventure	Exploration	Narrative	Fantasy
Driving/Racing	Fellowship	Competition	Aesthetics Challenge
Fighting	Challenge Competition Mastery		
Music/Dance	Physical interaction	Fellowship	Accomplishment Mastery
Puzzle	Submission	Challenge	Mastery
RPG	Narrative	Exploration	Fantasy
Shooter	Challenge Fellowship	Narrative	Fantasy
Simulation	Submission	Expression	Challenge Exploration
Sports	Fellowship	Submission	Challenge
Strategy	Challenge	Mastery	Narrative

Submission

Submission is an appeal derived from the desire to unwind, relax, or simply pass the time. While Hunicke et al. and Schuurman, De Moore, and De Marez define submission as a passive pastime or time-killing function, we refine it here to capture the addition of purposeful disengagement expressed by participants.[51] Views on mass media consumption reflect diverse perspectives of audiences as both active and passive participants. Our participants also reflected both perspectives.[52] Participants who played games as "a way to pass the time for a couple of minutes when I'm listening on my iTouch" (R423) captured basic aspects of submission. Additionally, many participants mentioned playing games to intentionally disengage from the world around them—a kind of mindless relaxation: "Ninja Mahjong and Plants vs. Zombies are good mindless games that keep you occupied after you've been reading all day and are too tired to think" (R670).

Although games used to fill short bursts of time must be quick and easy to play, the "mindless" quality of a game is not necessarily intrinsic. Just because games were used to "turn off one's brain" does not mean the games themselves were simple or uncomplicated. Almost all game genres were identified by survey respondents as being played to unwind and relax, including RPGs, action and adventure games, shooters, and puzzle games. At first, this seems incongruous—many of these genres require focus and concentration, yet people play them for "mindless" activity. Some of this ability arises from familiarity with the game. In other cases, participants were attracted to complex game interactions because they distracted players from other aspects of their lives: "Burnout revenge is a game requiring so much focus that you can let everything else drift away" (R510). In these cases, gaming is comparable to activities like reading, playing music, dancing, and playing sports, where focus on the task at hand forces other thoughts away. Choice of game content among players seeking submission will vary, just as some people play basketball to take their mind off things while others prefer a good mystery novel. Since contextual experience varies among users, it is difficult to recommend games based on these "submissive" qualities.

RELATIONSHIP BETWEEN APPEALS AND GENRES

We explored the relationship between the preceding appeals and video game genres. While a substantial body of work exists on video game appeals for user groups (e.g., children, MMORPG players), none tried to identify which appeals are prominent for each genre using empirical user data. We looked at the correlation between respondents' appeals and their favorite and most familiar genres (table 2).

Table 2 shows the most commonly mentioned appeals for each genre are highlighted, with the three most commonly mentioned in bold. This shows noticeable differences in the most prominent appeal across genres. For instance, exploration is most important for action and adventure games; narrative for RPGs; and physical interaction for music and dance games. It also reveals previously unidentified similarities between certain genres. For instance,

Table 4. Game Examples and Descriptions for Each Appeal

Appeal	Relevant Terms and Phrases	Game Title and Description
Narrative	Good and compelling story; well-developed characters; detailed universe and lore	*Final Fantasy VI* (Square, 1994): A role-playing game with an elaborate story featuring an amnesiac woman with special powers who works with a large cast of characters with unique abilities to challenge a mad warlord bent on world domination.
		Persona 5 (Atlus, 2017): With a strong focus on its story, *Persona 5* is about a group of high school students who undertake adventures by using special powers that come from their inner selves and transform them into Phantom Thieves.
Challenge	Difficult; requires skill development; steep learning curve	*Ninja Gaiden* (Xbox, 2004): An intricate and challenging action game where an accomplished ninja must recover a stolen sword and avenge his clan. The game is filled with difficult maneuvers, fights, and other challenges frequently requiring many attempts to complete.
		Dark Souls (Fromsoft, 2011): An action role-playing game where the players take the role of an undead asylum patient who must fulfill a prophecy. The game is combat-heavy and features a detailed and complex system of fighting and many combat challenges.
Sensation	Beautiful; great aesthetics; art games; games that require body movement or rhythm; game with good music	*Dance Dance Revolution A* (Konami, 2016): A dancing rhythm game that requires players to move in time with the music to complete dance routines for popular songs.
		Flower (Thatgamecompany, 2009): Players control the wind to blow flower petals through the air, which interacts with the rich game environment, causing flowers to bloom, plants to grow, and environmental features such as windmills to activate. A rich musical score responds to cues and events in the game.
Fellowship	Great to play with friends or family; co-operative modes; working together; teamwork; team play; bonding with others through playing	*Mario Kart 8* (Nintendo, 2014): A popular racing game where players take control of kart racing characters from the Nintendo universe. The game features competitive multiplayer tracks and battle challenges, playable with many players locally or online.
		Overwatch (Blizzard, 2016) A team-based first-person-shooter action game, where players work as a team to defeat rivals in combat arenas.
Nostalgia	Nostalgic; remastered games; reminds you of your childhood; old school; "retro"	*The Legend of Zelda* (Nintendo, 1986): A classic adventure game featuring the renowned character Link, who explores the world of Hyrule to collect pieces of the legendary "Triforce" artifact to defeat a villain and rescue the princess Zelda.
		Cave Story (Studio Pixel, 2004): A side scrolling adventure game with the player taking the role of an explorer who seeks to protect the inhabitants of a large cave from a would-be conqueror. The game is designed with a retro pixel art style and mechanics reminiscent of the 8-bit console-game area. The game has been ported to several platforms since 2004.
Fantasy	Escaping to another world; doing something you cannot do in real life; supernatural; mythical; magical	*The Elder Scrolls IV: Oblivion* (Bethesda, 2006): A player in a fantasy world must fight against a cult intent on opening portals to the demonic world of Oblivion. The game features a rich and well-developed world, history and lore extending back into other titles in the series, and fantastic characters, places, and abilities.
		Dragon Age: Origins (BioWare, 2009): A warden of the land must work with knights, wizards, elves, and dwarves, and other fantastic personalities to turn back the tide of a demonic blight. The game is set in the world of Ferelden, which has such fantasy elements as dragons, magic, and parallel dimensions.
Exploration	Rich and expansive world to explore; open-world; sandbox; nonlinear plot; free to explore anywhere	*Grand Theft Auto V* (Rockstar North, 2013): An action game set in a contemporary world, with the major mechanics and story of the game revolving around players stealing cars, engaging in fights, and exploring expansive city environments and locations.
		Etrian Odyssey II: Heroes of Lagaard (Atlus, 2008): A team of characters must explore an elaborate labyrinth carved into the trunk of a massive tree to ascend to the castle above.
Depth	Deep and complex plot or mechanics; game actions matter; many choices	*Homeworld 2* (Relic, 2003): A simulation game set in deep space, where players control a complex armada of spacecraft of many types, with many weapons and abilities, to win grand battles using complex maneuvers and strategy in three-dimensional space.
		Ogre Battle 64: Person of Lordly Caliber (Atlus, 2000): A complex strategy and role-playing game set in a fantasy kingdom beset by civil war. The game features many mechanics, character types, maps, and an elaborate branching storyline and plot that changes on the basis of player actions.
Creativity/ Innovation	Innovative; creative; unique; unusual gameplay; new kind of game; games that define a genre	*Portal 2* (Valve, 2011): A unique action puzzle game where players employ a portal-creating device to solve problems and work their way through a twisted laboratory filled with three-dimensional puzzle challenges.
		The Stanley Parable (Galactic Café, 2013): A first-person exploration game where players take the role of Stanley, working their way through a surreal version of the modern world where the story unfolds on the basis of immediate player behaviors and choices in unexpected ways.

Table 4. Game Examples and Descriptions for Each Appeal (cont.)

Appeal	Relevant Terms and Phrases	Game Title and Description
Expression	Build or create anything you want; share your creation; express yourself	*Minecraft* (Mojang, 2011): Players take the role of a character in an open world built with blocks, representing different type of materials and resources. Players can use resources to create new materials, items, and structures in the game. *Super Mario Maker* (Nintendo, 2015): Players make and play levels using a toolbox containing elements of the Super Mario Brothers series, from the original *Mario Bros.* to modern versions.
Accomplishment	significant time investment to complete; many badges/trophies/achievements; completionism in tasks or in-game set collecting	*World of Warcraft* (Blizzard, 2004): A massively multiplayer online role playing game that features thousands of hours of gameplay and hundreds of accomplishments and achievements that can be pursued. *Pokémon GO* (Niantic, 2016): An augmented-reality game where players collect fictional creatures, train them, and use them to fight other players' Pokémon. There is an emphasis on achieving high level advancement, completing higher tiers of badges and achievements, finding rare Pokémon with strong abilities, and "catching them all."
Competition	Great for competing against each other; e-sport; testing the skills	*Starcraft* (Blizzard, 1998): A real time strategy game where players take control of the operation of an army of spacefaring beings, and battles other players' armies in bouts. *League of Legends* (Riot, 2009): A multiuser online battle arena game where players cooperate with others and work together as a mixed battle team of fantastic champions in order to defeat an opposing team. The game is played in set bouts.
Submission	Turn your brain off; unwind; relax; forget about other things; simple mechanics	*Abzû* (505, 2016): A simulation game where players take the role of a scuba diver restoring life to the ocean by visiting mystic springs. The game features relaxing underwater scenes, music, and no challenges beyond open exploration of a mystical undersea environment. *Pokémon: Magikarp Jump* (Select Button, 2017): A simple mobile game where players take the role of a trainer of the Pokémon Magikarp and use them in jumping contests. The game features a few very simple mechanics that are utilized repeatedly to advance through a linear set of game challenges.
Mastery	Perfect your skills; memorize the moves; get the perfect score; easy to learn but hard to master	*Street Fighter IV* (Dimps, Capcom, 2008): A fighting game where players take the role of master martial arts fighters from around the world and compete in bouts. The game features a very long learning curve, with opportunity for skill perfection lasting years. *Guitar Hero III: Legends of Rock* (Neversoft, 2007): A rhythm game played via a special guitar input where players match complex rhythms on screen to the buttons on the guitar. The basic principles of play are easy to pick up, but songs become increasingly complex and some require significant practice to master.
Learning	Learn about a topic; teachable moment; use it for learning languages; educational games; significant tangential learning	*The Oregon Trail* (MECC, 1971): A classic simulation game, with the aim of teaching children about the nineteenth-century pioneer life. Players take the role of a family traveling by covered wagon from Independence, Missouri, to the Oregon territory in the mid-nineteenth century. *Civilization IV* (Firaxis, 2005) A turn-based strategy game in a classic series where players take the role of a historic figure leading and developing their nation from the beginning of civilization to the advent of interstellar space travel. Players learn how to construct a civilization with limited resources and develop international relations.

social aspects were important for shooter, sports games, and driving and racing games, evidenced by the high proportion of fellowship. Different combinations of appeals were also important for each of these genres. Looking at the top three appeals for each genre shows the differences more clearly (table 3).

The difference between the genres highly ranking "fellowship" was that, for shooter games, "challenge" was the second most important appeal, as opposed to "competition" for driving and racing games and "submission" for sports games. While fighting games may seem thematically closer to sports or driving and racing games, we see that "mastery" is the distinctive appeal for fighting games, but not for the other genres. Another similarity observed between strategy and action genres was the strong appeal of "challenge."

While "challenge" is also important for genres like fighting or shooter, it is more important than other appeals for strategy games. Puzzle and simulation games also shared a common appeal of "submission" even though they may not seem like similar genres. However, "expression" and "exploration" were also important for simulation games whereas "challenge" was more important for puzzle games.

The similarities and differences in the patterns of appeals observed between these different genres indicate the potential value of appeals as a complementary access point for searching and discovering games. Clearly, appeals represent a different dimension of information regarding why people choose to play certain games beyond existing metadata elements like genre and platform. Utilizing data on appeals of individual games could allow for collocation of different

kinds of games, resulting in a more interesting and diversified set of recommendations across multiple genres.

CONCLUSION AND FUTURE WORK

We discussed sixteen user appeals for video games and how they correlate to video game genres. Users were drawn to games for a range of reasons, some closely related to the content (e.g., narrative and depth) and others related more to user experience (e.g., fantasy, mood). Some appeals were closely related (e.g., accomplishment, learning, and mastery; expression and creativity/innovation) and perhaps could be explained together under a broader appeal concept. Investigating the relationship between game genres and appeals showed interesting similarities and differences between genres that are not apparent from their themes and game mechanics.

We envision using these appeals as an additional access point for games in catalogs and other organizational systems to help improve user recommendations and RA for video games. Identifying and indexing the top appeals for games via crowdsourcing might be one approach. Displaying the proportion of appeals for each game (e.g., 60 percent narrative, 20 percent exploration, 10 percent fantasy, and 10 percent fellowship) from statistics of crowdsourced opinions might be another. Adding various metadata elements that explain different aspects related to these appeals, such as character types for narrative, visual style for sensation, or customization options for expression, is another possibility. In table 4, we provide some terms and phrases that can be useful for more fully describing video games to users, reflecting on the appeals identified in this study. We also provide some sample game titles and short descriptions that are representative examples for each of the appeals.

Our ongoing work seeks to investigate these individual appeals further, specifically mood and narrative, focusing on their manifestation in other media. We want to understand whether, for example, mood appeals for video games are similar to or different from moods for music or film. Such understanding will help reach a larger goal of identifying cross-media appeals that can be used for recommendations across a wider variety of cultural objects. This will contribute to an existing larger movement in the field to "whole-collection RA" as proposed by Saricks, Trott and Williamson, and Wyatt, which aims to provide advisory services to the whole library collection including audiobooks, music, film, television series, and more.[53] As the amount of video games in libraries increases, they need to be considered part of the whole library collection.

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Outstanding Business Reference Sources 2017

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Each year, the Business Reference Sources Committee of BRASS selects the outstanding business reference sources published since May of the previous year. This year, the committee reviewed nine entries; of these, two were designated as "Outstanding," six as "Notable," and one as a "Notable New Edition." To qualify for these designations, each title must meet the conventional definition of reference: a work compiled specifically to supply information on a certain subject or group of subjects in a form that will facilitate its ease of use. The works are examined for the following: authority and reputation of the publisher, author, or editor; accuracy; appropriate bibliography; organization; comprehensiveness; value of the content; currency; unique addition; ease of use for the intended purpose; quality and accuracy of index; and quality and usefulness of graphics and illustrations. Each year, more electronic reference titles are being published. Criteria for evaluating electronic reference titles include the following: accuracy of links, search features, stability of content, and graphic design. Selected works must also be suitable for medium and large academic and public libraries.

OUTSTANDING

Finance for Normal People. By Meir Statman. New York: Oxford University Press, 2017. 488 p. $34.95 hardcover (ISBN: 978-0-190-62647-1). Contact the publisher for e-book price.

Finance for Normal People provides an outstanding overview of the evolving field of behavioral finance, including insightful and compelling perspectives on behavioral finance theories, evidence, and practice. The book consists of an introduction, twelve chapters, notes, references, and subject and author indexes. It's a valuable resource for patrons interested in exploring the behaviors of investors and markets.

One great strength of this work can be summed up in the reputation and expertise of its author, a professor of finance at Santa Clara University who is known as a pioneer in the field of behavioral finance. In addition to authoring numerous books on the behavioral aspects of investing, Meir Statman has also published in premier scholarly journals such as the *Journal of Finance* and the *Journal of Financial Economics*. In his introduction to *Finance for Normal People*, Statman advocates for a "second-generation behavioral finance" perspective. He suggests that ordinary investors make both smart and foolish decisions as they seek utilitarian, expressive, and emotional benefits from their financial products and services. Statman also acknowledges that these decisions

and effects are normal and are reflected in financial markets. In *Finance for Normal People*, Meir Statman relies on expertise to provide a foundational understanding of complex financial principles, and to relay related information on the financial behaviors of individuals and markets.

The organization of *Finance for Normal People* into well-focused chapters allows for easy navigation to a specific theme. The book's twelve chapters are arranged in two parts. Part 1, "Behavioral People are Normal People," begins with a summary of the concept of "normal people." Subsequent chapters in this section discuss the wants that drive financial behaviors, cognitive and emotional shortcuts and errors, relevant theories, and existing questions on investor and consumer behavior. Part 2, "Behavioral Finance in Portfolios, Life Cycles, Asset Prices, and Market Efficiency," focuses on the behavior of financial markets and includes chapters on portfolios, saving and spending, asset pricing, and efficient markets. In the final chapter, Meir Statman summarizes practical takeaways from the literature on behavioral finance. The book's subject index also serves as a helpful tool for locating specific topics of interest.

Finance for Normal People would be most suitable for an investor or a patron who is already comfortable with financial terminology and concepts. Written in a clear and understandable style, Statman's book offers a deep dive into behavioral finance topics that are most useful for those seeking to expand their understanding of financial behaviors. Any public or academic library with patrons researching investments or financial markets should add *Finance for Normal People* to their collection—*Lauren Reiter, Penn State University, University Park, Pennsylvania*

The International Business Archives Handbook: Understanding and Managing the Historical Records of Business. Edited by Alison Turton. New York: Routledge, 2017. 462 p. $225 hardcover (ISBN: 978-0-754-64663-1).

Every day, businesses generate substantial volumes of corporate records. Archivists have long served the role of identifying and preserving these documents for the future. As their responsibilities have changed over time, with new demands and changes in technology, there is a need for guidance on processing and managing business archives. *The International Business Archives Handbook: Understanding and Managing the Historical Records of Business*, edited by Alison Turton, covers important archival concepts and provides practical solutions for managing these historical records.

Turton's handbook is divided into four parts. Part 1 provides an overview of business archives, including a discussion of their history, as well as examples of the ways in which corporate archives provide return on investment (ROI) for individual companies and researchers. The position of the handbook is that archives benefit organizations by serving as a source of institutional knowledge. Many business archives even provide resources for complying with corporate regulations, and documenting corporate social responsibility activities, employee recruitment strategies, and company engagement and retention efforts.

Part 2 describes the different types of business records that archivists' process. There are a core set of records that are common across organizations, including accounting records, memoranda, financial statements, and annual reports. Then there are the industry-specific records. For example, the textile industry has long produced pattern books to facilitate sales and to manage design records. Similarly, architectural firms produce drawings comprised of structural plans, elevations, and sections.

Part 3 is all about the management of business archives. This section provides advice and best practices on the organization, acquisition, appraisal, arrangement and description, preservation, access, and risk management of both physical and digital business archives. Included in this section are many quick-reference tables with samples of policies, forms, plans, and examples of collection documentation.

Lastly, since corporate archivists must continuously demonstrate their value to stockholders; Part 4 of the *Handbook* focuses on crafting comprehensive advocacy and outreach programs for business archives.

Interspersed throughout the book are case studies covering collections from around the world. Cases range from practitioners developing special archival collections to archivists mitigating mold outbreaks within a collection. At the end of each chapter, a list of notes, references, and further readings are provided. Of the fourteen contributors to the *Handbook*, most are academics and corporate archivists with diverse backgrounds and experiences. Since many of these authors are also based in the United Kingdom, material can be easily adapted and readily applied in other European business archives.

This outstanding title is an invaluable guide for a range of professionals in both special and academic libraries. Archivists will find this *Handbook* particularly useful for advising on gift agreements, locating disaster prevention and mitigation plans, and providing classification schemas for business archives. Business historians and other researchers will also find this *Handbook* useful for understanding the types of archival records available, where they're located, and how they've been arranged or described. Finally, *The International Business Archives Handbook* will provide business librarians with new insights into the world of business archives, which will ultimately assist them in working with students and faculty.—*Felipe Castillo, Seattle University*

NOTABLE

Research Handbook on Gender and Innovation. Edited by Gry Agnete Alsos, Ulla Hytti, and Elisabet Ljunggren. Cheltenham, UK; Northampton, MA: Edward Elgar, 2016. 304 p. $175 hardcover (ISBN: 978-1783478118).

In today's business environment, the terms innovation and entrepreneurship are basically synonymous. Although

innovation is often defined very broadly, innovation and entrepreneurship are inextricably linked and are often discussed within the context of economic development. What is seldom discussed, however, is the relationship between gender and innovation. Since the research on innovation so often highlights male innovators and male norms, women's innovation and epistemologies have been fundamentally ignored. In the *Research Handbook on Gender and Innovation*, a group of thirty-three researchers examine gender norms across multiple contexts to illuminate the effect gender has on innovation policy and organizational management.

By acknowledging the scarce, but evolving, literature on gender and innovation, the *Handbook* highlights some of the entrenched gender stereotypes that contribute to the relative invisibility of women innovators. The book is divided into five parts. Part 1 tackles the literature analysis—suggesting research agendas for studying innovation teams and social constructs. Part 2 of the book shows how innovation is understood in different parts of the world, specifically in East Africa, Latin America, and Europe. In part 3, innovation processes are discussed within different organizational settings, ranging from public sector health care to mining and forestry. In the final two parts (4–5) of the *Handbook*, the authors examine the role that gender plays in innovation policy and material production.

The *Research Handbook on Gender and Innovation* provides a foundation for understanding gender disparities in innovation policies, studies, and organizational practices. This *Handbook* would be useful for researchers examining gender within new, small, or disruptive business environments. This notable title would also be invaluable for anyone studying entrepreneurial behavior in the context of diversity.—*Benjamin Hall, University of Colorado, Boulder*

The Big Book of Dashboards: Visualizing Your Data Using Real-World Business Scenarios. By Steve Wexler, Jeffrey Shaffer, and Andy Cotgreave. Hoboken, NJ: Wiley, 2017. 432 p. $49.95 paperback (ISBN: 978-1-119-28271-6). $32.99 e-book (ISBN: 978-1-119-28308-9).

As businesses and researchers rely more and more on quantitative data, demand grows for research methods that depict data in meaningful ways. Today, one of the leading practices for presenting business intelligence data are through data visualizations. Visualizations are an emerging research topic in academia, as well as burgeoning career fields like data science, economics, and business strategy. Data dashboards are used to "monitor conditions and/or facilitate understanding" (xiv), and they've become very useful tools for researchers working in data rich environments. Wexler, Shaffer, and Cotgreaves's *The Big Book of Dashboards* offers a one-stop resource for identifying data dashboard design principles, use cases, and best practices. This book is a convenient reference for anyone doing statistical reporting or analysis.

The early chapters of *The Big Book of Dashboards* provide a foundational overview of data visualization concepts. The proceeding twenty-eight scenario chapters offer use cases, which pose specific business process problems accompanied by the dashboard that helps solve the problem. Scenarios are drawn from many fields, including education, customer service, healthcare, marketing, sports administration, transportation, human resources, hospitality, energy, information technology, finance, and economics. Dashboard formats referenced in the book include print reports as well as interactive and online displays. Dashboard functions include time monitors (e.g., goal progress, resource utilization), rankings, sentiment analysis, performance comparisons, and simultaneous displays of multiple variables.

Part 3, "Succeeding in the Real World," includes seven chapters that offer best practices for designing dashboards. The book also contains a glossary of chart types, a bibliography and an index.

The Big Book of Dashboards: Visualizing Your Data Using Real-World Business Scenarios draws from the experiences of three data visualization consultants: Steve Wexler, Jeffrey A. Shaffer, and Andy Cotgreave. Although the authors maintain considerable expertise in Tableau, a popular, leading visualization software tool; they wrote *The Big Book of Dashboards* for anyone developing business dashboards on any platform. They wanted this book to be platform-agnostic and for the foundations and the real-world examples within to be adaptable in everyday business cases. By organizing the book based on scenarios, and sourcing additional commentary from other contributors within the data visualization community, the authors provide useful solutions to real world queries.

Because this book is written in clear language and is accompanied by clear, visual examples; the text might be useful for a range of users in both public and academic libraries. The bibliography could also be useful for librarians building a collection in visualization theory.—*Adele Barsh, University of California, San Diego*

The Data Industry: The Business and Economics of Information and Big Data. By Chunlei Tang. Hoboken, New Jersey: Wiley, 2016. 216 p. $79.95 hardcover (ISBN: 978-1-119-13840-2).

The Data Industry: The Business and Economics of Information and Big Data by Chunlei Tang, is notable for its efforts to explain big data using business and economic frameworks. The table of contents includes chapter sections that make it easy for readers to find specific content and the reference lists and the index are both current and comprehensive.

In chapter one, Tang introduces this concept of "the data industry," which she builds on throughout the book by presenting a variety of data-related themes through an economic lens. In chapter two, Tang discusses the different applications of data, effectively classifying data resources into seven types under various distinct domains, including scientific data, administrative data, internet data, financial data, health data, transportation data, and transaction data. In chapter three, Tang provides an overview of the data industry chain's supply and demand relationships to provide a clearer definition of what the data industry is.

From chapters' four to eleven, Tang provides commentary on existing data innovations, data services, operating models and industrial developments. Tang also relies on several widely known, key players in the data industry to help her illustrate some key and emerging concepts in big data. For example, IBM, Facebook, and Alibaba are each discussed to exemplify operating models that are commonly used in the data industry. In the final chapter, Tang provides an overview of the emerging field of data law and offers suggestions for navigating the legal landscape.

According to the publisher's website and the back cover, this book "bridges the gap between economics and data science to help data scientists understand the economics of big data, and enable economists to analyze the data industry." The structure of the book and the organization of the chapters demonstrate that Tang thoughtfully approached each chapter in a manner that supports this claim. This text would be useful for any advanced students, data professionals, or business librarians investigating the emerging data industry.—*Erin Wachowicz, Yale University, New Haven, Connecticut*

Handbook on the Economics of the Internet. Edited by Johannes M. Bauer, and Michael Latzer. Cheltanham, UK; Northampton, MA: Edward Elgar, 2016. 608 p. $330 hardcover (ISBN: 978-0-85793-984-5).

The *Handbook on the Economics of the Internet* is a notable business reference source that examines that effect of the internet on individuals, organizations, industries, and society. The *Handbook* is organized into five parts, and includes a table of contents and an index.

Part 1, "Prologue," provides an overview of the economics of the internet, including the world's adoption of the internet. Part 2, "Theoretical Foundations," includes seven chapters that span topics such as cultural economics, productivity, and organization—all within the context of the internet. Part 3, "Institutional Arrangements and Architecture," includes eight chapters covering topics such as the economics of cybersecurity, internet standards, privacy, and copyright. Part 4, "Economics and Management of Applications and Services," includes nine chapters that focus on topics such as the economics of internet searching, big data, virtual worlds, and online advertising. Part 5, "Past and Future Trajectories," concludes the *Handbook* with two chapters: one that focuses on the evolution of the internet from a socioeconomic standpoint and another that examines how the internet has developed from scientific origins, through commercial times, to the current focus on internet entertainment.

Contributors to the *Handbook* include researchers from Oxford University, Stanford University, Princeton University, Columbia University, the World Intellectual Property Organization, Google, etc. Due to the variety of business topics covered in this resource, the *Handbook on the Economics of the Internet* would make an excellent addition to any business reference collection. While this *Handbook* does cover many business topics, its interdisciplinary appeal should also be noted. For example, although the *Handbook* contains many chapters that discuss the economic impact of the internet on society and culture, there are many other chapters (e.g., "Online News," and "The evolution of the Internet . . . ") that would appeal to researchers from a variety of disciplines.

In summary, the internet has transformed everything from the way humans communicate to the way business is conducted, and the *Handbook on the Economics of the Internet* offers a thorough examination of the internet's consequences for the curious researcher.—*Jordan Nielsen, Rutgers University, Piscataway, New Jersey*

The Routledge Companion to Business History. Edited by John F. Wilson, Steven Toms, Abe de Jong, and Emily Buchnea. Abingdon, UK; New York: Routledge, 2017. 394 p. $240 hardcover (ISBN: 9780415855563). $67.95 e-book (ISBN: 9780203736036).

The editors of *The Routledge Companion to Business History* state in the introduction that their intent is to provide background, methodologies, and an international scope for a wide range of scholars, particularly in the social sciences. For public and special libraries, the topics covered could be of interest to managers, entrepreneurs, and even administrators.

The book is divided into five parts, with twenty-four chapters in total. Each part provides a title theme: "The Discipline of Business History," "Business Ownership," "International Varieties of Capitalism," "Institutions," and "Management and Ethics." Introductory sections within each part offer valuable overviews for business professionals and for students looking for background information on the global reach of business. The *Companion* also provides an overview of the methodologies traditionally used in business history research. It includes some of the known challenges concerning research methods, and suggests that the growth of business history as a field of study is becoming more interconnected with social science research.

The Routledge Companion to Business History offers broad coverage on topics in business history, including many topics marked by contemporary interest. Examples of chapters that might be of interest for business professionals, include chapters on personal and managerial capitalism, financial capitalism and stock markets, charities and social enterprises, and banks and private finance. The *Companion* also provides perspectives on business ethics, fraud and financial scandals.

For those interested in global coverage, the United Kingdom and Western Europe are well represented here. Part 3, "International Varieties of Capitalism," includes chapters on African business history, Latin American history, settler capitalism in Australia and enterprise in Soviet Russia. The introduction states that Asia was excluded in this section because it could not be covered as a single entity.

The Routledge Companion to Business History is an excellent addition to any academic business library. The methodology overview and the book's international scope provide valuable insight for researchers in this subject area.—*Holly Inglis, University of Toronto*

FROM COMMITTEES OF RUSA

The Startup Checklist: 25 Steps to a Scalable, High-Growth Business. By David S. Rose. Hoboken, NJ: Wiley, 2016. 320 p. $32 (ISBN: 978-1-119-16379-4).

The process of designing, launching, and managing a new business is usually overwhelming. As an entrepreneur just starting out, mistakes are inevitable. For enthusiastic startups and youthful entrepreneurs, this process of turning an idea into a business gets very complicated, very early on in development. In the case of the startup, applying best practice means learning from the experience of others. David S. Rose's *The Startup Checklist: 25 Steps to a Scalable, High-Growth Business*, provides a roadmap to avoiding mistakes when starting a high-growth business venture. Backed by more than forty-five years of experience in business and venture capital, David S. Rose provides the insight and the tools needed to start smart and succeed big.

As a companion resource to some of the standard startup classics, *The Startup Checklist* is notable for its contents. The book contains twenty-five "Key Action Steps" (chapters) divided into three parts. In part 1, "Prepare to Launch," Rose discusses the importance of developing a workable business model, including expert insight on how to craft a lean business plan, how to evaluate competition, recruit talent, build brand recognition, network effectively, and allocate equity. In part 2, "Launch and Build Your Company," Rose provides specs for incorporating, recruiting, managing data analytics, establishing accounts, incentivizing employees, and choosing key platforms, vendors, and technologies. In the final part, chapters 19–25, Rose advises on raising funds, dealing with investors, calculating valuation, and planning for to exit your business.

As a list, *The Startup Checklist* is intended to provide discernible guidance for entrepreneurs. In addition to the prose, appendixes contained within include the author's own curated reading list, sample company financial documents, and a link to *The Startup Checklist Online*. For entrepreneurs or students seeking practical instruction on starting and managing a business, David S. Rose's book is a one-stop checklist to launching and exiting the right way.—*Benjamin Hall, University of Colorado, Boulder*

NOTABLE NEW EDITION

Richard K. Miller & Associates Market Research Handbooks. Loganville, GA: Richard K. Miller & Associates. $1,600 for a collection of six.

Richard K. Miller and Associates (RKMA) has been publishing market research and forecasts since 1972. They currently focus on consumer markets and publish twelve titles, covering consumer behavior, consumer marketing, business-to-business marketing, and seven major industry segments. Each title is updated biennially. Titles in the forthcoming 2018 package, include *Business-to-Business Marketing*; *Consumer Marketing*; *Consumer Use of the Internet and Mobile Web*; *International Consumer Markets*; *Sports Marketing*; and *Restaurant Food and Beverage Market Research Handbook*.

RKMA handbooks are designed as starting points for research, offering short narrative overviews of broad industries or marketing segments. Handbook profiles and statistics are synthesized from many different sources, including government agencies, trade publications and market research companies. Each handbook begins with broad information on its topic and then drills down into narrower segments. A typical section provides summary statistics on a specific market segment along with additional reference sources.

One example of a handbook with broad coverage is the section on wine from the *Restaurant, Food & Beverage Market Research Handbook*. Reporting on the wine industry segment, this section covers total consumption, wholesale and retail sales, consumer demographics and leading brands. Each handbook also concludes with extensive appendixes that cover important trade journals, trade associations, and major analysts that cover the market.

RKMA online handbooks can be accessed as PDF files directly from Richard K. Miller and Associates. Though the handbooks are not indexed, they can be searched using PDF reader software.

RKMA handbooks are great resources for sizing markets and identifying key segments in their covered industries, and would be a great resource for academic libraries and public libraries that serve entrepreneurs.—*Greg Fleming, University of Chicago*

Sources
Professional Materials

Karen Antell, Editor

Capturing Our Stories: An Oral History of Librarianship in Transition. By A. Arro Smith; foreword by Loriene Roy. ChicagoL: ALA, 2017. 224 p. Paper $45 (ISBN: 978-0-8389-1461-8).

During her tenure as president-elect and president of ALA, Dr. Loriene Roy proposed a President's Initiative to build an oral history of librarianship. Arro Smith, the author of *Capturing Our Stories*, was fortunate to be under Roy's advisement as a doctoral student at the time, and he focused his doctoral work on bringing this idea to fruition.

The experiences that librarians accumulate over the course of their careers could fill a library. Smith manages to glean meaning from thirty-five unique stories and unify them into fewer than two hundred digestible pages. Rather than relying on sentimentality, Smith's presentation of these stories elevates them to testimony, doing justice to the retired and retiring librarians who came before us and setting a precedent for those who want to go forth and capture stories themselves.

At the risk of reducing the unique individual experiences of librarians and library students, I will say that there is something relatable for everyone in part 1, regardless of the reader's age or career stage. For example, librarians at turning points in their careers—and especially library students—may find comfort in the uncertainty and indecision expressed in chapter 1, "Becoming a Librarian," in which the storytellers describe some of the more circuitous paths that led them to librarianship. Personal narratives on sexism, stereotypes, and the ever-evolving profession fill Part I and make up what Smith frequently refers to as the "collective," "shared," or "social" memory of librarianship.

For me, these terms recall the work of Carl Jung ("collective unconscious"), but they are also used in cultural anthropology and are found in memory theory. Unfamiliar readers can get a taste of memory theory in part 2, "How to Capture Stories," which addresses the methodology of oral history. Part 2 of *Capturing Our Stories* is like the scene from *The Wizard of Oz* in which Toto pulls back the curtain to reveal the man behind the marvel. Smith demystifies his oral history project by relating stories about his process. This is less a prescriptive how-to manual than an introduction to the theory and practice of oral history, with a bit of advice from someone who has been there. I admit to being less interested in Part II, but that is my bias as a person who loves to dig into a well-written memoir. Those who are interested in conducting similar interviews themselves will likely find more enjoyment in Smith's insights.

Capturing Our Stories would be an engaging text to draw from in an introductory course at library school, or a class on library history, social media, or preservation. I could also see it being useful in introducing qualitative research. Students, archivists, and historians looking to do something similar—creating a history using StoryCorps-type activities—may be inspired by this work, and should find the practical section to be a helpful starting point. As for myself, I will be enjoying these stories again and again, passing the book around the

office, and digging into the Capturing Our Stories program (with online resources from the University of Texas iSchool and the University Archives at University of Illinois Urbana-Champaign) to hear more from the librarians interviewed for the project.—*Amy Eiben, Information Literacy Librarian, Coastal Carolina University, Conway, South Carolina*

Creating Literacy-Based Programs for Children: Lesson Plans and Printable Resources for K-5. By R. Lynn Baker. Chicago: ALA, 2017. 176 p. Paper $48 (ISBN: 978-0-8389-1500-4).

R. Lynn Baker returns with another useful guide for youth services librarians. As in her previous book, *Counting Down to Kindergarten* (ALA, 2015), Baker's passion for reading readiness and innovative services to K-5 children is abundant throughout this streamlined and practice-based volume. In clear language, Baker advocates for organized and thoughtful approaches to program planning in public libraries. She provides readers with succinct chapters on best practices in programming from inception to evaluation. All planning activities are undergirded by the five modes of multiliteracy: textual, social, digital, multisensory, and visual literacy. This foundation guides programmers through the entire process.

I would not hesitate to recommend the book to seasoned programmers, but *Creating Literacy-Based Programs for Children* would be especially useful to new and preservice public librarians. New professionals will appreciate the book's brevity and practicality as they discover and hone their programming skills. I would highly recommend the volume to university professors whose course offerings include program design for children in public libraries. Baker's work is likely to be instrumental in sharpening students' skills before they find themselves tasked with developing a programming repertoire at their own library.

At the book's conclusion, Baker offers readers a chapter of lesson plans and an appendix of printable resources. The lesson plans offer a basic structure that can be customized to suit a variety of needs or can be used as a ready-made outline. The appendix includes possible survey items to include when evaluating programs, outlines for literacy-based programs, program-planning checklists, lesson plans, and other resources that could come in handy for small, rural, or independent libraries. Branch libraries that have coordinated centralized programming efforts might not find these resources as useful because their systemwide initiatives might include similar features built into the program planning process.

"When the library connects with young children and maintains a relationship with children and families over time, it is much more likely to cultivate lifelong readers and maintain them as library users" (21). Baker's words ring true in today's public library: If you build and foster relationships with your users, your library will thrive. Libraries that neglect this crucial step may survive, but they will not flourish. *Creating Literacy-Based Programs for Children* is

an irreplaceable roadmap that will help programmers craft quality children's programming and will serve as a means to building a multiliterate community.—*Joshua Jordan, Librarian, Del City (OK) Library*

The First-Year Experience Cookbook. Edited by Raymond Pun and Meggan Houlihan. Chicago: ACRL, 2017. 149 p. Paper $42 (ISBN: 978-083898920-3).

In any university library, the first-year experience is an essential component of capturing students' interest and engagement from the very beginning and of publicizing what the library offers them. However, it is always a struggle to determine how exactly to capture freshmen's attention and disseminate information about the library's various resources. Coming up with fresh, relevant ideas on top of an already busy schedule is enough to stress almost any librarian. Pun and Houlihan's book attempts to alleviate this stress by presenting a "cookbook" of ideas, activities, and lesson plans that librarians across the nation have found effective in engaging first-year students, giving library staff a wealth of options to consider, duplicate, or alter according to their own needs. The book itself is divided into four sections—orientations, library instruction, programs, and assessment. Each section's activities and lesson plans are detailed and well described, offering excellent variety as well as suggestions for accommodating a wide range of program sizes, budget constraints, and time and staffing requirements. Many of the included projects also feature photographs of the activities or reproducible versions of handouts, increasing the ease of replicability for interested librarians.

Despite these positives, I admit that I initially found the "cookbook" format off-putting; in certain places, it felt as though the editors were simply trying too hard to fit the content to the metaphor. Terms like "nutrition information," "cooking technique," "chef's note," and "allergy warning" were disconcerting and sometimes distracting. The idea came across as overdone (no pun intended), and it did not add to the book's effectiveness. However, within this conceit, the content was useful, and I appreciated the clear outline of time required ("cooking time"), the number of students the activity was meant to engage ("number served"), and the necessary supplies ("ingredients"). This clarity and the clear, step-by-step instructions were an advantage, although some authors adhered to the format better than others.

Despite the awkwardness of the "cookbook" format, the lesson plans and advice contained in the book present an invaluable resource for university librarians designing a first-year experience program. This book does an excellent job of providing inspiration by showing librarians the variety of options available to them and giving clear instructions on how to implement these experiences. At colleges and universities of any size, librarians will be able to find activities within this book's pages to suit their own budget, purpose, and personality.—*Kyndra Valencia, Graduate Reference Assistant, University of Oklahoma Libraries, Norman, Oklahoma*

Mobile Technology and Academic Libraries: Innovative Services for Research & Learning. Edited by Robin Canuel and Chad Crichton. Chicago: ACRL, 2017. 269 p. Paper $68 (ISBN: 978-0-8389-8879-4).

Mobile technologies' application in libraries is an area still ripe in potential. Despite mobile technologies' prevalence in the lives of most libraries' users, libraries often remain reactive, at best, to the implementation of mobile technologies to provide library services. As many of the chapters in this edited volume underscore, mobile technologies reach people from a wider range of socioeconomic levels than traditional web-enabled technologies. Thus, there are both logistical and moral motivations for libraries to adopt mobile technologies.

This book's chapters span both theoretical and practical considerations, and a range of case studies highlight applications used in academic libraries. Despite having cast a broad net, the editors do a commendable job of arranging the chapters into a loose thematic progression. This results in a volume that is ambitious in scope, yet still manages to achieve a satisfying coherence.

Edward Bilodeau's opening chapter is well worth reading as a substantive, yet concise overview of how mobile technology shapes user engagement and decisions governing implementation. Subsequent chapters include case studies on mobile website design as well as several examples involving the use of tablets for outreach via library tours, roaming reference services, and instruction. Other chapters address the use of mobile technology to augment collections access. Among the case studies, Wayne Johnston's chapter on supporting field researchers stands out as one of the more robust and innovative interventions for mobile technology. The final chapters move into more forward-looking possibilities for growth and development of mobile technology in general, but they also speak to library-specific opportunities.

This may not be a title that every librarian needs in their personal toolkit. Public services librarians will find the most to work with here. Those looking for idea templates for their own applications of mobile technology will find the case studies useful. Additionally, visionary innovators will appreciate this volume as an inspirational springboard into unexplored vistas for exciting new service models.—*George Gottschalk, Acquisitions Specialist, University of Illinois, Urbana, Illinois*

Practical Tips for Developing Your Staff. By Tracy Pratchett and Gil Young. London: Facet, 2016. 277 p. Paper $65 (ISBN: 978-1-78330-018-1).

Libraries whose staff are engaged with outcomes stemming from professional development are poised to do great things. This seems to be the intention captured in *Practical Tips for Developing Your Staff*, a handbook that readers can consult to find suitable development opportunities for themselves or for people they supervise. The book draws upon various existing tools and resources and ties them together with practical ideas for developing or strengthening one's skills and abilities.

The book is divided into three main sections. Section 1, "Theories," describes ten theory-based models and provides a "Best For" section for each one. For example, both the Myers-Briggs and the DiSC personality tests are covered. For each model, the authors include a brief history, an explanation of how the tool works, and a list of additional sources of information. In section 2, "Infrastructure," the focus is on practical items that individuals can use to hone their own skills or to develop an organization's staff. This section covers topics such as how to enhance exit interviews, conduct team meetings effectively, and provide productive feedback, among many others. The items in this section are all arranged in the same format, which includes tables, a "Best For" section, a list of issues to consider, and suggestions for further reading. The last section, "Activities and Tools," encompasses almost seventy items, including attending conferences, engaging in communities of practice, coaching, working collaboratively, and so forth. As in the previous sections, the items are formatted identically to aid the reader. Although the book contains many acronyms, a convenient glossary is provided at the beginning of the book. A helpful index is also included.

Most examples used in this book feature libraries in the United Kingdom. However, there are a few elements of American library culture throughout. This resource will be useful to librarians wishing to try something new in developing their own careers or their employees' skills and abilities. The book is likely to be most beneficial for middle managers and those who work in human resources or organizational development. This volume's organizational structure lends itself to use as a reference book or on an a-la-carte basis.—*Hector Escobar, Director of Education and Information Delivery, University of Dayton, Dayton, Ohio*

Reading, Research, and Writing: Teaching Information Literacy with Process-Based Research Assignments. By Mary Snyder Broussard. Chicago: ACRL, 2017. 140 p. Paper. $40 (ISBN: 978-0-8389-8875-6).

Research papers are ubiquitous in college, as common for freshmen as they are for seniors. To support these assignments, librarians typically have been limited to "go-here-click-that" one-shot sessions. Frequently, the results are faculty who are unhappy with the quality of student papers and librarians who are frustrated that they cannot contribute more to student learning and success. *Reading, Research, and Writing* takes scholarship from psychology, education, library science, and rhetoric and communication and, in six concise chapters, demonstrates that focusing on the messy *process* of research, rather than its *product*, leads to better learning outcomes. To keep the spotlight firmly on this untidy process, the phrase "writing from sources" rather than "research paper" is used throughout the book.

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Library instruction sessions often teach a linear strategy of finding, evaluating, and using information, but this is far from the true process of writing from sources, which is "frustrating and iterative" (26). Two chapters devoted to writing address ways to reduce students' frustration as they draft their assignments. The first of these chapters presents the strategy of "low-stakes writing." Outlines, annotated bibliographies, and concept maps are examples of how faculty can divide research and writing into segments that are more manageable for students. The second of these chapters examines high-stakes writing, focusing on the research assignment itself and presenting ways that librarians can work with faculty to redesign assignments. Sample assignments that support information synthesis and writing are also provided.

An especially interesting chapter focuses on an ability that students are often assumed to possess: reading. When it comes to scholarly articles, however, this is often a faulty assumption. Reading academic writing is a talent that few students learn in high school, and poor reading inevitably leads to poor writing. This chapter provides several reading comprehension strategies that can be taught within a library session and that will enhance students' understanding and evaluation of academic articles.

Reading, Research, and Writing provides a range of solid alternatives to remedy the weaknesses inherent in traditional forms of information literacy instruction. These strategies help academic librarians "go beyond helping students *find* information to helping them *use* information" (89). Readers will recognize parallels to the ACRL's Framework for Information Literacy for Higher Education, and the author references the Framework throughout. However, a strength of this book is that it draws from research outside of library science and provides a vocabulary that can improve communication between librarians and faculty. Each chapter also comes with a substantial bibliography enabling readers to investigate the theories more thoroughly. With its succinct menu of research, techniques, and assignments, this compact book is an excellent guide for librarians who want to make the transition to process-based instruction.—*Ann Agee, Librarian, School of Information, San Jose State University, San Jose, California*

Sex, Brains & Video Games: Information and Inspiration for Youth Services Librarians, 2nd ed. By Jennifer Burek Pierce. Chicago: ALA, 2017. 240 p. $57 (ISBN: 978-0-8389-1548-6).

In this book, Jennifer Burek Pierce focuses on many aspects of young adult development, from their mental and emotional processes to the many influences that affect them in their day-to-day lives. She asserts the importance of making a place for this unique group in libraries' spaces, programs, and staff, noting that adolescence is an incredibly difficult transitional period and that, in the words of Sari Feldman, libraries "are a lifeline for people at every key transition in their lives" (xii). This book does not contain step-by-step guides for serving this age group, but it presents clear reasoning for how to approach this age group and describes what a librarian might experience while working with today's teens.

In this timely update and expansion of her first edition (2008), Pierce begins by debunking myths about teens. The subsequent chapters address important topics that face teens as well as current library initiatives that serve them. The chapter "Sex and Sexualities" is an example of the revisions made for this new edition; the first edition mentions homosexuality, but the current edition discusses recent social and political shifts in the LGBTQ community, their relevance to teens, and their importance in young adult literature.

Extensive bibliographies at the end of each chapter and an appendix of essential reading for young adult librarians offer a wide variety of resources for young adult librarians and those managing youth services. This book is a great way for young adult librarians to catch up on the latest research and familiarize themselves with current teen culture.—*Leanne Cheek, Selector/Teen Coordinator, Pioneer Library System, Norman, Oklahoma*

Sources
Reference Books

Anita J. Slack, Editor

Daily Life in 18th-Century England, 2nd ed. By Kirstin Olsen. The Greenwood Press Daily Life Through History Series. Santa Barbara, CA: Greenwood, 2017. 458 p. Acid free $61 (ISBN: 978-1-4408-5503-0). E-book available (ISBN: 978-1-4408-5504-7), call for pricing.

Kirstin Olsen's book provided a broad overview of England in the eighteenth century. It offers insight into what is considered the "every day" for the populace of eighteenth-century England. Olsen focuses on everything from gender and marriage to science to clothing and fashion. Each chapter is a written account of how the subject was a part of the daily life of a person. Accounts include things such as how they would have used certain clothing items, what type of books many were reading, and how science interacted with their lives. Each chapter's information is supported by selected primary sources and accompanied by a further reading section. Any student interested in gender, race, and class issues in eighteenth-century England will find this a useful resource. It provides easy access to period-relevant primary sources for students studying this area of English history. The sources are reprinted in full in each corresponding chapter and range from official letters, to theater bills, and personal notes.

This new edition makes an excellent companion to the first edition. It covers topics and issues not in the first edition and offers the same level of depth for each of its subjects as the first edition provided. As with the previous edition, the author's writing style makes the subject matter seem more real and lively. The writing style helps in comprehending the book as well. While the subject matter is not overly complicated, it can become dry because of the period, but Olsen keeps the book from feeling dull.

This work is intended as an undergraduate reference material. It is not a book that one will sit down and read. The information inside of it is designed for more reference purposes and would work well as a resource for an undergraduate term paper in a lower level history course. However, I could see this working usefully in a high school eleventh- or twelfth-grade history class.—*Michael Hawkins, Head of Map Library, Kent State University, Kent, Ohio*

Graphic Novels: A Guide to Comic Books, Manga, and More, 2nd ed. By Michael Pawuk and David S. Serchay. Genreflecting Advisory Series. Santa Barbara, CA: Libraries Unlimited, 2017. 719 p. Acid free $65 (ISBN: 978-1-59884-700-0). E-book available (ISBN: 978-1-4408-5136-0), call for pricing.

This timely single-volume guide is brimming with useful information for graphic novel enthusiasts. In 719 pages, author-librarians Michael Pawuk and David S. Serchay, curate a highly user-friendly resource. The contents of the guide are organized into nine chapters, each representing a different genre; individual titles are listed by genre, and if appropriate, subgenre. Each entry includes a description of the title as well as various symbols. First, symbols are used to

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specify whether the work has received an award; additional symbols indicate if the work is considered to be a core title, as well as symbols for titles that have connections to film, television, gaming, or anime. The authors also conveniently provide symbols that designate the age-appropriateness and recommended reading level of the title. Each of these features allows readers to identify disparate information in a single resource.

In addition to the individual entries, this work also includes several value-added features. In the front matter of the book, the authors explain the difference between comic books, trade paperbacks, and graphic novels, which could be useful for someone who is unfamiliar with the history and rise of comic books as a literary medium. Additionally, the authors provide three appendixes: "Recommended Additional Book Sources," "Publishing Companies on the Internet," and "Other Online Sources." There are also three indexes: "Creator," "Title," and "Subject." Each of these features contributes to a greater understanding of the medium, as well as assisting readers in the discovery of new resources.

In comparison, M. Keith Booker's *Encyclopedia of Comic Books and Graphic Novels* (Greenwood, 2010) is organized alphabetically, which makes it most useful for finding information about known items, rather than locating new titles. Entries are mixed together in alphabetical order, with authors, artists, genres, characters, publishers, and titles listed alongside each other. This organization, along with the fact that this work was written by multiple authors, leads to the information appearing somewhat disjointed. For example, while perusing the "A" section of the encyclopedia there is an entry for "Adaptations from other Media" (3). This entry is much broader than other entries, and the information included could have been conveyed in a more user-friendly way, such as the use of symbols, as used by Pawuk and Serchay. This entry is situated between entries for the illustrator "Adams, Neal" and the genre "Adventure Comics." This arrangement is less than ideal, and readers who are new to graphic novels may find this resource less useful for discovery than Pawuk and Serchay's *Graphic Novels: A Guide to Comic Books, Manga, and More*.

An additional difference between these resources is in the selection of titles for inclusion. Each of these books discuss works published in the United States, but Pawuk and Serchay have a broader scope. In the *Encyclopedia of Comic Books and Graphic Novels*, the editor notes that emphasis was placed on comics published in the United States by American writers and illustrators. Booker states, "The rich comics traditions in Europe and Japan are given less emphasis" (xxi). Pawuk and Serchay state that *Graphic Novels: A Guide to Comic Books, Manga, and More* includes titles published throughout the world, with an emphasis on North American and Asian publishers. The authors also note, "A good portion of the book features Asian titles, mostly due in part to the 'manga explosion' which has reinvigorated the graphic novel field" (xxxi).

Since the audience for this literary medium is diverse, with titles being sought after by children, teens, adults, and scholars, it is highly recommended for school, public, and academic libraries.—*Lisa Presley, Assistant Professor, Reference and Instruction Librarian, Bowling Green State University, Bowling Green, Ohio*

Humans and Animals: A Geography of Coexistence. Edited by Julie Urbanik and Connie L. Johnston. Santa Barbara, CA: ABC-CLIO, 2017. 466 p. Acid free. $89. (ISBN: 978-1-4408-3834-7). E-book available (ISBN: 978-1-4408-3835-4). Call for pricing.

Homo sapien is just one species among millions of other animals here on Planet Earth. In the space of just a few thousand years, however, humans have altered the balance of life on this cosmic speck in ways large and small. That alone would be reason enough to warrant the publication of this volume, an examination of human-animal relationships. The editors provide an additional motive, pointing out that "as animals ourselves, our very survival as a species is intimately connected to these others" (xi). It behooves us, then, to understand how we can all just get along together, as denoted by "coexistence" in the subtitle.

In some 150 alphabetically arranged entries, topics both expected and unexpected contribute to the reader's comprehension of this love-hate affair. The former is exemplified by the articles "Pets," "Working Animals," and "Zoos," while the latter includes "Domestic Violence and Animal Cruelty," "Invasive Species," and "Mad Cow Disease." Thought provoking subjects are covered in "Animal Assisted Therapy," "Emotions, Animal," "Intelligence," "Popular Media, Animals In," along with a host of other equally interesting material. Each article is signed by its writer and concludes with cross-references and a further reading list. Writing style is appropriate for senior high school/undergraduate college students, with minimum jargon (a separate glossary defines technical terms). Illustration is sparse, consisting of black-and-white photographs. Special features include the "Primary Documents" section, which offers a selection of excerpts from Congressional legislation, books, etc. and a concluding bibliography.

The editors are well versed in their subject matter and equally well qualified to helm a project such as this. Julie Urbanik, PhD (geography, Clark University), is the author of *Placing Animals: An Introduction to the Geography of Human-Animal Relations* (Roman & Littlefield, 2012). In addition to her many publications, she is also responsible for producing the first animal geography-based documentary, *Kansas City: An American Zoopolis*. Connie Johnston likewise holds a doctoral degree from Clark University and is currently an adjunct professor in the Department of Geography, DePaul University. Although not as widely published as her coeditor, Johnston was awarded a National Science Foundation grant for her research on the geography of farmed animal welfare in the United States and Europe. The contributors represent a

cross-section of the field, most holding advanced degrees and performing original research on human-animal relations.

While there is a robust narrative literature concerning human-animal relationships, reference works are almost nonexistent. Indeed, the only other title to be found is the four-volume *Encyclopedia of Human-Animal Relationships: A Global Exploration of Our Connections with Animals* (Greenwood, 2007). This supports the editors' assertion that the title under review is "the first one-volume encyclopedia to address the geography of human-animal coexistence for a general audience" (ix). It is this reviewer's opinion that *Humans and Animals* is a highly readable and informative work that deserves a place on the shelves of all public and academic libraries, especially those of the latter that support geography, social studies, or animal rights and welfare curricula.—*Michael F. Bemis, Independent Reference Book Reviewer, Oakdale, Minnesota*

Interpreting Our World: 100 Discoveries that Revolutionized Geography. By Joseph J. Kerski. Santa Barbara, CA: ABC-CLIO, 2016. 386 p. Acid free $71.20 (ISBN: 978-1-61069-918-8). Ebooks available (ISBN: 978-1-61069-920-4), call for pricing.

Advances within the discipline of geography have changed the way that we understand and engage with the world. Joseph J. Kerski's *Interpreting our World: 100 Discoveries that Revolutionized Geography* focuses on some of the most important discoveries in geography that have changed the discipline of geography and society's understanding of the world. *Interpreting our World* is a single-volume encyclopedia that contains an introduction essay, six regional maps that depict the geographic locations of the volume's entries, a selected chronology of key events, one hundred alphabetically arranged entries, and an index.

Kerski's entries highlight how certain discoveries in geography have led to "changes in ways of thinking about the Earth" and to changes "in the way that the Earth is studied" (xii). *Interpreting our World* explicitly focuses on geography as an applied discipline. Thus, topical and biographical entries emphasize practical discoveries that significantly shaped and reframed the social and earth sciences. *Interpreting our World* provides readers with concise, yet informative essays ranging from two to three pages in length. All entries end with a useful further readings list. Many entries also contain illustrations or photographs, which prove to be useful for essays such as "Great Trigonometric Survey of India" as the accompanying image of the trigonometric survey shows how the cartographers used triangulations to produce accurate maps. As an encyclopedia of applied geography, its subject entries largely focus on instrumentation and calculation methods and include topics such as "Surveying: Measuring the Earth," "Eratosthenes: Calculating the Earth's Circumference," and "Field Collection Devices: Data Gathering on the Landscape." The biographical essays focus on people who contributed to technological or quantitative advancements in geography such as William Smith, who created "the world's first nationwide geologic map" (293).

Interpreting our World provides a thorough introduction into many important advancements in geography. Other related reference works include Reuel R. Hanks' single-volume *Encyclopedia of Geography Terms, Themes, and Concepts* (ABC-CLIO, 2011) and Barney Warf's six-volume *Encyclopedia of Geography* (Sage, 2010). Kerski's *Interpreting our World* offers more in-depth essays than the entries in Hanks' *Encyclopedia of Geography Terms, Themes, and Concepts* and is much more focused than the more comprehensive *Encyclopedia of Geography*. While *Interpreting our World* is focused on applied geography, it can be forgiven for not including essays on topics related to human geography. However, a few entries focused on the critiques of applied geography would have been a useful addition to the volume. Since *Interpreting our World* included many entries related to mapping, including essays on radical geography and critical cartography, both of which significantly reframed the discipline's understanding of maps, would have provided a more well-rounded presentation of applied geography.

Regardless of these omissions, Kerski's *Interpreting our World* offers an accessible account of one hundred significant advances and discoveries that framed the discipline of geography and changed how the world viewed the Earth. This volume offers accessible and brief essays that provide well-informed introductions into important topics within geography. *Interpreting our World* is recommended for high school and public libraries.—*Joseph A. Hurley, Data Services and GIS Librarian, Georgia State University Library, Atlanta, Georgia*

Islam: A Worldwide Encyclopedia. Edited by Cenap Cakmak. Santa Barbara, CA: ABC-CLIO, 2017. 4 vols. Acid free $415 (ISBN: 978-1-61069-216-8). E-book available (ISBN: 978-1-61069-217-5), call for pricing.

It is clear that the world of Islam is profoundly important, and also that there are wide and conflicting views on Islam today. Similarly, it seems clear that we should pursue efforts to promote the understanding of Islam. In response, a goal of the four volume *Islam: A Worldwide Encyclopedia* (IAWE) is to give "basic information on Islam" and to "shed light" on "controversial issues" (xxvii). In his opening comments, the editor, a Professor of International Law and Politics at Eskişehir Osmangazi University and Senior Researcher at the Wise Men Center for Strategic Research in Turkey, notes that there have been "a wide range of different interpretations and variations of Islam throughout history" (xxvii). He suggests that Muslims need to revive the "strong tradition of academic debate" that was integral to Islamic studies "in early decades of Islam," and affirms support for the "diverse and plural nature of contemporary Islamic scholarship" (xxviii). At the same time, he is concerned that "disputed issues" may lead to "biases and stereotypes in the minds of Western people," and hopes that this new resource can both "contribute to the pursuit of a common ground" between those of different

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faiths, and help a Western audience become more familiar with what Islam has to offer (xxviii).

With 146 contributors, primarily from academic settings in more than twenty-five countries, the encyclopedia covers the beginning of Islam to the present day. The first volume provides a seven-page chronology of major events in Islamic history, an alphabetical list of the 672 entries in the IAWE, and a topical guide with twenty-five broad categories such as "Art and Literature," "Events, Family and Society," "Islam," "Law," "Quran," and "Women." Entries are organized alphabetically across the IAWE.

A sampling of entries includes the broad topics of "Islam," the "Quran," and "Sharia." Other topics include "Hijab" and "Islamophobia." In addition to discussion of the prophet Muhammad, a good selection of biographical entries presents key figures in the history of Islam.

An example of the careful scholarly dialogue is seen in the four-page essay "Toleration/Religious," by Kenan Çetinkaya, a lecturer with the Bozok University Department of Philosophy and Religious Studies in Turkey. He walks through definitions and historical experiences of tolerance and intolerance in Islam and in Christianity. Similarly, the five-page entry "Abortion/Feticide," by the editor, provides a picture of the historical treatment and complexity of that topic.

This reviewer found the entries informative, readable, and helpful with further reading and see also references. The fourth volume provides a ten-page glossary, a sixty-three-page index, and twenty-five-page bibliography. A section of photos and illustrations is included in each volume. A sample of the color photographs included shows Muslims at prayer, a madrassa (Muslim religious school), and key locations in Mecca.

There are other important reference works, including *The Oxford Encyclopedia of the Islamic World* (Oxford, 2009), edited by John L. Esposito, the *Encyclopedia of Islam and the Muslim World* (Gale, 2016), edited by Richard Martin, *The New Encyclopedia of Islam* (Roman & Littlefield, 2013), edited by Cyril Glasse, and the *Oxford Islamic Studies Online* (Oxford, 2017), also edited by John L. Esposito. Each of these four positively reviewed works covers similar content, and, except for the work edited by Glasse, like the Cakmak encyclopedia they can be accessed as online resources. Additionally, a four-volume scholarly resource that provides an impressive array and depth on Islam and women is *The Encyclopedia of Women and Islamic Cultures*, edited by Joseph Saud (Brill, 2017). For those with limited funds who need to add a reference title on Islam, the single-volume print resource by Glasse could serve well. Those with more funds should also consider the others listed here, along with the work by Cakmak. As a resource for basic understanding of Islam and pointers to additional sources, this work could be useful for school, public, and academic libraries.—*Paul Fehrmann, Humanities and Social Sciences Librarian, Kent State University, Kent, Ohio*

Musicals in Film: A Guide to the Genre. By Thomas S. Hischak. Santa Barbara, CA: Greenwood, 2017. 449 p. Acid free $89 (ISBN: 978-1-4408-4422-5). E-book available (ISBN: 978-1-4408-4423-2), call for pricing.

"You ain't heard nothing yet!" (43) exclaimed Al Jolson before belting out "Toot, Toot, Tootsie Goodbye" in *The Jazz Singer*, the 1927 film considered to be the first movie musical. Over the next century, the movie musical has continued to enthrall audiences with new performance and production styles. The long list of movies in which characters sing is matched only by the lavish number of books that have been published about the topic, the majority of which were written for Hollywood musical buffs. These books typically include movie stills, plot synopses, score credits, and fascinating anecdotes. Clive Hirschhorn's 1981 comprehensive chronicle, *The Hollywood Musical* (Crown, 1981), is a successful example of this formula.

Prolific film scholar Thomas S. Hischak updates the history of the movie musical to 2015 in *Musicals in Film: A Guide to the Genre*, a decade by decade survey, in which he traces the development of musical films against a backdrop of historical and cultural events. Hischak shares quick insights about films he judges indicative of the times, and offers three page-long entries for films that were most pivotal. Each film entry ends with "see also" references to entries about related films and people, as well as short suggestions for further reading.

As a film genre, the movie musical originated with characters who sang and danced, on and off the stage. The concept of the musical film has diversified dramatically over the decades, and Hischak has made several revelatory inclusions. An opening chapter, "Movie Musical Genres," defines sixteen genres, including "Rockumentaries" and "Animated Musicals." *This is Spinal Tap* and *Metallica: Some Kind of Monster* are examples provided of rockumentaries. *Frozen* is among the many Disney films treated as examples of animated musicals. Perhaps because of the limitation of this being a single-volume guide, the discussion of movie musical subgenres is less developed than would have been desired. Many distinct genres of musical film were collapsed under broad genres; for instance, Bollywood is classified under "Foreign Musical."

Critical scholarship of movie musicals has emerged in the twenty-first century, in which formalistic and theoretical approaches have been applied. Two examples would be Susan Smith's study of race and gender in *The Musical: Race, Gender and Performance* (Wallflower, 2005) and Desiree J. Garcia's investigation of the representation of the immigrant experience in *The Migration of Musical Film: From Ethnic Margins to American Mainstream* (Rutgers University Press, 2014). Despite its limitations, *Musicals in Film: A Guide to the Genre* provides an accessible introduction to the movie musical as popular culture, and should spark readers' interest in further study. It is recommended for all libraries supporting the study of popular culture, theater, and film.—*Valerie*

Mittenberg, Collection Development Librarian, Sojourner Truth Library, State University of New York at New Paltz

Law & Advertising: A Guide to Current Legal Issues, 4th ed. By Dean K. Fueroghne. Lanham, MD: Rowman & Littlefield, 2017. 398 p. $95 (ISBN: 978-1-4422-4488-7). E-book available (ISBN: 978-1-4422-4489-4), call for pricing.

What is or is not permissible in terms of advertising your product or service? I found this book to be highly readable, as though I was sitting in an audience listening to this highly experienced advertising professional walk me through the legal terrain, often injecting anecdotes about accounts he worked on. He breaks the subject down according to hot-button issues, things like what you need to do to substantiate your claim that this mousetrap kills fifty mice per minute or what the risks are when you make comparisons to competitors' products.

Much as I would like to see eager beaver entrepreneurs study this book carefully, I think it is destined to be read mainly by law school students or those preparing for a career in advertising or marketing. Leading cases and laws illustrating the major points are appropriately cited, making it easy to follow up with further research in the case law. Legal terminology is highlighted in bold print and defined in the glossary at the back of the book. The only real shortcoming I noticed has to do with ease of browsing. I like to see key points summarized either at the conclusion of individual chapters or in sidebars, but that was omitted here.

Librarians in all disciplines would find much timely and interesting information throughout the book that could be channeled in various ways to those we serve. In particular, specialists who do outreach to the business community, would find this book helpful background reading. Chapter five, which covers the internet, is recommended reading for all technology instructors or facilitators who want to know more about online privacy. Of course, professionals working in advertising or marketing will find this book a handy resource.—*Dana M. Lucisano, Reference Librarian, Silas Bronson Library, Waterbury, Connecticut*

Sex and Gender: A Reference Handbook. By David E. Newton. Contemporary World Issues. Santa Barbara, CA: ABC-CLIO, 2017. 362 p. Acid free $48.00 (ISBN: 978-1-4408-5479-8). E-book available (ISBN: 978-1-4408-5480-4), call for pricing.

One of the complaints this reviewer hears from instructors in Gender Studies programs is the dearth of current content related to transgender and intersex issues in general textbooks assigned for introductory courses. As far as a single volume text, Hilary Lips' *Sex and Gender* (McGraw-Hill, 2007), now in its sixth edition, may likely be the standard in the field. Still, the emergence of new contentions and unresolved issues related to sexual development, identity, and

gender roles in society during the interim ten years calls for a new resource. David E. Newton, a prolific freelance writer holding a doctorate in science education, addresses this need in *Sex and Gender: A Reference Handbook*. Transgenderism and other nonbinary gender identities are not simply included in a single chapter in this resource, but are weaved in appropriately and substantially throughout the sections. For example, the introduction to the chapter "Background and History" begins with a discussion of the 2016 "Dear Colleague Letter," issued jointly by US Department of Justice and Department of Education regarding the use of bathrooms by transgender students, and the "Chronology" section concludes with a 2017 entry on President Trump rescinding the policy. The result is an accessible resource that offers unbiased insights on controversial gender topics as well as important primary source information.

A single volume work will never be inclusive enough to encompass the broad range of issues related to sex and gender in societies. Despite being part of ABC-CLIO's Contemporary World Issues series, it is perhaps worth pointing out that the concentration of this work is focused primarily on the United States. Instructors and students seeking more global perspectives of gender issues will still need to supplement their research with other sources. That said, *Sex and Gender: A Reference Handbook* is a recommended addition to school, college, and public libraries.—*Robin Imhof, Humanities Librarian, University of the Pacific, Stockton, California*

Stress in the Modern World: Understanding Science and Society. Edited by Serena Wadhwa. Santa Barbara, CA: Greenwood, 2017. 2 vols. Acid free $189 (ISBN 978-1-61069-606-7). E-book available (978-1-61096-607-4), call for pricing.

Stress in the Modern World: Understanding Science and Society is a two-volume reference set that looks at a wide array of aspects of stress. It looks at the impact stress has on both physical and psychological health. It offers both theoretical and practical perspectives. It "presents a variety of theories, external and internal triggers of the stress experience, and both effective and ineffective coping mechanisms" (xvi).

Stress in the Modern World: Understanding Science and Society is composed of four parts. Part 1 details theories of stress, part 2 looks at sources of stress, part 3 covers responses to stress, and part 4 features personal accounts. This last part is what truly makes this source unique. Each chapter ends with a summary and an extensive list of references and further reading. It was written by fifty-two writers, nearly all of which are "professional mental health counselors and therapists or university faculty who instruct students in the mental health fields" (xiii).

Part 1 explores many different theories of stress as well as misconceptions about stress. It also discusses the effects of stress on the mind and body. Part 1 ends with exploring aspects of stress assessment and measurement. Part 2 covers sources of stress. While this can vary significantly

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from individual to individual, it covers the most significant sources of stress, for example, financial, caregiving stress, sexuality concerns, and work issues, just to name a few. Part 3 then delves into responses to stress. It focuses both on the effective and ineffective methods individuals use to cope with stress. Also discussed are trends for current and future ways to manage stress. One chapter in this part discusses certain psychological stress disorders and with some research on the disorders. As mentioned earlier, part 4 is what really makes this resource unique. It features twenty personal essays by "real individuals describing their stress, their response to stress, and how they've learned to cope with stress in their lives" (xiii).

I compared *Stress in the Modern World: Understanding Science and Society* to two other reference sources. *Encyclopedia of Stress* (Elsevier/Academic, 2007) and Ada P. Kahn's *The Encyclopedia of Stress and Stress Related Diseases* (Facts on File, 2006). The former is a three-volume set of more than five hundred articles. This set seems to be written from more of a medical perspective. The latter is a single-volume resource that is also an alphabetic listing. This source also contains entries around contemporary issues that contribute to stress. I would recommend *Stress in the Modern World: Understanding Science and Society* over the other two sources for both undergraduate academic libraries and public libraries. This source details how stress affects both physical and mental health in a concise, easy to understand way.—*Mina Chercourt, Head of Cataloging and Metadata, Grasselli Library and Breen Learning Center, John Carroll University, University Heights, Ohio*

The Complete Book of 2000s Broadway Musicals. By Dan Dietz. Lanham, MD: Rowman & Littlefield, 2017. 514 p. $125 (ISBN: 978-1-4422-7800-4). E-book available (ISBN: 978-1-4422-7801-1), call for pricing.

The Complete Book of 2000s Broadway Musicals is arranged by year and lists each Broadway musical chronologically. The introduction states that the purpose of the work is to "provide a convenient reference source that gives both technical information (such as cast and song lists) and commentary (including obscure details that personalize both familiar and forgotten musicals" (xi). As in Dietz's other volumes in this series, the reader comes for the technical information, but stays for the commentary.

Each of the 213 musicals and revues that opened between January 1, 2000, and December 31, 2009, is given a full workup: cast information, a list of musical numbers, a general sense of how the work was received, and a roundup of reviews, all sprinkled with trivia. At its best, *The Complete Book of 2000s Broadway Musicals* puts in one place the facts about a decade's worth of musical theatre. Details about other shows the cast has been in and the history of revivals' previous runs truly adds to the disconnected experience of merely reading about the multisensory experience that is a Broadway musical. The commentary is mostly helpful but sometimes crosses into mean-spirited territory, occasionally about the audience.

I did love some of the insults Dietz throws at unsuccessful shows, such as "lacked the Pow Factor" (31) and "the characters had Issues, Problems, and Behavior Patterns from Trendy Playwriting 101" (360). There is also much amusement to be had in reading about true bombs (like *Seussical: The Musical*). However, I did not love it when he turned those insults toward the audience, especially those who enjoy a flashy spectacle. Dietz's disdain for big, flashy productions and those who love them is clear, and perhaps is misplaced in a reference book. Perhaps the scope of the volume should have been altered so that only "real" Broadway musicals were included, not garish, crude, or those intended for the "all-important teenage-girl audience" (295), which Dietz references several times in a manner I can't help but interpret as dismissive.

The volume achieves its goal: each Broadway musical is described in detail, and there is an impressive (perhaps unnecessary) variety of appendixes so that the reader may quickly identify shows by other routes besides date or title. Recommended for academic or specialized libraries focusing on the arts.—*Tracy Carr, Library Services Director, Mississippi Library Commission, Jackson, Mississippi*