Reference & User Services Quarterly

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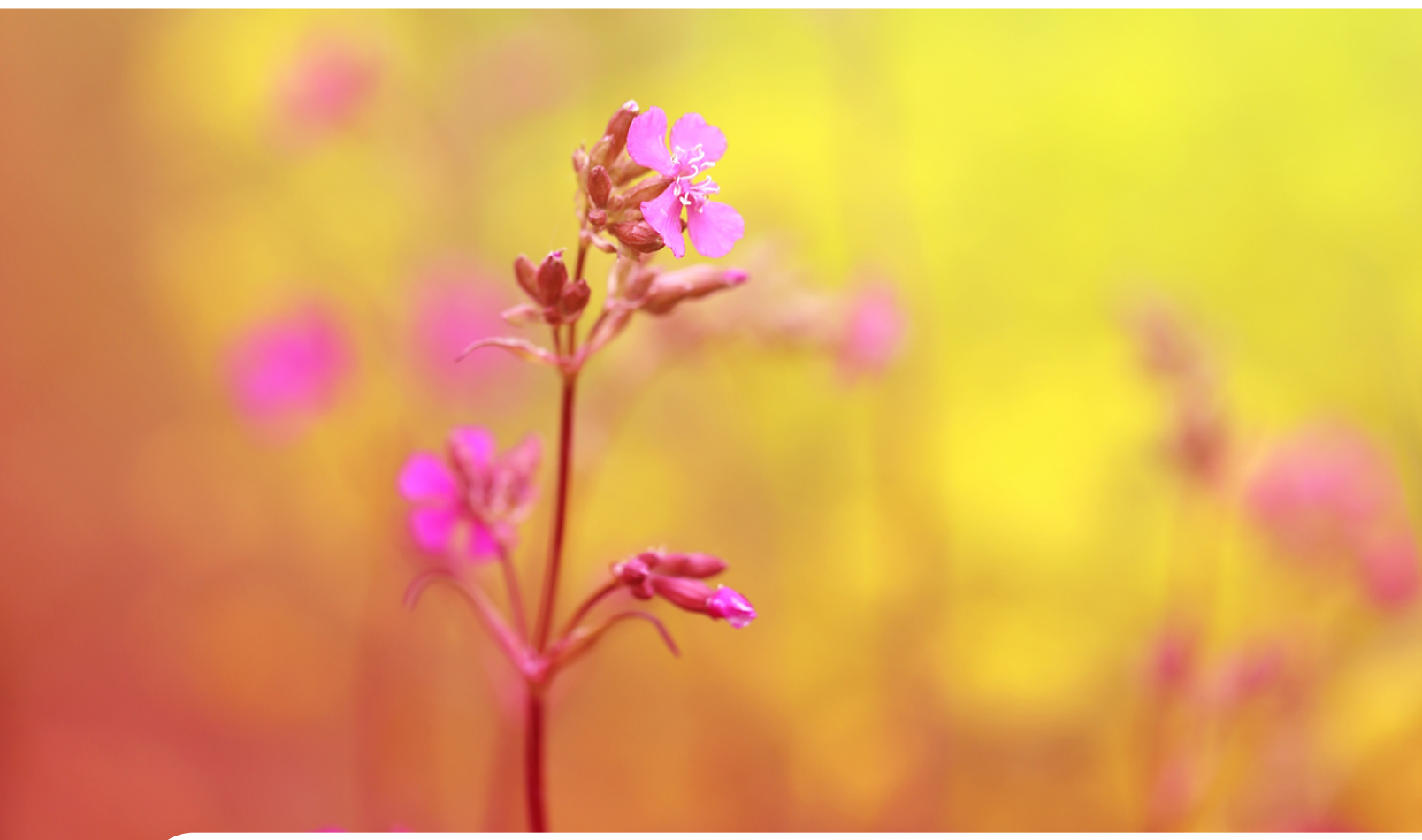

Library, Library, Make Me a Match

Searching for Birth Parents or Adopted Children

Measuring Query Complexity in Web-Scale Discovery

Added Value or Essential Instruction?

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Columns

Features

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Thanks, and Goodbye to All That

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In her final *RUSQ* column before turning over responsibility for the journal to me, editor Diane Zabel noted, "I wish Barry the best of luck and know that he too will find the editorship a gratifying experience."[1] I have to say that both of those things came to be, and I am ever grateful to Diane and the RUSA Board for giving me a position that provided both challenges and satisfactions beyond what I had imagined.

As far as the luck goes, I have had the great fortune over the past six years to work with an excellent board. Jenny Bossaller, Heidi Jacobs, Kate Kosturski, Scott Seaman, Carol Singer, Nicolette Sosulski, Laurie Tarulli, Dave Tyckoson, Chiang Wang, and Neal Wyatt have helped shape my thinking about scholarly publishing and reference service and in doing so have helped to move *RUSQ* forward, building on the strong foundation that was laid by earlier boards and editors. In particular, the board's active advocacy for moving the journal to fully open access was essential to reaching that goal with the current volume. Board members also do most of the peer-reviewing of incoming submissions, and their thoughtful comments and attention to detail not only make the life of the editor much easier but also make the authors' work stronger.

RUSQ's columns often open up new directions in librarianship. I am lucky, and grateful, to have worked with a remarkable crew of column editors over the years. Marianne Ryan and Laurie Tarulli, editors of the Management and Readers' Advisory columns, respectively, have been with me for my entire run of the journal. Their thoughtful contributions and shepherding of authors is greatly appreciated. Eric Phetteplace (Accidental Technologist), Lisa O'Conner (Information Literacy), Kelly Myer Polacek (Alert Collector), and Karen Antell and Molly Strothman (Taking Issues) brought thoughtful new voices to the journal in my early editorship. Later, Aimee Graham took on the Alert Collector, and Kelly shifted to Information Literacy, and both continued the good work of their predecessors. Nicole Eva and Erin Shea joined the team in 2014 with a new column about library marketing (Amplify Your Impact) that has opened my eyes, and I hope those of all our readers, to the need to engage with our users more effectively. In 2016, we added three new column editors for existing columns as Esther Grassian and Sarah LeMire took on Information Literacy, and Mark Shores picked up the Alert Collector. We also added a new column focusing on our core, reference service, A Reference for That, co-edited by board members Dave Tyckoson and Nicolette Sosulski. Karen Antell, Tammy Voelker, and Anita Slack have brought readers hundreds of reviews of professional and reference

materials to assist our work in selection and in professional development. All of these column editors have selected topics, guided authors, corrected grammar, checked references, and gotten manuscripts to me on time (almost always). It has been a great pleasure to work with them, and I have learned a great deal about the profession from reading their columns in proof.

Editing a journal is about more than soliciting authors and reviewing manuscripts. There are myriad details that go into publishing. Tim Clifford at ALA Production Services has been a patient and careful guide for me over the past six years as we prepared the journal for publication. His knowledge of grammar and the *Chicago Manual of Style* are unimpeachable, and he was always available to catch errors, provide style suggestions, and gently keep a new editor on track in the world of scholarly publishing.

When there is a manuscript to review, if it involves some specialization or if a *RUSQ* Board member is not available, I have been able to draw on the talents of over two dozen occasional reviewers. These academic, public, and special librarians were all willing to take time from their busy professional lives to give cogent and helpful suggestions about submissions to the journal. Without their contributions, editing *RUSQ* would have been not only a harder job but a less rich one as well.

RUSQ and I have also had the privilege and good fortune to be supported by a variety of people in the RUSA office. Executive Directors Susan Hornung and Jessica Hughes helped to navigate the RUSA budget and other ALA requirements. Leighann Wood, Liz Markel, Andrea Hill, Melissa Tracy, and Jennifer Cross have all helped out over the years with marketing the journal and making it more accessible. I appreciate their commitment to our readers.

While I leave the editorship of *RUSQ* with regrets, I am delighted to announce that the new editor of the journal will be Kathleen Kern. Kathleen is currently director of the Miller Learning Center at the University of Georgia Libraries. She has published widely, including a book, multiple peer-reviewed articles, book chapters, and other articles, and has worked as an adjunct instructor for the library schools at both the University of Illinois at Urbana-Champaign and Rutgers University. Kathleen previously served as an *RUSQ* column editor (Accidental Technologist) and a member of the *RUSQ* Board, as well as an occasional referee for the journal. She is also a past president (2013–14) of RUSA.

Knowing that the journal is in exceedingly competent hands makes turning over the editorship easier. Like my predecessor did for me in 2012, I wish Kathleen the best of luck and know that she will find, as I did, that there is no professional experience as rewarding as editing *RUSQ*.

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1. Diane Zabel, "Goodbye and Good Luck," *Reference & User Services Quarterly* 51, no. 4 (Summer 2012): 306, https://doi.org/10.5860/rusq.51n4.306.

Libraries and Local News

Expanding Journalism, Another User Service Grounded in Reference

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Always on the prowl for new user services, I was intrigued by a program held at my local public library in 2009 called "Democracy and Decline in Local Reporting." The topic has stuck with me ever since. At the time, our city's newspaper was experiencing severe financial challenges, which residents found alarming. With newspapers across the country in similar straits, the library assembled a panel to discuss alternatives for gathering and distributing local news to communities. Nearly ten years later, the situation has not improved much for local community news coverage. Thinking back to that library panel, I've decided to further investigate the impacts of, and possible solutions for, this problem. This piece attempts to reinvigorate a news initiative and promote a user service that has foundations in traditional reference. It is a service that offers opportunities for both public and academic libraries. The initiative is a community-centric public service centered on news.

Suffering a double hit from social media and a major recession, journalism's business model has been disrupted severely. City residents have watched their local newspapers shrivel to no more than a few pages or even disappear. Over the years, the blog *Newspaper Death Watch* has tracked newspapers that have reduced pages, consolidated sections, decreased coverage, cut back on frequency, and laid off employees. Even the industry giant Reuters laid off two thousand workers, and the *Wall Street Journal* was forced to consolidate sections.[1]

Yet news consumption in general is rising. As Mathew Ingram suggests, we can probably thank President Trump for pushing audience levels to new heights.[2] Overall, consumers prefer viewing news on television, with the online platform a close second.[3] And interestingly, according to the Pew Research Center, local TV still has a wider reach overall for news viewership than network and cable.[4] People are highly interested in events and issues in their local communities. But what are the residents really getting from local news? Most local television news stations cover crime, weather, traffic, and consumer information—government and public policy generally get scant coverage.

Although consumption may be rising for national news, there are fewer journalists covering local news in any format—print or new media. Derek Thompson observes:

> Since the end of the recession, newspapers and magazines have shed about 113,000 jobs, while Internet

> publishing companies have added about 114,000. That makes it sound as if the jobs are merely shifting from pulp to pixels, but the jobs aren't the same: There is a parallel shift from local news reporting to national news, a result of these sites needing to maximize readership. The share of reporting jobs in national news hubs like Los Angeles, New York, and Washington, D.C., increased by 60 percent between 2004 and 2014.[5]

Benjamin Toff from the Reuters Institute for the Study of Journalism draws a gloomy picture of state and local coverage of public affairs:

> While a select number of national newspapers and a handful of nonprofits (ProPublica plans to open their first regional operation in Illinois this year) still fund rigorous newsgathering operations, state and local public affairs coverage generally remains a shadow of its former self. The future of news in the US may ultimately depend on whether the post-election surge in willingness to pay proves fleeting or a harbinger of a broad-based cultural change in public support for quality journalism.[6]

IMPACT

A critical question is whether the loss of a community paper has an impact on the community's citizens. More broadly, what is the impact on a local community of the loss of local news coverage of any sort?

One commenter responded to a blog post about the possible loss of the *Alaska Dispatch News* by asking, "Since when is a local newspaper with a circulation of less than 25 thousand 'vital to all Alaska'? Newspapers are failing all over America and their communities are doing ok without them. The internet has changed the way people get their news."[7] Yes, the web has changed our news-gathering habits, but primarily for national news, and what we don't know on the local level can come back to bite us.

Research on newspapers and news organizations proliferates, but research on the impact of the decline of meaningful local and state news coverage is lacking. Several studies have been conducted, however. A study by Danny Hayes and Jennifer Lawless focusing on US House campaigns between 2010 and 2014 found that the evidence showed "declining local political news coverage is reducing citizen engagement."[8]

A study by Lee Shaker examined "year-over-year change in civic engagement in 18 of the largest metropolitan areas in the United States." This study looked closely at Seattle and Denver because Seattle moved its news dissemination entirely online while Denver's *Rocky Mountain News* ceased operation. The study states that "at the national and local level there is a positive relationship between newspaper readership and civic engagement as measured by contacting or visiting a public official, buying or boycotting certain products or services because of political or social values, and participation in local groups or civic organization such as the PTA or neighborhood watch." Shaker continues by saying, "Ultimately, if we desire healthy and productive democratic communities, then the provisioning of local news—which helps tie citizens to each other and their communities—must continue."[9]

SOLUTIONS

Fostering this kind of democratic-minded community is a noble goal, but one that is becoming harder and harder to sustain in reality. Local news seems to be less and less financially viable. The library panel I attended in 2009 presented several intriguing solutions to this problem. One alternative to the current model of funding local news is a system where newspapers build large endowments to pay for their operations. News organizations could convert from for-profit to nonprofit status.[10] The big question with endowments is how they are funded and who controls them. Of course, this question differs little from current news organization ownership.

Another alternative is to create a form of tax support for newspapers (or local news coverage). Suzanne Kirchoff and Nikki Usher discuss taxpayer-supported funding resembling the support US citizens already give to the Corporation for Public Broadcasting (CPB), limited as it may currently be.[11] Taxpayers already are asked to support the construction of sports stadiums and other local endeavors, so why not local newspapers as well? The United Kingdom is already responding in such a way by deploying the government-funded BBC. According to Nic Newman, "to address concerns of a democratic deficit, the BBC has been encouraged by the government to fund 150 local reporters, which other local newspaper groups can use."[12]

But with the mood in Washington leaning strongly toward cutting support for CPB and similar organizations, this idea does not inspire much hope and may not receive widespread support. This is too bad: as Howard Husock admitted in an editorial *criticizing* taxpayer support for public broadcasting, "One area where public media does, increasingly, provide something the market doesn't is local news and public affairs programming."[13]

A third alternative presented at the panel was to rely on amateur bloggers—"media citizens"—to cover local news. The pros and cons were tossed around by panelists and audience members. As the phenomenon of "citizen journalist" has emerged since 2009, there has been sufficient time to study how well bloggers fill in for journalists. While many find that this new corps of engaged citizen can complement the work of professional reporters, it is no replacement for full-time, trained journalists devoted to covering any and all news.[14]

A ROLE FOR LIBRARIES

While I have been pondering that 2009 panel discussion at my local library, I have tried to find a role for libraries in this age of new media and the decline of local news coverage. Can libraries be part of the solution? And if so, how exactly?

It turns out that others have been thinking about this as well: libraries already have begun to get involved. It's old news, but not widely amplified that librarians and journalists are talking and learning from each other. Back in 2011, journalists and librarians convened at the "Beyond Books: News, Literacy, Democracy, and America's Libraries" conference. A panel at ALA on civic engagement was the outgrowth of the "Beyond Books" conference, and it was covered in an *American Libraries* article by Barbara Jones titled "Is the Line between Librarianship and Journalism Blurring?"[15]

Mahanoy City Public Library in Pennsylvania is the home base for one exciting new program. The library, the Community Reporting Alliance, and community members and foundations formed a partnership to launch *Coal Cracker*, a local newspaper written by elementary and high school students. The young participants study journalism, learn to take an interest in their communities, and foster some hometown pride on the side. Students research stories with the help of librarians, and they have lots of guidance and access to information.[16]

When a town in New Hampshire lost its local paper, the monthly coffee club at its library called for a suitable replacement. Michael Sullivan, director of Weare Public Library, stepped up to develop a newsletter with the help of students, staff, and some adults.[17] "Since March 2017, Sullivan's weekly paper has boosted attendance at town events and promoted student accomplishments," not to mention what the students have learned from the activity.[18] In Dallas, San Antonio, and Boston, libraries are making news by covering news.[19]

Clearly, there can be a role for libraries in local news. What else can libraries do? How can libraries be more proactive in searching out local issues of interest and concern, and offering explanations and opposing viewpoints with commentary for the local community? Libraries already have embarked on publishing ventures. Covering public affairs is an extension of the move to library publishing.

While public libraries may seem like the more natural choice for covering local news, academic libraries could be contenders too. They have access to experts and scholars in a variety of fields like political science, public administration, economics, sociology, criminology, and education. In addition to scholarly research that may never touch local citizens, could scholars, researchers, and their students devote time to providing informed commentary on local and state issues? This work seems well suited to library student engagement activity or library-initiated student service learning. Service learning and faculty-directed undergraduate research are both growing trends.

Library-led news initiatives would not have trouble finding things to write about, as there is no dearth of local and state issues. These issues might include land development, bond issues, tax policy, minimum wage in local communities, the introduction of more charter schools, the adoption of green technologies, or economic impact studies.

Rather than simply maintaining information in the depths of a database, making it available for those who specifically seek it out, could we spare a little web real estate to present information of interest to the community? There are a number of ways for libraries to do this. We could invite guest commenters to provide alternative voices, balanced opinion pieces, and opposing viewpoints. We could give web space to community questions about local and state public affairs. Librarians are, after all, uniquely qualified to research and provide answers in a public forum for a wide audience.

It is well within our abilities to provide researched and objectively presented information for the public. Can libraries go where local coverage ends or where there is no coverage at all? While so many websites distract with dizzying popup ads, can libraries provide unobstructed views on crucial issues? In a world increasingly losing access to local information that affects our quality of life and our wallets, can libraries produce the missing link? Libraries pride themselves on being trusted institutions, and faith in librarians as trusted sources is confirmed in surveys. According to a Pew Research survey, "Many Americans are interested in libraries offering a range of services—including those that help people improve their digital skills and learn how to determine what information is trustworthy."[20]

Furthermore, Abigail Geiger discovered,

> A large majority of Millennials (87%) say the library helps them find information that is trustworthy and reliable, compared with 74% of Baby Boomers (ages 52 to 70) who say the same. More than eight-in-ten Millennials (85%) credit libraries with helping them learn new things, compared with 72% of Boomers.[21]

At a time when libraries need to assert relevance, this seems like one ideal way to do that. Libraries should capitalize on this feeling of trust and use librarians' research skills and collaborative abilities to develop this niche area of service with widespread benefits for communities.

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Designing a Meaningful Reference and Instruction Internship

The MLIS Student Perspective

Tanner D. Lewey and Hannah Moody-Goo

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Many libraries offer graduate-student internships, and many librarians have written about them as the worthwhile opportunities they are. Less frequently do we hear about these valuable experiences from the perspective of interns themselves. In this column, interns Tanner Lewey and Hannah Moody-Goo share their insights about what makes for a solid reference and instruction internship. They recommend the inclusion of four straightforward components to make an internship experience meaningful, not only for the graduate student, but for all parties involved. Lewey and Moody-Goo also suggest that taking this approach can make for a lasting contribution to the LIS profession as a whole.—*Editor*

Students working toward a Masters in Library and Information Science (MLIS) degree are urged from the moment they begin their program to "get experience" in a library. MLIS students often get this experience through internships that come in a variety of shapes and sizes. In college and university libraries, internships serve as important introductions to the real world of academic librarianship and give students an opportunity to ground the theory of their reference and instruction education in a professional setting. If not mindfully designed and focused on the MLIS student, library internships can morph into something more closely resembling technical positions, with interns completing mounds of busy work while doing nothing to better themselves as future librarians. In this exploration, two current interns and MLIS students draw on their library internship experiences, against the backdrop of related literature, to suggest how academic libraries designing reference and instruction internships can best avoid this pitfall. For these authors, the ideal internship should be transformative and empowering for the MLIS student and, in turn, benefit all parties involved—intern, institution, library, librarians, and the LIS field as a whole. A meaningful instruction and outreach internship should have four key features: supportive mentorship, purposeful planning and training, simulation of an authentic professional position, and reflection and assessment.

BENEFITS FOR ALL

Internships will vary depending on a number of factors, but all library internships should strive to provide interns with a meaningful, transformative, and beneficial experience. Since internships provide on-the-job experience, students reap the most obvious benefits when the internships are

designed well. They can apply concepts and theories learned in MLIS coursework to day-to-day situations working in a library, developing a more in-depth and well-rounded understanding of the profession's expectations and conventions. Such exposure helps students plan their careers, network with library professionals, decide what types and areas of libraries best suit them, and define their professional goals. Interns also can showcase their strengths and work on their weaknesses, while analyzing problems and creating workable solutions in the type of supportive, non-threatening environment that Quarton deems the "heart" of the internship experience.[1]

If well-designed, an internship benefits more parties than just the students. Interns help complete library tasks and projects, including ones that otherwise may have remained on the back burner.[2] Interns can lessen the workload of librarians and other staff, allowing them to focus on more critical work. While this benefit is significant in the short-term, libraries must be careful not to let it become the centerpiece of the internship because such tasks do not allow interns to demonstrate their full potential or contribute their fresh, unique perspectives. The presence of interns also allows librarians to see their own jobs from the vantage point of a relative outsider familiar with the LIS field, and to stay updated on current LIS research and theory. Ultimately, investment in designing meaningful and transformative internship experiences with these four key features contributes to the improvement and sustainability of the profession.

SUPPORTIVE MENTORSHIP

For the intern to get the most out of the internship, and for the internship to be successful overall, a mentor should guide and support the intern. Mentoring gets to the heart of the internship experience, allowing the intern to practice and hone skills in a nonthreatening environment. Although the mentor technically also may be the intern's supervisor according to the library's organization chart, mentorship requires a slightly different mindset than supervisorship. The intern should be able to see the mentor as a supportive coach rather than as a reprimanding boss. In such an environment, it is okay for the intern to make mistakes or even fail. These instances can serve as teachable moments, not punishable offenses. Mentors must not assume they always know what is best—or that only one way exists—and be open to what the intern can teach them.

The role of the mentor should be evident from the start and should set the tone for the overall internship experience. Expectations and responsibilities should be clarified between mentor and intern, including the amount of hands-on and hands-off mentor involvement, whether they will collaborate on projects, and how frequently communication will occur. In the beginning, the pair should spend time getting to know each other both professionally and personally. The mentor should inquire about the intern's goals and objectives for this particular experience, as well as broader career aspirations, while the intern may like to hear how the mentor ended up in this career and position. This bonding will help the intern feel comfortable coming to the mentor later, particularly if challenges arise.

Good communication and support must continue throughout the internship experience. Librarians have busy schedules, but the mentorship role should be a priority. Mentors and interns can keep in touch via informal or formal check-ins and meetings, during which they gauge progress on projects and tasks, provide one another with constructive feedback, and formatively assess the value of assignments and their alignment with the intern's skills and interests. The mentor should be continuously on the lookout for teachable moments while not micromanaging the intern, who should be expected to work independently. Importantly, a mentor's job should not end when the internship does. Since internships serve as crucial steps toward MLIS students landing meaningful postgraduate jobs, mentors can provide them with valuable guidance and assistance with crafting application materials, offer interview tips, serve as a professional reference, or lend a sympathetic ear during job searches. Mentors may even go the extra mile both before and after the internship's conclusion and help interns find professional development or publishing opportunities.

PURPOSEFUL PLANNING AND TRAINING

In addition to establishing mentorship support, creating an internship position requires careful planning. This planning should include consideration of the institution's needs and goals, the knowledge and the skills required of both intern and supervisor, and decisions about logistics, such as weekly scheduling. The internship should be created with forethought, rather than by simply listing assorted tasks for the intern to complete. As defined by Bird, Chu, and Oguz, internships should "include experiences that are intentional so that students, LIS program faculty, and practitioners have a clear idea of their purpose, the process that will be used to achieve it, and the role of each participant."[3]

This intentionality should be an outgrowth of the internship's job posting. The description should clearly outline the library's goals for the internship, including knowledge and skill development and potential projects with learning outcomes. A clear and specific job posting can help guide the supervisor, the mentor, and the intern, once hired. Throughout this process, internship designers should communicate with library schools, who can help identify potential gaps in the internship posting. An internship also can help inform the school's curriculum, contributing to the education of current and future MLIS students. Building this type of relationship gives the institution the potential to recruit students as future interns, ensuring the program's sustainability.

The training that interns receive should be deliberate, beginning with a goals discussion between the internship

supervisor and the intern, to ensure that the library's goals align with the intern's learning objectives. Training should then be ongoing, with projects and tasks scaffolded in a way that allows learning to build onto itself. After an initial goals discussion, the supervisor should orient the intern to fundamentals, including information about the institution, the physical layout of the library, and the technology that will be used. Throughout the orientation, the supervisor should ensure that the intern has a basic understanding of library operations within the context of both the library's and the university's philosophy, mission, and strategic plan.

Preparation for this type of internship should include training on the specifics of reference and instruction. Before the intern's first solo reference shift, it is important to discuss reference desk policies and procedures and to establish clear expectations. The supervisor should next orient the intern to day-to-day duties at the desk, set up observation of librarians' reference shifts, and team up with the intern to conduct some reference interactions. A reference worksheet with a combination of common questions and more in-depth and difficult research questions also could be provided. Every reference interaction is different, so supervisors should allow the intern to build skills and develop a personal reference style. Interns should be allowed to make mistakes in reference interactions and be encouraged to reflect on what they would do differently and how they will learn from the experience. Instruction training is especially important for MLIS students because instruction experience, often required for full-time, academic librarian positions, is not provided in most MLIS programs. It should focus on presentation skills, curriculum development, and assessment—and on building relationships with faculty and students. Curriculum creation in particular gives the intern a chance to experiment with active learning and assessment techniques and to create and use various instruction tools, including LibGuides, presentation software, and online learning components.

SIMULATION OF AUTHENTIC, PROFESSIONAL POSITION

Once trained, the intern should be entrusted with responsibility comparable to that of someone in an actual, full-time librarian position. The intern should not be viewed or treated as a student employee but rather as a fellow LIS professional from whom other staff can learn. It is critical that interns be assured of their value as members of the library team. Even actions as simple as including them on the website's contact list of library faculty and staff, adding them to e-mail lists, or inviting them to staff meetings and social gatherings can make them feel respected, valued, and welcomed. Early on, the internship should include meetings with various library faculty and staff members—not just those the intern will see and work with regularly. Ideally, the intern also will be allowed to serve on at least one library committee. This opportunity gives interns a taste of academic library service, allows them to work on impactful team projects, and builds their professional network while providing the committees with a fresh set of eyes to help solve problems and improve library services.

Interns should not only be treated as an integral, respected part of the team, they also should be given responsibilities on par with those of full-time, academic librarians. While a real-world librarian position does come with regular, sometimes monotonous tasks, internships are condensed, concentrated experiences and, thus, should contain as many substantive experiences as possible. However, internship designers and supervisors should be careful not to overburden the intern; they should be realistic about the workload the intern can successfully manage within set hours. The "have to" tasks should not stand as the centerpiece of the internship, nor should assigned projects be primarily busy work or duties a librarian does not want or have time to do. All work done by interns should have a purpose; they should be able to see how their accomplishments fit into the big picture of the library and the university. Through meaningful endeavor, interns learn to work both independently and as part of a team. With a better understanding of the holistic library and its culture, they will be more motivated to produce high-quality work.

One of the most effective ways to simulate an authentic, professional librarian experience is to allow the intern to work on realistic and impactful projects. Ideally, this would include project planning, execution, and assessment—for example, a usability study of the library's research guides. This type of project would entrust the intern with significant responsibility while giving them a chance to learn from relevant, existing LIS literature, to create something new, and to have a profound impact on the library and its users. From the project's start, the intern sees the real stakes of the study and how the results may influence design and content decisions on research guides and the library website. Such an assignment not only can draw on the intern's prior knowledge and demonstrated skills but also can provide exposure to something new. Successful accomplishment of a well-designed, realistic project can help build both an intern's résumé and their self-confidence.

REFLECTION AND ASSESSMENT

If the library hopes to continue the internship program, overall assessment must be done. Mentors should encourage, or supervisors should require, interns to keep a journal during the internship to reflect on their experiences. These reflections should explore whether the internship met interns' goals, used their existing skills, highlighted their interests, and helped them develop new competencies that would be helpful as they embark on their careers. These reflections are important for the library's ability to assess the usefulness of the internship overall, including what elements worked well and how the experience

could be improved. Additionally, these reflections could breed program testimonials to attract future interns. The library and the internship supervisor should evaluate the program based on observation of the intern, the intern's feedback, how well the internship met the library's goals, and the four key features outlined here. Assessors should be able to answer the following questions:

- Did the institution design the internship with the student/intern as its focus?
- Did the institution clearly outline its goals for the internship in the creation of the job advertisement and later align those goals with those of the intern?
- Did the intern have an assigned mentor throughout the program who provided support as a kind of coach? Did the intern feel free to come to that mentor to discuss concerns, seek advice, and ask for feedback?
- Did the internship have sufficient, efficiently structured training, particularly in reference and instruction?
- Was the intern treated with respect by the library team?
- Was the intern given authentic, significant experiences, including projects, consistent with those of full-time, professional librarians?
- Was an effective plan for formative and summative assessment of the internship in place?

The assessment process will show the value of the internship for the intern, the library, library faculty, and library staff and will allow the program to continue to provide other MLIS students with highly sought library experience for their careers as academic librarians.

CONCLUSION

Library internships for MLIS students should aim to give students the most meaningful, transformative, and beneficial experience possible. Providing this kind of impactful and empowering internship begins with exemplary, intern-centered design. Such a plan for an academic library internship, especially one focused on instruction and outreach, should include the four key features of supportive mentorship, purposeful planning and training, simulation of an authentic and professional position, and reflection and assessment. If mindfully designed, the internship will be broadly beneficial: interns will walk away with the experience they are urged to get, and other members of the library staff will learn from the intern. Ultimately, well-designed internships can result in a more experienced and motivated pool of future librarians who can better contribute to the LIS profession as a whole.

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Workplace Diversity and Inclusion

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It is usually assumed that the Alert Collector column author has some expertise on the subject covered. This is especially true this issue for author Andrew R. Grissom's column on workpace diversity and inclusion. Grissom is an information professional at a nonprofit devoted to these issues. You could say he "lives and breathes" this topic. The column has something for all libraries, whether you are seeking to expand your circulating collections or offer an in-house collection of resources to help your library create or maintain an inclusive workplace.—*Editor*

The US Bureau of Labor Statistics estimates that ore than 38 million people will enter the labor force between 2016 and 2026.[1] Over this decade, the composition of the labor force will become older and more racially and ethnically diverse.[2] As these demographics shift, how will organizations treat individual differences, marginalized groups, and wide-ranging skills, and expertise? When these new workers enter their first jobs, will they experience inclusive cultures, in which everyone can bring their full selves to work and thrive?

Efforts to protect marginalized and minority groups from workplace discrimination go back decades: Title VII of the Civil Rights Act of 1964 established a federal law that prohibits employers from discriminating against employees because of race, color, religion, sex, and national origin.[3] More than fifty years later, despite progress, women and minorities remain underrepresented across the top decision-making levels in workplaces across the United States. Women account for almost half (48.9 percent) of the overall labor force,[4] but not even a quarter (20.2 percent) of board directors across Fortune 500 companies.[5] The situation is even worse for people of color: minority women and men represent only 14.4 percent of board directors.[6]

Now more than ever, diversity and inclusion are critical topics in workplaces around the world. The #MeToo and "Time's Up" movements are currently placing a spotlight on sexual harassment and abuse of power in many industries. Companies across the world are pursuing initiatives to combat biases and remove barriers that exclude underrepresented and marginalized groups from having a "seat at the table."

For libraries and the library profession, equality is critical to our professional identity and ethos. The American Library Association lists diversity as one of its eight key action areas and a fundamental value of the association.[7] Information

professionals are not only expected to support inclusive practices in the recruitment, hiring, and retention of diverse colleagues within the field but must also advocate for inclusion in the delivery of their day-to-day work, including how they approach customer service, collection development, programs, academic freedom, and diversity of thought.[8]

The following list assists in selecting works that raise awareness and prepare the next generation of professionals for some of the leading issues facing workplaces today—from the marginalization of women, racial/ethnic minority groups, people with disabilities, and other minority groups in the global workforce, to the current efforts of organizations to reduce exclusion and foster inclusion. This list also will support both the research needs of academic audiences and practitioners who encounter diversity-related issues in the course of their work (for example, resolving an instance of employment discrimination or developing a program to increase the representation of diverse groups within a workplace or industry). Finally, the resources below can facilitate internal efforts of a library staff or its parent organization in the recruitment, hiring, and retention of their own diverse workforce.

Workplace diversity and inclusion is a very broad topic that covers many themes (for example, inclusive cultures, leadership, discrimination, unconscious bias) and groups (for example, women, men, people of color, veterans, people with disabilities, LGBT professionals). This list is not exhaustive, and it is meant as a sampling of published resources. In addition to more traditional resources (books, journals, and magazines), the websites listed in the "Organizations" section offer additional research, programming, and facilitator expertise, which are helpful for organizations seeking to change cultural norms and open conversations on diversity issues.

REFERENCE BOOKS

Bendl, Regine, Inge Bleijenbergh, Elina Henttonen, and Albert J. Mills, eds. *The Oxford Handbook of Diversity in Organizations*. New York: Oxford University Press, 2015. ISBN: 9780199679805.

"What is diversity and what does it have to do with organizations?" This collection of academic research attempts to answer just that, providing a foundation of diversity management from the many multidisciplinary, intersectional, epistemological, and theoretical approaches to the field. The book's twenty-eight chapters are divided into six parts: theoretical pluralism, epistemological approaches, methodologies, diversity practices, intersectional approaches, and the future of the field. Bringing together prominent scholars from across the world, this handbook is a valuable addition to research collections. However, the highly theoretical nature of the book may be less accessible to non-scholarly audiences.

Gardenswartz, Lee, and Anita Rowe. *Managing Diversity: A Complete Desk Reference and Planning Guide*. Alexandria, VA: Society for Human Resource Management, 2010. ISBN: 9781586441562.

An ideal reference guide for senior leaders, supervisors, or anyone responsible for workforce diversity work, this book contains practical tools to implement diversity initiatives in any organization. Chock full of charts, assessments, activities, audits, and worksheets, *Managing Diversity* is an approachable "how-to" for creating a culture change and maximizing the efficiency of a diverse workforce. The third edition contains updated tips for managing global teams. Many of the training materials are included on the accompanying CD-ROM.

Kumra, Savita, Ruth Simpson, and Ronald J. Burke, eds. *The Oxford Handbook of Gender in Organizations*. New York: Oxford University Press, 2014. ISBN: 9780199658213.

This handbook offers a sampling of the broad range of research on contemporary issues relating to women's and men's experience at work. The introduction, written by the book's three editors, who are highly prolific in this field, provides a particularly useful overview of the major research areas and emerging topics in this space. The remaining twenty-four chapters are divided into four sections: "Theorizing Gender and Organizations," "Gender in Leadership and Management," "Gender and Careers," and "Masculinities in Organizations."

Roberson, Quinetta M., ed. *The Oxford Handbook of Diversity and Work*. Oxford Library of Psychology. New York: Oxford University Press, 2013. ISBN: 9780199736355.

As organizations become increasingly diverse, scholars across many disciplines continue to study the nature of this phenomenon, its meaning, consequences, and policy and practice implementations. This collection illuminates the breadth of this research from scholars across the globe, divided into eight parts to cover broad areas, including theories and conceptions of diversity, psychology, interactions and knowledge exchange, context, practices, and systems. The handbook ends with an overview of future directions for scholarly work in this space.

Scott, Craig R., and Laurie K. Lewis, eds. *The International Encyclopedia of Organizational Communication*. Hoboken, NJ: Wiley, 2017. ISBN: 9781118955604.

Awarded the 2017 Best Edited Book award by the Organizational Communication Division of the National Communication Association, this four-volume set is an authoritative source on the broad field of organizational communication. The volumes include several entries relating to workplace diversity, such as corporate social responsibility, disability, diversity, feminist approaches, gender and organizing, intergenerational communication in the workplace, queer approaches, race and organizing, and work-life balance.

BOOKS

Brislin, Richard. *Working with Cultural Differences: Dealing Effectively with Diversity in the Workplace*. Contributions in Psychology Series. Westport, CT: Praeger, 2008. ISBN: 9780313352829.

Intercultural interactions are becoming an increasingly common feature of many industries. Richard Breslin argues that workers are not only unprepared for such interactions, but they might actually need to reexamine and correct some of the cultural norms and assumptions formed in childhood. *Working with Cultural Differences* parses through cultural differences from a psychological perspective, covering such topics as individualism, silence, gender differences, power, status, criticism, and social norms, among others. This work is essential reading for students entering a global and diverse workforce, as well as for researchers and diversity professionals.

Burke, Ronald J., and Astrid M. Richardsen. *Women in Management Worldwide: Signs of Progress*. New York: Routledge, 2017. ISBN: 9781472462718, hardcover; 9781315546742, e-book.

The third edition in the Women in Management Worldwide series, *Signs of Progress* examines the state of women in the workforce, management and leadership, company initiatives, and legislation furthering women's advancement around the world. The editors organize the book to provide country profiles on these topics, providing statistical data in order to enable country-by-country comparison. The newest edition covers twenty countries (one more than the second edition) and includes a new regional focus on the Middle East. This is a valuable resource for those seeking a broad coverage of data on women's progress across the world. An ebook version is also available.

Davidson, Martin N. *The End of Diversity as We Know It: Why Diversity Efforts Fail and How Leveraging Difference Can Succeed*. San Franicsco: Berrett-Koehler, 2011. ISBN: 9781605093437.

Most diversity programs are flawed and not effectively aligned with strategic business needs, according to Martin N. Davidson, a business consultant and professor, associate dean, and chief diversity officer at the University of Virginia's Darden School of Business. Davidson's "Leveraging Difference" approach conceptualizes diversity in a new way: instead of an initiative handed down from human resources departments, difference becomes a core driver of business results and a competitive edge for the organization. *The End of Diversity as We Know It* is particularly insightful for leaders seeking to understand diversity in a new way and implement programs that transform their organizational culture.

Heppner, Rebekah S. *The Lost Leaders: How Corporate America Loses Women Leaders*. New York: Palgrave Macmillan, 2013. ISBN: 9781137356123.

Much has been written about the "push" factors leading women to leave organizations before reaching the top: from toxic, male-dominated workplace cultures to a lack of sponsors to harmful stereotypes of women as leaders. This book covers those push factors, but does so in a new way, letting women tell their stories in their own words. Heppner's ethnographic approach captures the experiences of ten women leaders, all of whom were highly successful in their organizations but left just before reaching their full potential. The book is organized in themes, covering each push factor and the examples from women who have experienced them. This storytelling format is engaging and accessible for anyone looking for an overview of gender dynamics in American workplaces.

Herring, Cedric, and Loren Henderson. *Diversity in Organizations: A Critical Examination*. New York: Routledge, 2014. ISBN: 9780415742511.

Diversity in Organizations is written primarily for professionals seeking to establish or develop diversity programs and initiatives in their workplaces. The authors present the business case for diversity—that is, that a diverse workforce has real, measurable benefits for the bottom line and makes a business more competitive than its peers. The book covers diversity's impact on financial performance, productivity, and talent management, as well as best practices in managing diversity initiatives.

Karsten, Margaret Foegen, ed. *Gender, Race, and Ethnicity in the Workplace: Issues and Challenges for Today's Organizations*. Westport, CT: Praeger, 2006. ISBN: 9780275988029.

This three-volume set is a broad overview of the challenges facing women and ethnic/racial minorities, the causes of workplace inequality, and the strategies for organizations and individuals to achieve equality and inclusion. *Volume 1: Management, Gender, and Ethnicity in the United States* gives an overall cause-and-effect picture of workplace inequality, using both theoretical and empirical, statistics-based analyses (though the statistics are somewhat outdated). *Volume 2: Legal, Psychological, and Power Issues Affecting Women and Minorities in Business* focuses on affirmative action, discrimination, stereotypes, sexual harassment, and other issues affecting the legal, social, and psychological treatment of employees based on gender, race, and ethnicity. *Volume 3: Organizational Practices and Individual Strategies for Women and Minorities* lays out strategies for combating discrimination, from interpersonal communication techniques to formal diversity programs. Authors from business and academia provide contributions to these volumes, lending its value to audiences in both areas.

Liswood, Laura A. *The Loudest Duck: Moving beyond Diversity While Embracing Differences to Achieve Success at Work*. Hoboken, NJ: Wiley, 2009. ISBN: 9780470485842.

Why do organizational approaches to diversity often fail to deliver their intended results? Laura A. Liswood's *The Loudest Duck* answers this question in a very approachable style, full of theoretical knowledge, anecdotes, and practical solutions.

Liswood is the secretary general of the Council of Women Leaders and a nationally recognized speaker on topics relating to diversity and leadership. "The loudest duck gets shot" is a popular Chinese saying, which contrasts to the American line "the squeaky wheel gets the grease." According to Liswood, understanding another's viewpoint and cultural norms is essential in creating a more effective, inclusive workplace.

Mor-Barak, Michàlle E. *Managing Diversity: Toward a Globally Inclusive Workplace,* 4th edition. Thousand Oaks, CA: SAGE Publications, 2017. ISBN: 9781483386126.

A recipient of numerous awards—including *CHOICE Magazine*'s Outstanding Academic Title and the Academy of Management's George R. Terry Book Award for "outstanding contribution to the advancement of management knowledge"—this volume is a thorough resource on global diversity management for both practitioners and academic researchers. Mor-Barak frames inclusion as the key to driving effective diversity management across organizations, and she covers diversity management not just in terms of corporate programs but also through the lens of international laws, policies, education, and economics. This most recent edition includes updated statistics, legislation, and research, as well as two new chapters: one on inclusive leadership and one on actionable steps for creating inclusive workplaces.

Sandberg, Sheryl. *Lean In: Women, Work, and the Will to Lead*. New York: Knopf, 2013. ISBN: 9780385349949.

Sheryl Sandberg's book *Lean In* topped the *New York Times* and Amazon best-seller lists upon its release in 2013. Sandberg, the chief operating officer of Facebook and one of *Fortune*'s Most Powerful Women of 2017, weaves together powerful research on the gender gap in business leadership with her personal experiences with gender bias throughout her career. The depth of research in this book makes it an especially essential and engaging read for those new to the topic. Sandberg encourages businesses to change the culture regarding gender and leadership, and for women to "lean in" at work. The nonprofit organization LeanIn.org was launched as an extension of the advice given in this book, and its annual "Women in the Workplace" study reports on the representation and barriers faced by women in corporate America.

Thomas, Kecia M. *Diversity Dynamics in the Workplace*. Belmont, CA: Wadsworth, 2005. ISBN: 9780155069206.

Kecia M. Thomas's book is a concise introduction to workplace diversity, particularly in its explanation of the topic under the umbrella of organizational psychology research and its social, psychological, historical, and legal context in American workplaces today. Thomas organizes the book by key theme: recruitment and attraction; diversity and public policy; socialization; career development; the impact of diversity on group dynamics and outcomes; conflict, justice, and privilege; workplace stressors; developing multicultural leaders; and diversity orientations for organizations and individuals. Some of the statistics included in the book are slightly outdated due to the publication date (2005), but the coverage of major topics, historical landmarks, and major organizations relating to workplace diversity make this a vital resource for readers looking for an introduction to this topic.

Williams, Joan C., and Rachel Dempsey. *What Works for Women at Work: Four Patterns Working Women Need to Know*. New York: New York University Press, 2018. ISBN: 9781479835454, hardcover; 9781479814312, paperback.

Like *Lean In*, this book blends research on the current climate for women in the workforce with practical advice on how to navigate it. Joan C. Williams (professor at the University of California, Hastings College of Law and the founding director of the Center for WorkLife Law) teams up with her daughter Rachel Dempsey to reveal insights from their work as well as findings from 127 interviews with women across various demographics and occupations. The authors use anecdotal evidence from the interviews to suggest strategies for professional women, while acknowledging that each approach is not applicable for all women. Originally published in 2014, the 2018 edition offers a new preface written by Williams, and a workbook is available for a separate purchase.

SCHOLARLY JOURNALS

Gender in Management: An International Journal. Bingley, UK: Emerald Insight, 1985–. Eight times/yr. ISSN: 1754-2413.

Gender in Management: An International Journal is a peer-reviewed publication that releases research, practices, and current trends in the broad field of gender in leadership and management. The journal covers many topics, including management and leadership styles, sexual harassment, discrimination, stereotypes, legal issues, and work-life balance. It is indexed in several proprietary databases, including Scopus and Studies on Women Abstracts.

Gender, Work, and Organization. Keele, UK: Wiley-Blackwell, 1994–. Bi-monthly. ISSN: 0968-6673, 1468-0432.

Gender, Work, and Organization, established in 1994, was the first academic journal dedicated to research on the analysis of gender and organizations. A peer-reviewed publication, new issues are released on a bimonthly basis. In addition to core research papers (either theory-driven or empirical in scope), the journal also produces book reviews for emerging books to its central topic. An open-access option is available for authors. *Gender, Work, and Organization* is indexed in several major proprietary databases, including ABI/INFORM Collection, Gender Studies Collection, ProQuest Central, and PsycINFO/Psychological Abstracts.

Journal of Organizational Behavior. Oxford, UK: Wiley-Blackwell, 1980–. Eight times/yr. ISSN: 0894-3796, 1099-1379.

The *Journal of Organizational Behavior* is a peer-reviewed scholarly journal published by Wiley-Blackwell eight times

a year. The journal offers research on all aspects of organizational behavior, including the topics of diversity, equal opportunity, organizational culture and climate, absenteeism and turnover, and work-life balance. The publisher offers an open-access option for authors. The *Journal of Organizational Behavior* is indexed in several major proprietary databases, including ABI/INFORM Collection, ProQuest Central, and PsycINFO/Psychological Abstracts.

MAGAZINES

DiversityInc (http://www.diversityinc.com/)

DiversityInc is a popular online publication, providing news and articles on issues relating to corporate diversity. The *DiversityInc* Top 50 Companies for Diversity list ranks corporations based on performance in four areas: talent pipeline, talent development, leadership accountability, and supplier diversity. Visitors can browse profiles on each company in the top fifty and read about their diversity practices and rankings on more specific DiversityInc lists. While this website is free for access, DiversityInc also maintains a separate subscription-based website.

Profiles in Diversity Journal (http://www.diversityjournal.com/)

Profiles in Diversity Journal is a magazine highlighting leaders and best practices in advancing diversity and inclusion across corporate, nonprofit, government, military, and higher education sectors. Previously published on a monthly basis, the magazine now releases new issues three to four times per year (for each season). Feature articles cover major news on inclusive workplaces and the various dimensions of diversity (for example, women, veterans, LGBT). The magazine produces profiles and lists of major CEOs and minority leaders across organizations. Three awards are announced each year: Innovations, Diversity Leader, and Women Worth Watching. The website lists offerings for print subscription.

ORGANIZATIONS

20-first (https://20-first.com/)

While primarily a consulting organization, 20-first also provides research and strategies for building gender-balanced businesses. Under the "thinking" heading on the website, viewers can find a list of books, reports, articles, and videos. 20-first also produces a Global Gender Balance Scorecard series, examining the gender balance of executive committees in top companies, separated out by country and industry.

American Association of University Women (https://www.aauw.org/)

Founded in 1881, the American Association of University Women (AAUW) aims to advance "equity for women and girls through advocacy, education, philanthropy, and research." Of particular interest are AAUW's research materials, including a report on the gender pay gap (updated twice each year), barriers and biases faced by women in leadership, women's participation in STEM fields, sexual harassment, and more. AAUW members enjoy access to leadership trainings and salary negotiation workshops.

Catalyst (http://www.catalyst.org/)

Founded in 1962, Catalyst is a global nonprofit organization that partners with companies to "help build workplaces that work for women." Catalyst offers research, practical solutions, and tools to its network of more than eight hundred Catalyst Supporter organizations. The organization's research reports, covering many aspects of women and workplace inclusion, are available for free on its website. Some material, including webinars and tools, are only accessible for Catalyst Supporter companies. Catalyst's Information Center (winner of the 2011 Special Libraries Association's Centers of Excellence Award) provides several essential products, including statistical fact sheets on topics relating to women and work ("Quick Takes"), infographics displaying the representation of women in various US industries ("Pyramids"), and a collection of resources offering career-related support ("My Career Toolkit").

Diversity Best Practices (https://www.diversitybestpractices.com/)

Diversity Best Practices is a forum for leaders to share best practices and leading-edge solutions for developing inclusive workplace cultures. Website visitors can browse research based on topic: examples include metrics and assessment, unconscious bias, communications, and sponsorship/mentorship. The organization offers excellent primers covering all aspects of diversity program management—Diversity Primer (2009), Global Diversity Primer (2015), and HR Executive Diversity Primer (2016)—but these are only available to corporate members.

Employer Assistance and Resource Network on Disability Inclusion (http://www.askearn.org)

The Employer Assistance and Resource Network on Disability Inclusion (EARN) offers tools and resources to assist employers in building inclusive workplaces for employees with disabilities. From the EARN website, visitors can access free webinars, toolkits (organized by type of employer), a workforce recruitment program, and a list of resources for job seekers. The website also offers straightforward information on many topics relating to disability inclusion, such as recruitment and hiring, retention and advancement, laws and regulation, and accessibility. EARN's e-newsletter keeps readers up-to-date on all of the latest news and emerging best practices in this area.

Human Rights Campaign (http://www.hrc.org/explore/topic/workplace)

Human Rights Campaign is a national civil rights advocacy group for the LGBT community in the United States. The organization's list of workplace resources includes the Corporate Equality Index, a report benchmarking LGBT-related policies and practices across corporations; the webinar series "Forward: What's New in LGBT Workplace Inclusion"; and a guide for collecting data on gender, gender identity, and sexual orientation.

The Society for Human Resource Management (https://shrm.org)

The Society for Human Resource Management (SHRM) is the world's largest professional organization in the human resources field, providing an enormous amount of resources on all aspects relating to HR. The SHRM website offers many resources relating to workplace diversity and inclusion, though some may be available only to subscribers. The "Introduction to the Human Resources Discipline of Diversity" toolkit is a good place to start, as it gives an overview of the topic and links to additional, more specific SHRM tools throughout the text.

White Men as Full Diversity Partners (https://wmfdp.com/)

Diversity conversations often exclude the group with the most power and leverage to change organizational cultures: white men. The founders of White Men as Full Diversity Partners (WMFDP) recognized this and established a nonprofit organization to bring white men into the dialogue. The organization offers learning labs and summits to address racism, sexism, and homophobia in workplaces. The most popular is the White Men's Caucus, a retreat for white men that confronts the "white male culture" that drives unconscious bias and exclusion in the workplace. The WMFDP website provides information about these learning programs, as well as a list of articles, research studies, and videos on engaging men in diversity initiatives.

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Gender, Sexuality, and Identity in Fiction

Suggesting New Titles to Make All Readers Feel Like They Belong

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> *Epochs of transition keep us on the alert. They ask us to keep our eyes open upon the distant horizons, our minds listening to seize every indication that can enlighten us: reading, reflection, searching, must never stop; the mind must keep flexible in order to lose nothing, to acquire any knowledge that can aid our mission. . . . Immobility and arrested development bring decadence; a beauty, fully unfolded, is ready to perish. So, let us not rest on our beautiful past.*
>
> —Janet Erskine Stuart, RSCJ, 1914

The above quote from Janet Erskine Stuart of the Society of the Sacred Heart, fondly referred to as Mother Stuart, was written in 1914, at a time when the world was in turmoil. A religious congregation that has included many remarkable and forward-thinking women, the Society has a reputation for persevering and growing stronger during times of change. Born out of the French Revolution, the society was formed in France to educate children in a time when a new world was emerging. Education endures as a core value of the Society—and most importantly, the concept of educating the whole person. Indeed, the goals that guide the Society of the Sacred Heart include a deep respect for intellectual values, social awareness, and personal growth in an atmosphere of wise freedom.

Libraries share many of the same qualities as this remarkable Society of educators and persons of faith. At our core, librarians seek to educate and inform communities, social action groups, children, parents, and all other groups and individuals in our society. And we do so in a profession that is both forward-looking and steeped in values and traditions. We don't seek to change what librarianship is and the freedoms and values we represent, but we do seek to put the best resources and books into the right hands, helping to open intellectual doors for our patrons. Readers' services is a crucial part of this mission, providing a richness in readers' lives by equipping them with books that educate and entertain, as often answering questions as providing solitude, comfort, and companionship.

For those of us who work with school-age populations, gender and identity are subjects of great interest for our patrons, and are an area where we librarians can make a significant impact. The children and teenagers who come into our libraries are exploring what gender, sexuality, and identity mean to them personally, to their social groups, and to society at large. I see this in my own work at the Sacred Heart School of Halifax. I am the sole librarian for a co-ed elementary school and a senior school with two divisions: an all-boys school and an all-girls school. Indeed, as one of

a handful of shared, co-ed spaces in the school, the library itself is an important site for students to think about gender. It should come as no surprise, then, that when our library staff began to build a gender and identity collection, it took on a larger purpose than just being a perfunctory effort to show that our school values and promotes gender equity and individuality. Indeed, the books needed to be accessible and readable and needed to appeal to young teens, young adults on their way to university, and parents and faculty. With limited physical space and funds, we worked hard to identify what books would hold an enduring appeal and whether we should take risks with suggestions, pushing the comfort of some of the students and community.

WHERE TO BEGIN

Whether working in a public library or school library, many librarians have been growing our gender and identity collections. Some of us may be building a collection from scratch, others adding to an already strong collection of resources. But the struggles are the same. Which books work for our community of readers? Do some support an unhealthy ideology or perspective? Are the voices in the books antagonistic or likeable? Which books will attract readers, and will they appeal to readers based on the display, cover art, or "word of mouth" recommendations? And finally, how can we conscientiously fulfill our responsibility to decide which publications are "best" in this often-controversial subject area?

This last question is what makes developing a gender and identity collection more challenging than developing other interest areas in the library. Identity is a deeply personal subject, and one that touches on culture, heritage, and religion. There are many interests to consider. Keeping in mind my school's deep-rooted Catholic heritage as well as our mission to educate a community toward a social awareness that impels us to action, I knew the gender and identity collection couldn't simply reflect pop culture and couldn't fail to provide a well-rounded balance of perspectives. This is no different than in most communities, where there might be a strong cultural or immigrant population or other targeted demographic description. What works for one library might not be a suitable collection for another. Even with my knowledge of my own community of readers, I was still faced with these challenges: Where to start? How do I go about finding books to purchase and, ultimately, suggest to my reading community?

This is where readers' services and collection development tend to overlap. For many of us, it may not be possible to completely separate the need to understand a gender identity *collection* from readers' services. Working on the collection development side lets us learn what the collection is about and get to know the intentional motives or lack thereof behind the purchase of books that fall into this wide-open and loosely bounded genre.

With this in mind, librarians who are building these collections should have a specific idea of what the collection looks like prior to purchasing. Who will be reading these books? Your readers' services team will be having conversations with teens and adults seeking suggestions for this topic—what is their comfort level with this? Will you train your team members to be conversant with all of the current terms associated with gender and identity? How will this collection be displayed, and what, if any, challenges might be faced with any collection of this nature? These are all good questions to ask when training readers' advisors in this area, as well as building, or adding to, a collection.

INCLUSION AND SCOPE

In seeking a well-rounded collection, I kept in mind that the books had to avoid inspiring a feeling of one-sidedness. It goes against our mission to promote a single-minded opinion or collect books that were obvious in promoting one view. As I researched what books to include, the collection began to take shape within a larger definition than I first set out with. Rather than centering on books written only by LGBTQ authors or on LGBTQ themes, the collection evolved into one exploring body image, definitions of gender, stereotypes, and drama around fitting in—particularly teen drama. It also included key titles on mental health. Rather than targeting a specific idea, the collection became organic.

Granted, this works well in a small library with a small community, but it can be massaged to build a strong, unified collection throughout larger library systems. Essential to the optics and marketing of this collection was that none of these topics were exclusive or without relation to another topic. Indeed, creating an all-encompassing collection allowed some of our teen community members to experience an "ah ha" moment when they connected the emotional toll or social structure depicted in the books to what they themselves experience.

In the library catalogue, a new genre heading, "Gender and Identity," was established so that teens or faculty could retrieve the entire collection in one search. Determining the proper genre title or "label" to attach to this collection, especially considering how wide-ranging it became, was not an easy task. In the end, some of the teens helped choose the collection name. While no single label can be all inclusive, the more socially active students felt that "Gender and Identity" represented something tangible and embodied an awareness they wanted to see achieved, and the more conservative students didn't find it too aggressive and would not be too uncomfortable if their parents saw them searching it.

A SENSE OF PURPOSE

Cover art and specific editions were a consideration when building this collection. Our end goal was to find accessible

titles and topics that reach out to a teen community ranging from sheltered and conservative, to awkward, to socially active and politically driven! And, through it all, the books must include covers that the majority of students feel comfortable being seen reading. Indeed, when suggesting books, I often found that the cover had a significant impact on the reader's perception of the book.

Whether you work in a small library, special library, or large public library, the demand for this collection and the information it provides is growing. It's also an opportunity for conversations. Frequently, there are groups of teens gathered in the library talking about these books, and recommending others that they are reading. These are enriching conversations for a librarian or readers' services team member to be part of.

SUGGESTIONS FOR GETTING STARTED

While some readers' advisors have a wealth of knowledge regarding books that focus on gender, identity, or individualism, many others are not interested in or comfortable with this genre, or conversations around it. No matter the comfort level, it's important for us to recognize that our interactions with readers might be emotionally charged, with some approaching us to eagerly read everything we have, while others are hesitant but curious to explore topics on sexuality, gender, and identity. This is where it is helpful to explore the variety of books available in your collections. From a YA perspective, many teens feel more comfortable exploring this topic through fiction—where fictional characters are relatable and fall outside the *stereotypical* protagonist of YA novels. (Indeed, our gender and identity collection is primarily fiction, although some narrative nonfiction titles were selected as well.) Chatting to teens about fictional plots that resonate with them—not fitting in, feeling like they are on the fringe, experiencing the freedom or awkwardness of being different, and so on—makes conversations flow that might not necessarily happen when discussing real events or people. That becomes too personal. Observing readers' body language and the words they choose when seeking suggestions in this type of collection is essential.

In an effort to share some of the titles that have held an increasing level of appeal to school libraries, as well as public libraries, I've included an appendix that lists well-known and lesser-known books that provide a well-rounded selection for suggestions. Becoming familiar with a handful of titles that address a variety of topics in gender, sexuality, and identity will help support readers' services and create an introductory base for starting that first conversation. One author to point out is David Levithan. A well-known advocate for the LGBTQ community, his books are unique and well-written, and covers a wealth of gender and mental health topics from diverse perspectives. He is definitely an author to keep in your readers' advisory service pocket.

While librarianship is considered one of the most traditional professions, we are leaders in our communities when providing social services and introducing new, innovative, or controversial topics. Like Mother Stuart of the Society of the Sacred Heart, we need to keep our eyes on the horizon, so that our readers can keep informed, work to better the whole person, and access literature that informs and provides pleasure. We need to continue to seek titles that let our readers relate to a protagonist or feel an emotional tug, escape, or captivation in a story. For this, we can look at least in part to fictional books with transgender characters, gay romance, obesity, and mental illness: the growth in popularity and frequency of production of these books show that they are filling a gap and attracting new readers. In the future, suggesting books that center around gender, sexuality, and identity might not feel so controversial or emotional. In the meantime, we as readers' advisors will continue to find new books, themes, and genres that speak to our readers. Our readers will continue to impact and inform our knowledge base while we enter into conversations that make all community members feel a sense of belonging.

APPENDIX. SURE BET GENDER AND IDENTITY TITLES

Been Here All Along by Sandy Hall
Beyond Magenta: Transgender Teens Speak Out by Susan Kucklin
Boy Meets Boy by David Levithan
Breakfast on Pluto by Patrick McCabe
Dumplin' by Julie Murphy
Every Day by David Levithan
The Gentleman's Guide to Vice and Virtue by Mackenzi Lee
George by Alex Gino
Girl Mans Up by M-E Girard
The Hate U Give by Angie Thomas
Holding Still for as Long as Possible by Zoe Whittall
If I Was Your Girl by Meredith Russo
Impulse by Ellen Hopkins
Indigenous Men and Masculinities: Legacies, Identities, Regeneration edited by Robert Alexander Innes and Kim Anderson
It's Kind of a Funny Story by Ned Vizzini
The List by Siobhan Vivian
Mezcalero by T. E. Wilson
Openly Straight by Bill Konigsberg
Rethinking Normal: A Memoir in Transition by Katie Rain Hill
A Safe Girl to Love by Casey Plett
Some Assembly Required: The Not-So-Secret Life of a Transgender Teen by Arin Andrews
Simon vs. The Homo Sapiens Agenda by Becky Albertalli
Thirteen Reasons Why by Jay Asher

An Interview with Mark Aaron Polger, Editor of *Marketing Libraries Journal*

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Mark Aaron Polger is the First Year Outreach Librarian at the College of Staten Island, City University of New York (CUNY), where his responsibilities include promoting library services and resources as well as providing instruction to first year students. Polger is also an Information Literacy Instructor at ASA College. His research interests include library marketing, outreach, and user experience design. He is active in LLAMA as the chair of the PR XChange Committee as well as the co-chair of the Annual PR XChange Awards Competition. Regionally, he is an active executive board member of ACRL/NY (Association of College and Research Libraries, Greater Metropolitan New York Area), where he serves on the planning committee of the annual symposium and co-chairs the User Experience Discussion Group. Locally, he co-chairs meetings in New York City for ACRL National's Library Marketing and Outreach Interest Group. He is also a member of the planning committee of the annual Library Marketing and Communications Conference (LMCC). He is co-chair of the LACUNY (Library Association of the CUNY) Library Marketing and Outreach Roundtable Discussion Group.

Currently, Polger is the founder and editor-in-chief of the new open-access, peer-reviewed *Marketing Libraries Journal*, which was launched in fall 2017.

Originally from Montreal, Canada, Polger holds a BA in Sociology from Concordia University (1999), an MLIS from the University of Western Ontario (2000), an MA in Sociology from University of Waterloo (2004), and a BEd in Adult Education from Brock University (2009). He is currently a third-year PhD student in the Curriculum, Instruction, and the Science of Learning Program at SUNY University at Buffalo. He moved to New York City in 2008.

The first issue of *Marketing Libraries Journal* was published in fall 2017. We wanted to ask Mark about his inspiration to create this new publication.—*Editors*

Q: What made you want to create *Marketing Libraries Journal*? What type of niche do you hope it will fill?

In my years of conducting academic research on the marketing of libraries, I could not locate a specific academic journal that is solely devoted to library marketing. I thought to myself, "Hey, I could develop an open-access scholarly journal with the help of many like-minded volunteers." It took several years of thinking and planning, and then in January 2017 I launched the journal. My hope is to have a

venue where authors can contribute to the scholarship of library marketing, and this journal will provide a free platform for librarians and library marketing professionals of all libraries across the United States and beyond.

Q: What got you interested in the marketing and promotional aspects of library work?

I graduated library school in the summer of 2000, and my first library job was in 2001 as a children's librarian. I was responsible for stepping outside the library to "pitch" the summer reading program in my city at the time (Toronto, Canada). I realized that visiting high schools, daycare centers, and community centers provided me with great outreach experience. I was also charged with creating promotional materials to get more children involved. Children's librarians across the entire Toronto Public Library System were charged with promoting the summer reading program, but this provided great experience for me. Later in my career, when I was a medical librarian in a hospital, I was charged with creating a mini marketing campaign where my goal was to increase the number of instructional sessions amongst physicians and clinical staff. With a laptop on a cart, a simple marketing message (Information Takeout and Delivery), and built-in assessment, our goal was to take library instruction services outside the medical library and into the clinical units. Within a year, our instruction sessions had doubled and there was increased awareness of library services and resources at my local hospital. I realized that for many public service librarians, marketing duties might be part of the job. *Marketing* is not a bad word, even though so many of us associate it with dishonest advertising executives or car salesmen. Marketing the library represents a very important part of raising the profile of the library facility, its services, and its resources.

Q: Can you describe the process of getting a new journal off the ground?

The first thing I did was create a mission statement that would outline the scope of the journal. I looked at other academic journals and the scope of topics published. There were some academic journals that published articles that related to the marketing of libraries, but there was no journal solely devoted to it. There was *Marketing Library Services* (*MLS*), but that was more like a trade publication rather than an academic journal. *MLS* is also subscription-based, and I wanted this journal to be completely free for readers and authors. I decided to register the name marketinglibraries.org and name the journal *Marketing Libraries Journal* (*MLJ*)—simple and straightforward. I registered a temporary ISSN and I sent a call for volunteers to serve on the editorial board. I was seeking both column editors for different topic columns and a diverse collection of peer reviewers. I decided that the journal would publish both scholarly articles that would undergo a double-blind review process and other articles that would undergo a less rigorous editorial review process.

Q: What kinds of difficult decisions did you have to make in the process of creating a new journal?

I wanted the journal to be distinct and different from *Marketing Library Services*. I decided *not* to include book reviews since I wanted to focus on reviewing technology tools and websites, as opposed to reviewing books. I also wanted there to be more columns that were *not* peer reviewed, as it would provide the reader with more practical pieces. I also wanted the journal to be exclusively online and completely open access to both the reader and author. There are no author processing fees and the author retains copyright. They are permitted to post their completed articles on their personal websites and in academic digital repositories.

Q: What lessons have you learned in that process?

I have learned the art of patience. Author submissions take time and readership takes time. I have learned that it takes time for a journal to take off and that some authors are hesitant to submit their manuscripts to an open-access journal. I have also learned how to be a project manager to coordinate the processes with a team of more than forty people. This is a fairly new skill of mine since I have never managed people before.

Q: Why did you decide to make it an open-access journal?

I believe that scholarship should be made available for anyone to read and share. It is so easy to set up a website, and as an author of academic articles, I want my scholarship to be available to other scholars. It bothers me when my article has been accepted for publication and I must "give up" my copyright. Very often, I do not have free access to read the very article I submitted, based on my free labor.

Q: How have you recruited editors, board members, peer reviewers, and authors?

I posted a call for volunteers on many library listservs. The library marketing community is pretty small. There are a few listservs, and one major annual conference (Library Marketing and Communications Conference); there is also a sub-group of the American Library Association called Library Leadership and Management Association (LLAMA), as well as two major library marketing award competitions. I am fortunate that I know many library marketing professionals so I had no trouble "spreading the word."

Q: What type of readership did your first issue receive?

I'm just analyzing readership right now but I think half of my readership would be from public and half from academic libraries.

Q: How many submissions did you receive for your first issue? What was your acceptance rate?

We received more than thirty submissions for our first issue. We received about five scholarly submissions, and based on our panel of peer reviewers, we accepted one "scholarly" manuscript for the first issue and six "practical" manuscripts for our columns.

Q: What kind of articles were in the first issue?

Our first issue contained a diverse collection of manuscripts. Our feature article focused on an analysis of the marketing education curriculum in LIS programs in Canada and the United States. Other articles focused on tools used for marketing (Canva), reflecting on the creative process for library branding, best practices for video marketing, internal marketing, using art in libraries to engage your audience, and awareness campaigns for library foundations.

Q: What kind of articles would you like to see more of in the second issue?

For the next issue, I would like to see more articles about marketing campaigns and best practices for libraries with low (or no) marketing budgets. I hope to see articles that discuss assessment and return on investment (ROI), as well as strength-weakness-opportunity-threat (SWOT) analyses.

Q: What is your ultimate goal for this journal?

My ultimate goal for this journal is for authors to share their "highs" and "lows" and "lessons learned." I hope that readers can be inspired to try these marketing initiatives in their own libraries. I also hope to get articles from all types of libraries from around the world.

Q: If you had to do it again, would you still want to start a new journal?

Yes, this past year has been busy but a great learning experience for me. The editorial board, reviewers, communication officers, and production team of copyeditors and layout editors have been so supportive and collegial. I have been very fortunate that I have received so much help, advice, and guidance during this past year. I hope the second issue will be as easy as the first.

Thanks Mark! If you'd like to check out *Marketing Libraries Journal*, either as a reader or a potential author, it can be found at http://journal.marketinglibraries.org/.

Library, Library, Make Me a Match

Impact of Form-Based Readers' Advisory on Academic Library Use and Student Leisure Reading

Kaia Sievert, Amber Fick, Becky Adamski, Ashley Merrill, and Danika LeMay

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Staff from the Access and Information Services (AIS) department at the University of Minnesota Libraries developed several readers' advisory services to promote student engagement. One project was a Book Matchmaking service, for which users completed a web form and were given reading suggestions owned by the libraries. A brief survey was distributed to users of the service during the fall of 2016 to assess impact. The resulting data made a strong argument for further readers' advisory activities in academic libraries, as libraries and users benefit equally. Participating in the service encouraged positive engagement with the library and encouraged leisure reading.

In February 2015, a form-based readers' advisory service called Book Matchmaking was launched by a group of five staff members in the Access and Information Services (AIS) department at the University of Minnesota (U of M) Libraries. The service was intended to help library staff engage with users by learning about and encouraging their leisure reading habits and interests. Upon completing a simple online form on reading habits, participants from the university community received customized reading suggestions based on their responses. All offered reading suggestions were available for check out or as an e-book through the University Libraries, allowing the Libraries to highlight more recreational or "fun" materials available in our collections.

The Book Matchmaking service was promoted across multiple platforms within the Libraries and the university, such as the Libraries' homepage, social media accounts, and departmental and campus listservs. The U of M Libraries Book Matchmakers have received positive feedback from users expressing their appreciation for the service and for book suggestions. As of June 2017, more than seven hundred requests had been made, with several users returning to the form for additional customized reading suggestions.

We decided to take the data gathered from the service and complement it by conducting a survey of users of the service to assess its impact. As the data show, activities like the Book Matchmaking service encouraged users to interact with their campus libraries and had a positive impact on the higher education experience. We hope to share how the project worked and what we discovered to open a dialogue and encourage similar projects at other libraries.

LITERATURE REVIEW

History of Leisure Reading and Readers' Advisory in Academic Libraries

Academic libraries have a history of promoting reading for pleasure. In the 1920s and 1930s, promoting leisure reading was seen as an important role for the academic librarian, as evidenced by an increase in research on student reading practices in the 1930s and 1940s.[1] The golden era of readers' advisory in academic libraries was best captured by the browsing room and the residence hall library—collections of fiction and nonfiction works carefully curated by librarians to encourage students to read outside of their course syllabi, and put together in cozy library rooms with a readers' advisory desk staffed by a professional librarian or in an "open-access" collection inside residence halls.[2]

However, by the late 1940s and 1950s, interest in academic libraries promoting leisure reading began to decline due to increasing demands on budget and librarians' time and a focus on supporting classes and departments, among other reasons.[3] By the 1970s, readers' advisory was on the decline, with limited attention given to the topic in library schools.[4] In 1976, a survey was sent to all libraries that had reported having a residence hall library. Of the twenty-one libraries contacted, only twelve were still in operation and many reported closing due to lack of student interest, funding, and staffing, and to the loss of materials.[5] In 1993, Janelle M. Zauha reported that while browsing rooms still existed in academic libraries, they were underfunded, unstaffed, rarely promoted, and often in hard-to-find locations.[6]

Interest in readers' advisory also decreased in public libraries during the mid-1900s. However, starting in the 1980s, particularly with the publication of guides such as Betty Rosenberg's *Genreflecting* and Joyce Saricks's *Readers' Advisory Service in the Public Library*, interest in promoting leisure reading experienced a renaissance in public libraries.[7] While this renaissance in the 1980s and 1990s largely missed academic libraries, interest in the topic began to grow within professional literature during the early 2000s. We suggest this was perhaps motivated in part by three rather dire reports on literary reading habits among Americans released by the National Endowment for the Arts (NEA), the first of which was released in 2004, as most of the academic library readers' advisory articles we reviewed from this period cited one of these reports. The first report, *Reading at Risk*, found that literary reading declined among all American adults, but that the steepest decline was among the youngest age groups, who went from being one of the age groups most likely to read to least likely to read. Among Americans ages eighteen to twenty-four, 59.8 percent reported literary reading in 1982, while only 42.8 percent of this age group read in 2002, a rate of decline that was 55.0 percent greater than that of the general adult population.[8] And while some contest that these NEA reports were overly alarmist,[9] they appear to have pushed academic librarians to reconsider whether they should include promoting reading in the mission of the academic library. In her article, "Why Your Academic Library Needs a Popular Reading Collection Now More Than Ever," Dewan argues that "The next wave of recreational reading promotion strategies will emerge from academic libraries."[10]

Why Leisure Reading Is Important

Leisure reading is more than entertainment; it fosters skills that benefit students' academic success. Extra time spent reading improves students' academic skills, such as writing and critical thinking. Reading outside of assigned text has been connected with students' stronger writing skills.[11]

Studies have also shown that leisure reading can enhance critical thinking skills that are crucial not only to academic success, but to success in a democratic society.[12] Readers of fiction must engage with a narrative by making connections between previous experiences and the text on the page. These connections are much richer than learning that occurs when reading a textbook solely for information.[13] A number of studies have also found that reading fiction for pleasure has led to higher levels of empathy, an important quality in an increasingly global culture.[14]

Importance of Readers' Advisory in an Academic Library

There is a strong argument that students can benefit from the promotion of leisure reading. Likewise, there is also increasing evidence that promoting leisure reading will benefit the academic library. By incorporating leisure reading collections into academic libraries and providing both active and passive readers' advisory service, library staff can attract students to the library and begin to break down library anxiety.[15] Many new college students are accustomed to finding books to read for fun in their public or school libraries. If students cannot find these books in the much larger campus library, their first visit to the academic library may become both disappointing and intimidating.[16] In a similar vein, if students had the option of first engaging with reference librarians in a readers' advisory capacity, it may ease the transition into the more intimidating reference interview.[17]

Readers' advisory also benefits the academic library simply by bringing students in the door. In a survey of academic librarians, librarian Renee Hopkins described readers' advisory as "a hook to get students, faculty, and staff into the building."[18] Students today have expectations for their college experience that go beyond simply earning an education. Universities are now striving to serve the "whole student." By providing a leisure reading collection, and promoting it to students, the academic library contributes to this goal.[19] As a collection development policy from Sacramento State

University suggests, leisure reading materials "provide users with a broad cultural background and … in some way may enhance their lives… [supporting] the University's commitment to all dimensions of student life."[20]

Challenges to Readers' Advisory Efforts in Academic Libraries

While the benefits of promoting popular literature and leisure reading in an academic library are substantial, there are also considerable barriers to providing this service. In a time when all libraries are struggling with shrinking budgets and limited staffing, it can be hard to justify providing a service that does not explicitly meet the academic goals of the larger institution. In a survey conducted by Elliott, 70 percent of academic library deans and directors surveyed reported that budget was a major barrier to promoting leisure reading. Sixty-five percent of respondents to the same survey said that inadequate staffing was also a major barrier.[21] Finding additional shelf space for housing a leisure reading collection also proves difficult for many libraries.

With some creativity from library staff, however, these institutional barriers can be surmounted. Elliott suggests that overcoming a budget with no room to purchase special books can be as easy as finding what you already have in the collection and simply promoting its existence, such as books purchased for a young adult literature course. Partnering with local public libraries is also a low-budget and low-time solution.[22]

Another common barrier to selecting and promoting popular literature in an academic library is the belief that students do not read for fun.[23] Anecdotally, we know many students lead very busy lives. However, while the stresses of balancing school, work, and a social life may not leave much time for pleasure reading, students may still be interested in leisure reading. A survey of undergraduate students at one liberal arts college found that more than 90 percent of undergraduates reported enjoying reading for fun but having limited time to do so due to demands of coursework and other competing priorities. When asked how the library could better help them overcome barriers to reading, the number one method suggested by students was providing book lists to help connect them with books to read. "This suggests that academic libraries may not need to address students' interest in recreational reading through collection development, but rather through some form of quick access reader's advisory geared to college students' interests."[24]

INSTITUTIONAL CONTEXT

Established in 1851, the University of Minnesota Twin Cities campus spans both Minneapolis and Saint Paul. According to the University's Office of Institutional Research, the total enrollment for the Twin Cities campus for Fall 2016 was 51,580 (30,975 undergraduate, 12,728 graduate, 3,661 professional programs, and 4,216 non-degree seeking students).[25] The University of Minnesota Twin Cities also employed more than 23,000 faculty and staff during fiscal year 2016.[26]

The University Libraries encompass twelve campus locations and one library located at the Landscape Arboretum in Chaska, Minnesota. The Libraries house more than 8.2 million volumes, with Wilson Library being home to more than 3 million volumes. The collection in Wilson primarily falls within the arts, humanities, and social sciences. On an average semester weekday, Wilson Library has close to 3,100 users walk through its doors. Many come in to find a quiet place to study, to check out books they have requested, or to peruse the stacks. Students use the library as a meeting place to work on a group project, or to consult with a librarian in their subject. Because of the collections and traffic in Wilson Library, we were uniquely positioned to promote leisure reading on campus.

An ad-hoc group called From Our Collections formed in the summer of 2013 to create a bimonthly display that would promote leisure reading on campus. The group was composed of frontline staff from the AIS department in Wilson Library. The display would highlight the Robert and Virginia McCollister Collection for Contemporary Literature, a leased collection, along with materials owned by the libraries. Each display centered around a theme; for example, the first display focused on Beach Reads and the second on Banned Books. The Banned Books display drew the attention of a writer from the *Minnesota Daily*, the campus newspaper, and helped get the word out about looking to the libraries for leisure reading materials.

With the success of the bimonthly displays, the From Our Collections group considered other ways to promote leisure reading on campus, including a pop-up library in the fall of 2014 and a successful Blind Date with a Book event in February 2015. To coincide with the Blind Date with a Book event, we launched Book Matchmaking, our form-based readers' advisory service.

FORM-BASED READERS' ADVISORY IN AN ACADEMIC LIBRARY

Form-based readers' advisory is a service offered to library patrons; participants complete a form indicating their reading preferences and library staff curate personalized book suggestions for the patron. The concept was first developed in 2003 by Neil Hollands at Williamsburg Regional Library in Virginia. Hollands championed form-based readers' advisory as a method to overcome some of the limitations of both traditional face-to-face and passive readers' advisory. Form-based readers' advisory can attract patrons who may not otherwise approach library staff, allows for better suggestions by enabling the request to be routed to an appropriate staff member, and helps promote readers' advisory as a service offered by a library.[27]

Since the early 2000s, form-based readers' advisory has continued to grow in popularity. In 2013, a survey of 694 public libraries found that 19 percent of surveyed libraries reported offering form-based readers' advisory.[28] And in 2014, Williamsburg Regional Library knew of 105 libraries offering a form-based service, with 85 additional libraries having shown interest in developing a service.[29]

Thus far, form-based readers' advisory has primarily existed within public libraries. However, we felt that form-based readers' advisory could be a useful tool in student engagement and readers' advisory in an academic library. We decided to test the concept in conjunction with our Blind Date with a Book display, which shaped the name of our service readers' advisory—Book Matchmaking.

Our team began this service to meet two main goals. First, we wanted to engage with the student body on a more personal and less intimidating level. By creating an online environment where library staff took time to respond to a request we hoped to demonstrate to students that library staff are a resource they can rely on. Next, we wanted to continue promoting the Libraries' popular reading collections, as popular fiction can be difficult to locate in an academic library. As service point staff, we had noticed a sizeable uptick in the number of users who would ask, "Where are the fun books?" or "Where is your literature section? I just want to browse," which often caught service point staff off guard. These are not easy questions to answer in an academic library, where books most likely do not have dust jackets and our literature books take up almost half of one floor. Clearly there was a need for readers' advisory in our library, and we felt that it was a need that we were well positioned to meet. With this service, service point staff were able to refer interested users to our Book Matchmaking form (and thus our group) if they felt uncertain offering readers' advisory.

The rollout of the Book Matchmaking service was quite popular. In the first week we received forty-seven submissions and decided to make the service available year-round, rather than just during the week surrounding the Blind Date with a Book display. Since then, we have steadily received requests.

Requests were submitted through a Google Form in which participants answered a series of questions about their reading habits. We asked participants to list three titles they recently enjoyed, select five characteristics from a list of appeal factors and genres, and share any other information that might be useful. Participants were also asked what kind of reading material they were looking for, such as fiction, nonfiction, poetry, or short stories. In general, we aimed to keep the form simple, relying on checkboxes instead of open-ended questions, in order to streamline the process for both participants and library staff.

To build the form, we brainstormed a list of characteristics (consisting of both genres and appeal factors) based on our own reading experiences, knowledge of readers' advisory practices, and example forms from multiple public library websites. We compared our list with appeal and subject terms in NoveList to identify any potential missing concepts, and then refined our list by combining similar terms. The final order of these characteristics was set to randomize. We also included an "other" option where participants could request a different or more specific characteristic. Our form grew and changed over time based on both responses to the "other" option, feedback from participants (who sometimes pointed out confusion surrounding a term), and new ideas from team members. By changing the form over time, we have made it less universal and more targeted to our particular community of readers. Some of the most popular characteristics included "lots of world building," "teaches me something new," and "interesting characters." The full form can be found in appendix A.

Submissions were collected in a Google Sheet that the whole team could access simultaneously. We made notes, listed recommendation ideas, and listed the final recommendations sent to each participant in the spreadsheet. While we all added ideas for suggestions, one person was assigned as the lead recommender for each request and made the final title selections. We used tools like Goodreads, NoveList Plus, Amazon.com, Genrify Blender, professional book reviews from *Booklist* or *Kirkus Reviews*, readers' advisory blogs, and the university library catalog to find books that matched a participant's tastes.

Final recommendations were added to an e-mail along with a short description of each book and why it was picked for the participant. Typically, each e-mail included three titles available from the University of Minnesota Libraries with direct links to the records in the library catalog. Occasionally, we recommended a book not held in the collection as a "bonus suggestion" and included information about how to request the book through Interlibrary Loan.

Our goal was to send recommendation e-mails within three business days of receiving a request. It was not always possible to meet that goal, especially in cases when more than sixty requests were received in a few days' time. Typically, we received a large volume of requests after the service was advertised in an e-mail newsletter sent to groups of students or university staff. We also received more requests after posting a link to the service on Libraries' social media. In cases when we could not fulfill the three-day promise, we tried to let requesters know about the delay.

Many participants submitted more than one request, and we sent new recommendations for each new request. Each e-mail included a link to a feedback form where participants could request additional recommendations if they had already read or disliked any of the titles provided. Overall, feedback through this channel was positive, with very few people requesting replacement recommendations.

Providing the service was a positive experience. We were able to offer the service because it was low-cost and low-risk. It did not cost anything to use library resources or Google products and to send e-mails. However, it did take considerable time to match participants with recommendations. Being a member of the team was not a requirement in any job description. In fact, most readers' advisory projects are

accomplished only after primary job duties are completed. We were fortunate to have supportive management who encouraged us to try new programs and take risks.

Based on the large number of requests and positive feedback we have received informally, we wanted to have a better picture of the real impact of this service. To ascertain this impact, we created a survey that was sent to previous Book Matchmaking participants.

METHODOLOGY

We established two research questions to evaluate the effects of a form-based readers' advisory service:

Q1. How did participating in Book Matchmaking affect the users' relationship with the library?

Q2. How did participating in Book Matchmaking affect the users' leisure reading habits?

We hypothesized that participating in the Book Matchmaking service had a positive relationship with both variables considered—library use and leisure reading habits. Our team developed a survey to be sent to all users to test these hypotheses. The survey was developed in-house during the summer of 2016, and tested with a pilot group of nineteen people known to the testers but unfamiliar with the workings of the Book Matchmaking service. A few minor edits were made to the survey for clarity, based on feedback from the pilot group. The final survey consisted of sixteen multiple choice questions, one optional free response question, and four demographic questions (see appendix B for survey).

In December 2016, the survey was e-mailed to the 454 Book Matchmaking participants who completed a Book Matchmaking form between February 2015 and November 2016. Participants included undergraduate students, graduate students, university staff and faculty, alumni, and community users. The survey was open for three weeks, and a reminder was sent several days before the survey closed. All participants were informed that the survey was anonymous and voluntary, and no incentives were offered for participation. We received 165 responses, giving us a response rate of 36.3 percent. Two responses were removed because the respondents indicated they were under eighteen years of age.

We asked our survey participants standard questions about demographics, including age, gender, race/ethnicity, and affiliation with the Libraries. While the service was designed with students in mind, faculty and staff accounted for the highest percentage of responses (44.17%), followed by undergraduate students (25.15%) (see table 1). Our respondents were overwhelmingly white (84.57%) and female (86.42%) (see tables 2 and 3). Ages were well-distributed, although

Table 1. Respondents' Affiliation with Library

Affiliation Type	Respondents	%
Faculty and staff	72	44.17
Undergraduate student	41	25.15
Graduate or professional student	28	17.18
Community members	22	13.50

Table 2. Racial and/or Ethnic Identity of Book Matchmaking Respondents

	Undergraduate Students		Graduate/ Professional Students		Faculty/Staff		Community Members		Total	
Race/Ethnicity	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0
Asian	5	11.11	3	9.68	4	5.48	0	0	12	7.02
Black or African American	2	4.44	0	0	1	1.37	0	0	3	1.75
Hispanic or Latino	3	6.67	3	9.68	3	4.11	0	0	9	5.26
Middle Eastern or North African	0	0.00	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	1	2.22	0	0	0	0	0	0	1	0.58
White	34	75.56	25	80.65	58	79.45	20	90.91	137	80.12
Other	0	0.00	0	0	0	0	1	4.55	1	0.58
Prefer not to respond	0	0.00	0	0	7	9.59	1	4.55	8	4.68

65.64 percent were under the age of forty (see table 4). Of the undergraduate students, 78.05 percent were ages eighteen to twenty-two, which suggests that many students would fall under the category of "traditional" college students.

We were surprised by the percentage of responses received from faculty and staff. We did not start asking about relationship to the university (student, staff, faculty, etc.) until June 2016, over a year after the service started. However, the data we do have show that more students participated in the service than other groups. We find it intriguing that faculty and staff responded so well to the program and our survey. However, as the service was originally designed with undergraduate students in mind, we have limited the scope of our analysis for this paper largely on undergraduate students, and we will revisit the faculty and staff interest in our discussion.

RESULTS

Reading and Library Use Habits

First, we wanted to assess our participants' existing reading habits and typical library use. Our data suggest many of our undergraduate participants are already frequent library users. Most participants used the library either online or in person at least once a month: 85.37 percent reported visiting a library in person on at least a monthly basis and 82.92 percent reported using online library resources on a least a monthly basis (see figure 1). In fact, only one undergraduate reported that they visited the library in person *and* used online resources once per semester or less. Otherwise, all other undergraduate respondents (97.56 percent of undergraduate respondents) used the library in some format (in person or online) monthly or more frequently.

In addition to being frequent library users, our undergraduate respondents also had leisure reading habits. Of undergraduate respondents, 43.90 percent reported reading for pleasure an hour or more per week during the semester, and 92.69 percent of undergraduate respondents reported reading for pleasure for more than an hour per week during summer and school breaks. When comparing semester and school break reading habits, a clear relationship between the amount of time spent reading for pleasure and whether classes are in session or not is evident (see figure 2). Based on the data, it appears undergraduate students participating in the service were motivated to read for pleasure, but the stresses and demands of class negatively impact time spent reading for fun. This confirms Gilbert and Fister's finding that undergraduate students have high interest in leisure reading but little time for it.[30]

Effects on Library Use

Our first research question asked how participating in Book Matchmaking affected the users' relationships with the

Table 3. Gender Identity of Book Matchmaking Respondents

	Undergraduate Students		Graduate/ Professional Students		Faculty/Staff		Community Members		Total	
Gender	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Male	5	12.20	4	14.81	4	5.56	7	31.82	20	12.35
Female	36	87.80	23	85.19	66	91.67	15	68.18	140	86.42
Other	0	0.00	0	0.00	1	1.39	0	0.00	1	0.62
No response	0	0.00	0	0.00	1	1.39	0	0.00	1	0.62

Table 4. Age of Book Matchmaking Survey Respondents

	Undergraduate Students		Graduate/ Professional Students		Faculty/Staff		Community Members		Total	
Age	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
18–22	32	78.05	1	3.57	0	0.00	2	9.09	35	21.47
23–29	7	17.07	16	57.14	10	13.89	3	13.64	36	22.09
30–39	0	0.00	7	25.00	28	38.89	1	4.55	36	22.09
40–49	0	0.00	1	3.57	14	19.44	4	18.18	19	11.66
50–59	0	0.00	0	0.00	17	23.61	3	13.64	20	12.27
60+	2	4.88	3	10.71	3	4.17	9	40.91	17	10.43

library. Data showed that 46.34 percent of undergraduate participants considered using the Libraries as a source of leisure reading, the lowest percentage following the public library (73.17%), purchasing a book (63.41%), and borrowing a book from a friend (51.22%) (see figure 3).

Data also showed moderate support that participating in Book Matchmaking encouraged library use. Of undergraduates, 34.15 percent checked out at least one of their suggestions from the library, and 70.73 percent agreed that they would consider their university library for future leisure reading.

We also wondered whether outreach programs targeting reading for pleasure could help reduce library anxiety. While most of our participants were already frequent library users, 58.54 percent of undergraduates agreed that they were more likely to visit a U of M Library after participating in this service, and 41.46 percent agreed that they were more likely to ask a librarian a question after participating in the service.

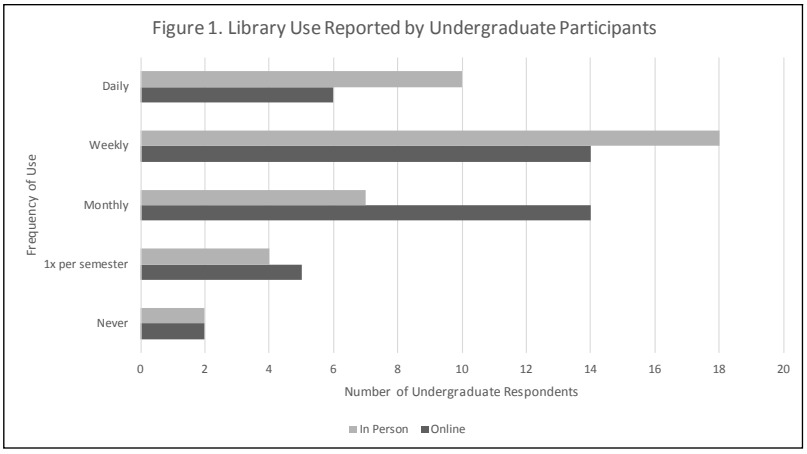

Figure 1. Library Use Reported by Undergraduate Participants

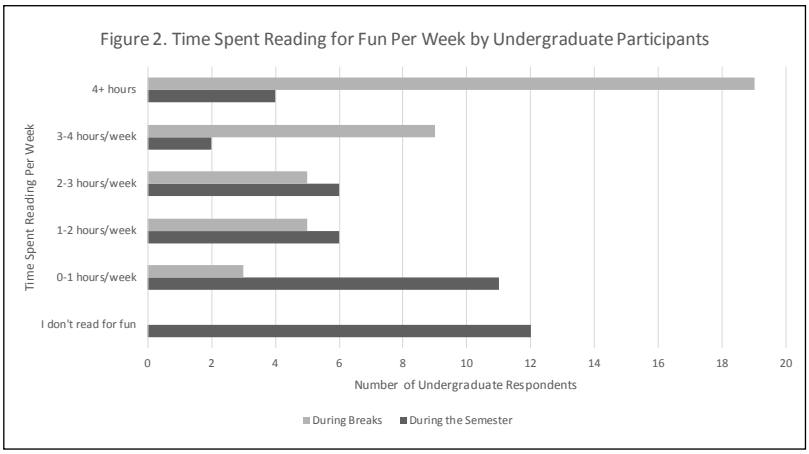

Figure 2. Time Spent Reading for Fun Per Week by Student Participants

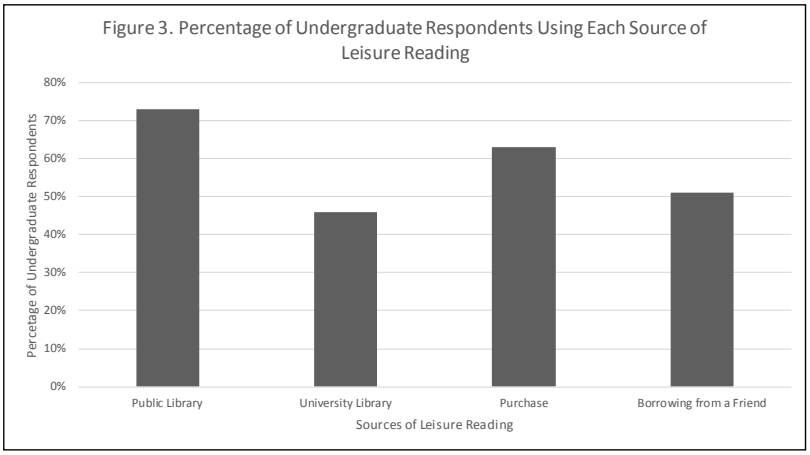

Figure 3. Percentage of Undergraduate Respondents Using Each Source of Leisure Reading

Effects on Leisure Reading Habits

Our questions regarding reading habits demonstrated that Book Matchmaking participants were interested in reading for fun, but their ability to do so was limited during the semester. It is telling that almost half of our participants (43.90%) made time for at least an hour of reading for fun even during the semester. Respondents to the survey did not need to be convinced that leisure reading is fun or beneficial. Nonetheless, our data showed our service did encourage participants to read for fun. Of undergraduate participants, 48.78 percent read at least one book suggested to them, and an additional 36.59 percent planned to read at least one when they had more time; 56.45 percent of all participants read at least one of our suggestions (see table 5). Additionally, 87.80 percent of undergraduates agreed that receiving their suggestions via e-mail encouraged them to pick up a book to read for fun, whether we had suggested it or not.

Additional Insights

We also gave survey participants the opportunity to share anything else they thought we might want to know about the service. Some comments offered constructive criticism. Several comments dealt with format (we did not offer many titles in e-book or audiobook formats), while others addressed frustrations with the existing structure of the library system (a short checkout period, confusion

Table 5. Percentage of Participants Who Read a Suggested Book

	All Respondents (%)	All Students (%)	Undergraduate Students (%)
Yes, I read more than one	34.36	31.88	21.95
Yes, I read one	22.09	26.09	26.83
No, but I still plan on reading one or more when I have time	34.97	27.54	36.59
No, I don't plan on reading any of the books suggested	8.59	14.49	14.63

using the catalog or requesting books from our campuses in other cities). And while there was a link to give immediate feedback or ask for different suggestions in the Book Matchmaking e-mail they received, some respondents gave feedback about their suggestions—that they had already read a book or were not interested in a particular suggestion—in the survey. Several responses also asked if we planned on running the service again and highlighted a need for better marketing to make it clear that the service runs year-round.

However, most responses were positive, expressing enjoyment of the service or sharing how many of the suggested books the user had read. One university staff member who participated highlighted the value of the service in encouraging leisure reading: "I loved the choices that were suggested to me, and went on to read many more books by those authors; two of which I hadn't encountered before. One author is now my favorite author!" Other comments highlighted the value of a readers' advisory service in building goodwill toward the library around campus. For example, one student shared, "I have raved about how clever, personal, and wonderful Book Matchmaking was to both other U of M students and to others (parents, friends from different universities, etc.). This was so fun!!" Finally, other respondents appreciated the help this service offered in managing information overload when trying to find books. Said one, "It's an innovative idea, and I wish that all library systems offered this service. There is so much information about books available online that it can be challenging to sift through it to find good options; being able to get a personalized response from someone who has knowledge about the kinds of books you like is really helpful." Qualitative responses like these support the value of the service and encourage similar endeavors.

LIMITATIONS

While our findings were promising, our study had several limitations. First, our survey sample was drawn solely from users who had voluntarily participated in our Book Matchmaking service and participating in the survey was also voluntary. Therefore, those who completed the survey self-selected twice, which may indicate an existing positive regard for the Libraries and leisure reading. Additionally, we did not have any pre–Book Matchmaking participation data for comparison; all measured effects of the program were self-reported by our users and could not be independently verified. Finally, we did not gather data from users who did not participate in Book Matchmaking for comparison. We believe our findings lend support for the benefit of promoting leisure reading in academic libraries, but our results should be considered an exploratory case study and warrant additional research into the relationship between participating in an academic library readers' advisory program and the effects on library use, library anxiety, or student success.

DISCUSSION

Our data confirmed our hypothesis that participating in Book Matchmaking had a positive relationship with measurements of library use and interest in engaging with the library in the future. We received positive response to questions regarding the impact of participating in the service—respondents reported being more likely to visit a library and almost half agreed that they were more likely to ask a librarian a question after participating. While our data in this area were limited to a few questions, we believe our findings warrant further research on the potential impact of readers' advisory services on library anxiety.

We did discover we were reaching a slightly different audience than we expected. When we designed the service, we imagined reaching students who did not use the library regularly. To assess users' relationship with the University Libraries, participants were asked how often they visited the Library and how often they used online resources. More than 80 percent of respondents indicated that they were already heavy users of the print and digital resources offered by the Libraries. While this was positive data that Book Matchmaking participants had an existing relationship with the Libraries, it suggests that we may need to reframe our approach to the Book Matchmaking service. Instead of Book Matchmaking being a service to initiate a relationship, it may be argued that the service strengthens an existing one.

We were also surprised to see such high interest from faculty and staff, both in the Book Matchmaking service and in our survey. While a majority of participants in the Book Matchmaking service were students, nearly half of the respondents to our survey were faculty and staff. In part, this surprising quantity of staff participation may have stemmed from marketing methods, particularly with e-mails to the university community. Though predominantly advertised

through communications from the University Libraries, one of our highest spikes in Book Matchmaking requests came after the service was highlighted through the official University of Minnesota staff and faculty weekly news digest. While we chose to focus on undergraduates for this paper, the enthusiastic response of faculty and staff demonstrate that libraries might also consider readers' advisory services as a tool for faculty and staff engagement.

Our data also support our hypotheses that participating in Book Matchmaking would have a positive effect on user's leisure reading habits; almost half of undergraduate participants read a book suggested by the service. One participant noted the value of Book Matchmaking in helping readers choose books, "I especially appreciate the Book Matchmaking because it is specifically bent towards recommending books based on books you already love. I can't tell you how many times I've finished a book/series and want something new, but with a similar feeling—it is difficult to find it on your own." And more practically, our data regarding student reading habits between semesters and on school breaks suggested that targeted readers' advisory services just before school breaks might be most effective, given students' time constraints.

Perhaps most compelling was the feedback that this was an enjoyable service to all users and that it did promote the role of the University Libraries in leisure reading. Many respondents commented that they had not considered using the University Libraries for leisure reading needs before, and of the sources respondents previously used to find books, the University Libraries were used the least. Nearly 71 percent of undergraduate students surveyed indicated that they would consider the University Libraries as a source of future leisure reading, which shows that the Book Matchmaking service has successfully connected students with the leisure reading content available in our collections.

FUTURE DIRECTIONS

Moving forward, we would like to continue to promote leisure reading among students. For example, we would like to focus on reaching a more diverse audience, as well as attracting more non-library users. Our survey results indicated that the majority of our respondents were white (84.57%) and female (86.42%) and that more than 80 percent already used the Libraries resources in some form at least once a month. By exploring other venues for promoting our Book Matchmaking service, our hope is that we can begin to bridge the gap and reach a more diverse audience.

One consideration that comes with increased marketing efforts, however, is the preparation needed to handle a larger influx of Book Matchmaking requests. Because every request takes time to fulfill and the Book Matchmakers have other job duties that take priority, high volumes of requests have resulted in e-mail blasts alerting participants that there may be a delay longer than the advertised two to three business days. While this is a definite way to address problematic periods of high volume requests, participants have sometimes waited a week to receive a response. Other approaches to handling a high volume of requests might be to look into bringing in additional staffing during high peak times or simply extending the advertised response time to four to five business days. Library staff will explore possible solutions as the Book Matchmaking service continues.

Lastly, our data suggest a potential positive relationship between the Book Matchmaking service and student wellness. Survey participants self-reported a positive interaction with the University Libraries and a positive correlation between involvement in the Book Matchmaking service and stress reduction. An encouraging 90.25 percent of undergraduates agreed that participating in Book Matchmaking was fun, and 58.54 percent agreed that participating in the service helped reduce their stress. While this is far from definitive evidence that promoting reading for fun helps students deal with the stresses and demands of college, it does warrant further investigation into the wider benefits of leisure reading programs. In future research, we would be interested in looking deeper into the effects involvement with the University Libraries and reading for leisure have on student well-being.

CONCLUSION

While the data collected yielded surprising results, we were affirmed in our hypotheses that resources like the Book Matchmaking service can foster goodwill between an academic library and its users. The program participants certainly found value in the service and in reading for leisure. The survey results will be invaluable for informing similar efforts to engage new library users and to continue to support the mission of the university to educate and drive innovation. We hope that the service and the data shared here will help inspire other academic libraries to embrace readers' advisory activities anew, as they have proven worthwhile and rewarding for the library and library users in this case.

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APPENDIX A. BOOK MATCHMAKING FORM

University of Minnesota Libraries' Book Matchmaking Service

Having trouble finding a book you really love? Looking for something fun or different in your reading life? Fill out this short form about your reading life, and our expert book matchmakers will e-mail you a list of three new books that match what you are looking for!

Name:
E-mail Address:

What are three books you read recently and loved? (please include author names, if possible):

Which of the following are you interested in reading?

- ❏ fiction
- ❏ nonfiction
- ❏ poetry
- ❏ short stories

Choose five qualities you look for in a book:

- ❏ adventure
- ❏ atmospheric
- ❏ based in reality (no unicorns for me!)
- ❏ black humor
- ❏ classics
- ❏ coming-of-age
- ❏ crime

- ❑ dark and creepy
- ❑ dramatic
- ❑ fantasy
- ❑ fast-moving
- ❑ full of interesting facts and trivia
- ❑ funny
- ❑ historical
- ❑ inspiring
- ❑ interesting characters
- ❑ leisurely paced
- ❑ lots of world-building
- ❑ memoir
- ❑ Minnesota
- ❑ military/war
- ❑ not too much sex (keep it PG!)
- ❑ part of a series
- ❑ real people
- ❑ religion
- ❑ romantic
- ❑ science fiction
- ❑ serious
- ❑ set outside of the U.S.
- ❑ sports
- ❑ stand alone
- ❑ suspenseful
- ❑ teaches me something new
- ❑ technology
- ❑ travel
- ❑ whimsical
- ❑ who-dunnit
- ❑ written in the last ten years
- ❑ young-adult lit
- ❑ Other: _____

Anything else we should know?

How did you hear about this service?

- ❑ A link was sent in an e-mail I received
- ❑ I found it on the library website
- ❑ I heard about it at a library event/booth
- ❑ I heard about it at the library
- ❑ I saw it on social media
- ❑ A friend told me about it
- ❑ Other:

Are you a _____?

- ❑ UMN Undergraduate Student
- ❑ UMN Graduate Student
- ❑ UMN Faculty/Staff
- ❑ UMN Alumni
- ❑ Friends of the Libraries Member
- ❑ Other:

APPENDIX B. SURVEY

Consent Form

You are invited to participate in a survey on your experiences using the University of Minnesota Libraries Book Matchmaking Service. If you agree to participate, we would ask you to complete a series of multiple choice questions about your experience, reading habits, library use, and demographic information. We estimate the survey should take 5–10 minutes of your time.

We will not collect any personally identifying or confidential information, and only researchers will have access to the records. Participation in our survey is voluntary and does not impact your current or future relations with the University of Minnesota Libraries. If you chose to participate, you may quit at any time.

If you have questions, you may contact any of the researchers. If you have any questions or concerns regarding this survey and would like to talk to someone other than the researchers, you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, MN 55455; (612) 625-1650.

I have read the information above and consent to participate in the Book Matchmaking Survey

- ❑ Agree
- ❑ Disagree

Book Matchmaking Survey

Q1: How much time do you spend each week reading books for fun during the semester?

- ❑ I don't read for fun during the semester
- ❑ 0–1 hours/week
- ❑ 1–2 hours/week
- ❑ 2–3 hours/week
- ❑ 3–4 hours/week
- ❑ 4+ hours

Q2: How much time do you spend each week reading books for fun during school breaks?

- ❑ I don't read for fun during school breaks
- ❑ 0–1 hours/week
- ❑ 1–2 hours/week
- ❑ 2–3 hours/week
- ❑ 3–4 hours/week
- ❑ 4+ hours

Q3: Where do you usually get the books you read for fun? (Please select all that apply.)
- ❏ Borrow through a U of M Library (including interlibrary loan)
- ❏ Borrow from a public library
- ❏ Borrow from a friend
- ❏ Purchase
- ❏ Other (please describe): _____

Q4: Why do you read for fun? (Choose all that apply.)
- ❏ Relieve stress
- ❏ Practice language/vocabulary
- ❏ Entertainment
- ❏ To be able to talk about books with others
- ❏ Procrastinate on other tasks
- ❏ Personal enrichment
- ❏ Other (please describe): _____

Q5: How often do you visit one of the U of M Libraries in person? (e.g, for study space, check out books, get help, visit a coffee shop)
- ❏ Daily
- ❏ Weekly
- ❏ Monthly
- ❏ Once per semester
- ❏ Never

Q6: How often do you use online resources through the U of M Libraries?
- ❏ Daily
- ❏ Weekly
- ❏ Monthly
- ❏ Once per semester
- ❏ Never

Q7: Did you read any of the Book Matchmaking suggestions you received?
- ❏ Yes, I read one.
- ❏ Yes, I read more than one.
- ❏ No, but I still plan on reading one or more when I have time.
- ❏ No, I don't plan on reading any of the books suggested.

Q8: Did you check out any of the Book Matchmaking suggestions you received from a U of M Library?
- ❏ Yes
- ❏ No

Q9: Would you recommend the Book Matchmaking service to a friend?
- ❏ Yes
- ❏ No

Q10: Please rate how you agree with the following statements (1 being strongly disagree and 5 being strongly agree):
- ❏ Participating in Book Matchmaking was fun.
- ❏ I am more likely to visit a U of M Library after participating in Book Matchmaking.
- ❏ Participating in Book Matchmaking reduced my stress.
- ❏ Getting my suggestions encouraged me to pick up a book to read for fun.
- ❏ I am more likely to ask a librarian a question after participating in Book Matchmaking.
- ❏ I consider the U of M Libraries a source for future fun reading.
- ❏ I was satisfied with the suggestions I received from Book Matchmaking.

Q12: Is there anything else you'd like us to know about your experience with Book Matchmaking?

Q13: How old are you?
- ❏ 17 or under
- ❏ 18–22
- ❏ 23–29
- ❏ 30–39
- ❏ 40–49
- ❏ 50–59
- ❏ 60+

Q14: What gender do you identify with?
- ❏ Male
- ❏ Female
- ❏ Other (please enter): _____
- ❏ I prefer not to respond.

Q15: What is your racial and/or ethnic identification? (Select all that apply.)
- ❏ American Indian or Alaska Native
- ❏ Asian
- ❏ Black or African American
- ❏ Hispanic or Latino
- ❏ Middle Eastern or North African
- ❏ Native Hawaiian or other Pacific Islander
- ❏ White
- ❏ Other (please enter): _____
- ❏ I prefer not to respond

Q16: Which of the following best describes your status when you filled out the Book Matchmaking form?
- ❏ Undergraduate student
- ❏ Master's student
- ❏ PhD student
- ❏ Professional/Non-Degree seeking student
- ❏ Staff
- ❏ Faculty
- ❏ I graduated from the University of Minnesota (Alumni)
- ❏ UMN Friends of the Library Member
- ❏ I'm a community member

Searching for Birth Parents or Adopted Children

Finding without Seeking in Romance Novels

Mary K. Chelton

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Using concepts from Catherine Sheldrick Ross's "Finding without Seeking: The Information Encounter in the Context of Reading for Pleasure," a convenience sample of 129 romance novels about secret babies is examined to determine what information is imparted about the processes by which adoptees and birth parents search for each other.

Efforts by adoptees to locate their birth parents and other natal relatives form a central theme in both fiction and nonfiction adoption narratives. These efforts have a long history in the United States, where the difficulties involved in such searches were, and often still are, compounded by legally mandated confidentiality and sealed records; causing even adoptees themselves to be denied access to records such as original birth certificates after World War II. Over the same time period, search and reunion have been prominent features of adoption reform and activism, and they appear as central themes in many true adoption narratives.

One of the most familiar tropes in romance fiction is the story of the "secret baby," whose existence, when discovered, becomes the dominant barrier to be overcome in the relationship and potential commitment of the unmarried, or formerly married, parents, regardless of the manner in which the secret of the child is kept or revealed. The popularity of the stories seems to stem from the readers' love of second chances, and the opportunity to present a ready-made family as a "package deal" for the story's protagonists.[1]

An unknown percentage of the secret baby romance stories involves adoption. A memorable example is Emilie Richards's *All Those Years Ago*, in which a night school teacher falls in love with an exemplary student who he later learns dropped out of Vassar when she got pregnant. Their romance is unable to proceed until she finds the whereabouts of her adopted baby, which he helps her do.

The presence of adoption themes and issues in romance fiction inspired a study to discover if the information included was similar to or different from factual information on adoption.

REVIEW OF RELEVANT LITERATURE

Information-Seeking and Fiction

Fiction has usually not been considered a source of information in

library-and-information information-seeking studies but more a use of casual leisure time or a source of entertainment.[3] Whereas information-seeking studies have usually assumed some work- or student-related purposeful searching, studies on fiction have mostly looked at how people select the fiction they read. Their fiction selections are seen as the end result of either an information behavior process using available outside resources, a successful database search retrieval using specific indexing terms, book and genre appeal characteristics intrinsic to individual fiction works themselves sometimes converted into indexing terms, or reader-driven appeal characteristics associated with readers' social milieus.[4] In other words, locating and retrieving fiction, or fulfilling readers' reading desires, is seen as more important than the factual information content found in fiction, except for Ross's work on finding without seeking.[5]

Adoption in Literature

Secret babies and adoption have been used as plot and character devices in literature for years, *Oliver Twist* being a notable example. Yet specific attention to adoption in literary texts as it intersects with culture had been sparse until the Alliance for the Study of Adoption and Culture, established in 1998, founded its journal, *Adoption and Culture*. The resulting literary studies emerging from members of the Alliance, such as Marianne Novy and Margaret Homans, use adoption as a lens through which to examine cultural myths and views on family and kinship.[6]

While these studies offer insights into how adoption is treated topically and thematically in literature, they usually ignore most popular culture texts such as romance fiction. In this genre, the unplanned pregnancy, and the secrecy surrounding it, is primarily used as a plot device to create a barrier that must be surmounted to bring the hero and heroine together, not as an examination of the deeper meanings of biological versus socially constructed kinship, or the role of adoption in society. Romance fiction does somewhat mirror the deeper cultural conflicts over adoption treated in more literary works, but through a popular culture lens constrained by genre conventions.

Romance Fiction

With the establishment of the interdisciplinary *Journal of Popular Romance Studies* in 2001, scholarship on romance fiction has expanded. Scholarship published in this journal includes a special section on "Romancing the Library" in 2010 and an article on romance collection development in academic libraries in 2012; however, no studies in this journal have covered adoption or secret babies.

As Regis points out, "Romance novels end happily. Readers insist on it. The happy ending is the one formal feature of the romance novel that virtually everyone can identify" and the one that elicits the fiercest criticism.[7] Because of the mandated happy ending, romances are viewed as unrealistic and formulaic because in a literal sense, marriage does not necessarily mean happiness for women in real life. There is an additional issue: the question of the legitimacy of the romance novel as "literature." The sense of cultural hierarchical distinctions has plagued romance fiction to its detriment for years.[8]

One of the earliest studies of the appeal of romance fiction by Snitow analyzes Harlequin romances not as "art" but as "leisure activities that take the place of art" that "fill a place left empty for most people." While hardly complimentary, unlike many feminist analyses of the genre, Snitow makes several points germane to adoption as a topic for romance fiction, namely that "the books . . . reflect—sometimes more, sometimes less consciously, sometimes amazingly naively—commonly experienced psychological and social elements in the daily lives of women."[9] Fear of and actual unplanned pregnancies are among these elements. Snitow's categorization of reading romances as "leisure activities" also presages current studies of information seeking and casual leisure.[10]

Reading the Romance is a classic study of the genre using reader response, feminist theory, and textual analysis. Through a key informant in a bookstore, Radway gains access to a cluster of romance readers and, through an analysis of their favored and unfavored titles, concludes that "the romance genre is precisely that: a genre, . . . that, for a little while, assures its readers of their own self-worth and ability to affect a patriarchic world, so by the end of the novel the female readers, often mothers, feel invigorated and ready to take on the day-to-day tasks of managing the home and family." She further asserts that "it is the individual woman's choice to read romance novels, and that this selection not only fabricates a predictable, happy ending but depicts a heroine who discovers her own individuality through her ability to care for others, as opposed to unique personal qualities."[11]

Dangerous Men and Adventurous Women: Romance Writers on the Appeal of Romance is a collection of essays by romance writers on the genre and was compiled to refute many of the negative feminist analyses of the genre prevalent at its time of publication. It coalesces around several themes that attempt to explain the encoded information in romance texts.

The fifth and sixth themes identified in the essays are most germane to adoption. The fifth theme is that romance novels celebrate life with a deep-rooted optimism in happy endings. Of particular note is the comment that "the celebration of life is expressed also in the frequency with which happy endings include the birth of a child. Babies are always treated as a cause for joy in romance, whether a writer has chosen to have children or not, whether she is in favor of abortion rights or not." The sixth theme is reader identification with both the hero and heroine as the romance progresses, sometimes identifying with both simultaneously, sometimes alternately. Editor and compiler Jayne Anne Krentz concludes, "For those who understand the encoded information in the stories, the books preserve elements of ancient myths and legends that are particularly important to women. They celebrate female

power, intuition, and a female worldview that affirms life and expresses hope for the future."[12]

Similarities and Differences between Fictional and Factual Narratives

There are similar themes and issues in all adoption narratives, whether fictional or factual, such as secret babies, identity, kinship, loss, search, reunion, and reconciliation. Romance fiction usually privileges conventional heterosexual marriage; true adoption narratives privilege the importance of blood relationships. Besides this difference and the fact that one type of narrative is fiction and the other nonfiction, the other main difference is that while romance fiction is construed within conventional and predictable reader expectations of a fairy-tale happy ending, real-life adoption reunions can be very unpredictable.[13] Adoptees who search want truth, not fairy-tale endings, because their fantasies may be worse than what they may find, regardless of what that is.[14] As one author puts it, "few adoption reunions are simply happy endings; they are often fraught beginnings."[15] Since romance readers demand a happy ending, anything they learn about real-life adoption searching in the reading process can definitely be presumed to be "accidental."

The gendered nature of romances as a subcategory of "women's fiction" should be noted, since it also overlaps with adoption. Romances are written and read primarily by women, and adoption search and reunion activities are also dominated by women. Similarities between romance narratives and adoption in real life break down though, since a real-life unplanned pregnancy might suggest anything but a happy ending for the pregnant woman. One need only to read a memoir like Roessle's *Second-Chance Mother*, which is about a very difficult birth mother–birth son reunion, or the overwhelming disappointment of Steve Pemberton's search, to appreciate the difference between real-life adoption search and reunion and its counterparts in romance fiction. The optimistic romance notion of a happy ending, even with the arrival of an unplanned pregnancy, is a notable contrast.[16]

METHODS

Using Ross's finding-without-seeking analytical framework, this study attempts to describe through topical textual analysis how true adoption search and reunion issues are presented in a sampling of romance fiction stories about secret babies, by answering the following questions:

1. How have the adoption reunion storylines been used within the context of the overall romance narrative?
2. How do the fictional stories compare to true adoption reunion narratives?
3. Has the development of adoption reunion themes in romance novels paralleled the development of the adoption rights movement in the United States?

A convenience sample of 129 romance fiction titles was generated through the investigator's own reading, ongoing perusal of *Romance $ells* (a quarterly catalog of upcoming romance releases for booksellers and librarians), a monthly search of reviews in *Romantic Times*, queries on several romance online lists, a search on Goodreads, and the assistance of a secondhand romance fiction bookseller and several romance authors with knowledge of the project. To be included, the book had to (1) involve an actual adoption reunion search, regardless of which person in the adoption triad initiated it; (2) include a reunion, or at least an identification of someone deceased as the person sought; and (3) be published as a romance, or be written by a notable author associated with the romance fiction genre.

The titles were then organized into various categories, both bibliographic and plot-driven: author, title, publisher, date, who was searching, who was searched for, the gender of the searcher, the gender of the protagonist, and the love interest of the protagonist. From these categories, an overall statistical portrait of the sample was compiled, followed by an analysis of individual texts to gather exemplars of how adoption reunions were depicted by various authors. Lists of the sample and subsample titles are appended.

FINDINGS AND DISCUSSION

The 129 romances studied, published between 1978 and 2013, are cumulatively described in table 1.

The final sample was pared down to 129 titles from the original 160 collected using a strict definition for inclusion, suggesting that adoption stories, whether they involve a reunion or not, are not necessarily rare within the romance genre. This is not surprising, given the almost classic status of the secret baby trope within romance fiction, but also it must be noted that the predominance of female searchers in the stories lends itself well to a genre that emphasizes female protagonists with a strong appeal for female readers. This female predominance also mirrors real-life adoption search narratives, as Herman points out: "One thing that has changed very little in adoption narratives is the female voice. Stories by male adoptees and adoptive fathers are rare, and birth fathers' stories are even rarer. Adoption memoirs are still overwhelming[ly] authored by women."[17]

While most of the stories are single titles published by Harlequin, some authors do write multiple books on adoption reunion themes—Anna Adams, Georgia Bockoven, Annette Broadrick, Sandra Brown, Marie Ferrarella, Lisa Jackson, Arlene James, Janice Kay Johnson, Susan Mallery, Jule McBride, Tara Taylor Quinn, Dani Sinclair, and Ruth Wind. In some cases the books are deliberately produced as a series, like Annette Broadrick's, for example, in which each book is about one of three triplets separated at birth, or Gina Ferris's Family Found series (also published under the name Gina Wilkins) about the separately recounted reunions of seven siblings separated at birth. But most others are

Table 1. Description of Sample and Findings (*N* = 129 titles)

Publisher		Searcher		Person Found		Love Interest	
Harlequin[1]	110	Birth mother	48	Birth daughter	39	Birth father	19
Other	19	Birth daughter	25	Birth mother	25	Adopted father	19
		Birth father	18	Birth son	25	Birth relative	12
		Birth sister	11	Birth siblings	13	Adopted mother	9
		Birth son	8	Birth parents/family	13	Spouse[2]	8
		Birth parents (together)	3	Birth father	5	Birth mother	5
		Birth brother	1	Birth granddaughter	1	**Subtotal**	**72**
		Adopted parent/relative	12	Other	8	Other[3]	52
		Private Investigator	3				
TOTAL	**129**		**129**		**129**		**129**

1. Includes all Harlequin imprints: Harlequin Silhouette, Mira, and Steeple Hill.
2. Some stories involve husbands and wives experiencing a reunion or a reunion-induced disclosure of an adoption for the first time, which strains their marriages. In these books, the romance is the recommitment of the affected spouses after they have dealt with the reunion occurrence.
3. These love interests fall outside the adoption triad. Examples include private investigators, law enforcement officers, teachers, social workers, doctors, high school sweethearts, neighbors, and strangers encountered, such as a motel owner in one case.

stand-alone titles, even if the stories within the book involve siblings, such as *Sisters Found* by Joan Johnston.[18] Whether any of the sample authors is herself a member of the adoption triad (birth parent, adoptive parent, or adoptee) is unknown without further investigation.

Since adoption is fraught with kinship issues and implications for the definition of family, the love interests in these books are revealing. The protagonist is expected to fall in love in a romance, and given the fact that many of these books are "category" romances with strict length limitations, that is, "published in clearly delineated categories, with a certain number of books being published in each category every month," the availability of a potential love interest is limited to a reduced number of characters to be selected from among those found or those who help with the search.[19]

While reunion with the other birth parent is common, the number of widowed (and therefore available) adoptive parents can seem like a convenient contrivance, and the frequency with which private investigators and law enforcement officers fall for searchers possibly exceeds credulity outside the confines of any individual story. Of particular interest are the spouses who have to overcome the family and relationship disruption of a reunion. For example, in Jennifer Greene's *Born in My Heart*, Ann, the menopausal adoptive mother suffering from empty nest syndrome, has to grit her teeth to appear happy for her daughter's reunion, when she actually feels frumpy, threatened, and rejected, an outsider in her daughter's life—a state not lost on her husband Jay, who is feeling that he's lost his wife emotionally while suffering for her vicariously. Their finding each other again after the reunion makes an exquisitely told love story.[20] The reconciled spouse story has a more difficult, and possibly more realistic, telling in Robin Lee Hatcher's *First Born*, where it takes a long time for the husband to forgive his wife's deception.[21]

The happy ending mandated by the conventions of romance fiction creates a general level of implausibility and optimism in this genre, both greatly desired by its fan readers, if unrealistic in the real-life adoption reunion context. Tara Taylor Quinn's *Sara's Son* is especially noteworthy in this regard. Her adult birth son finds Sara, who surrendered him after getting pregnant through being raped at a party in high school by three boys. The son is a cop and helps her solve a mystery about the rape. Over the course of their investigation, she falls in love with one of the men accused and convicted of raping her, who turns out to have been drugged at the time, but is also proven to be her son's birth father. He is exonerated as a sex offender before they marry. The book is unusual not only for the love interest, but also because of the noted objection of romance readers to rape in the genre.[22]

One aspect of these stories that is totally congruent with real-life adoption narratives is the overwhelming presence of secrets and deception, whether keeping knowledge of the conception and birth of a child from the birth father, as in Margaret Daley's *A Daughter for Christmas*; telling the birth mother that the child died when she was actually placed for adoption, as in Leandra Logan's *Happy Birthday, Baby* and Terese Ramin's *Her Guardian Agent*; the actual placement of the surrendered child with people different than those told to the birth mother, as in Kathleen Creighton's *One More Knight* or Christine Flynn's *A Father's Wish*; the deceptive relationship of the birth mother as "aunt" to the birth child, as in Rebecca Daniels's *Father Figure* and Susan Wiggs's *Home Before Dark*; or that the adoptee was actually kidnapped as a baby, as in Nora Roberts's *Birthright*.[23]

In addition to deception and secrets, however, an amazing

array of plot devices are employed. These range from the mundane to the preposterous, extending well beyond the most common situation of starting to search after discovering one is adopted after the adoptive parents die, as in Rebecca Stratton's *Lost Heritage* or Gina Ferris's *Full of Grace*. These include, for example, a birth father tracking down the woman inseminated with his sperm in Pamela Toth's *The Baby Legacy*; finding or protecting various family members from Mob connections in Patricia Potter's *Twisted Shadows* and Catherine Anderson's *Without a Trace*; discovering that one is the long-lost child of an affluent family in Phyllis A. Whitney's *Woman without a Past*, or the descendant of a famous jazz singer in Ruth Wind's *In the Midnight Rain*; birth parents disguising themselves and their motives to be near their adopted birth children in Margaret Daley's *A Daughter for Christmas* or Lynn Erickson's *Laurel and the Lawman*; health crises involving a need for bone marrow transplants in Bonnie K. Winn's *Family Found* and Andrea Edwards's *On Mother's Day*; and adoptive parents threatened (at first) by impending or real reunions such as Jennifer Taylor's *The Consultant's Adopted Son*.[24] About the only adoption reunion issues not included among the stories are synchronicity, genetic sexual attraction, and any mention of adoption reunion registries such as Soundex.[25]

CONCLUSION

The actual number of published romances that deal with adoption in some way, not just reunions, is unknown, although obviously larger than the definition-restricted sample studied here. Thus it is difficult to claim with any certainty that this topic has overwhelming popularity and demand among romance readers, although it is clear that secret babies do, given the persistence of the trope in the genre. The thirty-five-year span of publication dates in the sample leads to an average of four books a year specifically on adoption reunion themes during that time. Further inquiry gleaned from editors' records reveals that Harlequin published 909 secret baby books, variously called by editors "plots with secret baby," "secret child," "secret baby/child," and "secret pregnancy" from 1981 to 2013, which averages twenty-eight per year. While this seems a very small percentage of overall Harlequin publishing production, since publishing output totaled 1,320 titles in 2013 alone, the consistent production of these types of stories over that time period is noteworthy not only to demonstrate the enduring popularity of the trope but also of adoption reunion themes.[26]

Without comparable records before 1978, it is impossible to claim that adoption reunion romance stories have grown in tandem with the adoptee rights movement and the growth of publicity about adoptee search and reunions on shows such as Pamela Slayton's on the Oprah Winfrey network. If anything, the current study just shows the persistence of the secret baby trope and the consistent percentage of secret baby books on adoption reunion themes over the specific time period studied. Histories of Mills and Boon, the UK publisher acquired by the more recently established Harlequin in 1971, are unfortunately not specific enough on this topic to determine the status of secret baby books prior to the period sampled.[27] If records exist, possibly somewhere in the paper archives of Mills and Boon at Reading University in the United Kingdom, this comparison would be warranted in future studies to answer the question of the growth of and changes within the trope over time, even if the specific question of the growth of adoption-themed secret baby books may still not be answerable.

What these books seem to demonstrate is what Snitow recognized, despite her otherwise scorn for the genre and its readers, which is that romance novels "reflect . . . commonly experienced psychological and social elements in the daily lives of women . . . [and] may well be closer to describing women's hopes for love than the work of fine women novelists."[28] Beyond Snitow's observations, though, many of the books on this theme echo what romance author Jennifer Greene, one of whose stories is included in the sample, says: "I have always believed that the romance field has a choice to be less about romance and more about love/what real love means/what real love takes to survive and thrive. In an ideal world, adoption and reunion stories would use that 'power' to reach readers in a positive constructive way."[29] Moreover, in the context of adoption searches, which like love and romance in real life, can be fraught with confusion, uncertainty, and disappointment, the searchers in romance books win. Even if they cannot find the person they are looking for, they find love and acceptance. Readers of the romance genre in general, and these books in particular, can hardly be faulted for enjoying such stories, even as they themselves recognize that many of them are pure fantasy.[30]

Through their strong emotional appeal, adoption reunion stories mirror many real-life adoption reunion stories in fact, albeit with the imposition of a requisite happy ending. In doing so, they also provide yet another topical touchstone for what the romance genre has always done well: provide a momentary escape from real life, while offering reassurance and wish fulfillment to women readers on a serious topic of great resonance in their lives.

In terms of information-seeking, adoption reunion romances do provide in the aggregate mostly the same information on adoption searching as that recounted in true memoirs and adoption search manuals, even if the information is not the primary reason for reading the books, and even if the accurate factual information is framed by romance conventions. What is missing from this textual study and might be the topic of future studies is the reader response to the information incidentally provided. Possibilities might be validation of feelings, help with accepting a situation unable to be changed, getting the courage to make a change, or just increasing empathy for women who have surrendered children, or for their children. Regardless,

adoption reunion romances provide a rich trove for future research in this area.

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APPENDIX A. TITLES IN THE SAMPLE EXAMINED

Abbot, Laura	*This Christmas*	Harlequin	1996
Adams, Anna	*Her Daughter's Father*	Harlequin	2000
Adams, Anna	*The Prodigal Cousin*	Harlequin	2004
Adams, Kat	*Thursday's Child*	Silhouette	1993
Alexander, Carrie	*A Family Christmas*	Harlequin	2004
Alsobrook, Rosalyn	*Questing Heart*	Harlequin	1991
Anderson, Catherine	*Without a Trace*	Harlequin	1989
Anzelon, Robyn	*Searching*	Harlequin	1986
August, Elizabeth	*The Rancher and the Baby*	Silhouette	1996
Baxter, Mary Lynn	*Sweet Justice*	Warner	1994
Benjamin, Nicki	*My Baby, Your Child*	Silhouette	1994
Blackstock, Terri	*Never Again Goodbye*	Zondervan	1996
Bockoven, Georgia	*An Unspoken Promise*	Harper	1997
Bockoven, Georgia	*A Marriage of Convenience*	Harper	1991
Boswell, Barbara	*Sensuous Perception*	Bantam	1984
Bowen, Judith	*Like Father, Like Daughter*	Harlequin	1998
Broadrick, Annette	*Too Tough to Tame*	Silhouette	2003
Broadrick, Annette	*MacGowan Meets His Match*	Silhouette	2003
Brown, Sandra	*A Treasure Worth Seeking*	Warner	1982
Brown, Sandra	*A Secret Splendor*	Silhouette	1983
Cameron, Stella	*Finding Ian*	Zebra	2001
Carroll, Marisa	*Gathering Place*	Harlequin	1988
Collins, Mary Smith	*Baby Makes Three*	Silhouette	1996
Creighton, Kathleen	*One More Knight*	Silhouette	1998
Daley, Margaret	*A Daughter for Christmas*	Harlequin	2010
Dalton, Margot	*A Family Likeness*	Harlequin	1996
Daniels, Kayla	*Her First Mother*	Silhouette	1998
Daniels, Rebecca	*Father Figure*	Silhouette	1996
Darcy, Emma	*Merry Christmas*	Harlequin	1997
David, Kay	*Desperate*	Silhouette	1995
De Vita, Sharon	*The Marriage Promise*	Silhouette	2000
Duncan, Judith	*Better than Before*	Silhouette	1992
Edwards, Andrea	*On Mother's Day*	Silhouette	1996
Erickson, Lynn	*Laurel and the Lawman*	Harlequin	1994
Evans, Ann	*Home to Stay*	Harlequin	1998
Faith, Barbara	*Echoes of Summer*	Silhouette	1991
Ferrarella, Marie	*Heroes Great and Small*	Silhouette	1993
Ferrarella, Marie	*Desperately Seeking Twin . . .*	Silhouette	1997
Ferrarella, Marie	*Baby Came C.O.D.*	Silhouette	1997
Ferrarella, Marie	*Holding Out for a Hero*	Silhouette	1993
Ferris, Gina	*Full of Grace*	Silhouette	1993
Field, Sandra	*The Mother of His Child*	Harlequin	1999
Flynn, Christine	*A Father's Wish*	Silhouette	1995
Fossen, Delores	*Undercover Daddy*	Harlequin	2007
Frazier, Amy	*Celebrate the Child*	Silhouette	1999
Frazier, Amy	*The Secret Baby*	Silhouette	1995
Garrett, Sally	*Desert Star*	Harlequin	1989
Glenn, Victoria	*One of the Family*	Silhouette	1987
Gordon, Lucy	*This Is My Child*	Silhouette	1996
Greene, Jennifer	*Born in My Heart*	Harlequin	2007
Halldurson, Phyllis	*Father in the Middle*	Silhouette	1995
Hannay, Barbara	*Adopted: Outback Baby*	Harlequin	2008
Hatcher, Robin Lee	*Firstborn*	Tyndale	2002
Jackson, Brenda	*Slow Burn*	St. Martin's	2007
Jackson, Lisa	*D is for Dani's Baby*	Silhouette	1995
Jackson, Lisa	*Wishes*	Zebra	1995
James, Arlene	*Child of Her Heart*	Silhouette	1995
James, Arlene	*Baby Boy Blessed*	Silhouette	1994
Jensen, Muriel	*Bridge to Yesterday*	Harlequin	1991
Johnson, Janice Kay	*Lost Cause*	Harlequin	2006
Johnson, Janice Kay	*Open Secret*	Mills and Boon	2007
Johnston, Joan	*Sisters Found*	Mira	2002
Kaiser, Janice	*Lotus Moon*	Harlequin	1986
Kaiser, Janice	*The Big Secret*	Harlequin	1992
Kay, Patricia	*Family Album*	Berkley	2002
Laurence, Anne	*Remember When*	Harlequin	1993
Leigh, Allison	*Hard Choices*	Silhouette	2003
Logan, Leandra	*Happy Birthday, Baby*	Harlequin	1994
Lohmann, Jennifer	*First Move*	Harlequin	2013
Major, Ann	*A Knight in Tarnished Armor*	Silhouette	1992
Mallery, Susan	*Already Home*	Mira	2011

Mallery, Susan	*Their Little Princess*	Silhouette	2000
Mallery, Susan	*Cowboy Daddy*	Silhouette	1994
Marton, Sandra	*Roarke's Kingdom*	Harlequin	1991
McBride, Jule	*Verdict: Parenthood*	Harlequin	1997
McBride, Jule	*Mission: Motherhood*	Harlequin	1997
McKenna, Lindsay	*Shadows from the Past*	Harlequin	2009
McLinn, Patricia	*A Stranger in the Family*	Silhouette	1995
Merritt, Jackie	*The Secret Daughter*	Silhouette	1998
Mignerey, Sharon	*Too Close for Comfort*	Silhouette	2001
Mikels, Jennifer	*Child of Mine*	Silhouette	1995
Molay, Mollie	*Like Father, Like Son*	Harlequin	1996
Monroe, Mary Alice	*The Four Seasons*	Mira	2001
Morse, Nancy	*A Child of His Own*	Silhouette	1997
Novak, Brenda	*Taking the Heat*	Harlequin	2003
O'Brien, Kathleen	*The Homecoming Baby*	Harlequin	2004
Paige, Laurie	*The One and Only*	Silhouette	2003
Palmer, Catherine	*For the Love of a Child*	Silhouette	1994
Perry, Marta	*Desperately Seeking Dad*	Steeple Hill	2000
Pickart, Joan Elliott	*Mac Allister's Return*	Silhouette	2005
Potter, Patricia	*Twisted Shadows*	Jove	2003
Quinn, Tara Taylor	*The Rancher's Bride*	Harlequin	2001
Quinn, Tara Taylor	*The Birth Mother*	Harlequin	1996
Quinn, Tara Taylor	*Sara's Son*	Harlequin	2007
Ramin, Terese	*Her Guardian Agent*	Silhouette	2001
Ray, Francis	*When Morning Comes*	St. Martin's	2012
Reavis, Cheryl	*A Crime of the Heart*	Silhouette	1988
Richards, Emilie	*All Those Years Ago*	Silhouette	1991
Richer, Lois	*Blessed Baby*	Steeple Hill	2001
Riggs, Paula Detmer	*Daddy by Choice*	Silhouette	2000
Riggs, Paula Detmer	*Taming the Night*	Fawcett	1999
Rinehold, Connie	*Silken Threads*	Harlequin	1989
Roberts, Kelsey	*Her Mother's Arms*	Harlequin	1998
Roberts, Nora	*Birthright*	Putnam	2003
Ross, JoAnn	*No Regrets*	Mira	1997
Sharpe, Isabel	*You Belong to Me*	Harlequin	2009
Shay, Kathryn	*Michael's Family*	Harlequin	1997
Sinclair, Dani	*The Sheriff Gets His Lady*	Harlequin	2002
Sinclair, Dani	*Word of Honor*	Harlequin	2003
Sinclair, Tracy	*Does Anybody Know Who Allison Is?*	Silhouette	1995
Spindler, Erica	*Baby Mine*	Silhouette	1992
Stevens, Amanda	*A Baby's Cry*	Harlequin	1996
Stewardson, Dawn	*His Child or Hers?*	Harlequin	2001
Stratton, Rebecca	*Lost Heritage*	Harlequin	1978
Taylor, Jennifer	*Consultant's Adopted Son*	Harlequin	2006
Toth, Pamela	*The Baby Legacy*	Silhouette	2000
Victor, Cindy	*Kindred Spirits*	Harlequin	1987
Warren, Linda	*Truth about Jane Doe*	Harlequin	2000
Warren, Pat	*Nobody's Child*	Silhouette	1995
Wells, Robin	*Still the One*	Hachette	2010
Wentworth, Sally	*Shadow Play*	Harlequin	1994
Whisenand, Val	*Giveaway Girl*	Silhouette	1990
Whitney, Phyllis	*Woman without a Past*	Fawcett	1991
Wiggs, Susan	*Home before Dark*	Mira	2003
Wilkins, Gina	*Hardworking Man*	Harlequin	1993
Wind, Ruth	*In the Midnight Rain*	Harpertorch	2000
Wind, Ruth	*Last Chance Ranch*	Silhouette	1995
Winn, Bonnie K.	*Family Found*	Harlequin	2001
York, Rebecca	*What Child Is This?*	Harlequin	1993

Measuring Query Complexity in Web-Scale Discovery

A Comparison between Two Academic Libraries

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This study reports on the examination of search transaction logs from web-scale discovery tools at two Indiana University campuses. The authors discuss how they gathered search queries from transaction logs, categorized queries according to the Library of Congress Classification schedule, and then examined queries using text analysis tools in order to identify which subjects were being searched and whether users were using advanced search options. The results of this investigation demonstrate how transaction logs may be used to communicate user interactions within discovery services. The findings offer detailed insight into the subjects and skills that teaching faculty and librarians should communicate to improve information literacy instruction. The search queries also uncover information needs that provide direction for collection managers.

To improve user experiences, libraries continuously seek methods to better understand how users interact with their services. Reviewing actual user interactions—such as chat or e-mail transcripts, online resource usage reports, and search transaction logs—provides the opportunity to identify recurrent themes among resources used, topics of inquiry, and potential research obstacles. Search transaction logs are a particularly attractive dataset for analysis due to their comprehensive nature, as well as their ability to reveal both users' information needs and trends in search behaviors.

This study reports on the examination of search transaction logs from two web-scale discovery tools at two academic libraries. Libraries have increasingly adopted web-scale discovery tools over the past several years, and many libraries have implemented these systems as the first line of approach on their websites.[1] This prime placement invites usage from all types of users and results in a rich dataset that spans user disciplines and demographics. Analysis of discovery tool transaction logs is a choice assessment strategy because it is anonymous, non-intrusive, and comprehensive. In this paper, the authors discuss how they gathered and classified search queries from transaction logs and then used text analysis tools to identify which subjects were being searched, as well as the complexity of users' searches. The search transaction logs allowed the authors to develop a more captivating message for teaching faculty and librarians regarding the direct ties between discovery tool usage and assigned coursework. This messaging will help deepen campus partnerships to improve users' information literacy skills.

LITERATURE REVIEW

Web-Scale Discovery Assessment

Within the last decade, several of the major library database and system providers began offering index-based discovery services that offer users a variety of options for searching and retrieving materials from library collections.[2] Assessment of these services began as soon as libraries started to consider which discovery service to purchase. Among other product features, librarians investigated whether users took advantage of post-search filter options, whether discovery products offered exact and advanced search options, and where users succeeded and fell short during usability tasks.[3] In a nutshell, these studies "kicked the tires" of the various discovery service options on the market, revealing their strengths, weaknesses, and areas of opportunity, which have since driven product development.

In addition to providing centralized indexes for library collections, discovery services often come with significant price tags. In order to continue to justify these continuing expenses over time, libraries have sought ways to show the value and utility of these tools. Such evaluations have extended beyond usability tests to the ways in which discovery services impact library services such as instruction and reference. Cmor and Li discussed how their library's adoption of a discovery service propelled them to realign their instruction course plans with their institution's updated learning outcomes policy. Doing so allowed the library to concentrate more on teaching students how to understand and evaluate information rather than simply navigate interfaces.[4] Similarly, after reviewing student feedback on information literacy sessions, Debonis, O'Donnell, and Thomes realized that their discovery service needed to be incorporated into library instruction exercises.[5] The authors revised both their instruction and reference protocols in order to inspire students to carefully consider their sources throughout the search process. Integrating the discovery service into additional library services increases the likelihood that users will know when and how to use this tool. Feedback surveys such as the one Debonis, O'Donnell, and Thomes implemented are certainly useful for identifying ways to improve library services. However, they are not comprehensive because they only capture responses from participants, which is most likely not the library's entire user population. To fully understand search behaviors in a discovery service, other data sources are necessary.

Transaction Log Analyses

One such far-reaching data source is a transaction log. A variety of industries have adopted transaction log analyses in order to better understand user behavior on websites.[6] A transaction log analysis is an examination of electronic records—that is, transactions—of interaction that have occurred during searching episodes between a web search engine and users searching for information on that web search engine.[7] Transaction log analyses are usually used to evaluate system performance, system architecture, or searcher actions. Spink and Jansen documented numerous analyses from the e-commerce, medical, and adult entertainment sectors until 2004 in their book.[8]

Although library users are also likely web searchers, their behaviors across channels may not be identical. A primary conclusion from Jansen et al.'s study of *Excite* search queries was that, in fact, "web search users seem to differ significantly from users of traditional IR [Information Retrieval] systems."[9] Included among these "traditional" systems are library OPACs. Recognizing the wealth of data stored within their systems, and the fact that users may interact differently with their systems than with commercial options, libraries have also adopted transaction log analyses. The majority of these analyses have focused on OPACs, and the overarching goals have been to improve library systems.[10] Common points of observation among these studies include query length, type of search option (e.g., basic vs. advanced), typographical errors, and use of Boolean operators.[11] A study by Villén-Rueda, Senso, and de Moya-Anegón diverged from others by investigating the distribution of subject queries across major areas of knowledge, such as experimental sciences, health sciences, or engineering.[12] As library technologies have evolved over time, transaction log analyses have moved to other online library resources, including digital libraries, federated search tools, and websites.[13]

Very few transaction log analyses have been performed for web-scale discovery systems, though. Meadow and Meadow evaluated nine hundred search queries from Summon and categorized each query into one of seven types, such as URL, natural language, or known item, prior to further analysis.[14] This study broke new ground by applying transaction log analysis to a discovery system, which Brett, German, and Young carried into their assessment of the tabbed-search interface on their library website.[15] These studies categorized queries into broad groups, such as "Database/Journal," "Subject," and "Known Item." They did not, however, delve into the specific subjects users searched. General suggestions may be drawn from these results, but curricular themes and distribution of searches across schools or departments remain unknown.

Collection Relevance

Discovery assessment at the transaction log level brings to light the information needs of many library users. This type of analysis is particularly important due to staffing and time limitations that may prevent librarians from having complete knowledge of the entire curriculum taught at their institutions. Transaction logs also reveal the materials for which users are actually looking, which indicates this is a prime data source for collection development purposes, too. This is an understudied area within the literature. Libraries have measured the impact of discovery service implementation

on library collection use, with mixed results. Kemp found that, following the implementation of Summon, print circulations and link resolver activity increased while database, e-journal lookup, and OPAC searches decreased.[16] Looking at a different discovery service, Calvert alternatively observed a decrease in print circulations after her library implemented EBSCO Discovery Service (EDS).[17] She did, however, notice an increase in abstracts viewed and full text articles retrieved in several of her library's subscription EBSCO*host* databases. These studies focused on evaluating possible effects of discovery service adoption on the library's existing collection, but they did not use discovery service usage reports to appraise or improve the collection.

In 2016, Siegel noted that "there still appears to be very little currently written on the topic of utilizing a discovery service's search query data in order to discover holes within a particular library's collection."[18] He began to fill this gap by using the top fifty unique queries from a year's worth of discovery transactions at a Virginia academic library in order to prove search queries may be used for collection development purposes. After categorizing the queries according to specific disciplines, he repeated user search queries in order to identify low search result terms, which signified potential gaps in the library's collection. This study thus illustrated that search queries may be used as a collection development tool.

The current study continues to fill the gap identified by Siegel. It also advances discovery service assessment by adding to the limited transaction log analyses that have occurred to date. For libraries, transaction logs may help answer questions regarding how users search for materials, whether they take advantage of advanced search options (e.g., Advanced Search, Boolean operators, and field codes), and which subject areas are more or less frequently searched. The answers to these questions impact pedagogy—particularly with regard to learning activity design, sequencing, and evaluation—and collection development.

METHOD

Data Collection

During the fall 2015 semester, two librarians at two Indiana University (IU) campuses initiated a semester-long research project to examine user search terms from EDS, the discovery tool used at both campuses. The authors sought answers to two research questions:

1. What queries and/or themes recur at each institution?
2. What are the similarities and differences between recurrent queries across the two campuses?

To answer these questions, the authors analyzed text data recorded within each campus's EDS search transaction logs from the fall 2015 semester (August 24–December 18). These anonymous transaction logs were harvested from Google Analytics. The authors were interested in the second research question because, although they are both IU librarians, their campuses greatly differ in size and areas of study. The first school in this study, Indiana University Bloomington (IUB), is the flagship campus of the IU system, offers degrees in more than two hundred majors, has a Carnegie classification of "Doctoral University: Highest Research Activity," and had an FTE of 41,165 during the 2015–2016 academic year.[19] The second school in the study, Indiana University Kokomo (IUK), is the smallest regional campus of the IU system. It offers degrees in more than thirty majors, has a Carnegie classification of "Baccalaureate College: Diverse Fields," and had an FTE of 2,676 during the 2015–2016 academic year.[20] IUB implemented EDS in August 2011, and IUK launched EDS in September 2011. Both IUB and IUK upgraded to the EBSCO Google Analytics—Advanced tracking code within their respective EDS platforms in summer 2015 to gather search data for fall 2015. The EBSCO Google Analytics—Advanced tracking code cleanly harvests search terms to Excel, with little to no cleanup needed. The search query logs did not contain any personally identifiable information for human subjects, so Institutional Review Board (IRB) research approval was not required for this project.

In spring 2016, the authors exported the first 18,000 EDS search queries for the fall 2015 semester from each of their Google Analytics accounts. To reduce the datasets to a manageable quantity of queries, the authors calculated a random sample by setting an error rate of 3 percent and a confidence rate of 99 percent for the query population of 18,000. These parameters produced a sample size of 1,677 queries per campus. The authors used the first 18,000 queries because it was the closest major interval to IUK's total EDS searches (18,555) for the fall 2015 semester. IUB recorded 122,607 total queries during this time period.

Search Queries

Next, the authors reviewed each of the 1,677 search queries and assigned up to two classes and subclasses using the Library of Congress Classification schedule (http://www.loc.gov/catdir/cpso/lcco/). For example, the search query "(folklore) AND (death)" was assigned the class of "G - Geography, Anthropology, Recreation" and subclass of "GR: Folklore." To address interrater reliability, the authors used IUCAT, IU's shared OPAC, to search for queries and review call numbers. The authors also each reviewed ten identical, initial queries, assigned classes and subclasses, and then discussed their results. This discussion produced changes in the review methodology, which the authors then applied to an additional ten queries. Following the review of the second ten queries, the authors finalized their procedures, which are captured in images 1–4.

The procedures also included:

1. Do NOT categorize:
   a. Database names (e.g., Academic Search Premier)

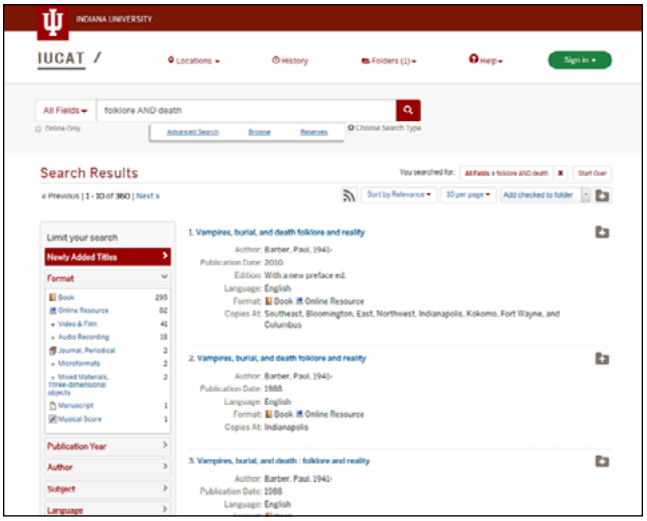

Image 1. IUCAT search results for "folklore AND death"

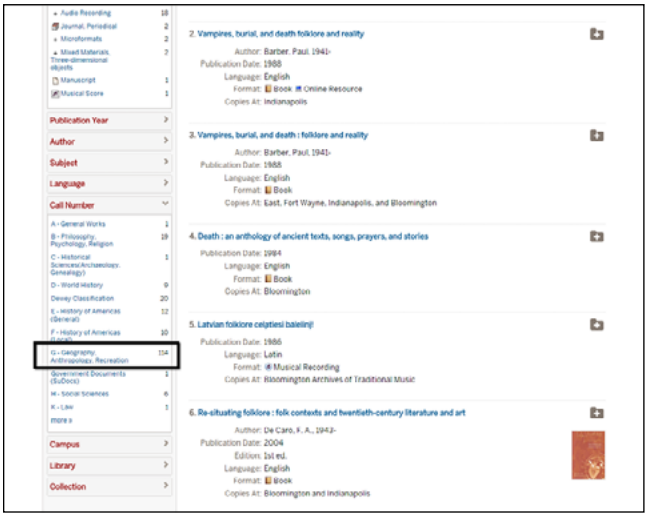

Image 2. Call number facet in IUCAT

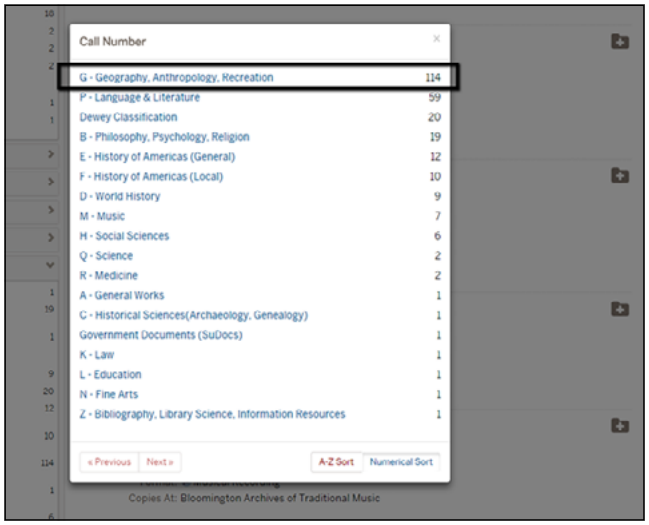

Image 3. Call number class selection in IUCAT

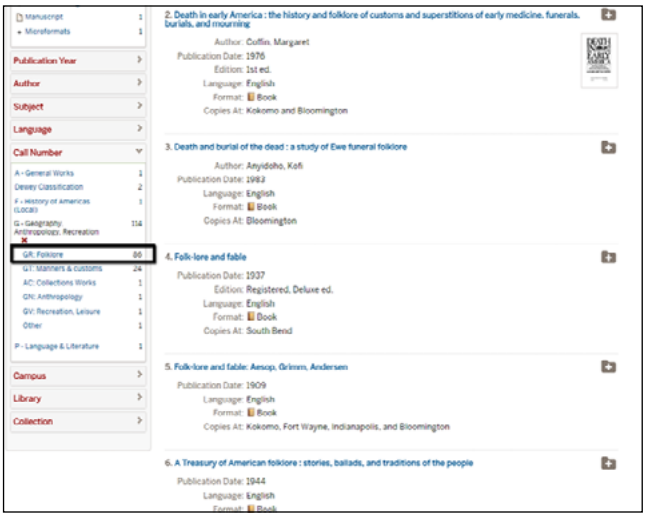

Image 4. Subclass identification in IUCAT

b. Journal name/title
c. Source types lacking additional context (e.g., "Literature review")

2. DO categorize:
   a. Article titles (i.e., the main subject of the article)
   b. The primary subject area, but OK to use two if necessary
   c. If a search is ambiguous, use the top two classifications.

Databases, journal titles, and source types were not assigned classes because one or even two specific classes could not necessarily be defined from the name alone. For example, Academic Search Premier is a database that contains content on hundreds of subjects, and thus it was impossible to assign only one or two classes to it. A journal title search query was *Journal of Purdue Undergraduate Research*. This journal publishes undergraduate research across a variety of disciplines, so this, too, was an unclassifiable query.

However, article titles, as well as chapters and essays, known titles (i.e., books), and keywords were assigned classes. The authors aimed to identify the central subject of each keyword and article search query. When the authors were unsure of the subject or there were zero results in IUCAT, they would use a general web search engine to determine the main topic. For example, a search for "Richard M Kavuma," a Ugandan journalist and the editor of several newspapers, returned zero results in IUCAT, but a general web search provided insights into Kavuma's identity, which allowed the authors to categorize this search query. Two classes were applied when a search query equally fit two subject areas. For example, queries relating to espionage were assigned to both political science and military science classes because both classes could yield relevant results on this topic.

Table 1. Search query notation in EDS transaction logs

Query	How EDS records query in transaction logs
american disabilities act	(american+AND+disabilities+AND+act)
"poverty"	poverty
[Advanced Search] deforestation AND zoos	(deforestation)+AND+(zoos)

In addition to categorizing each search transaction, every query was tagged as either a Basic Search or an Advanced Search and was marked if a field code was used in conjunction with the advanced search. EDS distinguishes Advanced Search queries from Basic Search queries in transaction logs by using the all capital letters "AND" between two sets of parentheses. Table 1 presents examples of how different types of search queries are recorded within EDS transaction logs.

EDS offers eight field codes as Advanced Search options to improve the precision of user searches. These field codes are:

- TX – All Text
- AU – Author
- TI – Title
- SU – Subject Terms
- SO – Source
- AB – Abstract
- IS – ISSN
- IB – ISBN[21]

The authors also denoted frequent queries to identify potential search query patterns. Topics with more than ten search queries were grouped together as "popular queries." These query groupings reflected not only repeated searches on the same or similar queries but also frequent searches on books written by certain authors or thematic queries, such as myths.

RESULTS

Query Subjects

Social Sciences was the most common class for both IUB and IUK search queries. Figure 1 shows the complete distribution of Library of Congress Classification totals for the first class each query was assigned at both campuses. At IUB, 473 searches (30.3%) were classified as Social Sciences, and IUK recorded 422 searches (26.9%) within this class. Social Sciences was the only class in which at least one search query was recorded for every subclass. Figure 2 is a visualization of the combined distribution of Social Science queries across the subclasses for both campuses. The thickness of the line corresponds with the number of queries identified for each subclass: The thicker the line, the greater the number of pertinent queries in the transaction logs. Across the two campuses, HV, HQ, and HD were the top subclasses, whereas HS, HA, and HX each recorded only minimal search queries.

Query Complexity

By default, both IUB and IUK direct users to the Basic Search option in EDS. Thus, usage data for Advanced Search options reflects a measured choice from users: they took a specific action to perform an Advanced Search, rather than rely on the Basic Search. Figure 3 shows the breakdown of Basic, Advanced, and Advanced + field code searches at both campuses. IUB users performed nearly 3 times as many Advanced Searches as did IUK users and approximately 2.5 times as many Advanced Searches with field codes. Although queries that use field codes are automatically considered Advanced Searches, since users must be on the Advanced Search screen to view the field code drop-down menu, the majority of Advanced Searches at both campuses did not include any field codes. Figure 4 presents the distribution of field code use at the campuses. IUB searchers used the author (AU) and journal name (JN) field codes more often than did IUK searchers. IUK users, on the other hand, selected the title (TI) field code much more often than did IUB users. Journal and book identifiers (ISBN and ISSN), however, were not used at all at either campus. It is also important to note that two field codes—JN and DE—are not found in the dropdown "Select a field" menu on the EDS Advanced Search page. These are valid and functional field codes, but their use indicates these searches were conducted by expert users with special knowledge. The authors theorize these searches indicate librarian usage.

At both campuses, users searched for known titles, articles, and authors without using field codes. Article titles were searched 77 times (4.6%) at IUB and 136 times (8.1%) at IUK. Known titles were searched less, with 22 such searches (1.3%) recorded at IUB and 65 (3.9%) at IUK. Author searches without the AU field code occurred least often: 13 (0.8%) users searched for authors at IUB, and only 3 (0.2%) searched at IUK. Although these query counts are not strikingly high, they do reveal an opportunity for more user instruction on how to use field codes to search more precisely.

Query Missteps

Other transaction log analyses have reported on search failures, which have been defined as searches that result in zero hits.[22] After reviewing each search query within the two random samples, the authors decided to focus on two specific aspects of query failure analysis: typographical errors and questions. The authors chose these elements over others—such as query length and type of search (e.g., author, title, or subject)—because they hypothesized these would be the most common user miscues. Both issues may also be

relatively easily addressed through system features, such as spellcheck, and library instruction sessions. Typographical errors were divided into four categories: addition (e.g., serveral rather than several); deletion (e.g., eldery – elderly); substitution (e.g., mignight – midnight); and inversion (e.g., presenec – presence).[23] The authors also identified queries that contained more than one category of typographical error and those that were gibberish (e.g., sdf). Figure 5 shows that IUK users searched for more queries containing typographical errors than did IUB users. Deletions were the most common error at IUK, and deletions and substitutions tied for frequency at IUB. Overall, though, less than 8 percent of IUK user search queries contained typographical errors, and less than 2 percent of IUB queries contained these errors.

Past studies have explored whether users enter search queries in question format into commercial search engines.[24] Libraries are in the business of answering questions, so reviewing the types of questions users enter into a discovery service helps librarians better understand their users' needs. The authors searched transaction logs for twelve question starters, shown in figure 6. User behavior differed between the two campuses. On the whole, IUB users searched for fewer questions, and the most frequent questions included "is" or "do." IUK users conducted more searches that contained questions; "how" and "what" questions recorded the highest totals. Still, at IUB, less than 2 percent of all search queries included questions, and this percentage only rose to 3.6 percent at IUK.

Popular Queries

Finally, the authors examined transaction logs for repeated queries on topics. A search query with more than ten separate searches was labeled a "popular query." Additionally, the text analysis software R was used to identify the ten most popular individual keywords across both query datasets. These terms, shown in figure 7, allow for the identification

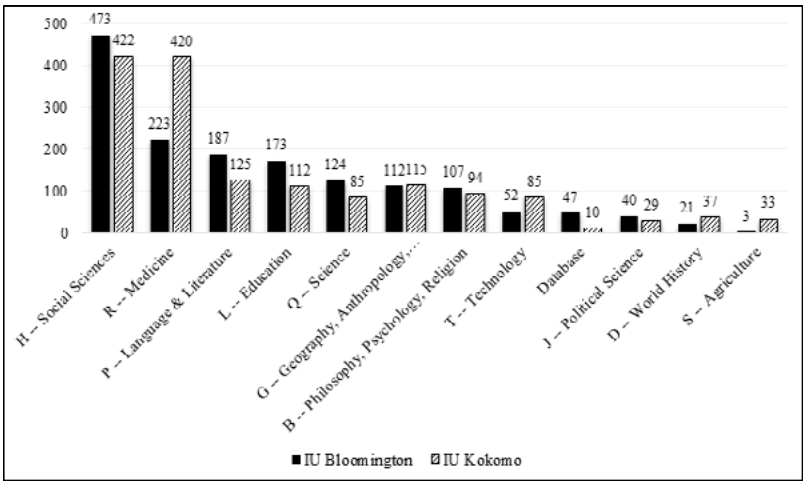

Figure 1. Complete distribution of LC Classification totals for both campuses

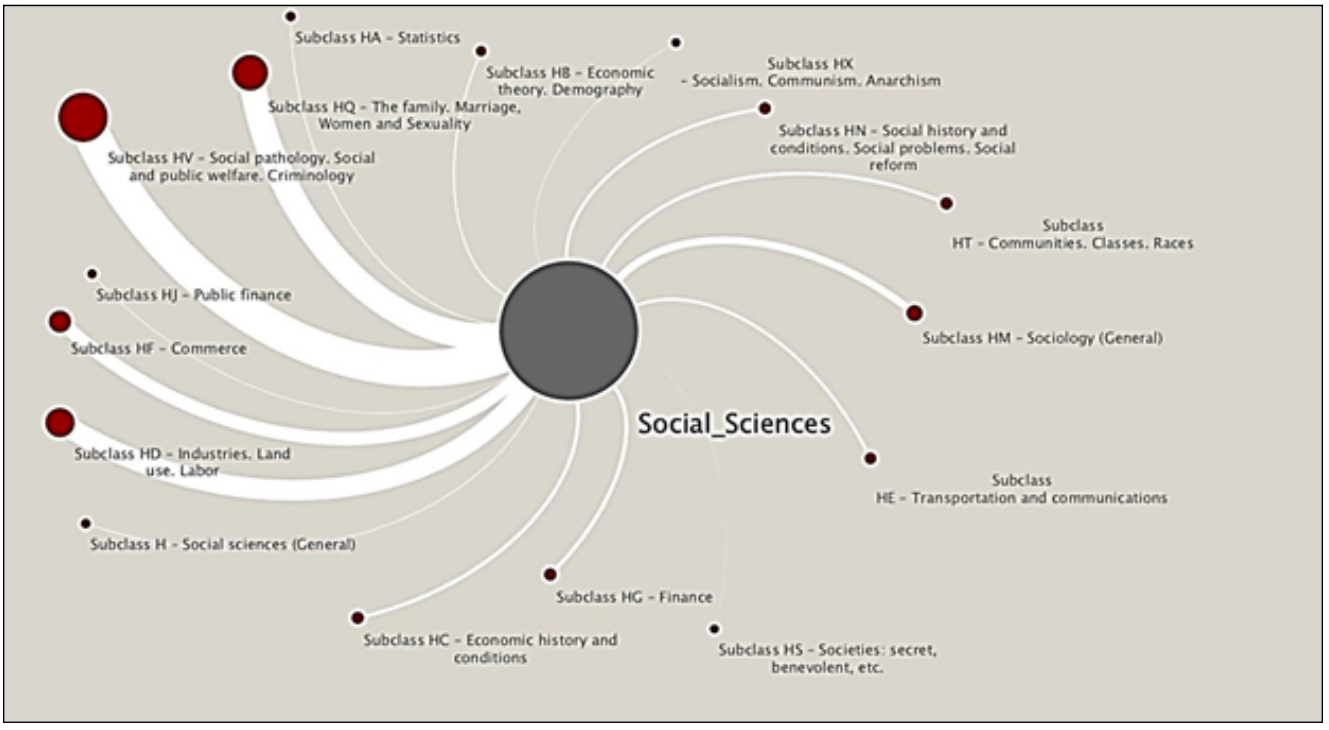

Figure 2. Combined distribution of Social Science queries across the subclasses

of broad topical patterns, such as the use of "Education" at IUB and "health" at IUK. The popularity of these terms matches some expectations while disrupting others, based on enrollment figures for specific majors.

The value of this dataset lies in being able to not only dig in to common terms but also common themes. Themes may not show up in search query frequency reports because they require additional knowledge of how search terms may be connected within an institution's curriculum. Tables 2 and 3 present emergent themes from both IUB and IUK. The authors identified two tendencies for popular themes: (1) frequent searches may take the form of phrases, such as known items, that could reflect course-adopted text(s) for particular classes and/or instructors; and (2) frequent searches may reveal the exploration of certain subjects, such as "folklore + (fill-in-the-blank)" or combinations of searches regarding medical ethics. IUB identified eighteen recognizable popular themes while IUK observed eleven themes. Besides the recurrence of these queries, their variations suggest more disparate interactions than a single user simply modifying his or her search over and over again.

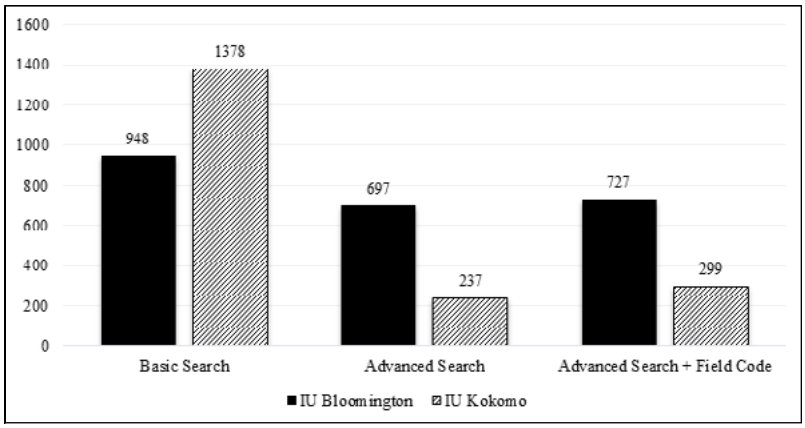

Figure 3. Basic vs. Advanced vs. Advanced + field code searches breakdown

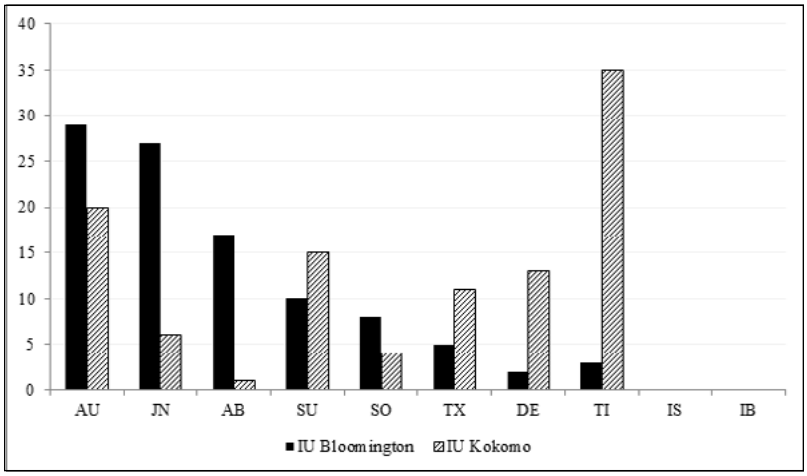

Figure 4. Distribution of field codes

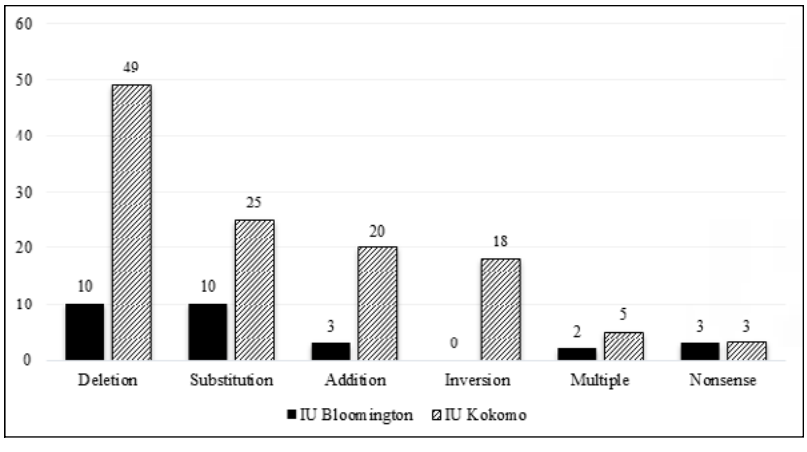

Figure 5. Distribution of typographical errors

DISCUSSION

Transaction log analyses provide granular evidence of how, and for what, users search library resources. This study found that the majority of EDS searches related to social science and medical topics. This was of particular interest for IUB because some of the social science liaisons deliberately steer students away from EDS in favor of subject databases. The results of this study suggest that information literacy instructors at both IUB and IUK should add or further expand upon EDS search strategies during their instruction sessions.

The need for further EDS instruction does not stem only from the quantity of searches performed. The quality of the searches also illustrates this necessity. Natural language queries towered above other query types, and they were subject-driven. For example, less than half of IUB users conducted an Advanced Search, and fewer than 20 percent of IUK users took advantage of this search option. Since the search logs at both campuses indicated users performed searches for known items, such as books and articles, a simple guide to EDS field codes may help users obtain more precise results while simultaneously introducing them to more advanced search options. The lack of queries in the form of questions suggests the majority of EDS users are comfortable searching just by keyword. This is encouraging for instruction

because it implies users liken EDS to commercial search engines, not question-and-answer services.[25] Instruction can thus begin by building on existing consumer search skills and adapting them to library resources, rather than starting from scratch.

In addition to generating ideas for specific strategies to teach in information literacy sessions, the results of this study also divulge aspects of institutional curricula. The popular queries and themes that emerged in each campus's transaction logs reveal opportunities for instruction in specific courses, perhaps where such needs were previously unknown. Transaction log analysis may, then, provide a new rationale for teaching discovery where this previously did not occur. Libraries have experienced more or less success transitioning to discovery service instruction. Buck and Mellinger distributed an online survey to institutions that had implemented the web-scale discovery service Summon. Fifty-eight percent of respondents reported they felt the implementation of Summon had changed their instruction, with the most frequent change being how much class time was spent emphasizing which database to choose. Respondents indicated they were able to spend more time on topics such as refining search terms, research as an iterative process, or higher-level search skills.[26] This is a critical shift in libraries. Rather than spending precious time teaching which resource to search, librarians may now concentrate on teaching how to search resources. Sharing user search queries enables this type of higher level learning: by understanding authentic user search queries, librarians and teaching faculty may develop targeted strategies to hone students' existing search skills, rather than beginning with sifting through a list of dozens of databases. New partnerships may form as colleagues—including teaching faculty, instruction librarians, and other public service librarians—discuss the search skills students already exhibit and how those can be developed to more advanced levels.

Finally, the implications of these results do not apply only to instruction and public services. The popular queries and themes also have obvious implications for collection development: If a library does not own titles that are frequently searched, acquisition of the material should be considered. If the title is already owned, perhaps a librarian should coordinate with the pertinent faculty member to place the item on print or electronic reserve, if possible. Frequent themes may also reveal changing disciplinary focal points. These may be areas for the library to research—in consultation with both faculty and library service providers—for additional collection development.

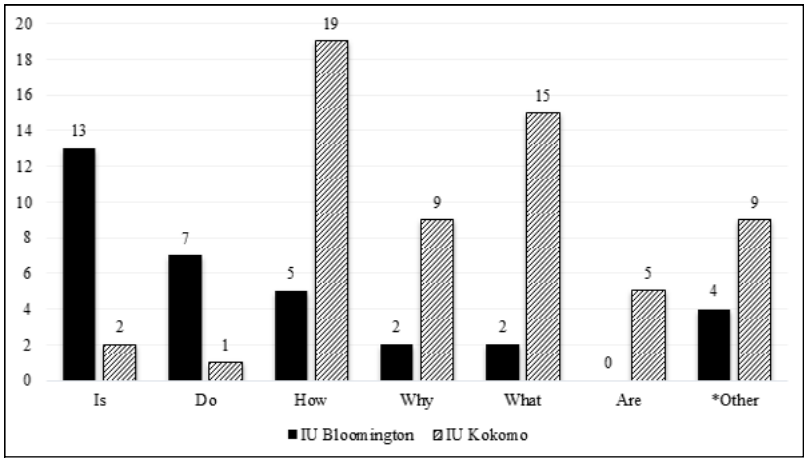

Figure 6. Distribution of question starters

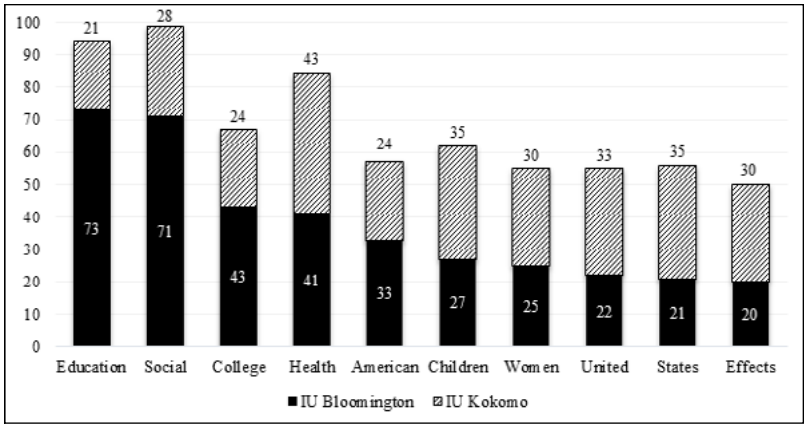

Figure 7. Top 10 search terms

Limitations

This study acknowledges a few limitations, the first being that it was extremely time intensive. Each search query was individually evaluated and categorized by a human being; no such automatic or systematic mechanism for this process yet exists. Additionally, without the use of a call number facet in the IUCAT OPAC, categorizing each search query would have been virtually impossible, as the authors are not catalogers. Third, the analyzed search queries represented a random sample from one semester of web-scale discovery activity at each campus. The distribution of queries across LC classes may differ between fall and spring semesters or even academic years. These results, then, are not exhaustive, but they do reflect a snapshot from a particular time frame, and they may definitely still be used to open new discussions with instructors. Finally, LC classes do not necessarily neatly map to specific courses. Courses may address a variety of topics, and the authors' method of assigning up to two classes to each search query indicates the potential interdisciplinary nature of user searches. However, the popularity of

Table 2. Bloomington popular query examples

Query	Example Search	Searches
Fashion	(fashion) AND (style) (fashion) AND (fashion trend)	38
Folklore	(folklore) AND (comics)	24
Their Eyes Were Watching God	("their eyes were watching god" AND mcgowan")	19
Psychology myths	(10% AND "of" AND our AND brains) (men AND are AND better AND "at" AND math AND than AND women)	21

Table 3. Kokomo popular query examples

Query	Example Search	Searches
Espionage	(war AND Spies) (espionage AND cases)	24
Feminism	(feminism AND fairy AND tale AND social AND norm)	19
James Bond	(007 AND british AND empire)	20
Types of intelligence	multiple intelligence	17

certain classes and subclasses over other subclasses indicates where additional library outreach may be most impactful.

Next Steps

The results of discovery service transaction log analyses have persuasive implications for information literacy instruction. A cohesive approach to discovery instruction is necessary because disparate pedagogies may result in dissimilar student research skills.[27] Fawley and Krysak further state, "When integrated into lesson plans with learning outcomes that emphasize critical thinking skills, discovery tools offer a chance to teach evaluative techniques and higher-level refining skills that are transferrable across subject specific databases."[28] Transaction log evaluations are one way to achieve this goal: understanding who is and who is not using the discovery service, based on subjects and resources searched, informs librarians where lesson-plan integration of the discovery service should occur. Furthermore, search queries reveal where librarians' instruction efforts are succeeding and where additional effort should be invested.

Popular search queries should be discussed with teaching faculty and instruction librarians. At a minimum, librarians may reach out to the faculty whose students are using EDS, based on transaction logs. Transaction logs may also serve as internal discussion points among library employees. The logs answer questions about how students are searching, which can inform outreach strategies to departments with both high and low discovery adoption. These conversations are necessary in order to determine the extent to which the library is integrated into different academic departments and schools. If the library is not integrated into the curriculum, additional discussions should be held in order to determine why not, whether non-library resources are instead being used, and how the library might better serve non-user subject areas. Transaction logs provide evidence of user behavior, but improving the success of user searches requires collaboration with instructors in- and outside of the library.

Transaction logs also suggest messaging strategies. At IU Kokomo, librarians have juxtaposed EDS with Google and Amazon to help frame the discovery service with students' existing mental models of familiar search engines. However, search queries such as database names and questions suggest that students may be applying this metaphor too literally. Instruction should clarify that discovery is designed for subject and keyword searching, and improvements are being made for known-item searching. Source types (e.g., "articles on" or "books about") or interrogative phrases (e.g., "what is" or "how to") are unnecessary, and the discovery service offers its own tools—such as the Source Type facet—to refine search results, which will likely produce more precise results than keywords. In addition to facets, librarians should teach and encourage the correct use of Advanced Search and field codes. Emphasizing these features will help students receive more relevant and useful results, as well as get more value out of the discovery service.

Public service librarians who do not teach information literacy sessions, such as reference and access services librarians, also stand to benefit from the results of this study. Identifying search themes enables reference librarians to prepare for probable reference questions. This may consist of simply familiarizing oneself with useful resources to answer likely questions, or it may extend to creating reference guides, print or online, for easy distribution to interested students. Similarly, identifying frequent known item searches allows access services librarians to recommend titles for course reserves. In consultation with colleagues, access services librarians may be able to compile a list of teaching faculty

to approach regarding course reserves prior to the start of a new semester.

It is important to note that the current study only examined transaction log data from a single fall semester at each campus. A future area for research, then, is to repeat the study, either for a spring semester, subsequent fall semester, or both. Repeating the study would allow for the identification of persistent or recurrent popular queries and themes. The researchers would also be able to evaluate changes in user behavior patterns, such as the use of advanced search options.

An additional direction for future research is to compare discovery transaction logs with those from other databases. If librarians and instructors teach disparate database pedagogies, it would be worthwhile to evaluate search queries from different resources to determine whether more sophisticated user behaviors are more prevalent in certain resources.

CONCLUSION

The purpose of this study was to report the results of two transaction log analyses from two web-scale discovery tools at two academic libraries. The findings show that the subjects most frequently searched across both institutions stemmed from social science and medical fields. The majority of users conducted basic searches, and more users opted to conduct an Advanced Search without a field code than with one. These results underscore the need for additional instruction on higher-level search techniques.

This study encourages additional communication between librarians and teaching faculty. Search query data helps everyone involved with information literacy instruction to better understand how users are actually utilizing the discovery tool. From this shared understanding, librarians can collaborate with instructors to improve students' skills. The demonstration of refinement tools, Boolean operators, and overall scaffolding of information literacy at different stages in students' academic careers would likely improve students' keyword selection and subsequent search results.[29] This is win-win for the library and teaching faculty: a happy student searcher who finds what is needed for a project is more likely to succeed in coursework, as well as return to the library's resources for the next assignment.

Finally, the authors also experienced personal unexpected benefits that are worth noting. The process of categorizing search queries according to the Library of Congress Classification scheme improved the authors' knowledge of this system. This led to improvements in curricular awareness during reference shifts in successive semesters. The ability to recognize course themes from individual reference questions spurred deeper interactions with students regarding the nature of their assignments and who their instructors were so that the library might reach out to those teaching faculty for additional engagement opportunities. This study showed the extent to which discovery is used, and the results encourage opening new discussions regarding how discovery may be taught for the most benefit.

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Added Value or Essential Instruction?
Librarians in the Twenty-First-Century Classroom

In recent years, we have seen a proliferation of the amounts of information that we're exposed to, and our ability to critically navigate that information hasn't kept pace with the speed at which it's coming at us. As information professionals we must ask ourselves—what is our role in helping students and patrons navigate information? What value can we add in a world where information is increasingly complex, contradictory, and competitive? Are our traditional methods of delivering information literacy enough? This paper looks at the evolution of information literacy instruction from the skills in the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education (2000) through the newly adopted Framework for Information Literacy for Higher Education (2016), using examples from my own experience as a reference and teaching librarian. I will focus on how the ways in which we reach students has changed—from one-shot information literacy sessions to more in-depth interactions with students under the new Framework. I will argue, ultimately, that to truly serve students in our current information age, librarians must consider moving even deeper into the classroom, developing and teaching information literacy and critical thinking skills for credit in the college and university setting, and I will highlight a course I developed at my own institution.

How will this change what we do in the classroom?

The question was posed by a colleague of mine as we stood in the kitchen preparing dinner in mid-November 2016. Our weekly gathering consists of several faculty from across disciplines, though centered in the humanities, at the University of Montana (USA), so the question was an extremely important and immediately relevant one. The occasion that prompted this question? The 2016 presidential race and the subsequent election of Donald Trump to the nation's highest office exactly one week before.

Given that our election cycle dragged on nearly two years and exposed deep racial, social, cultural, and political rifts, the question could have been—and in fact was—understood in any number of ways. It dominated the conversation for weeks, and left me at a loss. My own professional concern was that so much of the information that swirled around this election was, quite simply, incorrect. Whether it came from social media, so-called news blogs and sites, or the candidates themselves, much of what was being passed off as fact was, simply, not factual. Complex ideas were grossly simplified, ad hominem attacks

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drew attention from policy discussion, and outright lies were passed in rage and righteousness around Facebook and Twitter, facilitated, as we now know, by Russian interference. Any of these issues would be of concern to teaching librarians, but at the root of my trouble, and central to the question, was the fact that I'm not, actually, in the classroom. Or, rather, I am in the classroom at the whim of others, brought in to ostensibly teach information literacy, which I do to the best of my ability in the hour per semester I'm usually with students. The space to address this central question didn't exist in the classroom. For me, there simply was no classroom.

Whereas my colleagues had dedicated time and space in which to approach difficult questions with students, I did not. Here I was, at a university, faced with questions about how information, misinformation, and disinformation affected our election, and I had no idea how to adequately approach the subject in which librarians are, theoretically, experts.

I turned over the question for weeks—how could librarians talk with students about information in new ways? What was my responsibility, as a librarian and a citizen, in the face of so much confusion? I believed in Thomas Jefferson's idea of democracy being reliant on informed citizens and had prided myself on being a member of a profession that helped create those informed citizens. I found myself wondering how I could, in the time allotted me in the classroom, tackle some of the questions about information that the election had raised. I had, over the years, become increasingly convinced that the one-shot information literacy instruction sessions were not particularly useful to students. Certainly, they were not engaging to me. Even when they were carefully integrated into the course at hand, the fifty minutes with students were mainly used to teach them where and how to locate discipline-related resources. We touched on concepts of information literacy, but not in a way that was satisfying to me and not in a way that convinced me that students actually understood information literacy as something more than library searching.

My suspicions about students' abilities to approach information with skepticism and to think critically—my own understanding of the root of information literacy—were confirmed later that November. Toward the end of the month, researchers at Stanford University released a study on students' ability to evaluate information online. Their results showed that "when it comes to evaluating information that flows through social media channels, [digital natives] are easily duped."[1] This didn't surprise me, and in fact probably wouldn't have held my attention had it not been for their conclusion, which was startlingly frank for academic researchers: "we worry that democracy is threatened by the ease at which disinformation about civic issues is allowed to spread and flourish."[2] It was this statement that ultimately convinced me that as a librarian I had a responsibility to address the questions that this election had raised. It was this that convinced me that I had to carve out a space for myself in the classroom.

INFORMATION LITERACY STANDARDS IN THE CLASSROOM

Since 2000, teaching librarians have been guided by the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education (henceforth, Standards). These Standards were used to shape information literacy (IL) curriculum and instruction across the United States, including in my own library. The Standards defined IL as "a set of abilities" that required knowing when information was needed and having the ability to find, evaluate, and use information to address the need.[3] Focusing on skills, the Standards were action-oriented—an information literate individual would *determine* a need, access and evaluate information, use information, and *understand* the complexities of information creation and use. The Standards (2000) noted that IL is cross-disciplinary and essential to lifelong learning and that it "extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internships, first professional positions, and increasing responsibilities in all arenas of life."[4]

Importantly, the Standards (2000) made the argument that IL ought to be embedded in and across the curriculum of colleges and universities and that the achievement of such a curriculum "requires the collaborative efforts of faculty, librarians, and administrators."[5] At my own university, teaching librarians used the Standards to answer questions about how IL differed from information technology (IT) and to push for an IL requirement in all classes designated as "writing" (or W) courses. Instructors who wanted to teach W-courses, in making their case to the university that their courses should have a writing designation (a desirable status for any course, as students are required to take a certain number of W-courses), had to include a library instruction component in collaboration with teaching librarians or had to address IL on their own in some other way. It ensured that IL instruction was embedded across the curriculum, from first-year through graduate courses. Librarians, under the direction of our instruction coordinator, developed a curriculum and rubric that was tiered, integrated, and used to collaborate with teaching faculty in order to build embedded, course-integrated, one-shot instruction sessions. The Standards, with their skills-based emphasis, provided an easy way in which to build and measure outcomes for use in the classroom.

In theory, all students had an IL component in their first year and received additional IL instruction in their upper-level writing classes, instruction that built on the concepts and skills learned at the lower levels. In reality, librarians wondered whether we were actually teaching transferrable skills. Some teaching faculty (though strong and often vocal supporters of the library) continued to interpret IL as "library instruction," and librarians themselves (myself included) often fell back on database searching or other such skills that could reasonably be addressed in a fifty-minute

session. Additionally, though our curriculum was designed to augment writing classes, librarians, service-minded in a service profession, would accept teaching requests from lecturers on non-W classes who requested a session. There was a general sense that anything that got students into the library and interacting with a librarian was a good thing.

Though I loved the interaction with students and was told by teaching faculty that they could see the differences in their student papers, I was more and more convinced that I wasn't actually teaching IL. Library instruction, yes. But not IL. And while library instruction was important and indeed useful to students and faculty, I was left with the sense that the ability of students to "become engaged in using a wide variety of information sources to expand their knowledge, ask informed questions, and sharpen their critical thinking for still further self-directed learning," as the Standards promised, was not actually being achieved in the library.[6] Perhaps it was, but as a librarian with classroom access to students only fifty minutes a semester and no role in evaluating or assessing student work throughout the semester, I wasn't able to determine if my time with them really *did* help them become more critical thinkers.

This was not a problem with the Standards themselves but with the structure in which we had implemented them. Our teaching program was strong, we were reaching many students, and we had a robust curriculum. Librarians were often inundated with teaching requests—I would teach as many as fifteen sessions a semester, across various disciplines. But the problems with the model were clear. As a liaison librarian to ten different disciplines, there was no way I could realistically be expected to be a subject expert in all of them. Teaching librarians began to talk about offering credit-based information literacy classes as opposed to teaching (or demonstrating) the resources of other disciplines. We talked for years about how we should construct a credit course, how we would get students to register for it, and how we could actually find the time to teach it, while still teaching one-shot sessions, serving as reference librarians, maintaining publication productivity, and coordinating functional areas in the library. Having taught critical thinking credit courses in the past, I was convinced that we should move away from the one-shot sessions and enter into the classroom on our own terms in order to really get to the heart of some of the critical thinking issues that were missing from our curriculum.

In some ways, our teaching was slowly moving in that direction, with the hiring of an eLearning librarian who developed video tutorials that many of us saw as far more useful to students than library instruction, as they addressed all the same topics we did and could be used at point-of-need and viewed as many times as necessary. The goal was to cut down on the one-shots by truly focusing only on the writing classes, to retool the instruction in these classes away from demonstrations (which were now covered by the tutorials) and toward analysis of information, and to free up time to truly think about developing credit courses.

FROM STANDARDS TO FRAMES

Whether we wanted to change the way we were doing instruction or not ultimately didn't matter. In June 2016, the ACRL retired the Standards. In their place was the new Framework for Information Literacy for Higher Education (henceforth, the Framework), which had been approved as an updated set of guidelines for IL instruction in January of that year. The adoption of the Framework, which noted that "information literacy as an educational reform movement will realize its potential only through a richer, more complex set of core ideas," as a replacement for the Standards provided us additional professional context in which to discuss IL in practice.[7] Most notably, the Framework moves away from skills and toward concepts. Key to the Framework are conceptual understandings that organize many other concepts and ideas about information, research, and scholarship into a coherent whole. These conceptual understandings are informed by the work of Wiggins and McTighe, which focuses on essential concepts and questions in developing curricula, and also by *threshold concepts*, which are those ideas in any discipline that are passageways or portals to enlarged understanding or ways of thinking and practicing within that discipline.[8]

A threshold concept, which ACRL borrowed from other disciplines, is:

1. transformative, in that it changes the way a learner approaches a field;
2. irreversible, in that it cannot be unlearned once learned;
3. integrative, in that it exposes connections between ideas that previously seemed unrelated;
4. bounded, in that it is *particular to a specific field*;
5. and troublesome, in that it is somehow challenging to students.

Kuglitsch notes that these characteristics are descriptive, not definitional; "in other words, they are not required qualities that must be checked off to qualify an idea as a threshold concept. . . . A threshold concept need not be a full, identical match for the five characteristics but rather should have a general fit with most of them."[9]

Rather than focusing primarily on skills, as the Standards had, the Framework focuses on "*knowledge practices*, which are demonstrations of ways in which learners can increase their understanding of these information literacy concepts, and *dispositions*, which describe ways in which to address the affective, attitudinal, or valuing dimension of learning."[10] The Framework is divided into six frames that illustrate central IL concepts and are supported throughout the document with relevant knowledge practices and dispositions:

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry

- Scholarship as Conversation
- Searching as Strategic Exploration

The Framework is a departure from the Standards, and one not without controversy. One of the core complaints is that, while the concepts should provide for "flexible options for implementation," librarians struggled with how to implement them in practice.[11] Since the draft release of the Framework in 2015, librarians have written about the changes and challenges they present, with some highlighting the potential for new ways of teaching and learning, and others noting that the amount of work it will take for librarians to adjust teaching curriculum is impractical, especially given the fact that the Framework does not provide concrete examples of how to adjust curriculum, never mind how to actually implement the frames in a classroom.[12] Bombaro observes that discussions about the Framework divided librarians into roughly two camps, those with "advanced degrees along with the benefits often associated with large institutions, including faculty status" and those "who may not have had terminal degrees or any other advanced degree besides a master's in library science" and without "faculty equivalence."[13]

The librarians at my institution fall into Bombaro's first category, and by March 2016, internal library e-mails indicated that there was general agreement that "the new ACRL Framework [that had been filed in draft form in 2015] supports a move away from class-integrated teaching." At that point, we had been discussing how to redesign our instruction program for three full years. I, for one, appreciated the opportunity that the complexity of the Framework might provide for developing credit-bearing IL classes. Scott points out that the "co-authors of the Framework . . . advocate redesigning courses to accommodate its 'set of "big ideas" about research, scholarship, and information,'"[14] while Mays notes that "traditional, one-shot instruction sessions that focus on search skills in periodical databases and catalogs are no longer adequate to support either ACRL's new framework or the sophisticated skills needed in today's workforce."[15] I saw no way in which we could maintain our one-shot sessions within the Framework. Unfortunately, shrinking budgets and a loss of library staff meant that librarians were taking on more and more work. Few of us had time to develop a credit class, and there were legitimate concerns about the scalability of such a class, as well as concerns about how many students we might not reach if we stepped fully away from one-shots. Our compromise was to redesign the curriculum in light of the Framework and to formally and exclusively focus on upper-level writing courses, providing information about the frames and a "menu" that faculty could use to select which frame they wanted addressed in their classes. Librarians then shared teaching strategies and lesson plans with each other so that we could have a bank of instruction material and knowledge from which we could draw to teach the frames in discipline specific ways.

In my own experience with this new model, one-shot sessions became more complex and more satisfying; anecdotal and official feedback from students and faculty indicated the same. Most of the faculty with whom I worked wanted to focus on the frame of Authority. The concept of constructed and contextual authority works well in many of the departments and programs for which I am a liaison, as they are largely interdisciplinary and focus on gender, ethnic, or area studies. I approached this frame by providing students readings from their own disciplines before class, which we then used class time to dissect—questioning whose authority was represented in the text, how that related to the larger world of academia, whose voices might be missing, and how students in their own research might bring in those missing voices. While I enjoyed talking about the frames in the context of their disciplines, though, it was difficult to determine if we were really addressing threshold concepts. Kuglitsch notes that the disciplinary nature of threshold concepts is not one that fits easily into IL, as IL "is a field that extends across other fields."[16] In this way, I still had questions about whether or not I was actually teaching information literacy, though I felt that I was getting closer to it. At the very least, I did feel as though the Framework provided me with more robust ways to interact with upper-level students in the classroom.

CARVING OUT SPACE IN THE CLASSROOM

While we were adjusting our IL curriculum to more closely align with the Framework, I was carving out my own space in the classroom in response to the question raised by my colleagues and the Stanford study. Before delving into the details of my own course development though, it is worth looking at the ways in which librarians have attempted to address IL in credit courses.

Credit-bearing IL courses are not new. Librarians have been teaching them and writing about them for years. More than a decade ago Hrycaj reviewed online syllabi for credit-bearing library skills courses, research that Elrod, Wallace, and Sirigos built on as they looked at credit-bearing information literacy courses.[17] Some researchers have pointed out that "student information literacy skills are incomplete when information literacy is reduced to one class."[18] Burke looked at the practical considerations that credit-course teachers must consider, including questions of assessment, retention, and delivery method.[19] On the question of course delivery, some researchers looked at web-based models of IL credit-courses as a way of meeting student needs outside of a formal classroom setting.[20]

One popular model seems to be the integration of IL credit-courses into other disciplines. Faust described the teaching of an IL course as part of a general education program that combined students into subject clusters, though she found that one of the challenges of teaching IL, even in a credit-course, is that students have difficulty understanding IL as something that is useful beyond researching for papers—something that librarians themselves had trouble communicating to them.[21] Researchers have also pointed

out the benefits of a deeply embedded IL course in the discipline and have advocated for general education IL classes as a way to approach questions of critical information literacy that embrace political, cultural, and social contexts.[22] Some have argued persuasively that hybrid models that encourage IL credit-courses while maintaining the one-shot instruction sessions have potential,[23] though Davis, Lundstrom, and Martin note that "the majority of librarians who teach using both models appear to favor for-credit [classes]."[24] As the Framework has come to replace the Standards, more recent scholarship has looked at the ways in which they will change the way we teach and has examined how students understand the frames in order to consider the best ways to integrate them into the classroom.[25]

Stepping slightly away from strict IL credit-courses, Kemp looked at the potential of librarians teaching non-IL courses finding that, despite some drawbacks, the benefits of "closer interaction with students over an extended period of time, a deeper understanding of faculty workloads, student needs, and administrative requirements, news ways of looking at collection development, enhancement of faculty status, increased intellectual stimulation, and sharper self-assessment of performance" all "argue that librarians should teach credit-bearing courses when possible."[26] She points out that "students will be more comfortable about visiting the library" and will "learn to use the library" as a result of "deeper relationships with a librarian" and that faculty status for academic librarians "is validated" when they are in the classroom as teachers.[27] She returns to the question of whether librarians have a discipline—a position I and others in my library have advocated as we consider whether librarians can and should teach credit-classes—by noting that "if academic librarians view the profession as a discipline, then it follows that the same librarians may more readily embrace the faculty responsibilities of teaching and scholarship" and "teaching in their own discipline."[28]

IL BY ANY OTHER NAME

Teaching the discipline was in the forefront of my mind in November 2016. As I considered the question of the classroom posed by my colleague and turned over the troubling results of the Stanford study in my mind, I was convinced that I needed to be in the classroom in a more formal way. The Stanford study findings rattled my conception of teaching IL, though. I began to question whether the focus on finding, evaluating, and integrating information into student questions was perhaps a step *beyond* where we should be starting. The Stanford findings, indicating that students couldn't critically approach everyday material in the real world, made me wonder if a strictly academic application of IL, even in a credit-class, was missing an opportunity to really teach students transferable critical thinking skills. If students couldn't determine when a digital photo had been altered, or when content in their social media feeds was

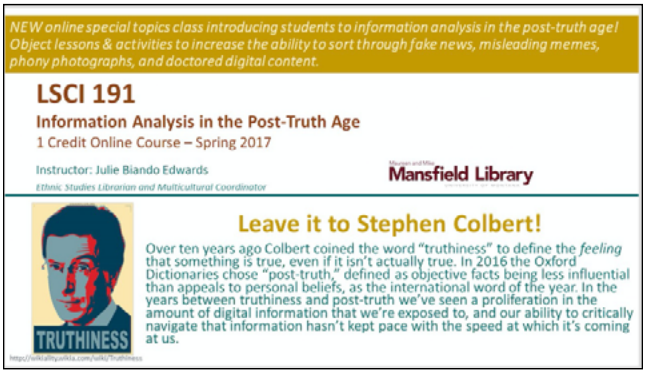


Figure 1. Flier for the class, designed by Patti McKenzie, Mansfield Library.

actually an advertisement, or when a website was full of suspect content, should I really be focusing on teaching them IL in relation to the library or their disciplines? When so many people had made decisions about their most important civic duty (voting) based on false information, was the best use of my classroom time spent on the traditional questions of IL? Could the core principles of IL—critical and skeptical analysis of information—be taught without calling it IL? I decided to try. In the few weeks between the end of November and the end of the fall semester in mid-December, I got a course number and description for a one-credit critical thinking/IL course. The course was offered online because by that point in the semester many students were fully registered for spring classes and I reasoned that few would want to add another course that might conflict with their schedules. Drawing on the Oxford Dictionaries' Word of the Year, Information Analysis in the Post-Truth Age (see figure 1) was born, and eight students enrolled.

I looked at some of the main issues presented in the Stanford study and built the course around that, focusing on material that students would encounter online and particularly in their social media environments. Each week was dedicated to a topic (see figure 2): clickbait, like-farming, misleading memes and images, sponsored content, and fake news. We also looked at more conceptual topics such as understanding satire, the differences between facts and opinions, the use of emotions in spreading fake news, evaluating sources for authority and credentials, and looking at the differences between bias and credibility. One week was spent on looking at the IMVAIN method of information analysis.[29] Other lessons focused on how to manage breaking news and how to approach science and health headlines with skepticism, largely supported with the excellent podcasts from On the Media.[30] I focused strictly on using non-academic sources for the course, including videos, websites, blogs, newspapers, magazines, and podcasts for course material.

My goal was to have students as deeply embedded in the online media environment as possible. The course was asynchronous, and students used Moodle to access course materials and submit their weekly assignments, which asked

Week 1: January 23-29
Truth, Truthiness, Post-Truth
Week 2: January 30-February 5
Clickbait
Week 3: February 6- 12
Like-Farming
Week 4: February 13-19
Misleading Memes and Visual Images
Week 5: February 20-26
Authority and Credentials
Week 6: February 27- March 5
Bias vs. Credibility
Week 7: March 6-12
IMVAIN Method for Information Analysis
Week 8: March 13-19
Analyzing Breaking News
Week 9: March 20-26
SPRING BREAK – NO CLASSES
Week 10: March 27-April 2
Analyzing Science and Health Headlines
Week 11: April 3-9
Facts, Opinions, Emotions, and Getting Personal
Week 12: April 10-16
Understanding Satire
Week 13: April 17-23
Sponsored Content
Week 14: April 24-30
How to Analyze Fake News and Misleading Sites
Week 15: May 1-7
How Fake News Spreads

Figure 2. Course outline, LSCI 191.

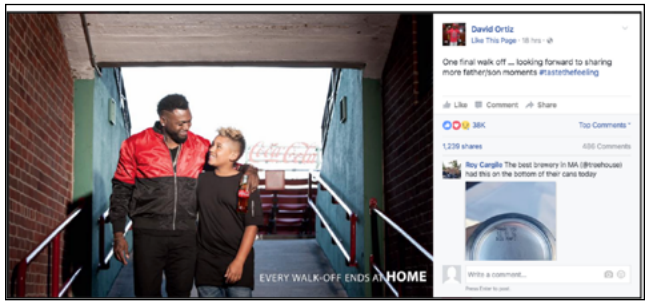


Figure 3. A screenshot of David Ortiz's Facebook page. We used real-world social media like this to discuss topics such as sponsored content. Original image and analysis at https://www.truthinadvertising.org/ad-not-big-papis-final-walk-off/.

them to think critically and apply the lessons of each week, often asking them to scour their own social media feeds looking for sponsored content, clickbait, and ad hominem arguments or emotional appeals, for example (see figures 3–5).

I did consult the Framework in developing the course, particularly the frame on authority. This frame greatly influenced my lesson on authority and credentials, which involved students critically analyzing a video on the anti-vaccine movement in the United States to look at the different

Figure 4. This screenshot from the satirical site *The Onion* highlights the complexity of the online environment: this particular "article" is both satire and sponsored content. Original image at https://www.theonion.com/woman-going-to-take-quick-break-after-filling-out-name-1819576310.

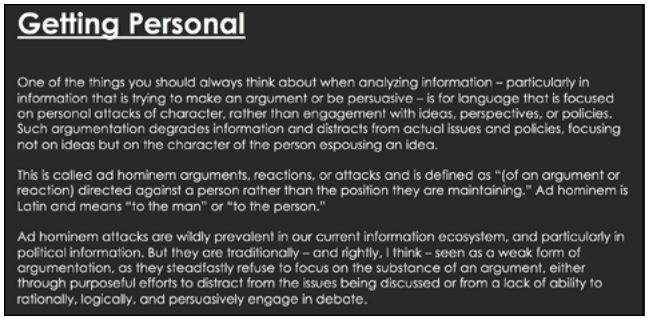


Figure 5. A screenshot from one of the weekly lesson slides, which I voice recorded for students with visual disabilities.

ways in which authority is constructed and credentials valued by both pro- and anti-vaccine advocates. Other frames, such as the frame Information Has Value, came into play less explicitly when we addressed topics such as sponsored content and native advertising.

In constructing and teaching the course I worried that these skills and this level of analysis were painfully below where we should be teaching at a university. Rereading the Stanford study set some of those fears aside, as did the response from colleagues at my university who, when I sent them the course to advertise it with their students, responded with unabashed enthusiasm. Clearly these were skills that were not being addressed elsewhere in the curriculum. Students themselves seemed excited about the material and would note that they were learning new ways of evaluating information. A pre-test given in the first week of class indicated that some topics, such as sponsored content, were indeed fairly new to students. The pre-test was designed to give me an idea of what students might already know and to get them thinking about what they might already know. I wanted them to think not only about their

online environment but about where they get information about topics that interest them on a daily basis. The pre-test (figure 6) tried to cover several of the major topics that would be covered in the course and, even in cases where students provided the "correct" answers, I tried to use these answers to determine exactly how deep their knowledge ran.

Final exam questions built on these pre-test questions and asked for some of the same information in more depth. For example, some of the final exam questions included: Define the five characteristics of clickbait, how they work, and provide an example for each; what is like-farming and how does it work?; what is the difference between an expert and an authority?; and what is sponsored content, what is it used for, and what are seven ways you can look out for it?

The class went well, though students struggled with the anti-vaccine video in particular, focusing too much energy on the substance of the arguments and whether they agreed with them or not rather than looking at the ways in which authority is developed, claimed, or shifted. My weekly assignments (see figures 7–10), though they seemed straightforward and undemanding to me, caused some consternation from students who thought that I was demanding too much.

A significant drawback from my perspective is the fact that we were not in a face-to-face course. In my rush to get the course on the books (never mind designing it, finding readings, building assignments, and setting it up in Moodle), I felt I had to offer it online because students had already selected and registered for their Spring courses. Offering it face-to-face would mean that it would likely clash with already enrolled courses, whereas as an asynchronous online course, students could complete the work at any time. While the benefits of this allowed me to easily manage assignments and know when students were doing the reading, the things that I most love about teaching (and that would have been most useful in this class), such as discussion and debate, were lost. I regularly (weekly) kept in touch with students via e-mail, but that wasn't a replacement for the richness of being in a shared classroom. At the end of the semester, though, I was satisfied and energized at having been able to address topics of information analysis in the classroom. The student evaluations I received seemed to indicate that at least some students found the class engaging and useful as well.

OBSERVATIONS AND THOUGHTS ABOUT THE FUTURE

Were this class offered again (I was on sabbatical the following semester and didn't teach it), I would redesign it as a face-to-face class, increase the credit load to three credits, and work in more basic writing skills, an area in which almost all of the students struggled. I'd pay more attention to the other frames in order to integrate the concepts more fully into the class and would more explicitly draw on them to support teaching and learning. I would also address the

This is graded only on participation—not on whether your answers are correct or not! *You will get full credit just for turning this in. If you don't know an answer, it is completely fine to say "I don't know."* I want to see what you know about some of the topics we're going to talk about this semester. Don't spend time looking up answers you don't know—just move through the questions to the best of your knowledge.

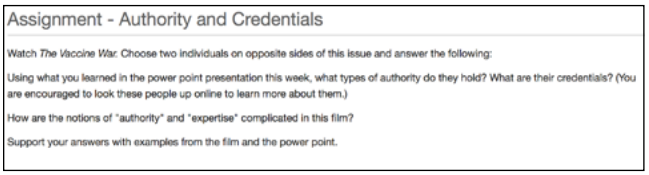
1. What does post-truth mean?
2. How do you typically get information about something you're interested in? Books? Social media? Websites? Search engines? Friends? Family? Others?
3. What is fake news?
4. What is clickbait?
5. What is like-farming?
6. What makes someone an expert?
7. What is bias?
8. What is sponsored content?
9. Are people more likely to share news that makes them happy or makes them angry?
10. This is a fake news headline, true or false: "Obama Signs Executive Order Banning The Pledge Of Allegiance In Schools Nationwide."
11. This is a fake news headline, true or false: "At West Point, Annual Pillow Fight Becomes Weaponized."

Figure 6. Pre-test.

shifting environment of online influence we have seen in the past year or so. Ideally a course like this would be offered as part of the general education curriculum, perhaps with a writing designation, in an effort to reach more students. I do think that, should enrollment ever grow to a point where the course could not be taught in a traditional classroom, it could continue to be taught as an online course.

One of the things that I would not change is the name and the focus—teaching critical thinking concepts (or IL, for that matter) doesn't have to be done through classes called Introduction to Critical Thinking. If we're competing for student attention as they decide on a vast array of courses, we need to stoke their interest.

As the Stanford study results illustrate, we're assuming that students are coming into our IL or critical thinking classes with some level of basic ability to analyze content that is, sadly, lacking. The rate at which information is created and shared, and the increasing sophistication with which it is produced and packaged, combined with the online bubbles created by an increasingly partisan and hostile readership influenced by outside actors, seems to have limited students' ability to be skeptical about what they're encountering online. Courses that teach students some skills in approaching material critically may have a benefit as they move into more traditionally academic focused courses. I certainly hope it will have a benefit as students consider


Assignment - Authority and Credentials

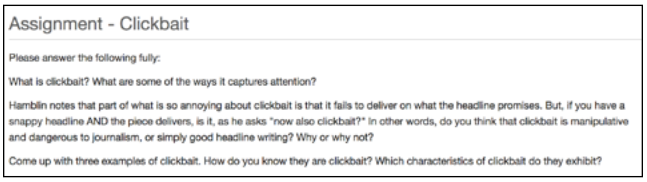
Watch *The Vaccine War*. Choose two individuals on opposite sides of this issue and answer the following:

Using what you learned in the power point presentation this week, what types of authority do they hold? What are their credentials? (You are encouraged to look these people up online to learn more about them.)

How are the notions of "authority" and "expertise" complicated in this film?

Support your answers with examples from the film and the power point.

Figure 7. Weekly assignment on analyzing authority and credentials.


Assignment - Clickbait

Please answer the following fully:

What is clickbait? What are some of the ways it captures attention?

Hamblin notes that part of what is so annoying about clickbait is that it fails to deliver on what the headline promises. But, if you have a snappy headline AND the piece delivers, is it, as he asks "now also clickbait?" In other words, do you think that clickbait is manipulative and dangerous to journalism, or simply good headline writing? Why or why not?

Come up with three examples of clickbait. How do you know they are clickbait? Which characteristics of clickbait do they exhibit?

Figure 8. Weekly assignment on clickbait.

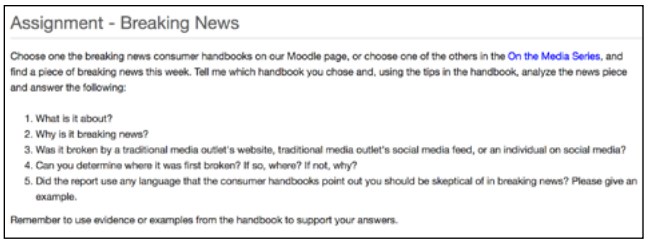

Assignment - Misleading memes and visual images

This week, find an image that seems too good to be true, or that you suspect has been altered for some reason. It can be a photo you find on the internet, on the news, or on your social media feeds (including Facebook, Twitter, and Instagram). It can also be an image that you remember from the past (maybe you even shared it!) but have now come to suspect might not be what it seems.

Using the skills you learned about this week, determine if the photo is real or fake. Detail the process you went through to determine the truth behind the photo and your resulting assessment of whether the image is true or false. Include a copy of the photo.

Finally, using the readings, can you connect the spread of fake photos with Colbert's definition of truthiness?

Figure 9. Weekly assignment on memes and altered images. Note that I wanted students to investigate their own social media feeds and behavior.


Assignment - Breaking News

Choose one the breaking news consumer handbooks on our Moodle page, or choose one of the others in the On the Media Series, and find a piece of breaking news this week. Tell me which handbook you chose and, using the tips in the handbook, analyze the news piece and answer the following:

1. What is it about?
2. Why is it breaking news?
3. Was it broken by a traditional media outlet's website, traditional media outlet's social media feed, or an individual on social media?
4. Can you determine where it was first broken? If so, where? If not, why?
5. Did the report use any language that the consumer handbooks point out you should be skeptical of in breaking news? Please give an example.

Remember to use evidence or examples from the handbook to support your answers.

Figure 10. Weekly assignment on breaking news.

their role as consumers of media and citizens of a democracy.

Should librarians be in the classroom? I believe they should. My own experience in the classroom always engages me and I see the benefits that Kemp pointed out over a decade ago in her own analysis of librarians in the classroom.[31] I am more engaged as a librarian when I am also engaged as a teacher. Beyond personal satisfaction though, and beyond the value that librarians teaching IL add to higher education, we're seeing a real need for basic critical thinking skills that students are not currently receiving. The Stanford study and the responses from faculty colleagues both attest to this. Librarians can be involved in essential instruction at the university level, reaching students in ways that incorporate information literacy and critical thinking. This instruction would be outside of the disciplines, but it is no less important—in fact one could argue that in a democracy it is more important—than the teaching of traditional IL in a disciplinary context. It appears that right now very few students are learning to approach information skeptically. Who better to teach this than librarians? Were we to revise our instruction models in a way that would make them more engaging for librarians and more useful for students in both an academic and practical sense, we could illustrate our value on campus in new ways. This model doesn't throw out one-shot sessions or traditional IL credit-courses, but it does argue for a more basic though no less important approach to meeting very real gaps in students' critical thinking skills. Further research is necessary to determine the feasibility and impact such a change instruction would have at the tertiary level but, in the meantime, librarians who want to develop credit-courses such as this should be encouraged to do so as a way to demonstrate value, provide essential instruction, and change what they're doing in the classroom.

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Best Historical Materials

RUSA History Section Historical Materials Committee

RUSA History Section Historical Materials Committee *contributing members: Steven A. Knowlton, Eileen Bentsen, and Sue A. McFadden, editor and chair.*

The RUSA History Section's Historical Materials Committee follows an established method to identify the best materials for the year. The process uses standardized criteria, a broad, national call for nominations, and the work of committee members to review and select from the nominations. The 2017 Best Historical Materials' list is a mix of digital archives, collections, indexes, and print bibliographies that promote the research of unique, rich, and specialized collections. All resources were last reviewed on December 9, 2017.—*Editor*

A Biographical Encyclopedia of Early Modern Englishwomen: Exemplary Lives and Memorable Acts, 1500–1650. Edited by Carole Levin, Anna Riehl Bertolet, and Jo Eldridge Carney. New York: Routledge, 2017. 630 p. $160 hardcover (ISBN: 9780754669005). $57.95 e-book (ISBN: 9781315440729).

This encyclopedia presents brief, signed biographies of more than seven hundred women who lived in England between 1500 and 1650. It groups women into twenty-two categories, primarily along occupational lines but including categories for "Travelers," "Litigants," "Women at Court," and other topical headings. Each category is preceded by a brief introduction, and each entry includes a brief bibliography of sources. It is useful for beginning research on women and demonstrates the wide variety of fields in which women participated in the early modern era. Includes an index by name and by contributor (with affiliation). Audience: General through researchers. Recommended for large public libraries and academic libraries.—*Eileen Bentsen, Baylor University, Waco, Texas*

A Companion to First Ladies. Edited by Katherine A. S. Sibley. Malden, MA: John Wiley and Sons, 2016. 741 p. $204.95 hardcover (ISBN: 9781118732229). $163.99 e-book (ISBN: 9781118732182).

This resource provides essays about the First Ladies of the United States in chronological arrangement. Most essays describe one First Lady, and several First Ladies are discussed in two or more essays. Several essays summarize the lives of multiple First Ladies. The variation depends on the number of presidential terms, number of First Ladies per president, and the lack of details for multiples in one essay. This work updates the First Ladies through Michelle Obama. The resource includes notes on the contributing authors, including credential information. The information provides a view of First Ladies through a new lens: the individual importance of the Lady beyond the White House.—*Sue McFadden, Indiana University East, Richmond, Indiana*

Digital Library on American Slavery, https://library.uncg.edu/slavery/

The University of North Carolina Libraries provide access to digital collections of primary resources concerning slavery. These include metadata and digital copies of the original documents. The *Digital Library on American Slavery* is well organized, includes several collections such as the *Race and Slavery Petitions Project*, and offers access to additional collections provided by other institutions. The resource continues to add collections, such as the *North Carolina Slave Deeds* now in development, and metadata are available for libraries to link to digital artifacts. One of the linked collections includes summarized information about life insurance (on individual slaves) sold to slave owners. These resources help tell the story of slavery by introducing the context of slavery in the terms of slaves' daily life, concerns of non-slave owners, and actions of slave owners. A must review for historians of slavery, the United States of the period, and related fields.—*Sue McFadden, Indiana University East, Richmond, Indiana*

Encyclopaedia of the History of Science, Technology, and Medicine in Non-Western Cultures, Third edition. Edited by Helaine Selin. Dordrecht: Springer, 2016. 5 vol., 4071 p. $2900 hardcover (ISBN: 9789400777460). $2900 e-book (ISBN 9789400777477).

Alphabetically arranged entries provide broad coverage of science, indigenous knowledge, religion and science, and biographies of known individuals from Africa, Asia, South American, and Indigenous cultures of Australia and the Americas. Articles are significantly revised from the 2008 edition and topic coverage is expanded. It contains charts, graphs, and illustrations. Articles include bibliographies (international in scope) for further research. Recommended for large public libraries, academic libraries, and special libraries.—*Eileen Bentsen, Baylor University, Waco, Texas*

Encyclopedia of the Ancient Maya. Edited by Walter R. T. Witschey. Lanham, MD: Rowman and Littlefield, 2016. 538 p. $100 hardcover (ISBN: 9780759122840). $95 e-book (ISBN: 9780759122864).

Introduces the culture, art, archaeology, and history of the Maya to novices and updates the scholarship, archaeological findings, and significant research of the past two decades. Individual entries vary in length from one to two paragraphs to two pages, include see-also references, and lists of further readings. Entries are arranged alphabetically and are supplemented by a topical index, a chronology, maps and illustrations, a glossary, a bibliography, and a listing of research institutions and internet sites. Suitable for public, academic, and special collections, general readers through researchers.—*Eileen Bentsen, Baylor University, Waco, Texas*

Encyclopedia of the Yoruba. Edited by Toyin Falola and Akíntúndé Akínyẹmi. Bloomington: Indiana University Press, 2016. 371 p. $120 hardcover (ISBN: 9780253021335). $49.99 e-book (ISBN: 9780253021564).

Prominent historian Falola and cultural scholar Akínyẹ mí have edited this single-volume encyclopedia of the Yoruba people, who live in Nigeria, Benin, and Togo, as well as in diaspora in Europe and the United States. While it covers topics traditionally classified as history, it has a strong emphasis on religion, folklore, and cultural practices, which provide crucial context to narrative history. Lengthy articles cover topics at a level of depth that is unusual for a single-volume reference work. This volume gathers in one place important information from a variety of disciplines that will prove essential to helping newcomers to West African history understanding the culture and milieu from which Yoruba history arose.—*Steven A. Knowlton, Princeton University, Princeton, New Jersey*

KKK Newspapers / Hate in America: The Rise and Fall of the Ku Klux Klan in the 1920s, http://lyrasisnow.org/hate-in-america-newspapers-from-the-rise-and-fall-of-the-ku-klux-klan-in-the-1920s/ (Some portions open access; others require fee)

When the re-formed Ku Klux Klan reached its peak of influence in the mid-1920s, more than 4 million members were exposed to reactionary rhetoric through widely distributed newspapers produced by local, state, and national branches of the KKK, as well as affiliated publishers. Few libraries at the time collected the newspapers, however, making it difficult for later researchers to access these scattered titles. Reveal Digital, using a "crowd-funding" financial model, is digitizing and making available via open access a growing number of Klan newspapers.

By the end of the 2017, the database had nineteen titles published between 1921 and 1932. They are full-text searchable and include page images with illustrations and advertisements. With interest in right-wing rhetoric on the rise in both the academy and among public library patrons, this database provides a timely and useful resources for studying its history.—*Steven A. Knowlton, Princeton University, Princeton, New Jersey*

The Routledge Handbook of the History of Settler Colonialism. Edited by Edward Cavanagh and Lorenzo Veracini. New York: Routledge, 2017. 469 p. $260 hardcover (ISBN: 9780415742160). $57.95 e-book (ISBN: 9781315544816).

Settler colonialism—the conquest and occupation of foreign lands with the intention of permanent settlement—is often thought of as a development of the early modern period, originating from Europe. However, the editors of this volume take an expansive view of the phenomenon, tracing it from the Assyrian Empire and ancient Israel to nineteenth-century Hokkaido and twentieth-century New Zealand. In thirty extensive chapters, invited authors provide lengthy historical overviews of settler colonialism in selected geographic regions, as well as discussions of historiography; economic, trade, and cultural factors driving the movement of peoples; and the impact of settler colonialism on the indigenous inhabitants being displaced. Coverage of

racial ideology is thorough, as well. While formal historiography is not a concern of this volume, the authors do point to essential works in their bibliographies. Each entry is an essential introduction to settler colonialism in its regional history.—*Steven A. Knowlton, Princeton University, Princeton, New Jersey*

TRIP HISTORIC: Travel Like an Expert, https://www.triphistoric.com/about-us/

Trip Historic is a unique online resource, developed by Mike Lewis and his team, providing images and context for travelers about historic sites around the world. Anyone is free to use the site and travelers may become "community members" with extended privileges on the site. The home page offers searching by country, date/historic period, and keyword. As a beta site, the information is broad, with opportunity for growth through user suggestions and member additions. While not a scholarly resource, the tool links general users with historic sights to plan visits during their travels. Trip Historic offers a public appeal within the confines of history. All libraries benefit from this tool geared toward the general public.—*Sue McFadden, Indiana University East, Richmond, Indiana*

Sources
Professional Materials

Karen Antell, Editor

RUSQ considers for review reference books and professional materials of interest to reference and user services librarians. Serials and subscription titles normally are not reviewed unless a major change in purpose, scope, format, or audience has occurred. Reviews usually are three hundred to five hundred words in length. Views expressed are those of the reviewers and do not necessarily represent those of ALA. Please refer to standard directories for publishers' addresses.

Correspondence concerning these reviews should be addressed to "Professional Materials" editor Karen Antell, Public Services Librarian, Bizzell Memorial Library, University of Oklahoma, 401 West Brooks St., Norman, OK 73019;
e-mail: kantell@ou.edu.

Creating a Local History Archive at Your Public Library. By Faye Phillips. Chicago: ALA, 2018. 176 pages. Paper $57.00 (ISBN 978-0-8389-1566-0).

Faye Phillips, a well-known consultant and author of the 1995 manual *Local History Collections in Libraries* (Libraries Unlimited), coalesces her expertise into this readable primer on starting an archive in a public library. This text represents a welcome addition to the growing number of books and articles focused on archives in public libraries published since 2010, when the Public Library Archives/Special Collections Section of the Society of American Archivists was formed.

After a brief introduction to the field of archives, the book begins with a thorough discussion of policy matters associated with starting an archive, such as writing a mission statement and managing budgets and staffing. She notes that public librarians should develop policies and procedures before launching into the work of organizing and describing archival materials.

The book is anchored by two hypothetical public libraries, Everytown and Neighbor Village, which Phillips uses to illustrate how different libraries approach archival management. In addition, Phillips weaves real-world examples into the text, especially from her hometown public library in Baton Rouge, Louisiana. Beyond these examples, the text is full of additional resources and recommended websites that readers can use to deepen their understanding of topics discussed only in passing in the text, such as digital preservation.

The heart of the book is chapter 3, "Acquiring and Making Local History Collections Accessible." Here, Phillips walks readers through the steps that a public librarian should take when dealing with archival materials. She takes care to introduce terminology in a user-friendly way, as in her discussion of archival appraisal: "archival appraisal is the review of the materials based on the local history archive's collection development criteria" (41). Readers will find the steps outlined by Phillips easy to follow, especially if they work with paper records.

One shortcoming of this book is its focus on traditional, paper-based records, particularly in chapter 3. Although Phillips notes that archival materials can come in any form, including "drawings, audiovisual items, oral histories, machine-readable records [i.e., digital records], and artifacts" (6), her instructions center on paper records. Indeed, she seems a bit frustrated by the recent focus on digital matters in archives, noting that "although digitized and born-digital materials are increasingly at the center of archival concerns, local history archives . . . continue to accession paper collections" (121).

A public librarian interested in more technology-focused archival work, such as that done by the Denver Public Library Archives, will need to supplement this book with other resources, such as those listed on the SAA-PLASC website (https://www2.archivists.org/groups/public-library-archivesspecial-collections-section/resource-list) or Diantha Dow Schull's *Archives Alive: Expand Engagement with*

Public Library Archives and Special Collections (ALA, 2015). Despite this drawback, however, Phillips has organized a quite useful primer. Any public librarian thinking about starting a local history archive would benefit from reading this book.—*Noah Lenstra, Assistant Professor of Library and Information Studies, University of North Carolina at Greensboro, Greensboro, North Carolina*

Marketing Your Library's Electronic Resources. By Marie R. Kennedy and Cheryl LaGuardia. Chicago, IL: ALA, 2018. 218 pages. Paper $65.00 (ISBN 978-0-8389-1565-3).

Marketing library sources and services is an ongoing venture that entices patrons into the library. Often marketing is associated with library activities such as storytimes, arts and crafts programs, and musical events. Although patrons may be aware that, in addition to physical books, they can obtain a range of electronic information through the library, they may be less aware of just how extensive that body of information is. As authors Kennedy and LaGuardia note in their preface, patrons would be much more likely to use digital resources if they knew what was available and how their specific needs and interests could be met.

Beyond emphasizing the importance of marketing electronic resources, the primary objective of this book is to identify strategic steps that libraries can use to craft an effective marketing plan. The authors have successfully conveyed the intricate details of developing a plan, including crucial first steps such as identifying the needs and concerns of patrons; analyzing how well a library is meeting those concerns; setting goals; and designing, initiating, and evaluating the marketing strategies that are implemented.

The book comprises two parts. Part 1, "How to Design Your Marketing Plan," offers six chapters that guide the reader through the marketing process. Chapter 1 covers activities such as taking inventory of current library resources while considering additional ones, obtaining usage statistics, engaging patrons, and garnering staff and volunteer participation with marketing strategies. Chapter 2 focuses on developing the plan, gathering information about the community, designing a strength-weakness-opportunity-threat (SWOT) analysis, and instituting an action plan. Chapter 3 describes techniques for implementing the plan, marketing the library's resources, and expanding on the SWOT analysis. Here, the authors also offer information about how specific types of libraries (college/university, medical, public, school, and special) have instituted marketing plans. Chapter 4 helps readers identify the problems being addressed, develop strategies to solve them, and manage budgeting. Chapter 5 emphasizes assessment, especially regarding the effectiveness of the library's website in directing patrons to resources. In this chapter, the authors also offer examples of online forms for reporting difficulties using library resources. Chapter 6 addresses revising and updating a marketing plan. Most chapters include lists of recommended supplemental readings.

Part 2 provides actual marketing plans from various libraries: an all-electronic library, two public libraries, a community college library, two university libraries, and one technical college library. The book incorporates a number of appendixes with examples of marketing tools ranging from physical flyers to various digital options, such as e-mails, blogs, and digital signage.

The book offers a number of helpful features, including figures and tables that illustrate the authors' points, as well as URLs of reports and rubrics that readers can download and adapt to their own needs. The authors maintain an appealing writing style that integrates a conversational tone with scholarly references that expand on ideas and research related to each topic. Although the book specifically addresses marketing a library's electronic resources, much of what the authors describe and recommend could be extrapolated to marketing any library resources and services, which actually makes the book appealing to a wider audience than might be expected from the title. Another positive attribute of the book is its relevance to all types of libraries; anyone involved in marketing their library's resources in any type of library should find this volume useful.—*Ellen Rubenstein, Assistant Professor, University of Oklahoma, Norman, Oklahoma*

Teaching Information Literacy through Short Stories. By David J. Brier and Vickery Kaye Lebbin. Lanham, MD: Rowman and Littlefield, 2016. 109 pages. Paper $35.00 (ISBN 978-1-4422-5545-6).

The ACRL Framework for Information Literacy for Higher Education, adopted in 2016, "encourages information literacy librarians to be imaginative and innovative in implementing the Framework in their institutions" (ACRL Framework, appendix 1). In this spirit, authors Brier and Lebbin have collected eighteen very short stories—typically one to three pages in length—whose themes raise questions concerning the nature of authority, the process of searching, and the creation and value of information. Following each story, the authors add discussion questions designed to initiate philosophical conversations among librarians, instructors, and students about significant topics in information literacy.

Originally published in various venues between 1937 and 2010, these stories are sure to provoke dialogue and debate among students. Many of the stories could be characterized as science fiction or speculative fiction, examining "what if" questions and carrying scenarios to logical but extreme conclusions. For instance, "The People Who Owned the Bible," by Will Shetterly, uses both humor and rational argument to explore the question "what would happen if someone could copyright Shakespeare's works or the Bible?" The conclusion: "Everyone was content, except for the storytellers who had to buy a Disney license to prove that their work did not owe anything to any story that had ever been part of human civilization" (49). It is easy to imagine this story prompting a lively exchange in the classroom regarding the limits of commercial ownership and the right to creative

reuse of information. Another story, "Renaissance Man," by T. E. D. Klein, explores the question of what it means to be an "authority." Physicists have managed to arrange a six-hour visit from a person who lives hundreds of years in the future. Because they hope to gain advanced scientific knowledge, the physicists are jubilant to learn that the visitor is a scientist rather than "a college freshman . . . or a scrubwoman . . . or a tourist" (4). But when they ask him questions such as "how did you cure cancer?" and "how do your weapons work?" the scientist can only reply, "I don't know . . . it's just not my field" (7). In the end, the physicists are disappointed, concluding that "this guy doesn't know anything about anything" (8).

This book provides a fresh and creative approach to information literacy instruction. Because the stories are so short, it should prove feasible to use them even in one-shot sessions without requiring students to read them in advance. Moreover, the stories are interesting and memorable and are likely to enhance students' engagement in information literacy. However, the book's greatest advantage may be that it provides a new, unique, and enjoyable method for instruction librarians who wish to present a new twist on their usual material.—*Karen Antell, Public Services Librarian, University of Oklahoma, Norman, Oklahoma*

Sources
Reference Books

Anita J. Slack, Editor

RUSQ considers for review reference books and professional materials of interest to reference and user services librarians. Serials and subscription titles normally are not reviewed unless a major change in purpose, scope, format, or audience has occurred. Reviews usually are three hundred to five hundred words in length. Views expressed are those of the reviewers and do not necessarily represent those of ALA. Please refer to standard directories for publishers' addresses.

Correspondence concerning these reviews should be addressed to "Reference Sources" editor, Anita J. Slack, Reference & Instruction Librarian, Ashland University, 509 College Avenue, Ashland, OH 44805; e-mail: aslack3@ashland.edu.

'80s Action Movies on the Cheap: 284 Low Budget, High Impact Pictures. By Daniel R. Budnik. Jefferson, NC: McFarland, 2017. 260 pages. $45 (ISBN 978-0-7864-9741-6). E-book available (978-1-4766-2687-1), call for pricing.

'80s Action Movies on the Cheap: 284 Low Budget, High Impact Pictures is a work that sets out to examine the evolution of action movies from their cheesy low-budget origins and how they influenced the development of the action film genre. The author states that his interest in exploring the topic stems from his belief that the 1980s was the birth of the modern-day action film (1). There are 284 entries arranged chronologically that examine the films' plots and their influencers. The entries have an informal tone, but they are well researched and use examples from other film genres to make connections. The book is intended for use by a variety of researchers, but its tone and content make it most suitable for use as an introduction to 1980s action and adventure films for action movie lovers or film students.

This volume covers a lot of information in a relatively small amount of space. This is both a strength and weakness of the work because while it makes it more comprehensive, it also makes the entries less detailed and limits discussion. The author occasionally shines when he makes the connections promised in the introduction, such as in the entry for "Hammer aka Hammerhead." He discusses the film's plot and actors, but more importantly emphasizes what the director was attempting to achieve and how he succeeded and failed (143). This is the kind of entry that elevates the topic and work to being a research resource. However, this entry is not in the majority. Many of the film entries read as plot summaries and reviews and neglect to explain the film's importance to the genre and how it contributed to the genre's growth.

If one rated and reviewed this volume based on its own stated goal, it would not be considered a success. Although it occasionally found ways to link the discussed films with their modern counterparts, it too often strayed in scope and away from its original mission. Where it does succeed is in being a reference guide to obscure 1980s action and adventure films. The reviews are fun, honest, and provide detailed and exciting descriptions of the movies. Because this is an inexpensive volume and the topic is not covered heavily, I would recommend it for public libraries and community colleges with appropriate disciplines. —*Marissa Ellermann, Head of Circulation Services Librarian, Morris Library, Southern Illinois University Carbondale, Carbondale, Illinois*

America's Changing Neighborhoods: An Exploration of Diversity through Places. Edited by Reed Eueda. Santa Barbara, CA: Greenwood, 2017. 3 vols. Acid-free $247.20 (ISBN 978-1-4408-2864-5). E-book available (978-1-4408-2865-2), call for pricing.

Reference sources across the humanities have a bad habit of presenting monolithic entries on ethnic, racial, and cultural groups. While often acknowledging the omissions

and sweeping generalizations made in topical articles framed around the experiences of "Asian Americans" or "Latinos," often authors fail to capture the varied and intersectional experiences of lives lived not in identity groups, but cities and towns with unique social, geographic, and political landscapes. *America's Changing Neighborhoods* presents an important departure, providing useful information about the histories of geographically based communities formed and shaped by current and past migrations.

The three-volume set begins with a lengthy introduction on the history of immigration and immigrant communities or "enclaves" in the United States. Editor Reed Eueda, a historian of the United States who studies social and institutional history and migration, argues that these enclaves have served as places where recent immigrants might pool resources and create networks of support, but also as spaces in which people have developed new ethnic identities as Americans, contributing to the continual reshaping of American culture.

The remainder of the work is divided into entries for each of the fifty states and nearly 180 topical essays that describe specific neighborhoods or enclaves by placing them in social and historical context. State entries offer brief overviews of ethnic and racial makeup and important trends in migration over time. They provide total population data from the eighteenth to twenty-first centuries and current ancestry of residents based on general census data and 2014 American Community Survey estimates, respectively. Other population data used in the narratives have been taken from the last full census in 2010.

The neighborhood entries are quite variable in depth, scope, and quality of sources. Some track several distinct phases of immigration from the seventeenth through twenty-first centuries, as communities moved in and sometimes out of the area. Others are solely focused on a neighborhood's history since World War II. Strong entries, like "Kaka'ako (Honolulu, Hawaii)" are well-developed and organized in labelled subsections that address particular time periods, significant events, or social, political, or economic trends. These entries tend to include scholarly resources and helpful primary documents in their "further reading" lists. Less useful entries, like "Sweet Auburn (Atlanta, Georgia)," are shorter, more general, and cite primarily government and nonprofit websites and recent newspaper articles.

Most contributors are historians or sociologists, though some are independent scholars or draw from other fields including law, journalism, and film. Notably absent are geographers, who could have lent a valuable disciplinary perspective to a resource focused on place-based communities.

There are few resources that could be compared with this one. Vecoli's *Gale Encyclopedia of Multicultural America* (Gale, 1995) includes some information about the history of settlement patterns for specific immigrant populations, as does Levinson and Ember's *American Immigrant Cultures* (Simon and Schuster Macmillan, 1997). *Ancestry and Ethnicity in America* (Grey House, 2012) provides far more granular statistical data but lacks narrative. Thernstrom's *Harvard Encyclopedia of American Ethnic Groups* (Belknap, 1980), which Eueda contributed to as a graduate student, bears some resemblance but is out of date and lacks the place-based organizational structure that makes this resource unique. Historical encyclopedias that focus on a single ethnic or racial group may provide some overlap in coverage, but few include entries devoted to smaller enclaves or communities formed outside of major cities.

This book may be useful to undergraduates and high school students doing research in history, anthropology, geography, and area studies. It could also provide useful historical context for research into current, geographically situated trends or events.—*Madeline Veitch, Research, Metadata, and Zine Librarian, State University of New York at New Paltz*

Beauty around the World: A Cultural Encyclopedia. By Erin Kenny and Elizabeth Gackstetter Nichols. Santa Barbara, CA: ABC-CLIO, 2017. 416 pages. Acid-free. $94 (ISBN 978-1-61069-944-0). E-book available, (978-1-61069-945-7).

Kenny is an assistant professor of anthropology at Missouri State University with research experience in East and West Africa. Nichols is a professor of Spanish at Drury University with her research specializing in cultures of Latin America. Nichols has also co-written *Pop Culture in Latin American and the Caribbean* (ABC-CLIO, 2015) and authored a chapter on beauty in Venezuela for the book *The Body Beautiful? Identity, Performance, Fashion and the Contemporary Female Body* (Inter-Disciplinary Press, 2015). Both authors have taught extensively on the topic of beauty and bodies (xi).

In the preface, the authors state they try to "provide historical and cultural context to the biological notion of beauty" (xi). They also explain that "when a category is topped with the name of a nation, country or tribal group, we have tried to provide the most vivid, iconic, or best-known version of that term or location" (xi). There is an extensive introductory essay with the authors describing the volume as providing "a wide range of insights into beauty, beauty practices, and standards of beauty around the world" (xxiii).

The encyclopedia starts with a table of contents and has an alphabetical list of entries. Each entry is one to three pages. The entries contain see-also references as well as "further reading" resources. Terms that are bolded in an article are also covered as their own topic in the book. The topics range from being specific ("Grillz") to broad ("Masculinity"). There are countries covered such as Egypt, India, United States, and Venezuela. The entries may contain captioned photographs, quotes that are off-set, and insets that provide more information. For example, under "Bathing and Showering," there is a sidebar that describes the culture of the Matis people of Brazil and their bathing rituals.

The appendix offers "opposing viewpoints" on five questions. For example, Question 3 is "The Rise of the Transgendered Beauty Pageant: Is Biology a Fixed Category?" There are two authored responses for each question, taking

differing views. The end of the volume contains an extensive bibliography and index.

There is an older title, *For Appearance' Sake: The Historical Encyclopedia of Good Looks, Beauty and Grooming* (Greenwood, 2001) that focuses on the history of the beauty industry. This title would be a nice addition for any collections that support women's studies, anthropology, or any other classes that teach the cultural context of beauty.—*Stacey Marien, Acquisitions Librarian, American University, Washington, DC*

The Civil War and Reconstruction Eras: Documents Decoded. By John R. Vile. Santa Barbara, CA: ABC-CLIO, 2017. 295 pages. Acid-free. $64.80 (ISBN 978-1-4408-5428-6). E-book available (978-1-4408-5429-3), call for pricing.

Making his fourth contribution to the Documents Decoded series, John R. Vile provides critical commentary for more than sixty documents from the era. The organization is chronological, starting in 1859 and extending to 1877. Source documents are typically brief—averaging one to five pages, with a few longer texts such as the 1861 Constitution of the Confederate States. Designed with the needs of "high school students, college students, and general citizens in mind," (xiv) each text includes an introduction of about a paragraph providing historical context, and a brief conclusion summarizing the significance of the document. A distinguishing feature of this collection is the reader-friendly approach. The print design is clean and uncluttered with copious white space. The annotations are provided alongside the relevant text, which is clearly highlighted. Placing the commentary side by side with the text makes it easy to go back and forth between the document and the added insights. Consistent with the intended general audience, the editorial additions are not dense scholarly treatments. Rather, they define unfamiliar historical language and elaborate on the meanings of specific sections. There is a list of further readings at the end of the volume; however, no recommendations accompany individual documents.

The selection of texts reflects the interests and expertise of the author, a political scientist and self-described "student of American constitutional law" (xiv). There is a decided emphasis on political and legal topics and government documents including laws, congressional speeches, presidential proclamations, and court decisions. There are no images and little to be found on popular culture (excepting the texts of "Dixie" and "Battle Hymn of the Republic"). No attempt is made to capture the everyday experiences of the time, either on the home front or the battlefield. While familiar figures such as Abraham Lincoln appear frequently, the voices of everyday people from the time—women, African Americans, immigrants, and laborers are largely absent. Legal decisions and laws are certainly important to understanding the era, but compared to other accounts from the time period, they can be dry and unemotional. Readers looking for narratives beyond the political are advised to consult works such as the Library of America's series *The Civil War as Told by Those Who Lived It* (Library of America, 2011–2014) or *Voices of Civil War America: Contemporary Accounts of Daily Life* (Greenwood, 2011). It is fascinating to dip into the array of documents assembled and general readers interested in the political and legal aspects of the era will find much of interest. The addition of further reading lists for each source document would have been an especially valuable addition supporting high school and college students seeking to explore further.—*Eric Novotny, Humanities Librarian, Pennsylvania State University, University Park*

The Death Penalty: A Reference Handbook. By Joseph A. Melusky and Keith A. Pesto. Contemporary World Issues. Santa Barbara, CA: ABC-CLIO. 2017. 372 pages. Acid-free $60 (ISBN 978-1-4408-4549-9). E-book available (978-1-4408-4550-5), call for pricing.

The affordable but brief single-volume *The Death Penalty: A Reference Handbook* is edited by Professor Joseph Melusky of St. Francis University and Keith A. Pesto, a veteran US Magistrate Judge and lecturer at St. Francis. Pesto and Melusky have collaborated several times on related ABC-CLIO reference works including *The Death Penalty: Documents Decoded* (2014), *Capital Punishment* (2011), and *Cruel and Unusual Punishment: Rights and Liberties under the Law* (2003). This title is part of ABC-CLIO's Contemporary World Issues Series, which "address vital issues in today's society" and are "written by professional writers, scholars and nonacademic experts," covering current topics such as marijuana, social media, and prisons (v). Just as all the other titles in this series, *The Death Penalty: A Reference Handbook* provides an overview of the subject, a detailed chronology, biographical sketches, primary sources and relevant data, perspectives essays by experts, and a list of resources (v). The focus of this work is the death penalty in the United States, with the aim of the book to "provide a balanced, objective discussion of arguments, and controversies" (xv). The perspective essays provide a wide range of voices, from former Governor Tom Corbett to academics from multiple disciplines, to leaders in nonprofit organizations. The profiles section provides brief one- to two-page entries on key people, organizations, events, and cases. The strongest part of this work is the third of the book dedicated to "Background and History" and "Problems, Controversies, and Solutions." These two sections, written by Melusky and Pesto, feature clear, readable, and concise writing that is comprehensive with excellent insights. These sections of the book could serve as the foundation for the research of a high-school student or beginning undergraduate. The analysis throughout the book connects the many cases and decisions that have shaped the law surrounding the death penalty in a fashion that is encyclopedic without being overwhelming. Each section has an extensive list of references including relevant cases, in addition to a sixty-page reference section. In some areas, this title is sometimes too focused on framing the legal history of the death penalty, and doesn't analyze related issues extensively. For

example, capital punishment and individuals with intellectual disabilities is only mentioned once briefly in the context of juvenile justice.

Surprisingly, there are not many recent reference works dedicated solely to capital punishment or the death penalty. The second edition of *The Encyclopedia of Capital Punishment in the United States* (McFarland, 2008) is a good resource but is already in need of an updated edition and focuses on Supreme Court decisions. *The Greenhaven Encyclopedia of Capital Punishment* (2006) is also a good title but is too dated to still be considered current and authoritative. The recently released *Routledge Handbook of Capital Punishment* (2018), edited by Robert Bohm and Gavin Lee, is an excellent volume covering major themes related to capital punishment with essays by major scholars exploring specific subtopics such as the financial costs of the death penalty. *The Death Penalty: A Reference Handbook* could be a good addition to those libraries that will purchase the *Routledge Handbook of Capital Punishment* as the intended audiences are different, with one providing a solid summary for beginning scholars, while the other provides specific analysis of a variety of topics related to capital punishment.

Recommended for high-school libraries and academic libraries for first- and second-year undergraduates.—*Shannon Pritting, Library Director, SUNY Polytechnic Institute, Utica, New York*

The Definitive Shakespeare Companion: Overviews, Documents, and Analysis. Edited by Joseph Rosenblum. Santa Barbara, CA: Greenwood/ABC-CLIO, 2017. 4 vols. acid free $415.00 (ISBN 1-440-83444-8). E-book available (978-1-4408-3445-5), call for pricing.

This multivolume work is an updated version of *The Greenwood Companion to Shakespeare: A Comprehensive Guide for Students* (Greenwood, 2005), also edited by Rosenblum. *Overviews and the History Plays* (vol. 1), *The Comedies* (vol. 2), *The Tragedies* (vol. 3), and *The Romances and Poetry* (vol. 4) make up the set. At 1,987 pages, the updated version is 523 pages longer that its predecessor, with the number of contributors having grown from forty to sixty-two. Six new essays bring the total number to eighty-three. The additions include five- to ten-page overviews in each of the four volumes, a nineteen-page essay by Rosenblum titled "The Authorship Questions," and a second six-page overview in volume 4 introducing the longer poems. The additional content in many entries reflects scholarship published between 2005 and the publication of the new set, but other books and articles not cited in 2005 but published before that date make up a portion of the newly consulted sources. A comparison of entries in the old and the new reveal major additions to some entries (the entry for *Hamlet* is considerably longer and cites twenty-six sources, while the 2005 entry cites eleven) and minor additions and changes in word choice in others.

The first volume gives the reader a sense of what it was like to live in Shakespeare's era by including chapters on his "Age," "Life," "Theater," "Texts," and "Language." Commentary for each of the plays appears in the following order: plot summary, publication history, literary sources, historical context, devices and techniques, main characters, critical controversies, production history, reviews of productions, and an explication of key passages. The essays are generally briefer for the poems and contain fewer sections than those on the plays. Included is a prose paraphrase, a discussion that situates the poem within the sonnet cycle, an explanation of various devices and techniques, themes and meanings, and a description of the relationship of the sonnets to the plays. A detailed annotated bibliography is included in volume 4.

The target audience is "high school students, undergraduates, and general readers" (xi). The goal of the new set is identical to that of the 2005 version, namely to "demystify Shakespeare so that students and general readers will be encouraged to appreciate the artistry of the writing and will come to a fuller appreciation of Shakespeare's genius" (xi). Rosenblum does not fall short of his goal. The students and general readers he has in mind are best served by reading appropriate entries before engaging with the actual writings to benefit in much the same way students benefit from reading an article on an unfamiliar topic in a popular magazine to help better understand more difficult scholarly content. A comprehensive seventy-four page subject index at the end of volume 4 is useful in helping navigate quickly to specific parts of the set when clarification is wanted. Although many critical works have been published on Shakespeare aimed at students, such as *A Companion to Shakespeare's Works* (Blackwell, 2003), the earlier version of this set in 2005, Gale's Shakespearean Criticism Series, and Baker and Womack's 2012 *Facts on File Companion to Shakespeare*, streamlined plot outlines and plainly written critical analysis can be difficult to find.

Highly recommended for all high school, college, and public libraries. Financially challenged libraries or libraries at colleges that teach few courses in Shakespeare might pass on this set in favor of the 2005 version that still has a lot to offer and runs for under one hundred dollars online. Those interested in learning more about the earlier set are encouraged to read a review appearing in *Reference and User Service Quarterly* volume 45, number 4 (Summer 2006).—*Dave Dettman, Library Instruction Program Coordinator, University of Wisconsin–Stevens Point*

Encyclopedia of American Women and Religion, 2nd Ed. By June Melby Benowitz. Santa Barbara, CA: ABC-CLIO, 2017. 2 vols. Acid-free $198 (ISBN 978-1-4408-3986-3). E-book available (978-1-4408-3987-0), call for pricing.

Women have had a major role in religion throughout history but have been consistently overlooked, providing a sound purpose and intention for this two-volume encyclopedia. The expertise shown in the comprehensive coverage is a

credit to the author, June Melby Benowitz, a history professor whose research emphasizes the history of women. These volumes primarily cover the nineteenth, twentieth, and early twenty-first century. The individual entries are relatively short, between five and six paragraphs. It is a perfect starting point in the research process for students in American history, women's studies, or theology classes.

The coverage extends to the people, denominations, laws, court cases, social movements, and societies that have shaped American religion through the context of women. There are no other similar books or encyclopedias available. *Sisters and Saints: Women and American Religion* (Oxford University Press, 2007) provides a general, narrative treatment of the topic without the encompassing list of relevant elements for the subject area found in this book.

As reference sources continue to digitize, print encyclopedias will need to exhibit a similar ease of use to remain viable. The index for this set is in volume 2. It does not mention the volume number where the entry is found, just the page number. The full table of contents for the entire work is found at the beginning of both volumes. There is a "See also" list of cross references at the end of each entry. Highlighting or italicizing the "See also" references within the entry itself would make it easier to see relationships between concepts and the people in this encyclopedia. The "Further Reading" list at the end of each entry is strong, with books and reliable websites for additional research. The bibliography is extensive but would be more usable if it were broken down into broad subject areas. There is a good, extensive chronology from 1637 to 2014 that points to a significant woman or historical event that shaped women and religion in America, providing necessary context.

Without contrary intervention of librarians or teachers, many students start their research process on the internet. Teachers often do not want students to use reference books as sources for a research paper. This type of book, covering a niche subject area, can save a lot of time with fruitless internet searching. Formatting this type of book into one volume with lengthier entries would shift it from a starting point for the research process to have it also serve as a source.—*Terry Darr, Library Director, Loyola Blakefield, Baltimore, Maryland*

Finding the Fountain of Youth: The Science and Controversy behind Extending Life and Cheating Death. By Aharon W. Zorea. Santa Barbara, CA: Greenwood, 2017. 389 pages. Acid-free $71.20 (ISBN 978-1-4408-3798-2). E-book available (978-1-4408-3799-9), call for pricing

The untimely death of his wife inspired Aharon W. Zorea to write about the universal desire to extend life. Dr. Zorea had touched briefly on the topic of antiaging in *Steroids* (Greenwood, 2014), a reference book in which he outlined the medical and social debates surrounding the use of steroids to enhance human performance. In *Finding the Fountain of Youth: The Science and Controversy behind Extending Life and Cheating Death*, he traces the history of humankind's obsession with youth and longevity, and he provides fascinating perspectives from myth, religion, philosophy, science, and sociology.

While postindustrial society has distanced itself from magic and myth, we remain firmly attached to the dream of eternal youth. Americans spent more than $40 billion on cosmeceuticals in 2016 (1). A professor of history, Dr. Zorea contextualizes the major advances in biomedical research that have fueled the dreams of the antiaging movement and increased the appetite of consumers for life extension treatments and amateur remedies. He introduces the research-based methods that are being used to promote greater life expectancy, such as dietary restriction, hormonal manipulation, steroid treatment, stem cell therapy, and gene therapy. He also provides a glimpse into futuristic technologies envisioned to achieve radical life extension, such as genetic manipulation, bioprinting, cloning, cryonics, and transhumanism.

This engrossing book is organized into three well-developed sections: "The History of Antiaging from Myth to Modern Science: A Chronological History of an Idea," "Modern Paths to the Fountain of Youth: A Topical Approach to the Practice of Antiaging," and "Views from the Experts: An Anthology of Views on the Implications of a Successful Antiaging Movement from a Spectrum of Disciplines." The author makes references to information sources throughout the text; however, he omits the complete citations for the references. The lack of a cited references section would render the task of finding any of these sources an arduous undertaking. There is an eleven-page bibliography at the end titled "References for Further Reading" that lists critical sources organized according to the book chapters in section 1. This would be useful only to those interested in further exploring the intellectual history of antiaging.

Finding the Fountain of Youth offers an interdisciplinary understanding of the complexity of the quest to extend the human lifespan. It would make an affordable addition to public and undergraduate libraries but should be located in the circulating stacks so as to allow a close reading of the entire book. To support those who are mainly interested in evidence-based antiaging medicine and regenerative technologies, the more expensive *Encyclopedia of Clinical Anti-Aging Medicine and Regenerative Biomedical Technologies* (American Academy of Anti-Aging Medicine, 2012) is the only comprehensive reference source on antiaging medicine available.—*Valerie Mittenberg, Collection Development Librarian, Sojourner Truth Library, State University of New York at New Paltz*

Geography of Trafficking: From Drug Smuggling to Modern-Day Slavery. By Fred M. Shelley and Reagan Metz. Santa Barbara, CA: ABC-CLIO, 2017. 361 pages. Acid-free $89 (ISBN 978-1-4408-3822-4). E-book available (978-1-4408-3823-1), call for pricing.

In keeping with its title, Shelley and Metz's *Geography of Trafficking* provides an introduction to trafficking through

the lens of place by focusing on how geographical features, from natural landscapes to imposed borders, contribute to trafficking.

The book features five main sections. The first covers the process of trafficking, from the origins of trafficked people and goods to their distribution. In the second and third sections, the authors explore different types of human and commodity trafficking. For each type, they provide a definition, impacts, contributing factors, and deterrence efforts. Although the authors include some historical information, their focus is on the present.

The fourth section consists of forty-eight profiles of individual countries or groups of countries. Each profile lists basic characteristics of the country (location, size, population, landscape, history, government) and how they affect trafficking there, the types of trafficking prevalent in that country, and any anti-trafficking laws and efforts in the country. The concluding fifth section provides the full text of documents related to trafficking.

Throughout the book, the authors emphasize the connection between geography and trafficking. For example, they describe how trafficking is more likely when the demand for an item is located far from the item's source (77). Similarly, they note that anti-trafficking laws can be difficult to enforce in places where borders cross "rugged and isolated terrain" (99). The authors also stress the connections between different types of trafficking. For example, they describe how trafficked children may be forced to mine gems that are in turn trafficked (78).

Among similar titles, this book appears to be nearly unique in its combination of human and commodity trafficking, and certainly unique in its use of geography as the method of study. In *Illicit Trafficking: A Reference Handbook* (ABC-CLIO, 2005), Robert J. Kelly, Jess Maghan, and Joseph Serio examine both human and commodity trafficking, but do so from the perspective of criminal justice and organized crime. In addition, the work borders on being out of date. The *Routledge Handbook of Human Trafficking*, by Ryszard Piotrowicz, Conny Rijken, and Baerbel Heide Uhl (Routledge, 2017), and *Human Trafficking: A Reference Handbook*, by Alexis A. Aronowitz (ABC-CLIO, 2017), both focus solely on human trafficking.

The book's language is extremely accessible and assumes no background knowledge of either geography or trafficking. In addition, most citations reference news sources such as National Public Radio and the *Guardian*. Because of this, the book seems most appropriate for a public library, high school, or early undergraduate audience. While the inclusion of both human and commodity trafficking makes a strong point in the book's favor, the fact that the majority of citations point to news articles makes the book seem lacking. This reviewer would hesitate to rely on the book as the sole trafficking-related title in an academic reference collection; it would probably function better as a companion to a work with more thorough research.—*Bethany Spieth, Instruction and Access Services Librarian, Ohio Northern University, Ada, Ohio*

Russian Revolution of 1917: The Essential Reference Guide. Edited by Sean N. Kalic and Gates M. Brown. Santa Barbara, CA: ABC-CLIO, 2017. 257 pages. Acid-free $75.20 (ISBN 978-1-4408-5092-9). E-book available (978-1-4408-5093-6), call for pricing.

Kalic and Brown's *Russian Revolution of 1917* was one of a handful of works published last year undoubtedly to coincide with the centennial anniversary of the historic event which it considers. Anyone familiar with "Essential Reference Guides" from ABC-CLIO will find this relatively nimble tome (only 257 pages) to be another reliable entry in the series. Sandwiched between three introductory overview essays and an assorted collection of over twenty English translated letters, correspondences, and other assorted primary source materials are the main ingredients of nearly one hundred traditional A–Z subject entries.

The book is predominantly informed by a US post-war perspective, as indicated by such hallmarks as referring to the October Revolution as "really a coup d'etat" (109). The fact that Woodrow Wilson's entry is longer than Bukharin's, Trotsky's, and nearly even Lenin's is perhaps also unsurprising given that the primary editors both have affiliations with the US Army Command and General Staff College. As such, one looking for an ideological counterpart from last year's aforementioned crop might consider Neil Faulkner's *A People's History of the Russian Revolution* (Pluto Press, 2017).

Nonetheless, entries are succinct and informative and are generally well suited to their stated heading. Nearly half of them are biographical in nature and are followed by entries devoted to either historical events such as the Tambov Rebellion, Bloody Sunday, and the Battle of Narva, or formal organizations including the likes of Cheka and *Pravda*. The choice of which groups to cover feels occasionally idiosyncratic: for example, there exists an entry for Mensheviks but no corresponding one for Bolsheviks. The introductory essays parse the chronology covered by the work into the distinct periods of the 1905 Revolution, the 1917 Revolution, and the Russian Civil War with roughly equal weight afforded all three. The primary source materials at the conclusion of the book are useful and provide greater context, but they are mostly reprints from widely available sources. This title, paired with Michael Hickey's 2012 RUSA Outstanding Reference Source *Competing Voices from the Russian Revolution* (ABC-CLIO, 2010) might make for a complimentary two-volume set. In any case, this work is best suited for general undergraduate level collections or lower.—*Chris G. Hudson, Director of Collection Services, Kenyon College, Gambier, Ohio*

Street Style in America: An Exploration. By Jennifer Grayer Moore. Santa Barbara, CA: Greenwood, 2017. 380 pages. Acid-free $94 (ISBN 978-1-4408-4461-4). E-book Available (978-1-4408-4462-1), call for pricing.

While I am not one to pay too much attention to fashion or clothing trends, I do find myself interested in urban culture and subculture, which is what this book is really

about. Rather than simply documenting the varied dress and outward appearance choices of inner city Americans, author Jennifer Grayer Moore, an art and design historian, provides a more nuanced account of how diverse urban populations have evolved over the years, paying particular attention to how each have inevitably developed a "look" or certain visual traits that to some extent play a role in defining who they are.

Part 1 consists of four chapters in which "street style" is examined in its sociocultural historical context and how the mass media, fashion and clothing industry, and personal self-expression all play important roles in understanding its proliferation. Here, Moore is careful to acknowledge that "even the street style of recognizable style groups (including subcultural styles) is neither static nor homogeneous . . . [it is] constantly evolving and is subject to an infinite number of personal interpretations that written documentation may inadvertently belie" (3). She also makes the clear distinction between street style and fashion, noting that in fact "some street style is definitively a form of antifashion" (4). These opening chapters ought not to be overlooked by researchers looking for information on one or more of the specific groups covered later in the book, as they are critical to framing the lens through which subsequent entries are examined.

Part 2 contains thirty-four A–Z entries spanning "American Street Gangs" to "Zoot Suit." Each is accompanied by a parenthetical reference to the approximate years the style was, or has been, in existence, for example, New Wave (Late 1970s–Late 1980s). Entries are substantial, most being five to six pages including further reading suggestions. Some of the more extensive entries are broken down into sections, duly acknowledging their diverse subgenres, styles, or coinciding social movements. For example, "Hip Hop" contains sections on "Fly Boy Style," "New Jack Swing," "Militant and African Nationalist," "Gangsta Style," and "Ghetto Fabulous." Where applicable, Moore explains how certain styles rose from the "street" level to greater circles of popular fashion.

Finally, part 3 contains a photo gallery of American street style with black-and-white images coinciding with the entries in part 2 and, as such, appear in alphabetic order. Each image is paired with a paragraph-length description on the opposite page. I don't see why these were not just included in part 2 alongside their full entry counterparts, but this is a minor grievance. Also, it is unfortunate that only one image is provided per entry. Some could have really benefited from additional images showing various representations of the style.

A search of WorldCat show this to be the only title cataloged under what I would consider its most appropriate subject heading, "Urban youth—Clothing—United States History—20th century," thus evincing its uniqueness. While many of the individual urban subcultures and styles covered in this volume have been given serious scholarly treatment of their own (too many to list), Moore's book is the first to bring them together in a reference-like compendium. It would serve as a great starting point for serious researchers of urban studies or fashion history, as the further reading suggestions and bibliography are quite extensive. I believe there would be something of value here for upper high school through graduate school students. In the library stacks, it would be equally at home among the HTs as it would in the GTs, but that's a call I'd leave up to the catalogers.—*Todd J. Wiebe, Head of Research and Instruction, Van Wylen Library, Hope College, Holland, Michigan*

The Great Depression and the New Deal: Key Themes and Documents. By James S. Olson and Mariah Gumpert. Unlocking American History. Santa Barbara, CA: ABC-CLIO, 2017. 295 pages. Acid-free $48 (ISBN 978-1-4408-3462-2). E-book Available (978-1-4408-3463-9).

Olsen and Gumpert designed this new book to serve the ready reference needs of "advanced high school and early undergraduate readers" (vii), but they emphasize support for high school advanced placement US history classes and the Common Core curriculum. The content of the book covers the period from the Stock Market crash in October 1929 until the beginning of World War II in September 1939, but the focus on "key themes" means that the authors do not seek the broad topical scope of an encyclopedia.

The alphabetically arranged topics, mostly from one to five paragraphs in length, are weighted heavily toward biography of influential persons, laws passed by Congress, New Deal programs, and selected Supreme Court cases. There are topical entries related to agriculture, banking, industry, labor, politics, groups of workers, arts programs, and a few well-known writers and photographers. There is less emphasis on social and cultural aspects of American society and even important political topics during the period. There are no index entries for Republican or Democratic parties but there are entries for the Socialist Party and Union Party. There are no index references to migrant workers, sports, women as a subject (there are five biographical entries for women), isolationism, or to the House Un-American investigations of the 1930s. Although the entry on Walter Frances White mentions his work on the Federal Anti-Lynching Bill in Congress, the subject index does not mention lynching or anti-lynching. There are no index entries under Blacks or African Americans, but there are entries for Scottsboro Boys, the National Association for the Advancement of Colored People (NAACP), and Black Cabinet. Of course, users of the e-book may discover brief mention of topics that do not appear in the index, such as the mention of Democratic Party in twelve entries. All entries offer a brief list of further readings, and a bibliography organized by topics appears near the end of the book. In addition, the authors provide a chronology of the Great Depression in the United States, and topical lists of entries.

The authors selected ten excerpts from documents that offer students examples of primary sources. There are two photographs and eight texts from presidential public addresses, federal laws, an Executive Order, and a magazine article about teachers in the Depression. In addition,

the authors provide sample essay questions relating to the documents and tips for answering the questions.

The new book has a narrower scope compared with the *Encyclopedia of the Great Depression and the New Deal* (Sharpe, 2001), which covers many more topics in longer essays and has many more document texts. The new book, particularly provided as an e-book, can serve as a resource that provides brief information and directs students to more in-depth sources.—*David Lincove, History, Public Affairs and Philosophy Librarian, Ohio State University Libraries, Columbus, Ohio*

Vaccines: History, Science, and Issues. By Tish Davidson. The Story of a Drug. Santa Barbara, CA: Greenwoood, 2017. 259 pages. Acid free $60 (ISBN 978-1-4408-4443-0). E-book available (978-1-4408-4444-7), call for pricing.

Vaccines and vaccination in the United States have become topics of dispute in some circles in the last two decades, since Andrew Wakefield published a high-profile and now thoroughly discredited study in *Lancet* linking vaccines to autism disorder. Tish Davidson's book, *Vaccines: History, Science, and Issues*, takes a look at the history of vaccines and vaccinations, their mechanism of action, potential side effects, and development and use. She also documents the anti-vaccine (anti-vaxxer) movement, which began in the eighteenth century and has found renewed adherents in the present day. Davidson's research is scientific, meticulous, and dispassionate in its coverage of both vaccine proponents and detractors.

Davidson writes in a clear, nontechnical language that is easily comprehensible by most general readers. Her chapter on how vaccines work, in particular, is a very accessible written account of the science behind immunity and the immune system and how vaccines marshal our own defenses to "remember" pathogens and react to them before illness takes hold. Other chapters dealing with side effects, risks, and the production and regulation of vaccines are equally well written and valuable to the nontechnical reader.

The final two chapters on the social dimensions of vaccines and future developments discuss the modern-day objection to vaccines, the Wakefield controversy, and the anti-vaccination movement, as well as the development of new vaccines on the horizon. Davidson is very good at representing each side of the vaccination argument in an even, measured way that describes the antipathy anti-vaxxers have to vaccinations and the scientific and medical response to those concerns. Although hard core adherents to either side may be frustrated by the neutral position she takes (n.b.: the writer of this review is very much Team Vaccination), her measured stance allows for understanding, if not agreeing with, what the other side believes to be true. A glossary, bibliography, and directory of resources round out the volume.

There are a number of excellent books on vaccines and the vaccine controversy, including ABC-CLIO's *Vaccination Controversies* by David E. Newton (2013) and Eula Biss's sublime *On Immunity* (Greywolf, 2014). However, the excellent and clear writing style and neutral tone of this volume make it an excellent choice for high school and college students and general readers interested in exploring vaccines and their detractors.—*Amanda Sprochi, Health Sciences Cataloger, University of Missouri, Columbia, Missouri*