Don't Call It a Comeback: Popular Reading Collections in Academic Libraries

Format Shift: Information Behavior and User Experience in the Academic E-book Environment

RUSA Adopts Statement on Equity, Diversity, and Inclusion

RUSA Achievement Awards 2018

Reference & User Services Quarterly

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—Adopted by RASD Board, June 27, 1989

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Columns

Features

Departments

Connecting People to What They Need to Know

M. Kathleen Kern

M. Kathleen Kern *is the new editor of* RUSQ*, 2018–2021.*

Correspondence concerning this column should be addressed to M. Kathleen Kern, Director, Miller Learning Center Library Commons, University of Georgia; email: rusqeditor@gmail.com.

The title of this column comes from Dr. Carla Hayden's interview at the RUSA President's Program at ALA Annual 2018. In the words of the Librarian of Congress, "Reference is, of course, facts. But it is also connecting people to what they need to know, when they need to know it." Her statement was not just about reference, but about the core purpose of what we do in our libraries—all types of libraries—every day.

Listening to the conversation between past ALA President Courtney Young and Dr. Hayden, I was inspired by the themes that cut across library types and connected with the mission of *RUSQ*. *RUSQ* is focused on the work that we do, rather than where we perform that work. Place and community are immensely important but our fundamental professional value lies in how we connect with those communities. *RUSQ*'s columns, research articles, and reviews focus on our shared goals and work so that we can grow professionally through reading a broad range of perspectives, ideas, and research. This quarter's issue exemplifies this model, presenting content from public and academic librarians on topics ranging from reading to reference to career changes.

Dr. Hayden was prescient of this issue of *RUSQ* when she said, "You can learn a subject. Don't close yourself off to opportunities. Think about how your experiences can be transferred. The subject matter might change, but the doing reference, giving service, it's the same." She spoke from experience: she started as a children's services librarian and became the Librarian of Congress (making some unusual career moves along the way). This issue introduces a new column called Career Conversations, edited by Elizabeth Leonard. The column's format brings together stories from the field, research, and Elizabeth's own voice to provide practical suggestions for facing career challenges that are common across all libraries. This quarter's column focuses on making changes across types of organizations. Moving forward, Elizabeth welcomes your ideas for future topics, so email her at RUSQCareerConvo@gmail.com.

Marianne Ryan and Sarah Dreyfuss provide twenty tips for aspiring researchers, many of which are applicable to other types of professional writing. As the editor of *RUSQ*, I endorse their advice! Researchers and authors should also know that I am open discussing articles that are in development. The *RUSQ* review process is blind, but I can discuss questions you have during your research and writing process to help improve your methods and manuscript.

The From the Committees of RUSA section contains the newly adopted RUSA Statement on Equity, Diversity, and Inclusion (EDI). This statement frames RUSA's values

around EDI and how they apply to library services and to RUSA members.

It is a coincidental quirk of the submission and review process that the two research articles in this issue both focus on issues related to reading. Daniel Tracy's study provides a deep look into e-book and print reading, specifically revealing how often and why readers "format shift," with implications across library environments and vendor platforms. Elizabeth Brookbank, Anne-Marie Davis, and Lydia Harlan surveyed popular reading collections in academic libraries in the Northwest to reveal why and how the collections are built and maintained, the challenges those collections face, and the long and sometimes bumpy history of popular reading in post-secondary libraries.

Everywhere I look in this issue I see connections. Some of them are more personal than others, but I think you will find your own connections as you read. I was excited to receive the Information Literacy column, which connects research consultations with student success outcomes. Esther Grassian accepted this column months before I became editor, but Robin Miller is one of my former graduate assistants, which is the personal connection.

The Alert Collector column in this issue connects a current topic of interest (military capabilities and spending) with international sources of data about nuclear and conventional weapons. Many of these sources are freely available. I was immersed in military topics in my last position (I too have had a nonlinear career) so it felt like closing a circle to see David Lincove present this as a topic of interest to patrons and librarians across the globe. The For Your Enrichment column is sort of an "Editor's Choice" where I can present a topic that might not quite fit another column. Systematic Review Services is probably something only familiar to health science librarians, but Amy Riegelman and Megan Kocher make a good case for why and how academic librarians should consider this innovative service for social science researchers.

It is customary for the new editor to open with a little about herself and to thank the outgoing editors. I was too excited about the content of this issue and Dr. Hayden's inspiration to start in the conventional way, and I'll save talking about myself for another time. I do want to thank the *RUSQ* editors who preceded me for creating such a great journal over the years and the Editorial Board for trusting me with such a large responsibility. Over a decae ago, *RUSQ* editor Diane Zabel invited me to create and edit the Accidental Technologist column and asked me to peer-review manuscripts. I learned a lot from her that will help me over the next three years as editor. As the most recent editor, Barry Trott handed me a process that is well organized and a journal that is well respected and now open access. He has made taking over the helm as easy as it could possibly be. I greatly look forward to working with the new RUSA Executive Director, Jessica Hughes, the other new members of the RUSA office, and Ann Brown, the new RUSA President. We will support each other in our new roles and in making the best possible organization and journal for librarians and staff working in public services.

As the new editor, I have chosen to keep a lot the same, at least for now, because *RUSQ* has a format that I believe works for our readers. *RUSQ* will continue to be a mix of columns, scholarly articles, and book reviews with occasional content from the committees of RUSA. The Career Conversations column is new and fulfills one of the goals that I set out when I applied for the editorship, so I hope you find it as engaging as I do. *RUSQ* will continue to provide quality content authored by a broad range of librarians to support the shared work that is important throughout our libraries. Every article and column in an issue might not speak to you immediately or directly, but I encourage you to peek in to read something that you might see as "outside" of your area. What are you waiting for—jump in! You might make some unexpected connections.

Finding Our Balance with Respect

Ann K. G. Brown

Correspondence concerning this column should be addressed to: Ann Brown, Research and User Services Librarian and Workshop Coordinator, George Washington University, Libraries and Academic Innovation; email: agbrown@gwu.edu.

At ALA Annual 2018, I was inspired by Michelle Obama's conversation with Dr. Carla Hayden. Two things in particular resonated with me. The first is personal: that you can have everything, you just can't have it all at the same time. It's been an interesting year for me as President-Elect of RUSA as I've been juggling to balance work, life, and volunteering; a struggle I know we all face on a day-to-day basis.

The second thing that really struck me was Mrs. Obama's mention of practicing respect, kindness, and empathy. RUSA is facing a year of major change as we work towards getting the division out of a deficit. In 2017–2018, the Budget and Finance Committee started tackling the question of our deficit in preparation for our 2020 budget. This group included people from across the division, and I want to thank them for their hard work. Thank you to Jennifer Boettcher, Greg Fleming, Beth German, Cynthia Johnson, Chris Le Beau, Cindy Levine, Micquel Little, Alesia McManus, Ike Pulver, Jenny Presnell, and Christina Pryor. I would also like to say a big thank you to our Executive Director, Jessica Hughes, especially for digging for all the data we needed to make informed decisions.

You're probably wondering, what does this group have to do with respect, kindness, and empathy? Because we were dealing with a sensitive topic, we set out a list of ground rules, and the major rule we all agreed upon was respect. In our current climate, it's easy to be disrespectful or confrontational, especially in times of change. But that behavior will not help us come to a solution for the challenges that RUSA is facing. I ask that each of you think about how you interact with each other in the name of RUSA and your sections and let respect, kindness, and empathy guide your words and actions.

For the next year as we work towards our balance, let us all agree that the first ground rule will always be respect.

New Beginnings within a Library Career

Elizabeth Leonard

Correspondence concerning this column should be addressed to: Elizabeth Leonard, Assistant Dean of Information Technologies and Collection Services at Seton Hall University; email: RUSQCareerConvo@gmail.com.

Welcome to our new *RUSQ* column, Career Conversations. This regular column will explore career issues that librarians are facing, what the research says, and how you and your peers are managing these challenges. Have a topic you'd like to explore? Email us at RUSQCareerConvo@gmail.com.—RUSQ *Editor*

WHY AM I TALKING WITH YOU?

Like an interview, I'll start this column with a version of everyone's "favorite" interview question, "Tell us about yourself." For my entire adult life, I've been interested in career counseling and human resources. I began working as a freelance résumé writer and editor during my undergraduate days. Over the years in this field, I have helped individuals in a variety of industries and personnel levels, from hourly workers to C-level executives, secure interviews and obtain positions. During the early 2000s, I spent several years as a career counselor for a Department of Defense contractor. Years later, I cofounded the "I Need a Library Job" Facebook group with Naomi House.

My career prior to librarianship was in information technology. I fell into IT when the internet was a new, foreign thing to most. I found that I was really good at technology, and I enjoyed the innovation and problem solving that went hand in hand with those early days of IT. My skills led to work teaching others about technology, and then to system development for technology, and work for the Department of Defense. Then I took a couple of years off to stay at home with my newborn son.

As some of you know and others might surmise, three years away from the technology field meant that I was a dinosaur and unemployable. Combine that with the recession of 2008 and a major change in life circumstance, and I decided to fulfill a childhood dream and remake my life. So I became a librarian. Fast forward a couple of years, one job change, and here I am.

IN THEIR WORDS—CAREER TRANSITIONS

One of the questions I have heard many times over the years (and one I have asked myself more than once) has been how to make a major shift. There are many reasons one might want a change: a geographic move resulting in less options in your chosen area, a desire to explore new options, an

emerging passion for a different field, or perhaps a lack of interest or advancement options in your existing role. I spoke with a number of self-identified librarians who have changed from one type of librarianship to another to find out how they did it.

Hailey McCollough, Department Head of Adult Services at a public library, left her position as a college librarian (sole librarian in charge) one year ago. She was glad the public library took a chance on her. "After I got the position, [my boss] told me I interviewed really well and had good answers for all the questions. . . . Because I had experience running my own library, I was a good fit for the department head/management position they were looking to fill." In McCollough's case, she had several specialized skills that helped her succeed in her new job, including collection weeding, as well as management of student workers at the college library and supervisor experience in retail and customer service jobs she had had prior to obtaining her library science degree. Finally, she felt her personality was a good match to their needs. After she obtained the position, McCollough proved her worth by taking on extra work that would help her learn more in areas that she felt she had little experience in. Her initiative made a positive impact on her supervisors.

Kathy Marquis had a twenty-five-year career in archival reference when she moved to Wyoming fifteen years ago. She applied for an opening in her area for an adult services librarian at a public library. In those days, an MLIS was not required for all positions simply because there were not enough candidates who had the degree, so her MLIS was enough to attract the attention of the hiring committee. She supported her application with transferable reference skills, and impressed the committee with an interest in the position, as well as a demonstrated desire to learn about collection development and programming. Finally, she strategically asked her references to focus on the "public library–like experience" at her previous position, a large state historical society. After she started at the public library, she showed her value by applying for and obtaining grants, a skill which she taught herself.

Another librarian working in a research university archives who moved to an academic position noted that she emphasized the transferable skills she had, rather than her technical skill set. She said, "It's all about spinning what looks like your lack of experience in the pivot field as helpful context that sets you apart." She told me that her experiences with primary sources and research instruction, as well as one-on-one research assistance, were helpful in obtaining the position. While the context wasn't the same, the skills were.

Sarah Cornell, Supervisor of Technical Services at the Portsmouth Public Library, balanced her interests between early master's level coursework in public librarianship and a job as an academic librarian paraprofessional while in library school. She assumed she'd work as a public librarian, but instead, went to Rome and worked in a special library. When she returned to the United States, she reassessed her goals.

She ended up obtaining a job as a librarian in a small college by marketing her diverse background in special libraries combined with her public library coursework. While an academic librarian, she obtained experience designing processes, and when she later moved to public librarianship, those programs gave her an edge—it hadn't mattered to the public library director that those skills were transferred from the special library realm.

Cathy Mayer, Director of the Library at Trinity Christian College, was a high school librarian before she moved to the directorship. When she hit an institutional ceiling, she knew she needed a change. She saw the advertisement for the position she currently holds but initially didn't apply because it was outside of her industry, and she didn't think she had a real chance. After friends encouraged her, she reviewed the essential core skills of the position, reflected on how she could speak to those needs, and then reformatted her résumé in a functional style so she could leverage those skills. Even so, the hiring committee was initially very skeptical of her candidacy. She won them over through her understanding of systems, professionalism, and energy, something that was seen as lacking in the library at that time. After she was hired, faculty came to value that she really understood what first-year students had experienced in high school and what they could or should be expected to know. Finally, after she was hired, she augmented her skills by attending the ACRL College Library Mentor Director program.

The biggest difference between academic and public librarianship, said Theresa Cahill Agostinelli, was the time spent helping students with citations. Agostinelli, who works as an academic reference librarian in New Jersey, worked as a graduate assistant in a university library during her MLS studies and then moved to public libraries for twenty years. She made a decision to be an active leader in organizations that served both academic and public librarians. During her tenure as a public librarian, she developed a strong set of technology skills, including web publishing, as well as creating screencasts and handouts. Finally, she was able to present herself as someone who embraced the cutting edge both in her past work as well as her service work. This, along with her passion and attention to the presentation made during the academic interview process, made an impact on the hiring committee.

TAKEAWAYS FOR YOUR OWN CHANGE

Don't fear the risk. If you have a job, then you risk nothing by trying to get another. If you have no current position, you lose nothing by trying. Not getting the job doesn't mean you are less of a person; it means you are more because you made the attempt.

Try for the position. Even though you might not think you are a perfect match for the position, it doesn't mean you aren't the best candidate for the job. I hope that this advice will be taken seriously, especially by women reading this

column. In the twenty-five years I've been hiring librarians, staff, and other personnel, I have never found any candidate that filled the job description exactly, but men are more likely to apply anyway.

There are certain types of skills that are always transferrable: for example, several librarians with whom I spoke mentioned that project management, program development, acquisitions, budgeting, instruction skills, and supervisory skills tend to transfer very well. Then there are ones that can be transferable if you think about them in the right way. Working in an urban public library can help you obtain a position at a higher education institution that specializes in first generation college students. Cathy Mayer was able to win over skeptical faculty by presenting her background as relevant and transferable.

What if you really don't have the experience but want a position in a new field? Try finding volunteer work to build experience, as Theresa Cahill Agostinelli did. Homol suggests learning more by reading the industry literature, joining the field's main listservs, and taking webinars.[1] Altman suggested looking for MOOCs (massive open online courses) to augment your skills, as lifelong learners are attractive job candidates.[2]

What is as important as the qualifications on paper is the personal narrative. The common thread through the women I interviewed for this column was the way they were able to impress the hiring committee through a compelling story. That narrative should be tailored to each organization.

How are your experiences relevant to the organization? As Clark notes, you must provide a connection between your past, present, and future, and show how your skills provide unique advantages and value to your candidacy.[3] A story built from a series of logical steps is more palatable to a potential employer than a sudden revelation. It is also an indication of outside-of-the-box thinking, which is often a highly sought-after quality.

Finally, presentation is everything. Most of those that I interviewed for this column mentioned that a positive attitude during the interview played a part in getting the job, despite a lack of experience. However, too much enthusiasm can be off-putting. It can be very difficult to strike a balance between enough energy and too much, especially in the unique pressure cooker that is the interview. Practice being yourself before you get there; like getting the job, it takes a surprising amount of work but is worth it in the end.

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How to Get Your Article Published

Twenty Tips from Two Editors

Sara Dreyfuss and Marianne Ryan

Sara Dreyfuss *is a freelance writer and editor and the former Editorial Director of The World Book Encyclopedia.* ***Marianne Ryan*** *is the Dean of Libraries at Loyola University Chicago.*

Correspondence concerning this column should be addressed to Marianne Ryan, Dean of Libraries, Loyola University Chicago, 1032 W. Sheridan Road, Chicago, IL 60660; email: mryan21@luc.edu.

Academic librarians are expected to contribute to the profession through scholarship, service, and creativity. Many are specifically encouraged to publish, but they frequently are unsure where to begin. In this column, two editors with decades of experience at the editor's desk offer guidance to help librarians and other information professionals get their work published. Good management of both time and the scarce resources for library research requires that the hard work of writing an article not be wasted. A few simple steps will help aspiring authors create a finished product that will be accepted for publication in a leading journal and thus enable them to share new knowledge with others in the profession.

Here are some tips on what editors want. Many of these hints may seem like common sense, but authors often neglect them. Following these suggestions might help you get your article published in a top-ranked journal.

1. Write about what you know. Both novice and seasoned writers often anguish over what to write about, struggling to come up with just the right topic, but the best ideas are usually in plain view. Trust your instincts and write about something you have experienced or observed, and at a level with which you are comfortable. It isn't necessary that every article be hard research; there are places for essays, features, and thought pieces. These are especially good options for new writers or anyone having trouble getting started.

2. Write the article in a simple, readable style. Use mostly short, declarative sentences in the active voice. Make sure to vary your sentence structure and to write in complete sentences.

Many scholars love to write in the passive voice, but try to keep your use of the passive to a minimum. The active voice is livelier, clearer, and more interesting. The active voice also forces you to be explicit about who did the action you describe—that is, who deserves the credit or the scrutiny. Was it, for example, the library, teaching faculty, or the administration?

3. "Omit needless words." This timeless advice from William Strunk cannot be overstated. In his classic work, *The Elements of Style*, he goes on to say:

> Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell.[1]

'Nough said.

4. Keep yourself out of your article. It might seem stilted, but call yourselves *the authors or the researchers* instead of *we*. Many referees and editors think the first person is inappropriate for scholarly writing. By the same token, make sure to present your information in an open-minded and objective manner. Avoid editorializing.

5. Do not use the literature review merely to show how many articles you have read. Use it to support your work and to show where your investigation adds to or diverges from past research. If many other authors have explored the topic, try to explain how your work brings a new or provocative approach. Nancy Rivenburgh, professor of communication at the University of Washington in Seattle, explains the importance of this section in a research paper:

> A literature review places your study within a larger body of work. It shows how your study seeks to fill a gap in, or extend, our knowledge in this area. A literature review offers a benchmark for assessing your own results. In the conclusion to your study you will revisit the literature review armed with your new findings.[2]

Include the most current writings possible in your literature review. Do not overlook articles published within the last year or two. Referees notice and are often critical of literature reviews that cite only older articles.

6. Try to come up with a brief, catchy title. If the title does not provide a good description of your article's content, add a short subtitle. Use the title and the abstract as hooks to pull in referees, editors, and readers.

7. Work hard on the abstract. This short section—often the last thing you do when writing an article—will get far more views than the article itself. The abstract is perhaps the second most important section, after the title. It should briefly introduce the topic, state the problem the article tries to address, summarize your main findings, and speculate on the possible benefits and usefulness of your study. Be sure to use any keywords that will support effective indexing and help later researchers find the full text of your article.

8. Put your best writing into the discussion and conclusion. These final sections should make the case for why your article is worth publishing—and reading. The conclusion, especially, should discuss what is new in the article and what new knowledge it contributes to the profession. Many writers fail to explain why what they did or discovered is important.

9. If appropriate, include charts, graphs, tables, and images to support the text and summarize your findings. Do not worry if they duplicate information already given in the text. Some readers skim articles and look mainly at the charts and graphs, and other readers are visual learners who grasp facts better when they are presented in graphic form. That said, avoid overdoing these or including them just for the sake of doing so.

10. Never be satisfied with a first draft. It may be tempting to submit an article the instant you finish writing, but do not do it! Once you have finished writing, revise your work, revise it again, and then revise it some more.

11. Take a careful look at your own article. See if you can spot what is confusing, what needs development or expansion, and what can be eliminated. Check for mistakes and for passages that fail to ring true. Then double-check your facts. The City News Bureau of Chicago—the news agency that trained Ben Hecht, Mike Royko, and Kurt Vonnegut—had a famous motto: "If your mother says she loves you, check it out."[3]

12. Set your article aside and do not look at it for a few days. Give yourself distance from your writing before you read it again. Then look at it pretending you have never seen it before. You need to consider your article with fresh eyes because that is how editors and readers will see it.

13. Read the article aloud to yourself. Reading aloud is the only way to notice word repetitions and passages that sound clunky, and to ensure that the rhythms of sentences work well.

14. Make sure the spelling and grammar are as perfect as possible. Use your software's spell check and scrutinize the spelling with your own eyes. Remember that spell checking does not catch everything; it will not help you with homophones such as *their*, *they're*, and *there* or *its* and *it's*, nor often with words left out of sentences.

Pay close attention to your grammar. Do your subjects and verbs agree? Editors and referees can be harsh. Many of them think an article with misspellings, typos, and grammatical errors has little merit, no matter how brilliant the actual content may be.

15. Enlist one or more colleagues to review your article before you give it to anyone in the publishing business. No one can be his or her own proofreader. *You* know what you intend to say, so you may fail to notice sentences that are unclear to others. You will almost certainly miss some typos. You will not see those flaws for yourself because your brain supplies what should be there instead of seeing what is really on the page.

Choose your readers wisely. Do not ask people who only give you admiring reviews; get people to read your article who will not hesitate to offer constructive criticism. Do not ask your mother, your spouse, or, as Canadian writer Margaret Atwood says, "someone with whom you have a romantic relationship, unless you want to break up."[4]

16. Read the submission guidelines for each journal thoroughly and follow them scrupulously. Did we mention that you need to read those guidelines *thoroughly*? Each journal's website has specific guidelines for formatting, word count, subject matter, and citations—and the editors will expect you to adhere to them. Follow the guidelines to the letter. If your article does not comply with the instructions, editors and referees may have concerns about the article before they even read it.

17. Send your article to the right journal. This should be obvious, but many authors submit articles to publications that are not the right fit. That is perhaps the most common

reason for which editors reject a submission. Each journal's website sets out its editorial philosophy, aims, intended audience, and scope. Look through some recent issues to see if it publishes articles on similar topics that are of similar quality and impact. It is a bad sign if you do not recognize the names of any members of the editorial board or recent authors.

18. When you get your article back from peer review, do not be offended by the referees' comments. Feedback can be painful but try to steel yourself. Develop a thick skin for criticism and do not take it personally. Even the best writing can always be improved.

Do not respond to reviewer feedback as soon as you get it. Read it, think about it for several days, discuss it with others, and then calmly draft a response.

19. It is acceptable to challenge a referee if you have a good justification, or if you can politely explain why the reviewer is wrong. Editors will accept a rational explanation, especially if it is clear you have considered the feedback and accepted some of it.

It is often better to fix an identified problem in your own way rather than in the exact way suggested by the referee. When making revisions, you need to understand the point of the suggested changes and make them your own for them to work in your manuscript. The British author Neil Gaiman says:

> Remember: when people tell you something's wrong or doesn't work for them, they are almost always right. When they tell you exactly what they think is wrong and how to fix it, they are almost always wrong.[5]

20. Be prepared to revise and resubmit. You would be surprised how many authors who receive the standard "revise and resubmit" letter never actually do so. No matter how tired of your article you may have grown by this time, do not give up at the prospect of working on it some more. Do not let your efforts go to waste after you have successfully run the gauntlet of peer review and the editorial pen. Incorporating the guidance from referees almost always makes a strong article even stronger. Resubmit the very best version of your article that you can. The editor will notice, and your investment will pay dividends.

Researching, writing, and preparing a manuscript for publication is hard work that can be tedious and time consuming. But seeing the final product in print makes it all worthwhile. Following these twenty tips will not only get you started but also will take you to the finish line—then help you feel ready to embark on the process again, on your next writing project.

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Key Sources of Multinational Data on Conventional and Nuclear Armaments

David Lincove

David Lincove *is Professor and Librarian for History, Public Affairs, and Philosophy at The Ohio State University, Columbus, Ohio. His previous areas of publication have been in the history of American libraries and publishing, propaganda, history bibliography, and book reviewing. David has another article in press related to armaments data sources developed by the League of Nations (1920–1940) to promote peace and disarmament.*

Correspondence concerning this column should be addressed to Mark Shores; email: shoresml@miamioh.edu.

I am pleased to offer this column on sources of conventional and nuclear armaments. Author David Lincove has taken a very complicated research topic and provided clear and concise descriptions of where to find data and other types of information. Many of the items in his column are web-only resources that would make a fine addition to subject guides in the military sciences, peace studies, political science, international relations, and more.—*Editor*

This article is a guide to current data sources on conventional and nuclear military armaments. The resources provide statistical and textual data for assessing the comparative trends in weapons build-ups, expenditures, and trade among nations and regions. In addition, sources may include detailed information on specific weapons and data on military personnel in the armed forces. Many countries compile data on their own armaments, but the resources below bring together information from multiple sources and nations. The resources will be of interest to students and researchers engaged in studying national security, international relations, foreign policy, history, and military affairs. They may use the data to advise leaders regarding domestic and regional security, understand current and historical international politics, and contribute to practical and theoretical approaches to the study of conflict and peace in the world.

Armaments data is complex given, for example, the great variety of armaments, different standards for measuring trade valuations or weapons specifications, and the use of arms for offensive and defensive purposes. Users of the data need to analyze it in the context of national policies, traditions, international relationships, and power structures. The complexity of the weapons data can make it difficult to compare figures among nations, but it offers the potential for better understanding, among arms experts and the public, of the role of armaments in international conflicts, national budgets, and politics.

The compilation of data on national military forces and armaments has historical roots in the last quarter of the nineteenth century.[1] It was furthered by the human and material devastation in World War I that focused the attention of postwar political and military leaders on the consequences of a future arms race combined with industrial and technological advances in the production and sale of ever increasingly powerful weapons of war. The covenant of the League of Nations, incorporated into the Treaty of Versailles in 1919, called for the worldwide reduction of arms and the sharing of information about national arms holdings and

purchases. The concept was that increasing the knowledge of arms held by nations, coupled with greater cultural exchange and the league's theoretical framework for settling grievances between nations, would enhance arms transparency and international understanding and reduce suspicions about the intentions of potential adversaries. The league's Disarmament Section developed data publications to support its mandate to devise a scheme to control the arms trade and reduce arms holdings.[2] Although these publications ceased by 1940, they serve as historical data sources, and their conceptual framework influenced future data compilation efforts by the United Nations and peace research organizations. After the Second World War, the UN accepted the same philosophy of transparency and openness but delayed a program in publishing arms data.

Virtually all of the data found in the resources below originate from openly available information, including government documents, commercial periodicals, independent authoritative research, and surveys completed by national governments. The data on the same categories of arms may differ from one source to another due to the complexity of compiling the information and defining military armaments. The openly available data on arms holdings and trade is unlikely to provide a complete picture based on the assumption that nations do not disclose all of their information on domestic arms production, arms holdings, and new arms development.

CONVENTIONAL ARMAMENTS

United Nations and World Bank

UN Report on Military Expenditures (http://www.un-arm.org/Milex/home.aspx)

This database provides data back to 2000. Each participating country reports their military expenditures, and since 1981, 126 nations have participated but most do not report every year. (Data prior to 2000 is available from *DAG Repository* [http://repository.un.org/] using the original title, *Military Expenditures in Standardized Form Reported by States*.) Reported military expenditures refer to "all financial resources that a State spends on the uses and functions of its military forces."[3] The consistency, currency, and completeness of reported annual expenditure data varies from one reporting country to another. Country profiles provide graphic visualizations of some data and detailed tables by military forces (land, naval, air, and other) and categories of armaments such as missiles, aircraft, and armored vehicles. Detailed statistics are available for personnel, procurement and construction, research and development, and operations and maintenance. Users may download the statistical tables in PDF and copy tabular data into Microsoft Excel.

UN Register of Conventional Arms (https://www.unroca.org/)

The register provides detailed arms data in graphic and tabular format from 170 countries in seven categories: battle tanks, armored combat vehicles, large-caliber artillery systems, combat aircraft and unmanned combat aerial vehicles, attack helicopters, warships, missiles, and missile launchers. The data illustrates national exports and imports of weapons by trading country and stockpiles of these weapons back to 1992. Data for small arms and light weapons began in 2006. The consistency, currency, and completeness of reported data vary from one reporting country to another. A separate table combines imports and procurements through domestic production for each weapon category. Data for exports and imports include types of weapons purchased. Users can compare the data with reports from trading partners. Associated with UNROCA, *Global Reported Arms Trade (GRAT)* shows stockpiles and trade in heavy weapons at http://www.un-register.org/HeavyWeapons/Index.aspx and small weapons at http://www.un-register.org/SmallArms/Index.aspx.

UNData (http://data.un.org)

Sources for this database are publications from the UN, World Bank, and International Monetary Fund. Use the UNData homepage search box to enter either the words *military*, *arms*, or *weapons* to view relevant data files on military arms production, trade, or expenditures by country or worldwide. Users may download data in various formats.

UN Comtrade Database (https://comtrade.un.org/)

This database provides data on commodity trading that includes trade in small military weapons by country and commodity codes. Search for code 9301 (HS or harmonized system code) or 891 (SITC, *Standard International Trade Classification* code). Also available in the database is the *International Trade Statistics Yearbook* (https://comtrade.un.org/pb/) in PDF online by country. Search for SITC commodity code 891.

World Bank Open Data (https://data.worldbank.org/)

The World Bank uses data from Stockholm International Peace Research Institute (SIPRI), *Military Balance*, and Peace Research Institute Oslo (PRIO). It covers armed forces personnel and armed forces personnel as a percentage of total labor force, total military expenditures and military expenditures as a percentage of central government expenditure, and arms imports and exports. It allows downloading and displaying graphs for individual countries and the world generally.

International Institute of Strategic Studies (IISS)

Military Balance: The Annual Assessment of Global Military Capabilities and Defence Economics. Taylor & Francis, 1959–. Annual (ISSN: print 0459-7222; online 1479-9022). *Military Balance+* Available online as a subscription from International Institute of Strategic Studies at (http://www.iiss.org/en/publications/military-s-balance/militarybalanceplus).

In 1959 the Institute of Strategic Studies published *Military Balance* to fill a gap in understanding the "strategic balance between the great powers and their allies." Until the 1963/64 edition, the title varied as it compared military strengths of

Communist bloc nations with those of the West.[4] It provides an analysis of regional and national security status, defense spending and policy, new procurements and deployments, and political impacts on military affairs. The 2017 issue offers data on 171 countries and provides detailed textual, graphical, and other visual illustrations with information on the organization and number of military forces. Data appear for specific military equipment, including satellites and early warning systems. Editors do not provide source references, but rely on cooperation from governments and estimates. *Military Balance+* is an online database with three years of data that users may customize for downloading.

Stockholm International Peace Research Institute (SIPRI), Stockholm, Sweden

SIPRI Yearbook: Armaments, Disarmament and International Security. New York: Oxford University Press, 2018.

The 2018 yearbook offers broad assessments and data on armed conflicts, peace operations, conflict management, security issues, military spending, arms transfers, nuclear forces, and general disarmament. SIPRI uses data on arms expenditures, production, and trade from the SIPRI databases shown below. The data is in the form of tables and graphs accompanied by additional data in chapters written by experts. Data on nuclear weapons appear in separate chapters for each nuclear country showing global stocks and production of fissile material. SIPRI uses data from government sources, the *Bulletin of the Atomic Scientists*, and publications of the Federation of American Scientists. From one year to another, there are different chapter themes but also consistency in reporting arms data.

SIPRI Arms Transfers Database (https://www.sipri.org/databases/armstransfers)

This database has three types of data, downloadable in either Microsoft Word or Excel, from 1950 to recent years and measures the flow of specific major armaments between nations. This allows for the detection of weapons buildups to national militaries, paramilitaries, and rebel groups. The "Trade Register" section provides information based on user selection of nations supplying and receiving weapons, a range of years, and type of weapon systems. "Importer/Exporter TIV [trend-indicator value] Tables" illustrate the arms transfers for each country. The "Top List TIV Tables" produces a list of the "largest suppliers or recipients, along with the TIV of global arms imports or exports" based on the user's selections. Examples of the weapons in transfers are aircraft, air defense systems, missiles, and ships. The main sources are military periodicals, newspapers, government publications, and the *UN Register of Conventional Arms.*

SIPRI Arms Industry Database (https://www.sipri.org/databases/armsindustry)

This database contains two Microsoft Excel files. The first shows the top 100 largest arms-producing and military services companies in OECD and developing countries (except China) with data from 2002 to current years on total sales, percentage of sales in armaments, profit, and the number of employees. The second file indicates aggregate figures on arms sales and percentage changes. The database covers only public and private companies. Among the sources used are annual reports, newspapers, military journals, and Internet news services.

SIPRI Military Expenditure Database (https://www.sipri.org/databases/milex)

SIPRI provides a Microsoft Excel file with military expenditures for countries grouped by regions. The time series covers 1949–2017 with annual updates. Figures are not available for all dates for each nation. Monetary values show local currencies. For visual representations of the data, see http://visuals.sipri.org/. Also available are three PDF files with 1988–2017 annual expenditures in constant US dollars, local currencies, and as a share of GDP. An additional PDF shows figures for the regions. Sources for the data include government publications, government responses to questionnaires, and secondary sources.

Financial Value of the Global Arms Trade (https://www.sipri.org/databases/financial-value-global-arms-trade)

SIPRI provides Microsoft Excel files showing the financial value of arms exports (1994–2015). SIPRI obtains the figures from governments and industry organizations.

National Reports on Arms Exports (https://www.sipri.org/databases/national-reports)

SIPRI links to reports published by individual countries that contain information on national export control systems and arms export licenses granted.

United States Government and Related Sources

World Military Expenditures and Arms Transfers (WMEAT) (https://www.state.gov/t/avc/rls/rpt/wmeat/)

From 1966 to 1999 the US Arms Control and Disarmament Agency (ACDA) published data for the years 1964–1997 to assist American diplomatic and defense officials. In 1999, the US Department of State absorbed the ACDA.[5] The current title, published annually, began with the 1975 volume covering data for 1963–1973. Categories of data are generally consistent over the years for countries and regions. In the 2017 edition, data for eleven years (2005–2015) is available for 170 countries. Data appears for armed forces personnel, population and labor force, imports and exports of arms compared with total trade expressed in monetary values and ratios, military expenditures, GDP, arms trade by major suppliers and countries of destination, and value of arms exported and imported by major suppliers. All tables and graphics in 2017 are in Microsoft Excel files, and users may limit to individual countries. The tables are dense with data, require careful analysis, and may require some

familiarity with statistical methods. In 2017 a sample of sources used are NATO, *UN Register of Conventional Arms*, IMF, *Military Balance*, and *Jane's Defense Budgets*.

World Military and Social Expenditures (WMSE). Leesburg, VA: WMSE Publications, World Priorities, 1974–1996. Irregular (ISSN: 0363-4795).

Ruth Leger Sevard, a sociologist and economist who was chief of the Economics Division at the US Arms Control and Disarmament Agency (ACDA), was involved with the publication of early volumes of WMEAT. Sevard created this parallel series after a dispute with the ACDA regarding a decision to exclude social data in WMEAT. WMSE includes each country's social data such as population, gross national product, and public education expenditures along with military data.[6]

Additional International Sources

Defence Expenditures of NATO Countries (https://www.nato .int/cps/en/natohq/topics_49198.htm)

The North Atlantic Treaty Organization (NATO) publishes annual, aggregate data on defense expenditures reported by each NATO country's Ministry of Defense. The data is for current and estimated future defense expenditure. These figures may differ from those "quoted by national authorities or given in national budgets."[7] In the 2018 report, users can compare graphical and numerical information related to defense expenditures (annual change, percentage of GDP, per capita and per military personnel, and distribution by equipment categories). Users may download graphs and tables in PDF, and a single table of defense expenditures in Microsoft Excel format. The topics related to defense expenditures in graphs and tables may vary from one year to another.

European Defence Agency: Defence Data Portal (https://www .eda.europa.eu/info-hub/defence-data-portal)

The European Defence Agency (EDA) compiles armaments data reported by the Ministry of Defense from twenty-seven European Union states. The most current data shows graphic displays and statistical tables. Graphic information covers aggregate, total defense expenditures and expenditure breakdown in relation to GDP and total government spending, member collaboration in procurement, and deployed military personnel. Tables show recent defense data by country and aggregate EDA data since 2005. In some years, EDA and US data are compared. Monetary figures are in Euros.

European Network against Arms Trade (ENAAT) (http://enaat .org/eu-export-browser/licence.en.html)

Founded in 1984, ENAAT works as a force against the sale of arms by European Union countries due to the negative impact of increasing armaments on human rights, security, and economic development.[8] Beginning with 1998, ENAAT distributes annual arms trade data published in the *Official Journal* of the EU. All monetary figures are in Euros. Data

is available by year with selling EU country, military products sold, and the country of destination. Users may limit sales data by year, selling and destination countries, and individual products. In addition, there are limits by Value of Licensed Goods, Value of Exported Goods, Number of Licenses Approved, and Number of Licenses Refused. There is no convenient way to download information.

International Trade Statistics 2001–2017 (http://www.intracen .org/itc/market-info-tools/trade-statistics/)

Select imports or exports "by product group" and scan down the list of ITC code 93. Expand by clicking on + and select code 9301 (military weapons, incl. sub-machine guns) and 9306 (bombs, grenades, torpedoes, mines, missiles, cartridges, and other ammunition and projectiles) for data in US dollars by country for recent years. Similar data may be found in the OECD *International Trade by Commodity Statistics* as part of *OECD iLibrary.*

Jane's Information Group

The commercial products of the Jane's Information Group, owned and published by IHS Markit of the UK, provide a wide range of publications with data derived from openly available sources on individual countries and comparative graphics focusing on military personnel, armaments, and risk assessments related to country security and stability. IHS Markit compiles data organized by country on specific arms inventories and procurements and military organization (i.e., "order of battle") and assessment in *IHS Jane's World Armies*, *IHS Jane's World Navies*, and *IHS Jane's World Air Forces* among many other related publications and online resources offering news, new armament development, and military analysis. These three publications are available for purchase in semiannual print editions or from more frequently updated, online subscriptions to either individual titles or as part of packaged resources from Jane's Military and Security Assessments Intelligence Centre (https://ihsmarkit.com/products /janes-military-security-assessments.html) or Jane's Security: Military Capabilities (https://ihsmarkit.com/products /janes-amphibious-special-forces.html). Online access provides country data on full defense budgets, budgets for military branches, and locations of military bases. Country reports are available for download.[9]

Nuclear Weapons Stockpiles

Federation of American Scientists (https://fas.org/issues/nuclear -weapons/)

The Federation of American Scientists (FAS) provides "reliable information about the status and trends of the nuclear weapons arsenals" in nuclear nations. The FAS derives data on nuclear weapons stockpiles from open sources such as official documents, testimonies, and commercial satellite imagery. Select "Status of World Nuclear Forces" for international data on national stockpiles of

weapons in graphical and tabular form. Other links, such as the "FAS Nuclear Notebook" and a link to Nuclear Information Project (NIP) Publications provide country studies and essays analyzing issues but also include statistical data since 1987.[10] NIP publications may appear in *The Bulletin of the Atomic Scientists* and *SIPRI Yearbook* (see above). Nuclear stockpiles and an interactive map from the FAS also appear at the website of the International Campaign to Abolish Nuclear Weapons (ICAN).[11]

Ploughshares Fund (https://www.ploughshares.org/)

The Ploughshares Fund (PF) seeks "to reduce and eventually eliminate the dangers posed by nuclear weapons" through discussion, advocacy, and projects. The PF website provides the "World Nuclear Weapon Stockpile,"[12] which illustrates weapons holdings of nuclear nations. Users may download the most recent country annual reports containing detailed data and analysis of nuclear arsenals, including offensive and defensive nuclear weapons and intercontinental ballistic missiles (ICBM). The reports, written by researchers with the Nuclear Information Project at the Federation of American Scientists, provide extensive bibliographies. The current and previous reports are available from the *Bulletin of the Atomic Scientists*. In addition, the *Bulletin* provides a free interactive, comparative graphic tool, "Nuclear Notebook: Nuclear Arsenals of the World," for analyzing the growth of nuclear weapons in countries from 1945 to present.[13]

Nuclear Weapons: Who Has What at a Glance (https://www.armscontrol.org/factsheets/Nuclearweaponswhohaswhat)
Country Resources (https://www.armscontrol.org/countryresources)

The Arms Control Association is "dedicated to promoting public understanding of and support for effective arms control policies."[14] This webpage offers graphical representations of national and global stockpiles of nuclear warheads. One graph illustrates the steep reduction of worldwide stocks of warheads. The web page also has brief information on nuclear countries and a link to country resources with additional data about nuclear, chemical, and biological weapons and arms control agreements, policies, practices, and holdings of fissile material. ACA compiles the data from documents available from US Department of Defense, US Department of State, SIPRI, and the Federation of American Scientists. The figures are estimations.

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Reference Consultations and Student Success Outcomes

Robin E. Miller

Robin E. Miller *is Associate Professor and Assessment and Instruction Librarian at the University of Wisconsin-Eau Claire.*

Correspondence concerning this column should be addressed to Esther Grassian and Sarah LeMire; email: esthergrassian@gmail.com and slemire@umich.edu.

Librarians have offered personal help in the form of reference for well over a century,[1] increasingly using technology of one sort or another. During much of that period, reference service was often just that—a "service" where librarians would serve up information and answers to questions from users. Thanks to the proliferation of powerful technologies, however, many individuals now attempt to seek information on their own first, in a vast morass of websites, social media, apps, blogs, wikis (including Wikipedia), videos, podcasts, and more, all vying for eyeballs. When overwhelmed by the sheer amount of information available, and unable to sort through it all to find valid, reliable information, some turn to librarians for help. It is more and more common that assistance takes the form of helping people learn how to learn for themselves, rather than simply providing answers.

These technologies offer great educational opportunities but also have extraordinary, almost invisible, monitoring capabilities, which are only now seeing the light of day. For much of the history of reference service, librarians have zealously guarded the confidentiality of users and the content of their reference interactions, similarly to lawyer-client discussions, though not protected by law. Technologies used for reference changed those ethical/moral standards to some degree. With all good intentions, librarians have sought data from chat reference transcripts,[2] database use, and use of software such as LibGuides, in order to understand what their users want, and how best to help them succeed, at times, without prior user consent. Use of such technologies in libraries has resulted in vast troves of user-generated data that remain invisible to users, as do the processes of user data collection and data retention. In the essay below, Miller discusses the ethical implications of studying and analyzing user reference data, even with admirable goals in mind, like student success. Underlying the discussion in this column is the broader and very timely issue of opting-in vs. opting-out of user data collection and retention in the world around us, for confidentiality and privacy protection, and its implications for libraries' user data collection.—*Esther Grassian, Co-editor*

Reference librarians engage deeply with patrons and their research. Professionally, our orientation is to help at the point of need; while some satisfied and dissatisfied patrons may follow up to tell us how we helped, or did not help, we rarely hear the end of the student's research "story." Overall, however, systematic methods for assessing the outcome of reference interactions conducted in academic libraries have not emerged from the voluminous

literature of library assessment. This is a curious phenomenon because the contemporary higher education landscape is dominated by conversations about assessment and accountability, and academic libraries are actively working to demonstrate value and alignment with institutional goals.

Reference consultations do not account for the majority of the library's contacts with students enrolled at any institution of higher education, even though librarians and staff who provide reference services are a substantial, and highly visible, portion of the library workforce. Using systems like Gimlet, Desk Tracker, and similar software/applications, we have long quantified service-level data. Some academic libraries have even implemented systems like the Reference Effort Assessment Data (READ) Scale in order to collect qualitative data about reference service quality, staffing levels, question complexity, and other useful information.[3] When it comes to reference, our profession is well aware what we do and how we do it, even as our professional standards have evolved over time.

WHAT DOES THE LITERATURE INDICATE?

The library literature makes a strong case for a pedagogical approach to reference work. James Elmborg wrote persuasively of the need for a reference desk pedagogy that models research as inquiry, rather than as accumulation of information.[4] Casting librarians as "discourse mediators," Michelle Holschuh Simmons argued, "Reference work needs to be more about helping students ask questions about information and less about our delivering answers to questions."[5] A decade later, the ACRL Framework for Information Literacy for Higher Education introduced a set of core concepts that directly link reference and information literacy practice to student research and inquiry.[6] While students consult with reference librarians at any point in the research process, our professional practice is to use the reference consultation as a site of student transformation in which the act of consultation inspires revision and facilitates growth of expertise. Librarians can also look to allied fields, like composition studies and writing centers, to learn more about teaching and sharing feedback through individual conferences.[7] As academic libraries have transitioned away from reference desks and towards consultation models, embedded librarianship, peer learning, and learning commons, the physical and virtual structure of reference practice has evolved to support student learning and inquiry.

In recent years, a few authors have made strong arguments for assessing the outcomes of one-on-one reference or reference consultations. Most recently, Krieb demonstrated that community college students who visited a reference desk remained enrolled at a higher rate than students who did not.[8] In a review of literature published 2001–2010, McLaughlin observed that the library assessment literature lacked a "universally accepted set of standard approaches, study methodologies, and reporting formats for comparison

and analysis" of the outcome of reference transactions.[9] At the 2015 ACRL Conference, Savage made a similar observation, suggesting our profession is "inattentive" to assessment of librarian-patron interactions at the reference desk or in other consultative environments.[10] In various studies at large and small institutions, students who have completed a reference consultation have responded to surveys or interview questions about the consultation experience. Self-reported data collected through these studies suggest that patrons believe that non-directional reference consultations are valuable experiences.[11] In recent exploratory research conducted at the University of Wisconsin-Milwaukee, Kopecky and Bowes surveyed students who had consulted with a librarian in the previous semester (in person, via email, or by phone, video conference, or chat/instant messenger), finding that respondents looked back at the consultation experience and overwhelmingly believed it had contributed to their academic success.[12] At the University of Illinois Libraries, researchers analyzed the perspectives of students, instructors, and librarians who reviewed anonymized chat transcripts. Triangulating these points of view demonstrated that library stakeholders believed that chat reference is a valuable intervention that improves student learning.[13] Studies that elicit self-reported assessments of satisfaction or learning can offer libraries insight about the impact of a reference interaction. Based on these studies, a library may be able to gauge patron good will; however, these studies do not help us to infer the impact of reference interactions on a student's long-term learning, and self-reported assessments of learning do not establish a clear link to a student's long-term academic performance.

While Savage's characterization of "inattentiveness" may be an overstatement, it seems clear that much of the literature about the impact of reference consultations draws conclusions from small sets of self-reported data. A logical reason for this gap is that a reference consultation is essentially an intermediate intervention. Collectively, libraries responding to the 2016 ACRL Academic Library Trends and Statistics survey reported providing more than 5.3 million information services transactions that year. Seven percent, or 575,000 transactions were characterized as "consultations."[14] We consult with students at the point of need—or at the point an instructor requires students to consult. Because librarians are rarely a student's instructor of record, we assist without expectation that we will ever see, or evaluate, the completed research. Librarians are also not typically a student's academic or departmental advisor, limiting our ability to follow up about the student's long-term progress.

At Webster University, Watts collaborated with special education faculty to design a study of student outcomes following a reference consultation. They examined research journals and conducted a focus group to assess ten graduate students' learning outcomes, finding that the graduate students who had participated in reference consultations not only believed that they had learned something from the research consultation experience, but produced higher

quality research.[15] The library literature is replete with citation analysis studies. While this method is more frequently applied to studies of library collections, Reinsfelder used citation analysis to assess the quality of research conducted by students who had consulted with a librarian.[16] Watts and Reinsfelder's inquiries are well designed and the results may confirm a reference librarian's perception that our individual consultations are important. While research like this is difficult to scale, reference librarians have other options for exploring our impact on student learning and success.

Academic librarians are analyzing student data in order to document relationships between a student's use of the library and key elements of student success, particularly persistence and retention, time to graduation, and overall academic achievement. Several investigations have demonstrated that students who use elements of a library's services and spaces perform better than peers who use the library less or not at all.[17] As Steven Bell succinctly notes, "From an assessment perspective [studies like] this can help justify library expenditures by demonstrating how academic libraries contribute to students' retention and persistence to graduation."[18] The rise of this research in libraries has followed the growth of "learning analytics" or "education data science" in higher education. Colleges and universities collect student identification information (usernames or identification numbers, for example) during the provision of almost all campus services and programs, from swiping a student ID in order to enter a sporting event, to providing one's username before a tutoring session, or to schedule a career services consultation. This aggregated data enables institutional researchers to analyze and draw conclusions about the academic performance outcomes of students who have participated in a program or who have used a service. In some sectors of higher education, like academic advising, learning analytics systems go beyond retroactive analysis; academic advising units increasingly use learning analytics for "proactive" or "intrusive" academic advising,[19] using student performance data to identify struggling students. Libraries, too, collect data about users and the library analytics niche is increasingly recognized by institutional researchers.

HOW DOES REFERENCE FIT INTO THIS LANDSCAPE?

Several libraries that participated in the Association of College and Research Libraries' Assessment in Action (AiA) program sought to demonstrate a positive connection between student learning and use of reference.[20] While not necessarily generalizable, the AiA projects suggest that reference consultations make a positive impact on student learning. In the well-known studies conducted at the University of Minnesota Libraries, user data has been collected from two different kinds of reference patrons—chat users and students who had appointments with peer research consultants—as part of a much larger set of library usage variables, including use of collections, facilities, and instructional services. In a partnership with the University of Minnesota's Office of Institutional Research, all of this library user data is analyzed in order to "examine the association between a variety of library interactions, student retention, and student academic achievement," finding positive correlations between library use and indicators of undergraduate student success, including GPA and retention.[21] To date, the largest study of the impact of information literacy instruction on student success outcomes is the multi-institutional and longitudinal research conducted by the Great Western Library Alliance, clearly demonstrates that classroom-based information literacy instruction makes a positive impact on student success.[22] Studies at other institutions have drawn similar conclusions, although most outcomes assessment research focuses on student use of services like materials circulation, interlibrary loan, systems authentication, computer logins, and use of physical spaces. With a few notable exceptions, reference interactions are rarely included in research of this kind.

UNIVERSITY OF WISCONSIN-EAU CLAIRE— REFERENCE CONSULTATION IMPACT

Like many academic libraries, McIntyre Library at the University of Wisconsin-Eau Claire (UW-Eau Claire), partners with our Office of Institutional Research in order to understand the relationship between library use and student performance. In an ongoing study approved by our Institutional Review Board (IRB), we automatically collect identifying information (username or student ID number) when a patron circulates material, logs in to the proxy server, requests an interlibrary loan, reserves a study room, or enters the library's annual orientation event. Based on course numbers, the Office of Institutional Research constructs lists of students who attend course-integrated information literacy sessions. And finally, when a student consults with a librarian about research—typically in person, but also via email, chat/IM, or on the phone—we collect the student's username. This information is stored in an encrypted database, separately from reference statistics tracking, for which we use Gimlet. Annually, user data is supplied to UW-Eau Claire's institutional researchers, who analyze the data and create data visualizations in order to represent the relationship between library use and student performance.

RESULTS

UW-Eau Claire's Office of Institutional Research reports that in 2015 and 2016, students who utilized library services, including reference consultations, earned higher grade point averages than nonlibrary users. Undergraduate students who consulted with a librarian earned average GPAs of 3.26 and 3.20 in 2016 and 2015, respectively. Students who used the library but did not ask a reference question earned average

GPAs of 3.20 and 3.19 in 2016 and 2015, respectively. In contrast, students who did not use the library at all in 2016 and 2015 had average GPAs of 3.13 and 3.15, respectively.

Retention and time to graduation are also important indicators of student success. Our pilot research examined the entering class of 2012–2013. While 37 percent of that entering class graduated in four years, 45 percent of students who used the library for any reason that year graduated in four years. While our Office of Institutional Research reports that first-to-second year retention rates average 82–83 percent, students who use the library in their first year retain to the second year at rates of 85–90 percent, depending on the year. A future agenda for this research is to identify patterns of retention among students who used specific library services, including reference consultations.

Going beyond grade point average, learning analytics offers libraries opportunities to understand our relationship to other measures of student success, like participation in high-impact practices. For example, in 2016, undergraduates involved in student-faculty mentored research placed 80 percent of the interlibrary loan requests submitted by undergraduate students. The interlibrary loan request form does not ask students if they are placing a request for themselves or for a faculty member; however, local surveys of UW-Eau Claire faculty who mentor undergraduate researchers seem to indicate that faculty are directing students to conduct independent literature reviews as part of the mentored learning process. Our study has also shown us that undergraduates engaged in mentored research accounted for only 5 percent of the reference consultations conducted by librarians in 2016. Data like this offers a library helpful insight into areas of program strength—and weakness—and points to opportunities for strategic alignment with institutional priorities. Future plans for this research include exploring connections between student use of library reference, writing center consultations, and other student success services. While the patterns observed at UW-Eau Claire are not necessarily replicable at other institutions, research like this helps us learn how library services enrich the undergraduate experience and where we can do more to support student learning and growth.

HOW DO WE COLLECT THIS DATA?

At UW-Eau Claire, reference consultations may take place at the reference desk, a librarian's office, or another location on campus. The interactions may be face-to-face, via email, phone, or through a chat client. Reference consultations yield a much smaller data set than other forms of library use, and unlike data collected from integrated library systems or central authentication services, this user data cannot be collected automatically. In other words, librarians must ask users to identify themselves. In setting up this pilot, my colleagues and I discussed the ethics and value of this work extensively. We ultimately decided to conclude any reference interaction conducted in person or via chat/IM by saying, "We're conducting a research study about students who use reference services. Would you be willing to share your username for that project?" If the student consents to sharing the username, the information is entered into an encrypted database and analyzed by the University's Office of Institutional Research. This user data is stored separately from information about the content, length, and location of the reference transaction.

While the emphasis on a reference consultation should be on the content of the student's inquiry, our local experience is that asking the patron to provide their user information is not a distraction, although quite understandably, every librarian involved has forgotten to request the information at times. Mining user data from chat reference transcripts seems like an unobtrusive and efficient way of bringing learning analytics into the domain of reference services. Minnesota researchers were able to collect student usernames because a patron email address is required in order to initiate a chat session with that library. Another way to collect such information is to require authentication before beginning a chat session, though a considerable disadvantage of this method is that users who are unaffiliated with the institution would be barred from asking a question. However, according to the 2016 ACRL Academic Library Trends and Statistics survey,[23] chat and SMS do not account for the majority of information services transactions received by all academic libraries. This means that chat transcripts alone cannot be the source of meaningful data about the total impact of reference consultations. Use of chat and SMS to collect identifying information for research without obtaining a user's consent has also raised concern among some library professionals. To ethically integrate the research consultation into student success research, libraries must be transparent about their collection and use of reference patron data.

YES, WE CAN. BUT SHOULD WE?

The outcomes of student analytics research are fascinating, but the ends do not justify the means. Librarians have joined other higher education professionals to raise alarm bells about the practice of collecting library user data for learning analytics projects and similar research. In a 2015 column, Fister declared, "I shudder at incorporating learning analytics into library assessment. Even though I'm very curious about how students learn, I don't want to track them electronically, even if it's good for them."[24] Jones and Salo clearly argue that mining library user data for analysis conflicts with core professional principles, including the ALA Code of Ethics.[25]

Ethical considerations should not be minimized, but user data can be collected and aggregated for analysis without compromising individual privacy. In the same 2015 column, Fister described libraries, and the vendors we rely

upon, as "leaky" when it comes to protecting patron information. While no library hopes to be implicated in a breach of patron information *a la* Cambridge Analytica, Uber, or Equifax, Hinchliffe and Asher present a succinct primer of best practices for data collection by libraries that undertake learning analytics projects.[26] If libraries—and their parent institutions—are not prepared to adopt best practices to secure user data, learning analytics research for any purpose should be out of the question. Key among these practices is that transaction-level data, like the content of a research question or the material accessed, should not be collected with identifiable user data. User information should be analyzed and reported in the aggregate, should not be linked to any individual user, and we should hold our vendors, institutional IT units, and offices of institutional research accountable for protecting our patrons' privacy with the use of secure technology. All data collected should be encrypted, and libraries should comply with internal and institutional codes of practice about data preservation and destruction. Remember, though, that research like this cannot be conducted in a vacuum. Libraries must also collaborate with our institutional research offices because they have access to student achievement data, and they have an interest in complying with regulations and procedures that protect student privacy. In that process, we can work together to ensure that library user data is secure at all points in the process of analysis.

While the 2010 Value of Academic Libraries report inspired many libraries to "track library influences on increased student achievement,"[27] Seale critiques the "logic of the market" that has driven libraries to attempt to demonstrate value.[28] In agreement with Seale, Beilin argues that attempts to track student success metrics, like GPA and retention, are emblematic of neoliberalism in academic libraries.[29] These reasonable concerns reflect growing alarm about the transformation of higher education from "public good" to an enterprise with customers who consume educational products and services. In that sense, research about whether use of the library makes an impact on student learning and performance may be the academic library's attempt to demonstrate relevance in an environment focused on accountability. An alternative view is that academic librarians know anecdotally that our work is meaningful to students, and research that elicits reflection and self-reported outcomes demonstrates that students believe academic libraries make a difference to their student learning. If we can pair self-reported outcomes with quantitative evidence that library users experience greater academic success, we can demonstrate our active participation in the academic mission of higher education. Internally, evidence gathered in learning analytics research has great promise for helping libraries understand who we help and how we can dismantle barriers to any kind of library use.

Academic librarianship, and higher education in general, has reached an inflection point. We have invested heavily in software and systems that enable us to collect and analyze large quantities of data about students and we are already using these systems to go beyond small-scale assessments of student success. These inquiries can be extended into the domain of reference, helping us to relate use of our services to the mission of our academic institutions, and to identify opportunities for engagement with students across our campus communities. At the University of Wisconsin-Eau Claire, reference consultations will be integrated more fully into research about cocurricular support services and undergraduate student performance. In addition to continuing our partnership with institutional researchers to collect—and responsibly manage—library user data, we are exploring ways to more consistently, efficiently, and transparently collect user information during reference consultations. We also hope to develop a secondary method to collect additional reflective information from a sample of reference patrons, in order to understand why they chose a reference consultation and how they believe the experience aided their success. We will use our findings to help us understand who we reach with services we believe are high impact and to consider strategic improvements to our pedagogical models in order to reach a broad cross-section of emerging researchers. Learning analytics methods cannot help us to read the end of each student researcher's story, but these methods can help us to learn more about how consulting with students enriches the academic experience.

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A Model for Developing and Implementing a Systematic Review Service for Disciplines outside of the Health Sciences

Amy Riegelman and Megan Kocher

Amy Riegelman *(aspringe@umn.edu) is Social Sciences Librarian for Government Information, Psychology, and Institute of Child Development at the University of Minnesota.* ***Megan Kocher*** *(mkocher@umn.edu) is Science Librarian for Food Science and Nutrition, Animal Science, and Soil Water and Climate at the University of Minnesota.*

Correspondence concerning this column should be addressed to M. Kathleen Kern, RUSQ *Editor, email: rusqeditor@gmail.com.*

Support for systematic reviews and meta-analyses in the social sciences is an innovative service that makes advanced use of the expert skills of reference librarians and subject specialists. This column provides a deep look into the launch of one systematic review service to provide a model that is adaptable for other academic and special libraries.—*Editor*

There is a growing need for academic libraries to support systematic review research. Currently the library literature does not represent needs outside of the health sciences. This article is a descriptive narrative of a systematic review service development and launch. The described service model supports the needs of several disciplines including social sciences, agriculture, physical sciences, and other disciplines. Primary foci of the article include direction from library administration, service development and launch, and plans for assessment and evaluation.

A systematic review includes conducting a systematic and exhaustive search, assessing quality, and synthesizing evidence.[1] Librarian involvement in systematic reviews has been documented in the library literature and referenced by authoritative organizations like Cochrane Review Group and the Campbell Collaboration.[2]

In some disciplines there is an increased interest in systematic reviews and meta-analyses as research methods, and this is evident in literature output discoverable in subject databases. Since both systematic reviews and meta-analyses are typically designated in article titles, it is fairly easy to track their prominence and growing interest as a research method over the last five years. According to searches for "systematic review*" OR "meta-analys*" conducted in CAB Abstracts, PsycINFO, Education Source, and Sociological Abstracts, each disciplinary database saw a jump in published systematic reviews and meta-analyses in the last five years (see figure 1).

At the University of Minnesota, subject liaison librarians experienced an uptick in the number of requests from faculty and students for assistance with the search methodology required for systematic reviews and meta-analyses. Some of the librarians had previously received training on this level of research synthesis while others felt ill equipped. It became clear that serving research synthesis needs should be formalized as a service and that library staff needed training specific to supporting systematic reviews.

CHARGE FROM LIBRARY ADMINISTRATION

A team of liaison librarians serving the agricultural and social sciences approached library administration about the need to develop services for researchers outside the health sciences working on systematic reviews, meta-analyses, and other forms of evidence synthesis. The administration charged a group to:

- collect and evaluate evidence from existing systematic review services (e.g., our bio-medical library's existing service and external services) and other resources to inform service model development;
- determine and document competencies for service team members, and propose training for existing and/or potential new team members;
- document service level(s) and librarian staff/support needs and propose a model to manage and support the service;
- develop a communications plan that includes web-based documentation for target audiences as well as marketing and advertising strategies; and
- develop and track indicators of service success.

The group of five subject liaison librarians (two in agricultural disciplines and three in social sciences) and two support staff was given eight months to develop a model and propose a service launch to administration for approval.

SERVICE DEVELOPMENT

Developing our systematic review service depended on gaining knowledge generally about systematic reviews and learning from systematic review services that had been developed by medical libraries. This work included reading the library science literature, formal training, and informal discussions with librarians at Cornell University and other institutions.

The group scanned the library science literature to make informed decisions about service development. A goal of the literature scan was to gather literature related to libraries adopting a systematic review service. This search and discovery revealed that services in existence prioritized supporting medical disciplines, and support of non-medical systematic reviews occurred on an ad hoc basis.

Themes emerged regarding a higher rate of reproducibility when librarians served on systematic review teams.[3] Other articles and conference proceedings included information on various library roles within conducting a systematic
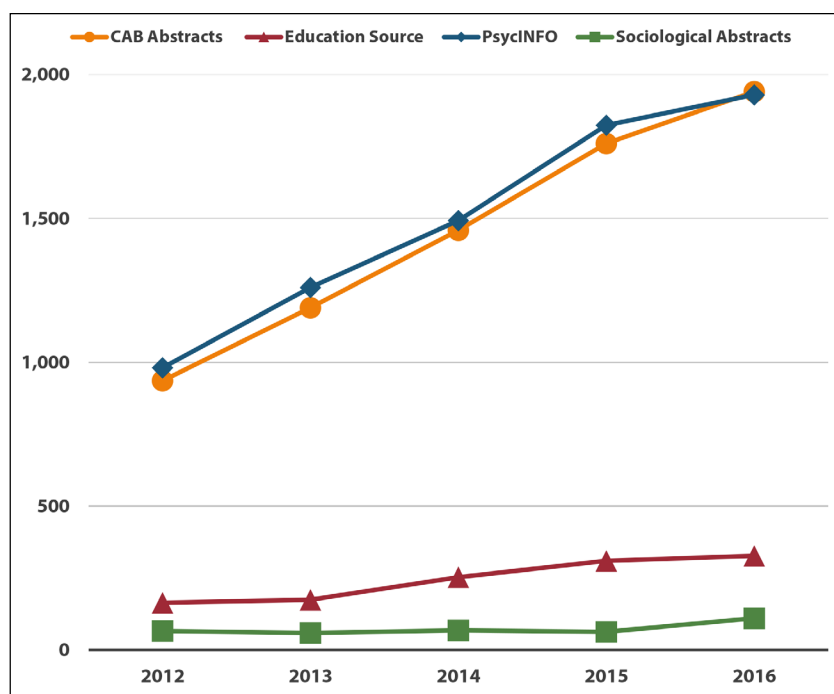
Figure 1. Growth of Systematic Reviews and Meta-Analyses by Database

review and how roles may vary depending on patron type (e.g., faculty vs. student).[4] Some institutions had well-established services that were integrated into the curriculum with the health sciences.[5] Ludeman et al. wrote a case study about launching systematic review services in academic medical libraries.[6] This article shared useful information regarding staff training, guidelines, web page development, and service development.

The group concluded that select staff needed formal on-site training, and different training options were explored. We decided that the best option given our needs was to bring in an in-person trainer. Margaret Foster from Texas A&M University was invited to lead training based on her experience on systematic review teams, publications, and experience leading training programs.[7] In April 2017, Foster led a two-day training for the systematic review team and other library staff. The training was required for group members, but it was open to other library staff as well. There were eighteen total participants in the training. In addition to the in-person training, Foster provided us with her training materials and resources to refer back to as needed.

Beyond the more technical aspects of conducting systematic reviews, group members also identified a need for expert search training in various databases. The definition of expert searching from the Medical Library Association is multifaceted, and we chose to focus on the aspects identified in table 1.

To meet the need for expert searching skills, we developed a training model that benefited our group as well as others in our library system. This training was branded as Expert Search Camp, and five sessions were developed,

Table 1. Expert Searching Definition

Medical Library Association. 2005. "Role of Expert Searching in Health Sciences Libraries." *Journal of the Medical Library Association: JMLA* 93 (1). Medical Library Association: 42–44. http://www.ncbi.nlm.nih.gov/pubmed/15685273.

- knowledge of database subject content, indexing or metadata conventions, and online record format to determine relevance to the information need and the method of retrieval access;
- expert knowledge of retrieval system interfaces to determine appropriateness of one interface over another;
- ability to be mindful and reflective; to think about and observe what is being retrieved through the use of an iterative and heuristic search process for discovery of relevant evidence;
- ability to use both deductive and inductive reasoning combined with subject domain knowledge to respond to a desired outcome, not necessarily to a literal request;
- ability to efficiently and effectively evaluate retrieved evidence to determine closeness of fit to requestor's recall and precision requirements, expectations, or subject domain familiarity;
- ability to expertly process retrieval for results presentation through removal of irrelevant material from search results, application of data mining techniques to identify themes and gaps in retrieved information, and performance of other editing procedures aimed at optimizing and economizing the subsequent work by the end user;
- ability to identify and search resources beyond the electronically available published literature, including the older published literature, gray literature, unpublished information, and Web documents

with each session being led by subject liaison librarians or other expert searchers in their respective fields. Attendees included the systematic review group and other library staff. The sessions focused on the following: (1) education databases, specifically ERIC and Education Source; (2) psychology databases, specifically PsycINFO via Ovid; (3) agriculture databases, specifically CAB Abstracts and Agricola; (4) grey literature discovery; and (5) medical databases including Ovid Medline, Embase, and the Cochrane Library.

SERVICE MODEL

Most subject liaison librarians outside the health sciences do not receive formal training in working on systematic reviews. The members of our group had varying levels of hands-on experience with systematic reviews outside of the training and Expert Search Camps we had arranged, with the majority of members never having been provided any formal support for this type of research. Because of this, we determined that the best model for our service would include ongoing training and peer support, using the expertise of some members of the group while building the skills of those with less or no experience.

We devised a unique approach for our systematic review service model wherein the initial planning group now constituted the Systematic Review Service; in our model, each systematic review request that comes to the service is assigned by the Systematic Review Service cochairs to a team. This team is comprised of the following:

- **Lead:** This is an experienced member of the systematic review group. This person leads communications for the team, directs the intake process, and provides expertise in systematic review methods.
- **Subject Liaison:** Liaison librarians are included in systematic reviews for their departments regardless of

whether they are on the systematic review group. They provide subject knowledge and disciplinary database expertise and foster relationships with researchers.

- **Reviewer**: The Reviewer is consulted to provide peer review for a search strategy once the Lead and Subject Liaison have drafted it. While a search strategy reviewer is not required for a systematic review, we chose to build this into our service as a way to both ensure quality and learn from each other.
- **Apprentice**: As a way of training less experienced group members, an apprentice assists the Lead throughout the entire process and helps develop the search strategy. Once all members of the systematic review team have experience working on a full systematic review and feel comfortable in a Lead role, there are no apprentices.

Depending on whether the subject liaison is also on the systematic review group, each team has two to three members. The varying levels of commitment required by team members enable us to share and build expertise within the group without overextending our capacity. We also find this to be a very sustainable model as new members can rotate on to the systematic review group and have a built-in device for skill development through the apprentice role. It also means that not every subject liaison librarian serving departments outside of the health sciences needs to have formal systematic review training (a considerable undertaking for a large institution) to help support systematic reviews in their disciplines.

A flowchart (figure 2) was then created to be a visual map of the process and help acclimate team members to the new service model. It was helpful in reporting on the progress of our service development at the director level, and it was useful for team members becoming acclimated to the newly launched service model.

To accompany the service, a guidelines document (appendix A) was created to help group members and service users
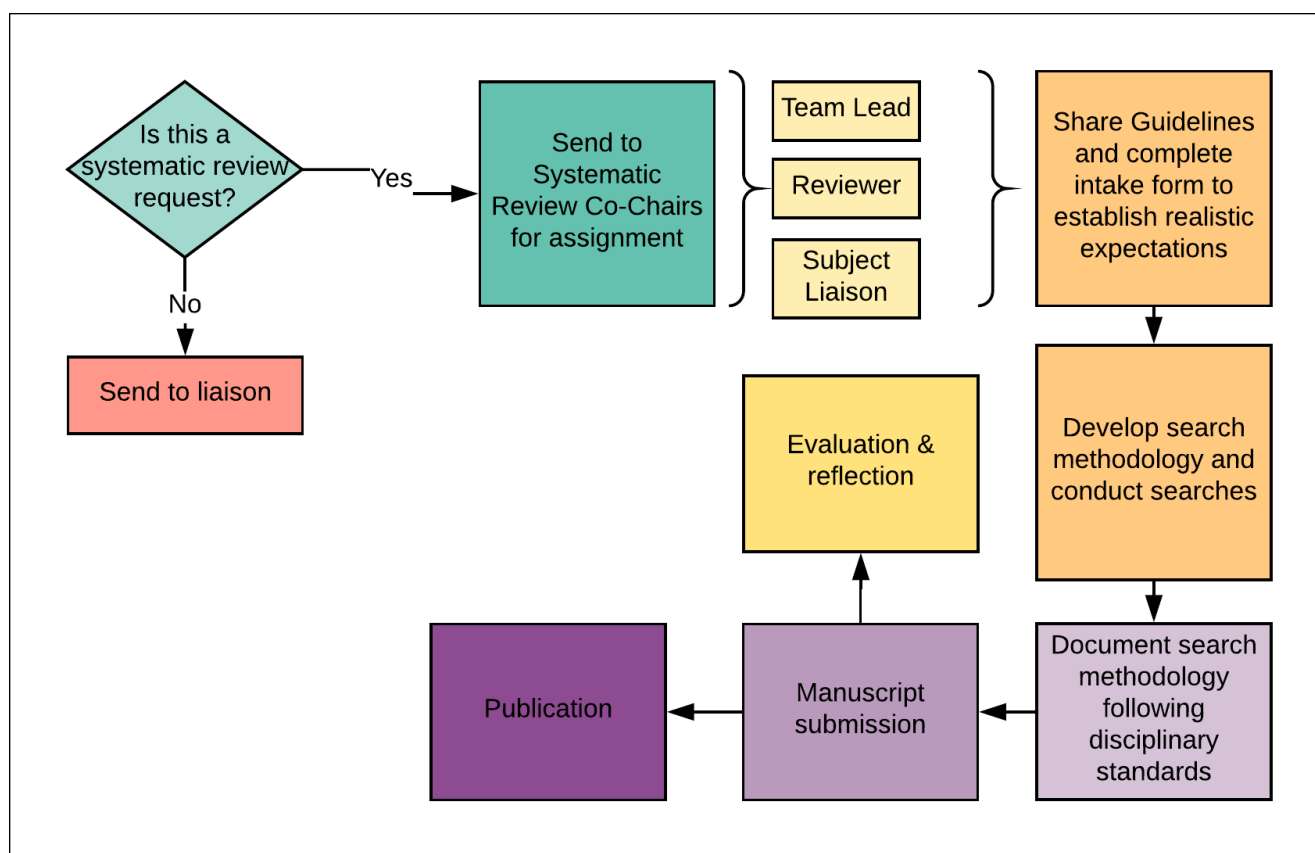
Figure 2. Systematic Review Service Model Flowchart

understand expectations including co-authorship. This document was intended to be featured on our service's web page and to be used in conversations with service applicants. The document explains the potential roles of librarians in serving on a systematic review team. It cites evidence of working with a librarian enhancing quality and reproducibility.[8] Librarian co-authorship is described in terms of "substantial contributions," which is language used by the *New England Journal of Medicine*.[9]

SERVICE LAUNCH AND PROMOTION

Once the service was approved and ready to launch, we identified two key audiences for communications and developed a strategy to reach both of them. The first audience was internal—our library's staff. We decided that it was crucial that this audience be our first priority so that everyone in our library would be aware of the service and able to answer basic questions about it (and systematic reviews generally) if questions arose at a service point or within departments. We also needed all liaison librarians to understand their role in our service model and answer any questions they might have. With this in mind, our internal communication plan consisted of a newsletter announcement and emails to all librarians and library staff to establish basic awareness.

More in-depth awareness came from "Roadshows" where co-chairs of the group visited staff meetings in each department and presented data about the numbers of systematic reviews being performed in that department's subject areas, described systematic review methodology and the need for librarian involvement in the process, explained the team model, and answered questions.

The second prong of our strategy was the external communications plan to reach faculty and researchers. We were cautious in developing this plan to take a gradual approach so that the service did not get an overwhelming response at the outset and we were able to test out our service model and its capacity over a period of months. Systematic reviews are time- and labor-intensive projects. Depending on the scope of the research and needs of the researchers, librarian involvement can range from a single consultation to in-depth collaboration over a period of months or even years. With that in mind, over the course of one semester we launched our webpage, provided liaisons with editable descriptive language announcing the launch of our service, and advertised in a campus-wide newsletter to all faculty, staff, and students. Finally, we took a more targeted approach. We used our institution's subscriptions to Elsevier's Pure database and Clarivate's Web of Science to compile a list of faculty at our institution who had published a systematic review or meta-analysis in the last five years. Using this list, we sent

individual emails to each of these researchers announcing the service and explaining the roles librarians could play on a systematic review team.

Each wave of communications in this section yielded new applicants to our service, for a total of nine by the end of our first semester of service in December 2017. Our ongoing strategy for communicating about our service to faculty and researchers includes promotion in emails sent at the beginning of each semester, a case study presented on our library's news webpage, and featuring the service occasionally on our library home page.

STATISTICS, ASSESSMENT, AND EVALUATION

As a new service, it was important to build in mechanisms for evaluation and assessment. Our service uses Google Forms to collect service requests and track their progress, which allows us to easily keep metrics on numbers of requests over time, subject/department affiliations, requestor status (e.g., faculty vs. graduate student), level of service needed, team member participation, and time to complete. In addition to this, we incorporated a time tracking protocol in which each request is assigned a unique hashtag that team members use when logging time spent in Desk Tracker software. A feedback mechanism is also built into our service model so that one of our support staff follows up with researchers to administer a feedback survey after the completion of a project. Team members are also asked to provide feedback separately. Both sets of feedback are used for ongoing evaluation and improvement of our service.

Astrid Schmeid, a PhD student in the Educational Psychology department at the University of Minnesota, submitted these comments about the service: "I requested the Systematic Review Service at the Library to refine a project on the non-medical use of brain stimulants in educational systems. While I had some background in PRISMA protocols, they provided deeper guidance about standards for good research practices in systemic review processes. I strongly recommend using this Service; it provides support and adds professionalism to your research products."

CONCLUSION

The future development of the service will depend on statistics gathered and support from library administration as well as outcomes from our service assessments. Because few models exist for supporting evidence synthesis across a wide range of disciplines, we believe that the model we have developed and outlined here can be useful to other libraries as they work to meet their researchers' needs in this area. Although we developed this model to serve a large research university, it could be scaled to meet the needs of other institutions regardless of size or type. At a smaller institution, for example, all liaisons may comprise such a group and support each other in distributing work using the team approach. Degree offerings of various institutions also may determine which systematic review skill trainings are necessary and which databases require expert search training.

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APPENDIX A. GUIDELINES FOR THE SYSTEMATIC REVIEW SERVICE

Guidelines for the Systematic Review Service

We are looking forward to working with you on this project.

International associations that support the creation of systematic reviews advise the inclusion of a librarian or information specialist on a systematic review team. Studies have shown that working with a librarian has enhanced both quality and reproducibility of the searches (Rethlefsen et al., 2015).

- Potential roles of librarians
  - Guide researchers on search strategies and database choices
  - Develop and conduct literature searches
  - Document search strategies
  - Write the relevant portions of the methods section
  - Advise on software for managing and reviewing
  - Substantial contributions by the librarian usually result in co-authorship
- Researcher responsibilities and expectations
  In order to ensure your work goes more smoothly, we have found it useful to have the following pieces in place as you start the systematic review process:

- Establish Systematic Review team members and their roles
- Determine your research question
- Finalize your inclusion/exclusion criteria beforehand to make screening less biased
- Work with librarians to develop search protocols and documentation
- Decide which software your team will use
  1. Citation management
  2. Systematic review management
  3. Collaborative manuscript editing
- Keep librarians abreast of your progress/questions
  - Responsibilities of both parties
  - Communicate regularly about the progress
  - Negotiate timelines as systematic reviews are often time consuming
  - Organize and manage sources within reference management software; team will agree on which software will be selected
  - Review manuscript as appropriate

Don't Call It a Comeback
Popular Reading Collections in Academic Libraries

Elizabeth Brookbank, Anne-Marie Davis, and Lydia Harlan

Elizabeth Brookbank (brookbanke@ mail.wou.edu) is Instruction Librarian, Hamersly Library, Western Oregon University. Anne-Marie Davis (adavey@uw.edu) is Collection Development Coordinator, Odegaard Undergraduate Library, University of Washington. Lydia Harlan (lharlan@ uoregon.edu) is Acquisitions Budget and Receiving Coordinator, Knight Library, University of Oregon.

Despite the persisting notion that recreational reading does not have a place in the academic mission of college and university libraries, these libraries have a long history of providing pleasure reading for their patrons. During the latter half of the twentieth century, the idea of academic libraries meeting the recreational reading needs of students seems to have fallen out of favor, but a literature review of that time period shows that the collections themselves still existed. Discussion of—and justifications for—these collections, however, has enjoyed a resurgence in the library literature over the past decade. Given this renewed interest, this study seeks to assess just how common these collections are in US academic libraries today, and whether or not they are, in fact, enjoying a comeback from previous decades. This study surveyed the thirty-nine academic libraries that make up the Orbis Cascade Alliance in the Pacific Northwest, a diverse group of libraries in terms of size, type, budget, and student populations. The results of the survey show that a majority of libraries have a recreational collection and that these collections are valued by patrons and librarians alike. Recommendations are made for shifting the perspective on popular reading collections and their place in academic libraries, as well as for how to study them in the future.

Recreational reading collections and activities designed to encourage patrons to read for pleasure are generally considered the domain of public libraries in today's library landscape. This was not always the case. The library literature has well established that in the early part of the twentieth century, recreational reading collections and readers' advisory activities were common and important parts of the collections and services of academic libraries. Examples of outreach efforts included book lists, book talks, articles in student newspapers, book displays, campus book clubs, and lists of new pleasure reading acquisitions that were sent to faculty.[1] The collections were generally housed and displayed in browsing rooms, which were common and prominent elements of academic library buildings during this time.[2] There are even examples of librarians teaching college courses in recreational reading.[3]

Attitudes toward recreational reading in academic libraries began to change during the 1950s and 1960s.[4] Some explanations for this include trends in building and remodeling that eliminated the separation between leisure collections and other books in academic libraries, a decline in time

spent by students reading for pleasure, and a lower likelihood that counter-culture young people in the 1960s would trust the recommendations of authority figures. There was also an effort by some in the library community to make academic librarianship more "serious" by putting an emphasis on their "traditional" role supporting the college curriculum and student research and less effort into recreational reading activities.[5] As Elliot notes, however, "perhaps the largest issue in the decline is something academic librarians of today can also relate to—ever-increasing demands on one's professional time and library resources."[6]

It is vital that we, as a profession, know our own history when it comes to pleasure reading and non-academic collections in academic libraries. When we learn that something we think of as "traditional"—such as the idea that academic libraries do not get involved in the non-academic side of their students' reading lives—is actually not traditional at all, it can open up possibilities. The three authors of this article are librarians at three different universities of different sizes and focus—University of Washington (~46,000 students), University of Oregon (~24,000 students), and Western Oregon University (~5,000 students)—that all have pleasure reading collections in their libraries. The discovery of this common feature that is generally thought to be uncommon in academic libraries led the authors to ask several questions: Are recreational reading collections in academic libraries actually so uncommon after all? Are they enjoying a resurgence in popularity after falling out of favor in the mid-twentieth century, as the library literature asserts? Or have they been there all along, as some past surveys suggest? Though there are several recent articles in the literature that passionately and convincingly make the case for the value of pleasure reading collections in academic libraries, there are far fewer contemporary assessments of the actual prevalence of these collections.

This article presents and analyzes the results of a survey administered to a consortium of academic libraries in the United States—the Orbis Cascade Alliance in the Pacific Northwest—with the goal of assessing these numbers and finding if, in fact, recreational reading collections are currently enjoying a renaissance of sorts. Further, the results illuminate how libraries that have established (or re-established) these collections are creating, managing, promoting, and sharing them with one another, and how successful the collections are with campus communities. The goal of these concrete, practical takeaways is to assist libraries that either have these collections now or that are considering creating them. For the purposes of the survey and of this article, recreational reading collections, also sometimes called popular collections, leisure collections, etc., are defined as collections that

- fulfill the role of reading for entertainment, not related to curriculum (though some books may have been bought to support curriculum initially, their inclusion in this collection is for recreational purposes); and

- are selected by the library (i.e., not a "take one, leave one" situation where the library has no control over what is in the collection).

It should also be noted that the survey defined popular reading collections as collections built through individual purchases, leased through a vendor, begot by donations, or any combination thereof, as long as they were physically separate from the general collection and considered a recreational reading collection by the library wherein they were held.

LITERATURE REVIEW

The literature dealing with recreational reading collections was examined in order to answer the question of how the current state of recreational reading collections compares to their prevalence and place in academic libraries in the past. What was discovered, however, was a somewhat contradictory narrative that makes it difficult to say for sure whether these collections are more or less popular now than they once were. The first complicating factor is the dearth of research on the topic during several decades of the twentieth century. As Behler noted, from the 1960s through to the 1990s there were very few articles published on the topic in the library literature.[7] The prevailing opinion is that these collections fell out of favor in the 1960s, and so too did research on them. Articles on the subject began to appear again in the 1990s and an increased number have been published in the past decade. The majority of these articles made the case, in one way or another, for creating or maintaining these collections in academic libraries.

The most popular strategy for making this case has been to use evidence from research, much of it from other academic fields, on the various benefits to the individual of reading for pleasure. These benefits range from facilitating critical thinking to improving writing, spelling, grammar, and vocabulary to fostering creativity to increasing empathy.[8] For college students specifically, Gallik found a "significant connection" between recreational reading and greater overall academic achievement, and the NEA's 2007 "To Read or Not to Read" research report found that "reading for pleasure correlates strongly with academic achievement."[9] Stephen Krashen's book *The Power of Reading* brought together decades of research on reading and found that "free voluntary reading," i.e., reading for pleasure, results in improvements in, among other things, reading comprehension of academic-style texts and the ability "to write prose in a style that is acceptable to schools, business, and the scientific community."[10] A few authors approached making this same case from more of a deficit model, citing research (mainly the NEA report already mentioned) that indicated that the amount of time spent reading and the level of reading comprehension among young adults aged 18–24 has been falling and that there is a moral and philosophical

imperative for academic libraries to play a role in reversing this trend.[11] Pauline Dewan, who has written extensively on the topic of recreational reading collections, even recently made the case that pleasure reading serves to promote social justice outcomes that benefit our society as a whole and that many academic libraries embrace.[12]

Other authors used evidence of user demand, in the form of campus community opinions and circulation data of existing collections, to make the case for recreational reading collections. Librarians at the University of Northern Colorado and the University of British Columbia conducted surveys to gauge the interest of students in recreational reading collections. In both surveys the campus community—students, faculty, and staff—showed strong support for these collections at their university libraries.[13] This should perhaps not be surprising since, as Dewan pointed out in her 2010 article, students expect their university library to meet all their needs and will simply "turn to another activity if reading material is not conveniently located."[14] Studies of circulation statistics also provided clear evidence of user demand, with several showing that recreational collections enjoyed a high level of use.[15]

Many authors analyzed their own collections as case studies to demonstrate that these collections, and the promotion and outreach activities surrounding them, are successful, and to provide ideas to other librarians with such collections. Such case studies were often paired with circulation statistics or reading-related research, but the case study element, either as a standalone or complement, was common enough that it bears mentioning here. Virginia Commonwealth University Libraries described encouraging a culture of pleasure reading by participating in university and community reading initiatives, a book review blog, book swap, and book bulletin board.[16] Librarians at California State University, Monterey Bay, developed a virtual recreational reading collection "that allow[s] library users to browse and discover fiction while maintaining the books in their original shelf locations."[17] New Mexico State University participated in two successful, large-scale community events each year— El día de los ninos/El día de los libros (El día), or Children's Day/Book Day, and NEA's The Big Read—with a wide range of activities including reading promotion, readers' advisory, and community outreach.[18] In 1985, Christensen published a case study on the popularity of the recreational reading collection at Brigham Young University—one of the few articles on the subject published during the "dark" period of the 1960s–1990s. These are just a few examples. Many of these authors, no matter what basis they used to make the case for a recreational reading collection, also discussed the logistics of creating and managing such a collection in order to demystify it for libraries that are interested in establishing or reviving one.[19]

Still other authors hinged their argument for recreational reading collections on current philosophical and practical changes in academic libraries, most commonly the user-centered model, and the "library as place" philosophy.[20] As Behler pointed out, in the twenty-first century, academic libraries have changed to be more focused on the user and on information literacy, which is why it makes perfect sense that our collections and services would change "to focus on reading as a lifelong habit rather than simply a research stop along the way."[21] After all, becoming a lifelong learner is part of becoming information literate. There is also a movement to add value to the library as a physical place on campus, as many libraries strive to demonstrate their worth and relevance given the fact that most of our collections are accessible online. This has led to many libraries adding user-centered "commons" spaces and cafes. Recreational reading collections can serve this need too and revitalize the library in the process, as Dewan pointed out, by showing students that "libraries offer more than just online resources" and getting them into the building when they might not otherwise come.[22]

Common among the majority of this category of article that made a case for why academic libraries should have recreational collections was the assessment, either explicitly stated or implied, that these collections are not common among academic libraries currently, and have not been for some time. These articles presented arguments for the addition or reestablishment of something that used to be present and important in academic libraries, but at some point in the past was deemed to be less important and largely discarded. This narrative was further supported by another category of article on the topic of recreational collections in the literature, which, in addition to stating reasons why an academic library should have a recreational reading collection, addressed and attempted to troubleshoot the various common reasons a library may not have one. These reasons included practical barriers such as a lack of funding, staff time, and physical space in the library, as well as philosophical obstacles such as the perception (or concern about the perception) that recreational reading is not in line with the mission of an academic library, the fear that it will "detract from [academic librarians'] image as research and information specialists," and skepticism that students will use the materials.[23]

Most articles on this topic have tended to react against, and in doing so perpetuate, the narrative that academic libraries do not have recreational reading collections, but fewer studies assess and present actual data for the prevalence of these collections. Of the studies that do exist, there was a steady progression throughout the years that should allow us to see whether or not these collections are increasing. There are several factors that complicate this analysis, including the chosen audiences for the surveys. Add to this the fact that all but one were published more than ten years ago and the picture becomes quite murky. In 1976, Marks surveyed the 30 largest university libraries in the United States and found that 50 percent had recreational reading collections.[24] The next survey came in 1982, when Wiener found, in a much larger and more random survey of 110 libraries, that 61 percent had such collections.[25] In 1993, Morrissett conducted a survey of 120 academic libraries in

twelve Southeastern states and found that 45 percent had some form of recreational reading collection.[26] In 2001, Kerns and O'Brien conducted a survey of academic libraries in the state of Tennessee and found that 70 percent had recreational reading collections.[27] Then, in 2007, Elliot found in a national survey that 71 percent of those surveyed had a "browsing area" in their library. However, Elliot pointed out that her survey may have been fundamentally skewed by the fact that the only people who were sent the survey were "a group with a positive bias on the subject."[28] Two years later, in 2009, Sanders surveyed public, four-year universities in North Carolina, South Carolina, and Georgia and found that 64 percent of the libraries who responded to the survey "offer a separate collection of books for patrons' leisure or recreational reading."[29] As spotty as this data is, it seems to suggest that many US academic libraries (perhaps even a majority of them) do have recreational reading collections, and have had them throughout the twentieth century and into the twenty-first. This presents a contradiction to the narrative presented by much of the literature that recreational collections had gone away in academic libraries and needs to be recovered. Given the wide range of the data, the fact that at least one almost certainly skews high based on the audience for the survey, and that even the most recent is nearly ten years old, the authors of this study wanted to add another, more contemporary data point to this aspect of the research on recreational reading collections in order to attempt to get a clearer picture of the state of these collections in academic libraries.

METHODOLOGY

A survey was sent in March 2017 to libraries in the Orbis Cascade Alliance, a large consortium of academic libraries in the Pacific Northwest of the United States. The survey of twenty questions was a mix of closed (multiple choice, Likert scales, drop down menus, etc.) and open questions. The survey was created and administered in SurveyMonkey and the data was analyzed in Microsoft Excel. All three of the libraries where the authors work are part of this consortium, making it a natural universe for the study. Given the variation in size, type, and mission of the academic libraries in the alliance, however, the data from the survey about the similarities and differences in treatment of recreational reading collections is generalizable, at least partially, for a national audience. Limiting this assessment to the library consortium of the authors' own institutions also allowed for the survey to include questions about the specific data and issues related to consortial sharing of the items in these collections.

The authors identified an individual at each of the consortium libraries—either through author relationships or by scanning library websites—as someone who would be likely to work with a popular reading collection, and then sent each of these individuals an email with an invitation to participate and a link to the survey. The survey results were

anonymous, although respondents could voluntarily add their email address to receive follow-up questions. Recipients of the survey invitation were asked to complete the survey whether or not they had a recreational reading collection in an effort to make the sample as random as possible given the limited audience. Four of the responses were determined to be duplicates. The anomaly was discovered immediately, and IP address information provided in the survey results was used to identify the duplicate responses. In one case the answers were identical and one set of response data was randomly discarded. In the second case the information was not identical, but survey participants provided information in their responses that the authors used to verify which set of response data was more accurate. After removing the duplicates, there were thirty-eight distinct responses out of thirty-nine Orbis Cascade Institutions—an excellent response rate.

The qualitative data from the open-ended survey questions was coded in order to quantify and visually represent it, specifically to look more closely at the benefits and challenges surrounding these collections. The coding was done using an inductive method that identified themes in the responses.[30] The resulting codes summarize the primary topic of the excerpt they represent in the authors' words, but where possible the participants' own language was retained. The full survey can be found in the appendix.

RESULTS

The central question the authors were attempting to answer with this survey was how common pleasure reading collections currently are in academic libraries. The results show that 68 percent of academic libraries in the sample have one of these collections, which indicates that they are indeed popular with today's academic libraries. Twenty-six survey participants said their institutions do have a popular reading collection, and of these, five of the collections are at community colleges, six are at private colleges, and ten are at public universities. The Orbis Cascade Alliance is made up of six community colleges, seventeen private colleges, and sixteen public universities (see figure 1). Therefore, these responses show that, overall, community colleges and public universities are more likely to have a recreational reading collection than are private colleges. When the number of recreation collections by type are compared to the overall makeup of the alliance, community colleges make up 15 percent of the alliance, but 19 percent of the libraries with recreational collections. On the other hand, private colleges make up 44 percent of the alliance, but just 23 percent of the libraries with recreational collections. Public universities represent roughly the same percentage in the alliance overall as they do in the pool of libraries with recreational collections, around 40 percent (see figure 2). Five libraries did not respond to this question so it cannot be assumed that they do or do not have a recreational reading collection, but they are left out of the rest of the analysis.

In the makeup of these twenty-six recreational reading collections there are some common threads and some fairly stark differences. The collections within the alliance come in all sizes. The most popular response received for the question about size of collection was that the collections are large, which was defined on the survey as collections holding more than four hundred books. Ten respondents, or 38 percent, indicated that their collection is at least four hundred books, and only three, or 12 percent, reported having fewer than one hundred books in their collection. Survey respondents were also asked to indicate which genres are included in their collections and were allowed to select all that applied from a list of options. Historical fiction, literary fiction, and science fiction/fantasy are the most commonly held genres (see figure 3). An "other" category was included, and respondents noted that they also select biography/memoir (1), cookbooks (1), local authors (1), street lit (1), and young adult (3) materials for their popular reading collections. In terms of the currency of the collections, there was some variety. Almost half (46 percent) have collections that are kept quite current, with eight respondents answering that their collections only include books published in the last five years, and four saying their collections only include books from the last two years. Nine respondents (35 percent), however, stated that their collections include books from either the last ten years or that they have not defined this in their collection development policy. Most libraries collect books in more than one format for their popular reading collections, and for most this includes the traditional formats of hardback or paperback. Twelve libraries (46 percent) purchase both paperback and hardback books, but hardback is a little more popular, with seventeen total libraries, or 65 percent, purchasing in that format, and fourteen total libraries, or 54 percent, purchasing in paperback. Very few libraries reported purchasing e-books (1), audiobooks on CD (2), digital audiobooks (0), or books on Kindles that circulated (1) for their recreational reading collections. The library that reported purchasing the Kindle collection did not report collecting in any other format for this collection.

While there is divergence in the makeup of these collections, there is much more commonality in their management.
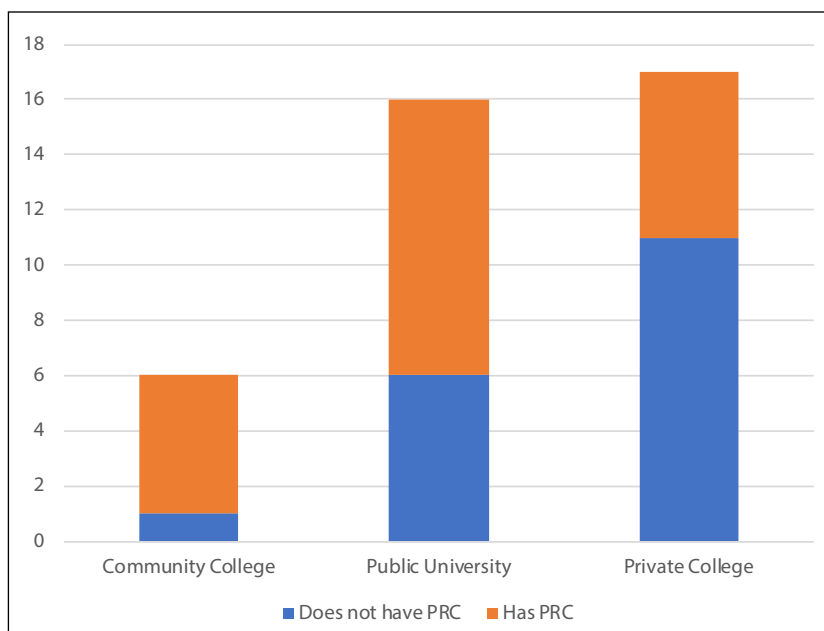
Figure 1. Orbis Cascade Libraries with and without Popular Reading Collections, by Institution Type
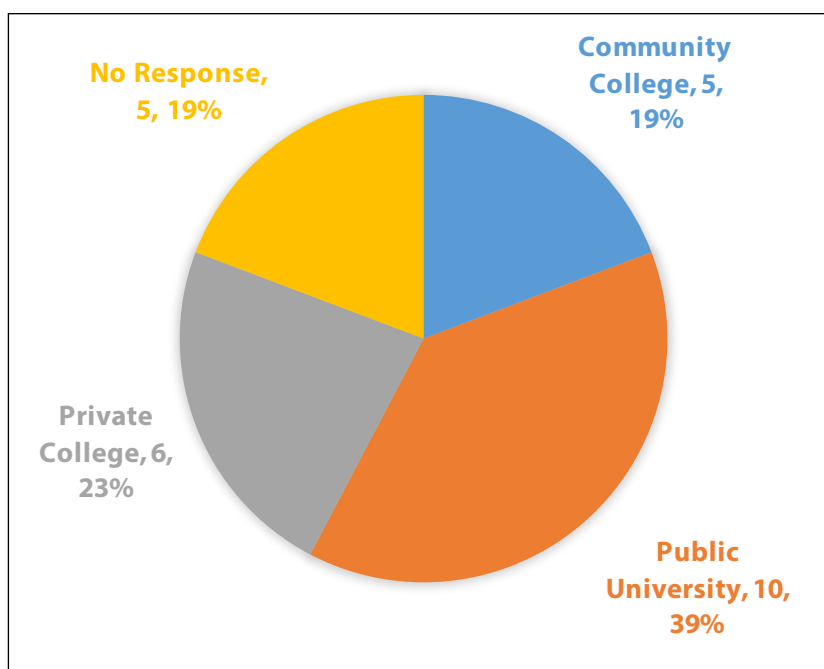
Figure 2. The percentage of Orbis Cascade Libraries with Popular Reading Collections, by Institution Type

Subject librarians typically select for recreational reading collections, but other librarians or library staff may select as well. In some cases, patrons make contributions, or students, faculty, or staff make recommendations that are then vetted by a librarian or a committee. Most of the libraries with recreational reading collections reported that they do weed their collections. Fifteen (58 percent) said they use circulation
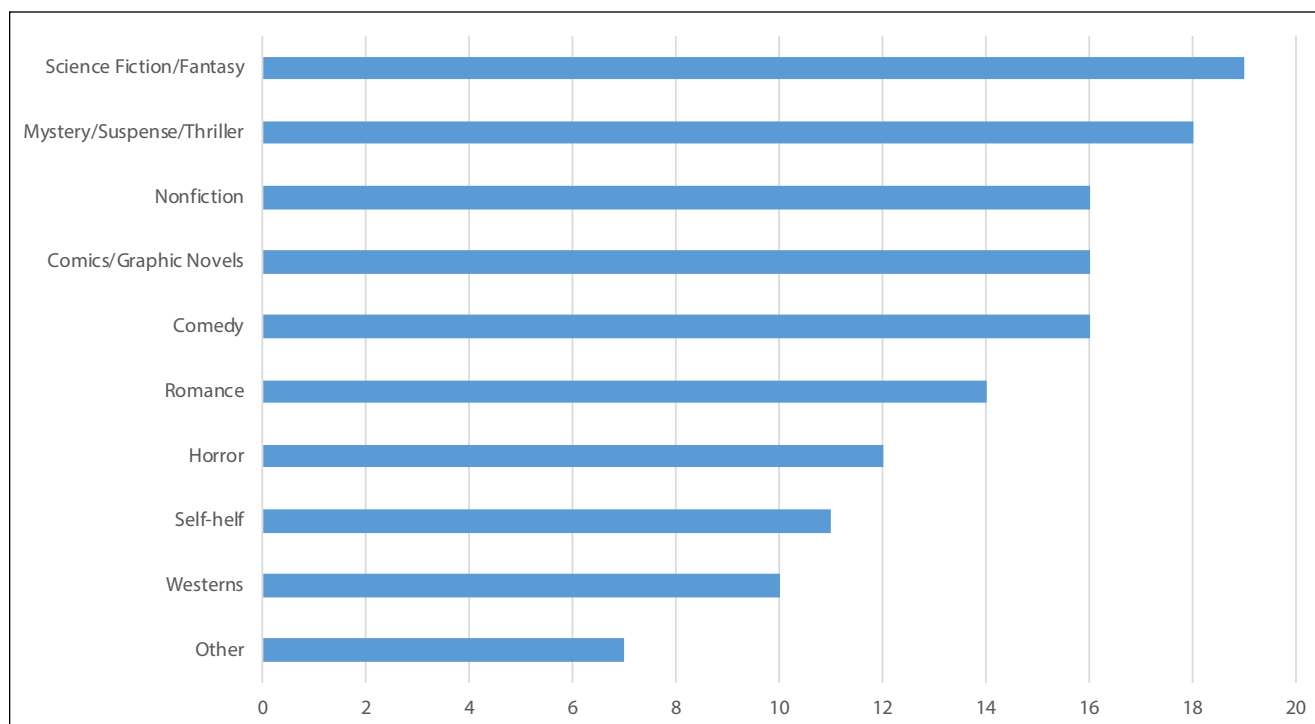
Figure 3. What Genres does Your Recreational Reading Collection Include?

statistics to make these decisions and nine of those fifteen said they also weed their collections based on year published. Four respondents gave "it's complicated"-type answers, ranging from "we do no weeding," to moving them to the main stacks after they age out, to removal when there are zero loans and they have owned the book for at least five months. Seventy-three percent of respondents reported that their recreational reading collections are discoverable in Primo, the public discovery interface of the Orbis Cascade Alliance's shared ILS, and 23 percent did not respond to this question. Only one respondent indicated that their library does not make their collection discoverable in Primo. When asked whether the libraries loan their collections to other libraries in the Orbis Cascade Alliance, ten said "yes," nine said "no," and one said "it's complicated." This last response was explained to mean that they do loan the owned items, but not the leased items in their mixed recreational reading collection.

There are many different names and ways of describing these collections both in the library literature and in libraries themselves. In this survey the word "popular" was, well, popular as a way to both describe the materials in the collection and as a name for the collection. Half of the twenty-six libraries that reported having recreational collections used the word "popular" in the name of their collection, with "Popular Reading" being the most common name. The survey also found that the majority of the recreational collections in Orbis Cascade libraries were created or re-established relatively recently. Sixteen of the twenty-six libraries (61 percent) with recreational collections said the collections were created within the last ten years.

Survey respondents were asked a number of open-ended questions that were then coded into various categories. When asked to describe in their own words what prompted the decision to create their popular reading collection, "fills user need/demand" was the most popular category described with eleven responses (42 percent) (see figure 4). All of the other reasons described combined do not equal the number of responses received for "fills user need/demand," which underscores the importance libraries place on their response to user demand. Study participants were also asked to describe in their own words what barriers or resistance they had to overcome in implementing a popular reading collection at their library. Respondents most often described concerns coded as "budgetary concerns" as a barrier to implementing a popular reading collection at their library. One respondent relayed the concern from fellow librarians about the potential genres that would be included, specifically romance. The same respondent wrote that some people were resistant to the idea because "we're an academic library, if people want that kind of stuff, they should go to the public library." Another survey participant stated that they "had to use circulation figures to justify [the collection] for several years in a row, and show majority of student use."

When asked to describe in their own words the benefits of having a recreational reading collection in their libraries, responses coded as "increases circulation" and "fills user need/demand" were the most commonly described, with ten and eight responses respectively (see figure 5). Survey respondents were then asked to describe the challenges of curating a recreational reading collection in their libraries
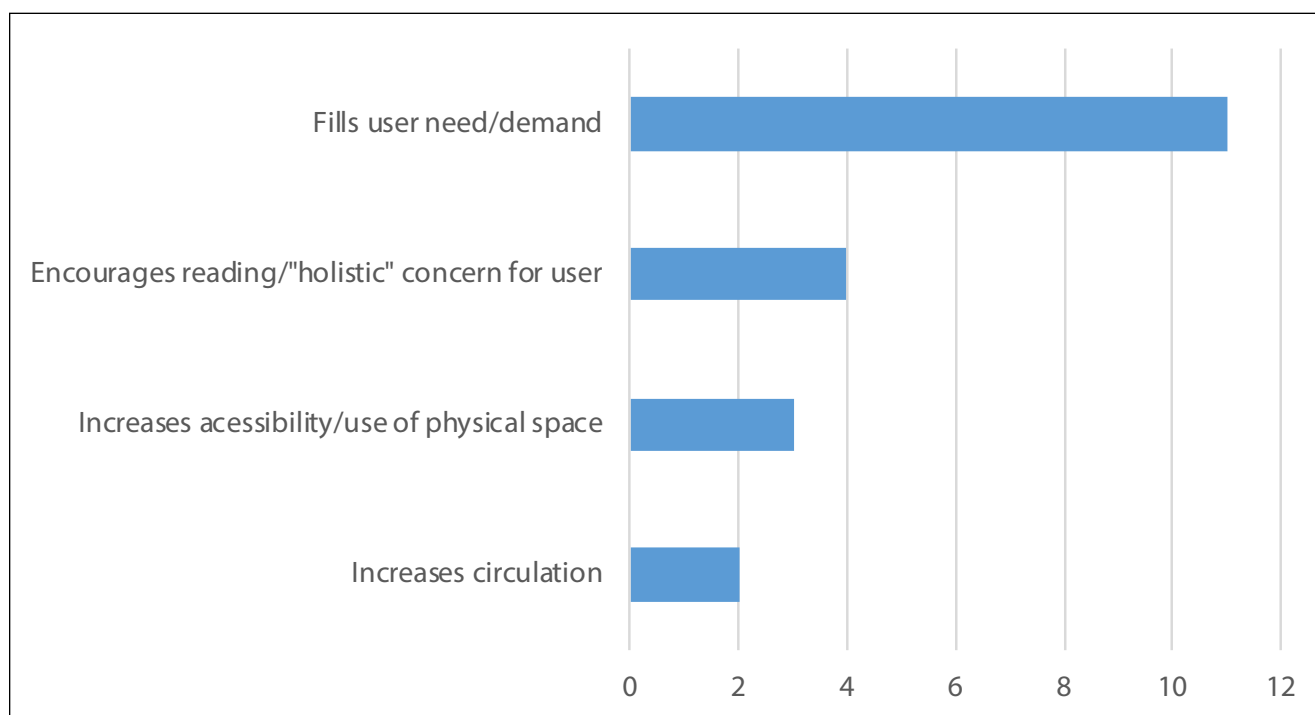
Figure 4. What Prompted the Decision to Create Your Current Collection?
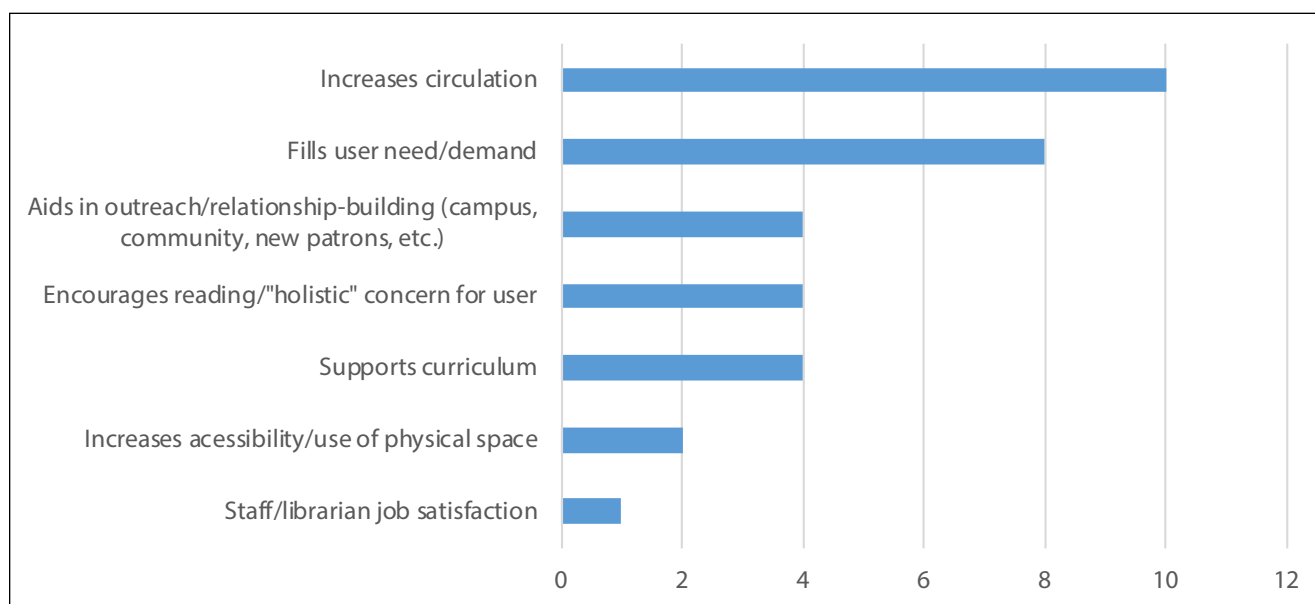
Figure 5. What Have Been the Benefits of the Collection to Your Library?

(as opposed to implementing a collection, discussed earlier). Responses coded as "difficulties managing the collection and technical challenges" were the top answers received, noted in half (thirteen) of survey responses from libraries with popular reading collections. Among these, respondents described that the leasing programs sometimes involved more work than anticipated; the constant work of balancing the collection with limited resources; and one outlier response that

the "proprietary nature of Kindle and need to maintain the Kindle format upgrades" proved challenging.

A set of the open-ended questions on the survey applied only to participants who said their library does not have a recreational reading collection, and concerns about library budgets was a dominant theme in the answers to these questions. Only two participants responded that they formerly had a collection that was discontinued. The reasons

both gave for ending the program were coded as being due to "budgetary concerns." When study participants who answered that they do not have a recreational collection were asked to describe in their own words whether or not they would consider starting one and why or why not, "budgetary concerns" remained the top answer for why they would not, with six responses indicating this issue. The barriers respondents perceive as preventing them from starting a recreational reading collection were again dominated by responses coded as "budgetary concerns," with seven respondents noting this topic in their answer.

There were a variety of responses to an open-ended question allowing respondents to "tell us more" about their library's collection. One person said, "we are investing another 1,500 dollars in popular reading titles this year. We continue to build the collection. We want to entice reluctant readers." Another explained that their library had subscribed to a leasing service for approximately six years, but the decision was made to terminate the lease agreement because "we found that the circ[ulation] stats didn't justify the high cost." Elsewhere in the survey, this respondent indicated that their library does currently have a popular reading collection, so it is assumed that they switched from the leased program to some type of in-house management of their collection.

At twenty questions, the survey was rather lengthy, and some respondents stopped answering partway through, especially since most of the questions were not required. Most unrequired questions were not answered by all the respondents. The length of the survey may have contributed to the low response rate for the question about the libraries' shared discovery platform, Primo, and other questions, though the questions the authors deemed most essential were strategically placed in the beginning.

DISCUSSION

The intent of this survey was to determine whether or not popular reading collections are making a comeback in academic libraries. This question was formulated on the common assumption that these collections had fallen out of favor in academic libraries. The results of the survey seem to indicate that these collections are on the rise in academic libraries, with 61 percent of participating libraries that have recreational collections having created their collections within the past ten years. The data provided by the literature review, however, shows that recreational reading collections have been present in the majority of various subsets of academic libraries all along. A part of this discrepancy can be explained through the difference in survey samples: most of the surveys conducted, including the authors' own survey, have been geographic in nature, making it possible that these collections have been or are more popular in certain states or regions of the country. Another part of this seeming contradiction can be attributed to the narrative that has been constructed around popular reading collections.

They simply have not been acknowledged as an important or vital part of academic libraries since the early part of the twentieth century and the resulting narrative in the literature has overstated their rarity. Even though the majority of the collections from this survey of Orbis Cascade Alliance institutions in the Pacific Northwest were created in the past ten years, the trend based on the rest of the surveys in the literature seems to be moving only slightly upwards: from around 50–60 percent in the 1970s–1990s to somewhere in the range of 60–70 percent in the new millennium. The overall trend of a slight increase, despite a higher rate of increase in the authors' region, does not seem significant enough to justify calling our current time a renaissance for recreational collections, but we do seem to be in a time of renewed awareness of, and conversation about, them.

One reason that there have been more articles about popular reading collections in the library literature over the past several years seems to be that we as librarians are trying to convince some unnamed skeptic out there (Administrators? Other librarians? Faculty and students?) of what we already know and have always known: these collections belong in academic libraries and are worthy of investment even in tight budget situations. If popular reading collections in academic libraries have always been common to some extent, however, then the bigger issue for us to ponder is why there is the perception that they are uncommon or that their existence in our libraries needs to be justified. Furthermore, how do we overcome this perception? When asked about barriers or obstacles to the collections, "budget" was the most common response, but survey respondents also often mentioned that other librarians thought they were inappropriate or "unacademic," and/or that the public library should fill that role. One respondent mentioned they would likely start a collection once a few people retired. The authors interpreted this comment to mean that there were individuals at the institution that did not approve of popular reading collections, and their opinions were creating a roadblock. It seems clear that at least part of the issue some libraries and librarians have with recreational reading collections is a perception that these collections somehow do not fit in academic libraries, when the reality is that many academic libraries already have them and have had them for a long time. With the persistence of this perception about them, it is no wonder that they would not be prioritized when budgets are tight.

It is also clear from the results of the survey that what we mean when we say "popular reading collections" or "recreational reading collections" can look very different at different academic libraries. They appear in all shapes and sizes, are purchased in different ways, and have a variety of names, although "popular reading collection" is by far the most common term at the moment. Terminology and finding an exact definition for these collections turned out to be an important issue when dealing with this topic. Half of the twenty-six libraries that reported having these collections use the word "popular" in the name of their collection and no other word or term had more than a couple responses.

The literature review found that older articles tended to use the terms "leisure" and "browsing" far more often than was found to be the case in recent articles or in the survey responses. In fact, none of the responding libraries used "leisure" to describe or name their collections, and only one used "browsing." The word "recreational" or "recreation" was used quite a bit in both the literature and in the survey respondents' descriptions of their materials, but only one library reported using it in the name of their collection. This issue of changing terminology makes it fairly difficult to conduct a thorough literature review on the topic as some of the terms are not in common usage today, or may be used in the literature, but not in libraries, or vice-versa. It will be important for future researchers to be aware of the different terms used and to make an effort to stay up to date on new terminology that may take the place of some of the current terms, both in order to ensure literature reviews are complete, and for communicating with study participants.

In this study, confusion about the definition of "recreational reading collection" was a possible limitation. Even though the authors included a definition at the very beginning of the survey, some of the respondents were still confused as to what exactly was meant by the phrase "recreational reading collection." In one case, two people from the same institution both answered the survey (one of the instances of duplication discussed in the Methodology section of this article) and gave different answers to the question of whether they had a collection that qualified based on their own interpretation of what a popular reading collection is. E-books will only further muddy the waters, as books that might fit the type of popular bestseller that is bought for pleasure reading are no longer physically located together and browsable. Will it really be a popular reading collection at that point? Another issue that needs clarification in future surveys is the size of collections. The size options presented in this survey, which were chosen somewhat anecdotally based on the size of the collections at the authors' own libraries, turned out not to be ideal. Thirty-eight percent of respondents chose the largest option presented, saying that their collection contained more than four hundred titles. This was the most popular response and as such leaves a great deal of ambiguity over exactly how big the larger collections are.

Despite the differences in the types of collections, some themes were common among many of the schools surveyed. The genres that were purchased tended to be literary fiction, historical fiction, and science fiction, while few libraries purchased romance or women's fiction. Four libraries specifically mentioned in their comments that they either did not buy romance novels or it was controversial that they did, which is not surprising given the historic "scorning" of genres like romance.[31] None of the respondents cited any data for this decision, however, and instead in their answers to follow-up questions gave explanations such as simply not being interested in the genres, not thinking there is a market for it, or specifically trying to avoid collecting "beach reads."

One library mentioned in follow-up comments that they do not buy Christian fiction even though they are a faith-based school. The fact that these biases against certain genres at academic institutions exist is problematic, since the 2017 *Library Journal* Materials Survey found that romance was the third most popular genre in public libraries, and Christian fiction was the fifth most popular.[32] Even though this data is specifically from public libraries, it stands to reason that there are likely students, staff, and faculty patrons who would like to read those genres. Furthermore, biases are not limited only to certain genres. Four schools reported that the belief that popular reading collections are not appropriate for academic libraries was a barrier to creating a collection at all.

Concern over budget was the most commonly mentioned challenge or barrier to popular reading collections in this survey. Only nine libraries had a discrete, dedicated budget for the collection, but quite a few appear to be keeping their collections going through the most frugal and creative of measures. Respondents reported using alternative methods to populate the collection, including donated books, donated funds, books purchased at garage sales, or free or inexpensive copies picked up at conferences. This dedicated creativity in keeping their collections going indicates that librarians realize these collections are truly wanted, needed, used, and valued by patrons and are therefore worth the effort despite the fact that their library or institution is either unwilling or unable to dedicate a budget to them. Benefits mentioned by participants included encouraging reading, increasing circulation, and building campus relationships. Several respondents mentioned that the collection often earned compliments and brought in faculty and other members of the campus community, who might otherwise not come to the library, to find something to read for pleasure during the academic year breaks. Other respondents mentioned specific events or partnerships that the collection supported, such as an engineering class tie-in and a pop-up library at an annual writers series. Multiple librarians mentioned that managing the popular reading collection increased their job satisfaction and one librarian said that it was their favorite thing to do.

CONCLUSION

Based on the results of the survey and literature review at hand, not to mention the anecdotal experience of the three authors, there is a pervasive perception among academic librarians that recreational reading is outside the scope, mission, or purview of their libraries, and that popular reading collections in academic libraries are therefore rare. One consequence of this perception is that academic librarians who may be interested in advocating for or creating recreational reading collections are hesitant to do so. It also leads librarians who already have these collections to think of themselves as outside the norm and to hesitate to prioritize these collections and surrounding readers' advisory activities. This perception is borne out in the literature, where there has been

article after article in recent years attempting to justify the inclusion of popular reading collections in academic libraries. The truth of the matter is that these collections have a long history in academic libraries, and they never truly went away; they have existed in many academic libraries throughout the twentieth and into the twenty-first century, to a much larger degree than is commonly understood. The possible reasons for this false impression about their existence vary from trends in academic library buildings over the decades to the effort by some to change the perception of academic libraries and librarians by focusing more singularly on the curriculum. Further, it is tempting to speculate that the move of higher education in recent decades—and academic libraries along with it—toward an emphasis on measurable, quantitative outcomes around student academic success, graduation rates, etc. has further devalued the concept of recreational reading in an academic context.

Given the actual prevalence of popular reading collections in academic libraries, it is the hope of the authors that as a profession we can move away from the perception of them as rare and outside the mission of the academic library. Even more to the point, the authors hope that we can move away from questioning and justifying the place of these collections in academic libraries in our literature, and focus instead on how to leverage them to better serve our campus communities. They are a valuable service the majority of academic libraries offer to our patrons, and arguments justifying their existence have been made time and time again in the literature, ranging from the benefits of pleasure reading to individuals and society to documented user demand to the growing popularity of the user-centered, library-as-place model for academic library buildings. If the narrative can be shifted to embrace these established arguments then we, as academic librarians and researchers, can stop spending time justifying their existence and move on to conducting richer and more meaningful research on them, just as we do on other services academic libraries offer, such as instruction, curriculum collections, or reference services. There are many interesting questions that studies of recreational reading collections could ask: How do students use these collections? Are some students more likely to use them than others, and why? How can academic libraries make them better and even more responsive to user need and demand? If students do not use these collections, how can libraries help make them more likely to do so? What are some of the benefits for students when their college or university library has one of these collections—academically, but also for their lives outside of and beyond academia? The authors of this study hope to see such questions, and more, answered in the future.

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APPENDIX. COMPLETE TEXT OF SURVEY

Definition

These collections are called many things, including "popular," "recreational," and "leisure" collections. For the purposes of this survey we will call them "recreational reading collections." We define them as collections that:

Fulfill the role of reading for entertainment, not related to curriculum (though some books may have been bought to support curriculum initially, their inclusion in this collection is for recreational purposes).

Are selected by the library (i.e., not a "take one, leave one" situation where the library has no control over what is in the collection).

1. Does your library have a recreational reading collection?
   a. Yes
   b. No
2. [If the answer to #1 is Yes]: What is the type and size of your institution?
   a. Type
      i. Private College
      ii. Public University
      iii. Community College
   b. Size
      i. Small (Fewer than 5,000 students)
      ii. Medium (5,000–15,000 students)
      iii. Large (More than 15,000 students)
3. How big is your library's recreational reading collection? (approximate number of titles)
   a. Fewer than 100 books
   b. 100–200 books
   c. 200–300 books
   d. 300–400 books
   e. More than 400 books
4. What genres does your recreational reading collection include? (Choose Yes, No, or Don't know for each):
   a. Mystery/Suspense/Thriller
   b. Romance
   c. Horror
   d. Comedy
   e. Literary Fiction
   f. Non-fiction
   g. Comics/Graphic novels
   h. Science Fiction/Fantasy
   i. Historical Fiction
   j. Western
   k. Self-help
   l. Other genres not listed (please specify)

5. How current are the books in your recreational reading collection?
   a. All published within the past 2 years
   b. All published within the past 5 years
   c. All published within the past 10 years
   d. All published more than 10 years ago
   e. A mix of different years
   f. Don't know

6. Who selects the books for your recreational reading collection? (check all that apply)
   a. Subject librarian
   b. Other librarian
   c. Library staff
   d. Donors
   e. Other (please specify)

7. What are the formats of the books in your recreational reading collection? (check all that apply)
   a. Hardback
   b. Paperback
   c. Ebooks
   d. Audiobooks on CD
   e. Digital audiobooks
   f. Ebook readers loaded w/recreational titles
   g. Other (please specify)

8. Has the format of the books presented any technical issues within the library? (e.g., because of covers, e-book technology, paper, etc.) If yes, please elaborate.
   a. [free-response answer]

9. What factors are used when weeding the collection at your library? (check all that apply)
   a. Year published
   b. Circulation statistics
   c. Format (i.e., whether it is a print book, e-book, audiobook, etc.
   d. Please elaborate if you can (e.g., what is your cutoff for age? For circulation? etc.)

10. What is your recreational reading collection called?
    a. [free-response answer]

11. How is your recreational reading collection populated/funded? (check all that apply)
    a. Leasing program
    b. Separate budget (e.g., annual budget at a set amount, whatever is leftover in the book budget at the end of the year, other)
    c. Donations
    d. Existing collection
    e. Other (please specify)

12. Are the books in your recreational reading collection discoverable in Primo?
    a. Yes
    b. No

13. [If the answer to #12 is No]: Why aren't the books in the collection discoverable in Primo?
    a. [free-response answer]

13b. [If the answer to #12 is Yes]: Do you lend the books in your recreational reading collection to other Summit libraries?
    a. Yes
    b. No
    c. It's complicated (please specify)

14. [If the answer to #13b is No]: Why don't you lend your recreational reading books to other Summit libraries?
    a. [free-response answer]

15. What year was your current recreational reading collection created?
    a. [free-response answer]

16. Tell us more. What prompted the decision to create your current collection? Were there any barriers or resistance you had to overcome?
    a. [free-response answer]

17. What have been the benefits of the collection to your library?
    a. [free-response answer]

18. And what have been the challenges associated with creating or managing the collection, if there have been any?
    a. [free-response answer]

19. [If the answer to #1 is No]: Has your library ever had a recreational reading collection?
    a. Yes
    b. No
    c. Don't know

20. [If the answer to #19 is Yes] Why was the past collection discontinued?
    a. [free-response answer]

21. [If the answer to #1 is No]: Would your library consider having a recreational reading collection now? Why or why not?
    a. [free-response answer]

22. [If the answer to #1 is No]: What barriers, if any, do you see to having a recreational reading collection at your library specifically?
    a. [free-response answer]

23. Is there anything you want to tell us that we didn't ask?
    a. [free-response answer]

24. Would you be willing to answer follow-up questions and/or provide circulation data related to your recreational reading collection?
    a. Yes
    b. No
    c. If yes, please provide an email address so that we can follow up with you.

Format Shift

Information Behavior and User Experience in the Academic E-book Environment

Daniel G. Tracy

***Daniel G. Tracy** (dtracy@illinois.edu) is Assistant Professor, Information Sciences and Digital Humanities Librarian University Library, University of Illinois at Urbana-Champaign.*

This article seeks to understand information behavior in the context of the academic e-book user experience, shaped by a disparate set of vendor platforms licensed by libraries. These platforms vary in design and affordances, yet studies of e-book use in an academic context often treat e-books as a unified phenomenon in opposition to print books. Based on participant diaries tracking e-book information behavior and follow-up interviews and focus groups on troubleshooting and format shifting behaviors, this study seeks to provide a deep qualitative look at decisions that academic users make about formats when encountering e-books. It identifies reasons for noted disparities between stated user preferences for print books while often using e-books instead. It also demonstrates the importance of considering e-books as a set of formats, rather than a unified experience, when evaluating e-book platforms or providing information services around a set of platforms. While e-book studies often point to a distinction between "use" of e-books and "reading" of print books by users, this study shows much more willingness to both use and read e-books for some tasks if platforms allow for offloading reading of content to preferred reading devices and apps. This has implications for collection development, advocacy with vendors, and for marketing to or consulting with users about e-book access and use options.

This study examines information behavior in the context of the academic e-book user experience while taking into account the academic reading environment. This environment includes varying levels of choice in regard to what content users read, what formats are available, and what e-reading devices in reach are compatible with downloadable formats. Users also face variability in whether e-book content is available through library collections, free online copies, online booksellers, or some combination of the three.

Many studies have noted disparities in users' stated preference for print books but relatively high use of e-books or have noted behaviors of shifting from print book to e-book or vice versa. This study investigates the question of why and how academic e-book users make particular decisions in relation to e-book formats when their own preferences and their particular information tasks collide with interfaces and format options over which they have limited control. This environment is the product of intellectual property regimes and the

competing interests of libraries, publishers, delivery services, and creators of reading devices.

By investigating users' decision making with e-books, this research seeks to deepen the conversation about academic information behavior in relation to e-books, particularly abandoning or avoiding reading of e-book formats (either in favor of print or not reading at all) and the phenomenon of "format shifting." These relate to the relationship between task and technology in information behavior with e-books. Whereas prior literature often treats e-books as a unified entity (asking about preference for e-books versus print, or using only one e-book platform or e-reader to gauge user perceptions about e-books), readers in higher education negotiate a range of platform and device options alongside print. The term *format shifting* in this article broadly indicates shifts from electronic to print or vice versa, but also and more importantly between electronic formats (reading in a browser interface to reading a downloaded copy in an e-reading app, for example). Understanding format shifting, and how readers connect reading tasks to particular reading format options, has implications for the design of e-book platforms and e-reading devices. It also suggests best practices for the design of library services and the development of collections that shape the e-book user experience. Choosing platforms and pointing to appropriate reading apps to facilitate format shifting should be especially important to librarians who want students and faculty to both use and read e-books—two behaviors often seen as split between e-books and print books.

LITERATURE REVIEW

Research on e-book use in higher education has focused on e-book adoption by students and faculty and their preferences for e-books versus print equivalents. Many of these studies examine disciplinary differences in adoption and preference, but focus on disciplinary use may obscure other factors.[1] For example, in their study of e-book transaction logs, Freeman and Saunders found that patterns across disciplines were more similar than different, and that more behavioral variation derives from reading objectives.[2] Other studies have modeled adoption of e-books, identifying broad factors that inhibit or encourage adoption such as perceived ease of use and perceived usefulness, among others.[3] Because studies of perception and use, and theorizations of e-book adoption, focus on measuring migration to e-books, they often emphasize marketing to solve problems with awareness or perception.[4]

Awareness, though, may not be the most relevant factor. One recent study suggests interface problems have superseded awareness as the key limitation on e-book use.[5] Moreover, two studies note greater e-book awareness among humanists despite their relatively constrained adoption of e-books.[6] Measuring awareness may also be difficult because academic users struggle to distinguish types of electronic content and likely use e-books without being aware that the digital text is an e-book.[7] In another study, Shrimplin et al. defined four academic e-book user personas—book lovers, technophiles, pragmatists, and printers—that tie level of use to diverse personal attitudes and needs.[8]

Format choice may instead relate to the specific tasks of users. For example, Hillesund's study of expert reading showed that academic readers used e-books for exploratory and fragmented reading but shifted to print for sustained reading.[9] This distinction has evolved into a common theme in the literature that e-books are used while print books (or printed out e-books) are read.[10] Reasons for the use of print for more immersive or extended academic reading include highlighting, annotation, and using complicated navigation that users cannot accomplish easily in e-book platforms.[11] However, Chrzastowski and Wiley emphasize that "uses" under this distinction, even if relatively brief, are still valuable for discovery or other tasks.[12] Thus they argue that the relatively high frequency of brief uses among humanists as compared to more immersive (reading) uses does not signal low value of e-books for this population. Related to user needs and tasks, D'Ambra, Wilson, and Akter have explored the task-technology fit (TTF) model in relation to e-book use, predicting academic task, technology characteristics, and individual characteristics will shape use of e-books and impact performance.[13] They found TTF to predict some behavior, particularly for annotation and navigation, but a relatively small amount, and suggested their model may miss relevant factors.

Literature investigating e-book usability suggests the use versus read distinction relates to the disparity between high use of e-books and relative preference for print. E-book platforms pose challenges for advanced reading functionality such as bookmarking, annotation, and comparison of different passages, but allow relatively easy "quick dip" uses such as evaluating the relevance of the text, skimming, and searching.[14] Thus, preferences for print for more in-depth engagement may stem both from some affordances of print formats as well as usability problems with features in e-books even where they have been designed to allow for particular activities such as annotation.

Qualitative or mixed methods studies point to a broader set of e-book information behaviors than the choice between print books and e-books. Thayer et al., while focusing on Kindle use, asked participants to keep reading diaries and conducted follow-up interviews that revealed compensation behaviors for usability challenges.[15] These behaviors included abandoning reading, adapting to e-reading technology, augmenting e-reading technology with a second reading technology, and off-loading tasks like annotation onto paper. Employing interviews and diaries, Buchanan, McKay, and Levitt looked at digital reading generally (as opposed to e-books specifically) and noted variations in devices used based on the purpose of the reading in addition to shifts to print formats for annotation or most valued uses.[16] Hobbs and Klare reported on longitudinal interviews followed by a campus-wide survey that showed increasing use of e-books

without a matching increase in ease of use.[17] They noted that students, regardless of e-book experience level, often created elaborate ways to accomplish tasks that the e-book interface rendered difficult to identify and use (e.g., due to unusual icon designs).

As these qualitative dives demonstrate, the discussion of e-books sometimes disguises a broader array of formats and shifts between them, posing a problem for a fuller understanding of e-book behavior. Following the research on connections between task and e-book use in particular, this study takes the relation of user needs, format variation, and particular task contexts as a key point of reference for understanding how the development of e-book platforms, library e-book collections and services, and e-readers all factor into the academic e-book user experience.

METHODOLOGY

In order to facilitate unobtrusive collection of data about e-book use, participants completed online diaries reporting experiences with e-books over eight weeks (the fifth through twelfth weeks of the fall 2016 semester). Participant diaries are a way to track behavior as it occurs and as frequently as necessary rather than trying to reconstruct or summarize behavior later, without involving an observer who may affect behavior. Any student enrolled in a graduate program at the School of Information Sciences (iSchool) or enrolled in an iSchool graduate course was eligible. The iSchool includes master's degrees in library and information science and in information management, a certificate of advanced study program, and a doctoral program. The study focused on this population due to an earlier transition to library purchase of e-books on related topics to serve a large distance student group (almost half of students, 48.3 percent), and thus captures a population with ample e-book options and the needs of both distance and on campus students. The program also attracts students in a broad swath of disciplines (prominently humanities, social sciences, and computer science). The study would thus gather information from individuals who would exhibit variations in behavior related to discipline (if any).

Participants volunteered by filling out demographic information online. An orientation session familiarized students with the diary forms and included time for questions, which resulted in minor modifications to the forms before reporting began. It also familiarized students with operational definitions of key terms like *e-book*, *use*, and *avoidance* employed by the study in order to help them identify relevant occasions to fill out the diaries and distinguish e-books from other electronic content. Participants received a weekly reminder to ensure that they submitted online diary entries close to actual e-book uses and to reduce the likelihood of participant attrition.

Participants filled out two diary forms as frequently as relevant: one reporting e-book uses or another reporting occasions when they specifically avoided a relevant e-book.

The study defined a use as "any non-accidental opening of an e-book file or e-book website online or on an electronic device or use of a printout from an e-book, or accidental opening of e-book files and websites if the accidental opening leads to any meaningful interaction with the text." The online diary forms gathered information about the title, the relation of the e-book to use of print copies of the same book, different tasks completed with the e-book, the formats in which they used the e-book, and specific features that were easy or challenging to use. It asked only about academic uses, in other words those uses occurring in the course of classes and scholarly research, or other academic labor. Avoidance, for the purposes of this study, refers to purposes where the participant knew an e-book copy was available for content they wanted, but chose not to use the e-book, either in favor of pursuing the same content in print, looking for alternate content, or abandoning the reading altogether. Avoidance diaries asked about the reason they were pursuing the content and for some details about the avoidance, for example if it related to factors outside their control such as broken links or user limits, as well as whether they used a print copy or alternate content instead of the e-book. In cases of broken links or user limits, this means some avoidances were in reality involuntary abandonment of the e-book format, though for convenience this study uses the term *avoidance* to refer to these diaries as a whole.

Beginning in the second week of the study, select participants were interviewed to discuss particular diary forms as well as their general e-book information behavior. Interview participants were selected purposively to represent diverse challenges and troubleshooting behaviors or uses of multiple formats. Interviews occurred as soon as possible after relevant uses, with reference to diary forms to aid recall. After the diary portion of the study, some additional participants who did not report e-book challenges participated in focus groups to ensure a variety of perspectives. They included a mix of frequent and rare e-book users, none of whom had reported challenges or format shifting with the e-books they used.

After collection, the diary data was supplemented with title information. The diary form asked participants to provide the title or a URL where they retrieved the e-book (such as through the library catalog, a link to a free copy online, or a link to a vendor such as Amazon). This information was used to specify the title, the vendor platform that provided access to the e-book, and the genre of the e-book based on a controlled list. This data was analyzed using descriptive statistics. Interview and focus group recordings were transcribed and coded using a grounded theory approach where the themes emerged from the transcripts using sensitizing concepts of task, decision making, and troubleshooting.

FINDINGS

A total of 62 students participated in the study. LIS master's students dominated the group (87.1%), with a handful of

information management and doctoral students (6.5% each), although these percentages are proportional to actual differences in student population at the time of the study (the information management degree had just begun with a small first cohort). On campus students (62.9%) were over-represented and distance students underrepresented although still with substantial participation (37.1%). Students with a background in the humanities (69.4%) were most strongly represented, but baseline data is not available for comparison to know whether they were overrepresented. The participants submitted 292 diary entries for e-book use and 52 diary forms for e-book avoidance. However, items identifiable as not e-books (e.g., journal articles) were excluded from analysis, leaving 253 use diaries and 50 avoidance diaries. The median number of valid entries per participant was four, with a mean and mode of five entries per participant. Eight participants entered no valid entries through either diary form—it is unclear how many of these did not use e-books entirely or simply did not report relevant activities, but it was anticipated that at least some students would not encounter e-books during this period.

Figure 1. Reason for Use of E-book

Examining the use entries more closely, participants reported, on average, four uses each over the eight weeks, with a median of three entries per person and a mode of zero (11 participants). While the reported uses included many brief looks (under 10 minutes), the average estimated use time was 43.1 minutes, with a median and mode of 30 minutes. Approximately half of uses were required course readings, with a quarter of uses also for course assignments besides weekly readings, such as research papers (figure 1). In 79.8% of cases, the e-book was the only copy used; however, in the other 20.2% of cases, the participant used a print copy before, after, and/or simultaneously with the e-book: 12.3% used the e-book after using a print copy, 5.9% sought a print copy after viewing the e-book, and 5.9% used print and electronic copies simultaneously (total greater than 20.2% because participants could choose more than one option). Most uses included an Internet browser as part of the process, but many also included a download of a chapter or the whole e-book, with very few uses including printing of content (table 1). Of the uses reported, 19.0% involved at least two e-book or e-book-derived (e.g., printed from the e-book) formats, and a handful (2.8%) used three (browser version, a downloaded copy, and a printout from the e-book).

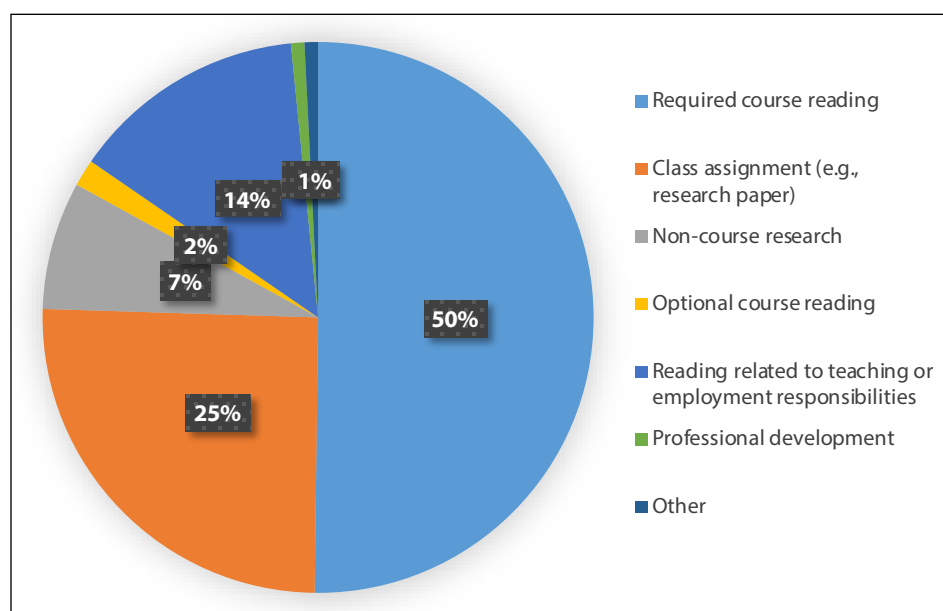Participants engaged in a wide variety of tasks in the course of each reported use (table 2); 78.3% of uses involved more than one task. Most participants found the e-book, on the occasion they reported it, to be very easy or easy to use and reported being either satisfied or very satisfied (figure 2, figure 3). However, some participants (7.9%) stopped using the e-book entirely because of usability problems they identified, and a similar number (7.5%) had problems accessing the e-book to start with because of broken links or user seat limits. A single library e-book platform, Safari, accounted for over half of the seat limit problems, and the same platform accounts for the largest number of neutral responses regarding both satisfaction and ease of use.

Slightly over one-third of participants (37.1%) reported at least one time that they avoided an e-book that they knew about and wanted to use, accounting for approximately one in every six encounters with e-books reported. Most (74.0%) were required course readings. Exactly half of avoided titles were textbooks, whereas textbooks made up only 28.5% of used title reports. It was moderately common also to avoid creative works; handbooks, guides, or technical manuals; and monographs. Figure 4 compares the percentage of e-book use diaries to the percentage of e-book avoidance diaries broken down by genre. Some students opted not to use an e-book because they had run into a broken link or user seat limit in a library-licensed resource (18.0%), and in slightly over half (54.0%) of all avoidance cases, participants used a print copy of the same title instead. Some participants (16.0%) substituted another title for the originally desired book, either a print book or e-book.

Thirteen students participated in interviews, and another ten participated in a focus group. They exhibited wide ranging e-book behaviors and preferences, including use across a variety of devices and e-reading apps. Their comments

Table 1. Used Formats Reported in Diaries

Format	Total (*n* = 253)	Percent
Used online in an internet browser	201	79.45
Used downloaded individual pages or sections in an electronic format	44	17.39
Used download/checkout of entire e-book in an electronic format	44	17.39
Used digitized copy of print book that I scanned or someone scanned for me	13	5.14
Used printout of individual pages or sections	7	2.77
Used printout of entire e-book or a "print-on-demand" copy	1	0.40
Other	5	1.98

Table 2. Tasks Completed with E-book

| Task (Select All That Apply)	Total (*n* = 253)	Percent
Skimmed/scanned passages (for the gist, for specific information, etc.)	160	63.2
Read passages in depth (continuous, linear reading of paragraphs)	138	54.5
Used table of contents to find relevant content	104	41.1
Searched full text for keywords	80	31.6
Referred to book contents while writing	65	25.7
Took notes about the text (separate from text—not including annotations)	54	21.3
Compared the book to other documents (print or electronic)	39	15.4
Used index to find relevant content	32	12.6
Annotation of the text (including underlining/highlighting and marginal notes)	19	7.5
Compared passages from different pages of the book	11	4.3
Other	9	3.6
Bookmarked or "dog-eared" pages	6	2.4
Used embedded multimedia (video, audio)	0	0.0
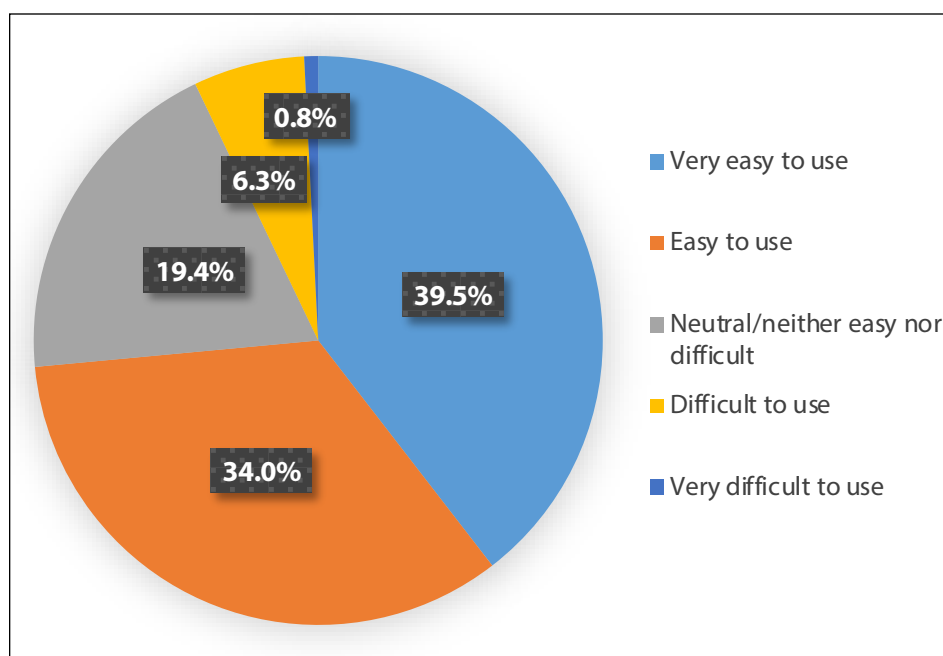
Figure 2. Ease of Use for Individual E-book Uses

produced several themes related to decision-making and e-book information behavior, as described next.

PREFERENCE VERSUS USE

Participants expressed several reasons contributing to a discrepancy between preferences for one format (almost always print) and use of another (i.e., the e-book). These included the directly economic reason of saving money (lower cost of the e-book copy) in cases where they intended to purchase the title. Two other reasons were pragmatic: saving time because they could use the e-book on short notice, and saving effort.

In these last cases participants described times when e-books acted as a surrogate for a preferred print copy that was also used but not on hand (because it was forgotten or the e-book was more portable). Some participants also described an ethical rationale for use of e-books, or for choosing not to print sections of e-books; specifically, they believed that e-books were more environmentally friendly due to the reduction in paper use, echoing Bansal.[18] One user, a self-described artist and sculptor, described a sense that print copies were more convenient than e-books because they were easier to control, and a preference for "touching something, in order to experience it," but at the same time preferred digital reading because "I want to save paper" and had only gone to a paper copy of a recently used book because the e-book interface posed particular usability challenges.

Figure 3. Satisfaction with Individual E-book Uses

Saving time and effort seemed especially tied to reading requirements: because instructors required some texts, students did not want to invest heavily in them, except in specific cases where they intended to reuse textbooks long-term and thus bought print copies. Several participants noted that their use of e-books despite preference for print books came at the cost of learning and retention, echoing some studies of reading and learning from digital text, or of ease of use.[19]

Only one participant specifically expressed a preference for e-books but used print instead, citing usability challenges that made print more manageable. Others similarly described migration to print for particular uses when frustration with interfaces or functional needs better satisfied by print finally led them to give up on an e-book copy despite the economic and pragmatic incentives.

INTERFACE AND USABILITY: ISOLATION OF TEXT AND INTEGRITY OF THE PAGE

Many participants wished for better ability to isolate and maximize the text of e-books on screens, whether in a browser or in e-reading apps. They talked of many interfaces having too much "clutter" and excessive functionality that distracted from reading or took up so much screen space that it affected their ability to use the book, especially on smaller screens. "The biggest drawback," one participant noted of a specific interface, "is all the space on the [web]page that is not the book." Browser versions of e-books were the biggest
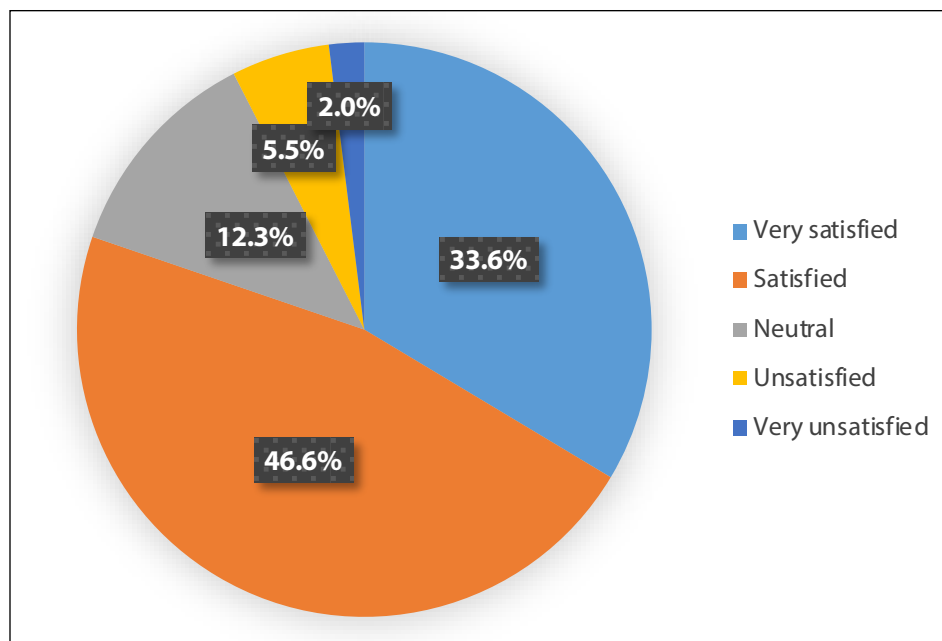
offenders: even linked table of contents on the left side of the screen, one of the most broadly desired features in an e-book interface, could interfere if not retractable. Participants praised interfaces with easy-to-locate and easy-to-use ways of going to a text-only view. A number of participants also described excessive white space as a form of clutter, expressing frustration with e-books showing only short chunks of text with enormous whitespace on each page. These e-books also produced downloadable and print versions with excessive whitespace and unreadably tiny text. Related to the isolation of text, participants also wanted easy-to-use zooming functionality or text resizing.

A related theme to the isolation of text was the integrity of the page. While a couple of participants expressed a sense that equivalents of the printed page (either in PDFs or in browser interfaces) were unimportant, most expressed a strong desire to retain the page as a unit of reading and navigation. Sometimes the desire to isolate text involved a specific desire to view one distinct page on the screen, and many participants desired the ability to "flip" pages rather than scrolling (although this desire was not unanimous). Several participants also mentioned the importance of the integrity of the page for citation purposes in e-books, both locating citations and providing them in their own writing. Interfaces that change pagination as the user resizes text frustrated citation, navigation, and sense of location in the text.

Despite ideas about reimagining the book in publishing, the PDF held particular esteem. Its good reputation came not just from its portability across most e-reading devices, but also from its use of the page in a way that facilitated annotation and navigation in the context of reading apps. PDFs also did not have the same problems with interface clutter except
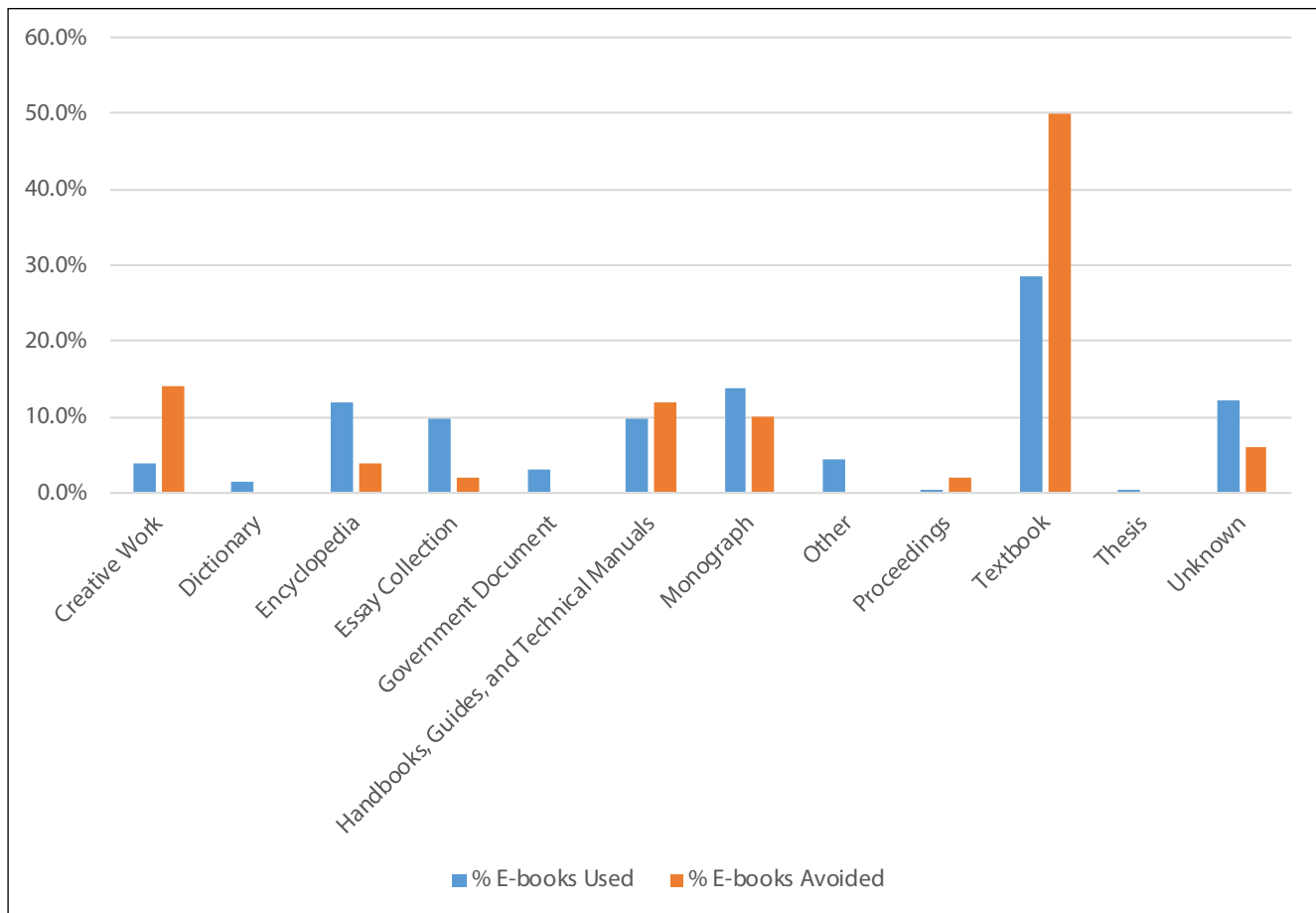
Figure 4. Percentage of E-book Use vs. E-book Avoidance Diaries, by Genre

when presented in a browser interface that introduced the clutter. One user expressed hesitation about longer PDFs: "They're not super easy if you have a bazillion pages to navigate through but on the other hand I don't honestly know if it's that hard either." More generally, participants considered the ability to download PDFs by chapter rather than the whole book as optimal except for the resulting file management challenges with accumulating downloads.

Desired features and navigation challenges also drove the desire for pages. Participants wanted multiple ways to navigate and sift through e-books besides the linked table of contents. If they wanted to be able to isolate the text, they also wanted to be able to have multiple page views of two, four, or more pages at a time to get a visual overview of the text. While PDFs were generally liked, the disconnect between the pagination of many PDFs and the page numbers of the text (due, for example, to front matter not counted in the pagination) caused frustration with navigation. Participants also desired a "back" button, not at the level of the browser page but the book page. They wanted this function in order to make it easy to go back to a distant part of the text you had just come from if you skipped around large portions or consulted an endnote at the back of the text

and wanted to return to reading, a behavior participants considered badly supported across familiar platforms and e-reading devices.

FORMATS AND FUNCTION

Comparing e-books and print books generally, participants described each as better for different tasks consistent with the use–read distinction. Participants valued e-books for full text searching, as a means of evaluating a text for further use, for copying and pasting key information for reuse (including code and equations as well as quotations), and in cases of very short reading (e.g., reference book entries). Participants valued print for navigation, annotation, use with other documents simultaneously, use while writing, extended reading, and tracking the big picture of a complicated text (an activity that brought together navigation, annotation, and extended reading). Several participants went so far as to use both the print and e-book simultaneously, searching the e-book for relevant passages to read in print (although one person described the opposite behavior in a case where searching the e-book was difficult). Some of these cases involved use

of Google Books, which provides only partial text of in-copyright works: "you're able to see like what's going on like the context before and after [your keyword], so then you can make sort of a better decision whether or not that book is like good for whatever you need it for or not." However, others involved full-text e-books available through library-licensed collections or open access online.

One thing e-book interfaces of all kinds could improve is an existing e-book strength: search. While challenges with OCR quality in digitized books did appear, the broader problem with full-text keyword searching was its difficulty to use effectively.[20] Several participants wanted greater context sensitivity to improve ease of search for common but essential terms. They specifically desired to conduct proximity searches (two or more words on the same page), see the density of appearances of a term across the text rather than working through them individually, and disambiguate keywords with multiple meanings. They also appreciated interfaces that kept search results active while they evaluated specific content and wished this feature were more common. When full-text search did not work well due to OCR problems or because of the need for more context sensitive searching, participants considered flipping through a print book superior, and many saw scrolling to locate relevant material as frustrating and not particularly productive.

Since Shelburne's early work on e-book perceptions and use, much has been made of convenience as a key value of e-books for academic readers.[21] Participants did indeed describe the portability and ease of access of e-books as important and, as noted above, these features incentivized use of e-books even when participants preferred print. However, participants also emphasized reliability as the countervailing virtue of print. Reliability included the ability to complete traditional reading activities that were more difficult in e-books, a lack of technical difficulties, consistency of access in areas without an internet connection, and a physical presence that meant the book was not forgotten or lost as easily as e-books. Reliability and convenience intersected at times when a few participants described print books as more convenient than e-books precisely due to their reliability. Having to figure out how to access e-books available under different licensing and usability regimes meant print was sometimes more convenient to access, and lack of internet access for non-downloadable titles meant print could be more portable.

While the strengths of print (including the integrity of the page) or the drawbacks of e-books sometimes led participants to print equivalents instead of using an available electronic copy, it rarely led them to print out text from e-books. Instead, they downloaded portions for immersive use. In some cases the lack of printing clearly related to the environmental concerns about use of paper, but more generally it appeared that users treated downloading as the best compromise between the convenience of e-books and the need to complete reading tasks they found more suitable to print, which were at least partially supported by some digital reading apps. The reasons participants described for format shifting from use in a browser to use of a downloaded (usually PDF) e-book were similar to reasons that lead to printing: time-shifting use, extended reading, highlighting, and annotation. The only reasons mentioned for uniquely downloading or printing (as opposed to the other) were reading particularly difficult passages (printing only) and intending to use the e-book multiple times over an extended period (downloading only).

A related key theme throughout the interviews emphasized that participants did not consider all e-book formats to be equal. While HTML text versions of e-books were seen as too tied to the browser to be useful for immersive, extended reading, participants did note that HTML versions often were easiest to use for evaluation purposes before deciding to download a copy for reading, and several liked at least the idea of existing HTML versions that had built-in audiobook functionality. As noted above, though, a PDF exported into a favored reading app could facilitate more extended reading. This reveals how task can relate to choices between e-book format as well as the decision between print and electronic text.

Two interrelated reasons for downloading extended the convenience rationale for using e-books in the first place: time-shifting reading by downloading for later use or ensuring consistency of access when traveling or otherwise unable to access the internet. Indeed, some students emphasized use of both print and electronic copies of the same title, with print used when it was nearby but the e-book used as a surrogate when away from the print. While many users stayed in a browser because they only required quick-dip functionalities like full-text search or quick skimming, others stayed in the browser due to time constraints (skimming reading for class at the last minute) or technical limitations. In general, participants described the lack of ability to download, or to download discrete sections, as a particular failure of the promise of e-book convenience. Digital rights management (DRM) that limited page downloads or printing in a way that required breaking up a chapter received particularly critical comments, as did DRM that prevented downloads entirely or required that checkout downloads of the book be used with Adobe Digital Editions. This software, which erases the book from your computer after the checkout period, was described as difficult to install and use by the handful of participants who had attempted it.

Related to downloadability, portability and interoperability of e-book formats with different devices and software emerged as a major theme. Participants used a wide variety of devices when reading downloaded e-books, including tablets, phones, and occasionally dedicated e-readers like the Kindle (although some mentioned the Kindle as better for pleasure reading), and on these devices they used a range of software that worked best with their individual reading behaviors. The ability to off-load reading from the browser to a preferred reading environment, and possibly more than one preferred reading environment depending on the range of tasks, was paramount in their minds. Similarly, they

described the importance of consistent rendering of special (or even standard) characters across devices and software. Annotation, highlighting, and bookmarking simply were not useful in a browser view: despite the fact that several academic e-book vendors have created options for annotation and highlighting that users can save by creating an account, participants universally avoided their use, even when they strongly wanted better annotation functionality. Profile fatigue (exhaustion with too many accounts for too many systems) was a strong disincentive to bother doing so, and browsers were not seen as a useful interface for annotation (for similar findings, see Gale).[22] One participant dismissed accounts as a deterrent: "There are always like these things that tell you you need to start an account, and I just go . . . I'm not making an account to do that." Only a few participants had ever created an academic e-book vendor account, mostly for the option of checking out a DRM-controlled e-book, and all had immediately abandoned it due to disappointment with promised functionality.

DISCUSSION

Despite orienting participants to a working definition of e-books with examples, about a fifth of participants (12 of 62) filed one or more unnecessary diaries, showing some persistence in challenges to disambiguating electronic resources. Some confusion had to do with an overlap between common e-book and article vendors (e.g., EBSCO and Springer) that do not offer strong visual differentiation between platforms for different types of content. Nonetheless, occasional comments in the interviews also revealed some fluidity between reading behaviors as applied to e-books and electronic scholarly articles.

Format shifting between digital formats or interfaces emerged as a key information behavior lying at the crux of several issues with e-books, including the gap in preference for print versus use of e-books and approaches to troubleshooting. While users sometimes shifted use to print books (or rarely printed out e-book sections), format shifting between different electronic formats, especially from browser views to use on portable devices and in preferred e-reading applications, dominated user behavior. Format shifting in this way served the complementary purposes of escaping usability challenges with browser versions of e-books and movement of the text into a reading environment more conducive to the participants' workflows. Shifting e-book formats to downloaded copies, portable devices, and preferred reading apps serves much the same purpose as shifts to print or printout copies of books. Even if participants preferred print, they treated these downloaded copies as acceptable compromises between the convenience of e-books and the necessity to engage with texts in greater depth. In this sense, the "use rather than read" framework for understanding e-books may be overstated where platforms support easy downloading to offline, non-DRM electronic formats, as

approximately a third of uses involved downloading content for use out of the browser. Librarians responsible for selecting titles and formats of books should be aware of what vendors do and do not allow easy downloading of chapters.

The dispersion of devices used by participants as well as the variety of reading needs, and the format shifting behaviors of participants from one electronic format to another, highlight why DRM (and to a lesser extent, HTML-only e-books) is such a problem: the lack of personalization necessary to create an effective e-book reading experience. This finding is counter to arguments often made about DRM and personalization, which are sometimes described as going hand-in-hand: because DRM copies keep readers in a particular platform for all or at least a greater part of their time using a book, often using individual user accounts, individualized data about readers can be used to serve up personalized recommendations or other customized features.[23] This study, though, shows that DRM-driven attempts at personalization undermine personalization of reading processes. Every DRM-driven platform that requires users to stay within its interface complicates the overall academic e-book user experience by adding unique workflows that are not consistent with default preferred reading apps. In this sense, DRM may inflate the use rather than read phenomenon. By contrast, readers personalize reading by exporting e-books (or chapters) to a preferred reading device to minimize the number of platforms they need to learn to use and to ensure offline access.

Notably, though, e-book convenience also encourages a sense of disposability and lack of reuse. Despite "anytime, anywhere" e-book access, participants wanted print copies for long term reuse, not just because those uses were more complicated but also because e-books are easy to forget about versus print's visual presence on a bookshelf, which could remind participants of their intention to re-use a title. E-books may in this sense decrease further optional uses of the same book content that users would find valuable to revisit, especially if they cannot create a unified personal e-book "library."

This study also provides insight into another feature of academic e-book behavior that few have remarked upon: the ways requirement shapes e-book information behavior. Studies of academic user preferences often highlight willingness to use e-books as a sign academic users in fact prefer them despite statements to the contrary, with little question of whether the users had a choice of using that content. Similarly, occasional studies discuss the importance of various reading tasks in the behavior of participants, but they leave implicit the question of the motivation.[24] By asking about the reasons for using the e-books, the diary forms recorded various states of intentionality and requirement behind academic reading. Unlike pleasure reading, where choice of a particular title is nearly always optional (or otherwise easily delayed until a later date), academic reading usually has some degree of requirement. This requirement may come from an external individual, such as an instructor assigning readings available in some formats but not others. However, in longer research

papers in courses or especially in non-course research, the requirement is inherent in the obligation to complete a responsible literature review. The qualitative data suggested external requirements (i.e., from instructors) increase use but specifically increase the quick dip uses associated with the use versus read phenomenon. Downloadability, then, may increase in importance as reading becomes less determined by instructor demand and more by choice for individual research projects, especially outside the classroom.

The diary data did indicate that a handful of users abandoned e-books early rather than finishing reading due to poor usability or lack of downloadability. One interviewee noted, "if it's not downloadable . . . if I don't really, really have to read it, like I'm likely to say, well . . . I guess I'm not using that." Abandonment was relatively unusual, though, and the interviewee's comment about choice is important in the context of academic e-book use. If libraries purchase e-books instead of print titles, as many do, then some of the resulting use will be a matter of lack of choice if there is not a print copy users feel they can afford to purchase. Abandonment seems most likely for course-required readings in an e-book format if the usability problems are substantial or users prefer print. As noted above, textbooks as a genre accounted for a higher percentage of instances of avoidance than instances of use, and that is true of all books used for course requirements beyond textbooks. Although course-required texts were the most prevalently used titles, accounting for about half of all uses (50.2%), they accounted for nearly three-quarters (74.0%) of all instances of e-book avoidance. Notably, while some of these avoidances led to acquisition of a print copy, many of these avoidances simply led to not completing the reading in any format.

In contrast to academic reading, where participants use e-books despite a preference for print, most interviewees who mentioned pleasure reading noted that they are happier to read books for fun as e-books rather than in print. This finding is consistent with Melcher but contrary to most other studies of academic e-book users.[25] The main factor participants connected to this willingness to read for pleasure in e-books was that they did not need to interact with the text as deeply as for learning purposes, and they found e-reading devices for pleasure reading (primarily the Kindle) suitable to their needs.

CONCLUSION

This study suggests that e-book research premised primarily on a comparison of preferences and use of print books versus e-books, without regard to variation in e-book platforms and their affordances, may miss essential features of the e-book environment. Information behavior in relation to e-book content in an academic environment has evolved in tandem with a variety of platforms, devices, and software for e-book reading that provide significantly different experiences. Economic, usability, and ethical issues may override preferences

for e-books or print books. The general lack of choice in whether or not to read a particular title in an academic context (because it is assigned or necessary for understanding a research area) may be especially important in driving use of academic e-books when print is preferred, particularly when print copies are checked out or unowned by libraries.

This study has important implications for the design and delivery of platforms for academic e-books for which librarians should advocate on behalf of users. Platforms and apps could improve interfaces by minimizing clutter, enhancing search, and easing the ability to go to a text-only view and flip to larger navigational views. More crucially, downloadability (by chapter) and portability (offline, and to different reading apps) of e-book content are fundamental to the idea of e-book convenience held by academic users as well as to personalization of e-book reading behavior. Librarians may also want to refrain from marketing or recommending vendor-specific reading apps given the general sense of users that the e-reading landscape is already too cluttered. Rather, highlighting reading apps that will work for downloaded content from many different vendors may be a better service for users.

For librarians, DRM-heavy platforms provide reason for caution, and librarians should be skeptical of any functionality that requires special accounts due to users' lack of willingness to create them. Download page limits that force users to break up chapters should be avoided. Monographs in particular may be worth avoiding in e-book format when they are not DRM-free and available for download into users' preferred reading environments. Textbooks may be the best case for libraries buying both print book and e-book copies of a title. Some users simply are not comfortable with textbook reading in e-book format, but it can save money for those who are, and there is significant use of textbooks for quick-reference outside of assigned class readings that may be equally important in driving high use of those titles. However, many users will simply buy their own copy of a textbook because they see it as a long-term investment that they will use beyond the semester.

Most broadly, this study suggests that for some readers the use versus read distinction is fading for e-books when users can find platforms that allow downloadability and portability that allow them to move to preferred reading devices and apps. Few e-reading interfaces have been able to capture the full complexity of using and reading activities that people need to pursue for academic work, but the ability to migrate between interfaces is key to e-books as a service to users. Librarians should keep this in mind when talking to platform providers, choosing platforms for e-books, and talking to their users about options for reading interfaces and access.

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RUSA Adopts Statement on Equity, Diversity, and Inclusion

RUSA Working Group

Working Group members: Robin Bradford, Alesia McManus, Amber Prentiss, and Chella Vaidyanathan. Approved by RUSA Board June 2018.

BACKGROUND

The American Library Association's (ALA) fourth strategic direction—equity, diversity, and inclusion (EDI)—is timely for many reasons given the current political environment in the United States and our country's difficult history around issues of bias, discrimination, racism, and privilege. These issues have deeply impacted library users and library workers. The pursuit of this strategic initiative provides RUSA members with an opportunity for conversation about how considerations of diversity, equity, and inclusion impact reference and user services in libraries and how we can try to effect positive change. To frame the conversation, RUSA formed a working group to draft an aspirational statement of RUSA values pertaining to EDI in service to library users and RUSA members. The RUSA Board approved this statement at the 2018 Annual Conference in New Orleans, LA. Working group members were Robin Bradford, Alesia McManus, Amber Prentiss, and Chella Vaidyanathan. Here is the statement:

STATEMENT

RUSA is an association of library personnel connecting people to resources, information services, and collections. Recognizing the importance of Equity, Diversity, and Inclusion,[1] the association affirms the right of access to information for people of all identities, backgrounds, ages, and abilities, especially with regard to marginalized peoples. We value and support people seeking knowledge, enrichment, entertainment, and lifelong learning. We work within our communities to provide equitable access to library resources by building inclusive collections and providing accessible spaces and services. We are welcoming, open, and accepting of a diversity of viewpoints among our association members, and we strive to offer a safe environment for our colleagues to explore and express their ideas.

Please send any comments to rusa@ala.org.

Note

1. We employ the meanings of the words Equity, Diversity, and Inclusion as defined in "Equity, Diversity, Inclusion: An Interpretation of the Library Bill of Rights" (adopted June 27, 2017, by the ALA Council, http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/EDI).

RUSA Achievement Awards 2018

M. Kathleen Kern

M. Kathleen Kern (rusqeditor@gmail.com) *is the new editor of* RUSQ*, 2018–2021.*

RUSA and its Sections are home to many knowledgeable and influential librarians who place library users at the center of their work. Each year members of RUSA's Achievement Awards honor the most outstanding people, institutions, and projects in the field of reference and user services. This year's selections were made possible with the hard work of our many superb committee volunteers, the people who took the time to nominate awardees, and the vendors who sponsored the awards.

For each of the awards the winner is listed with a brief summary of why they were chosen. Further information about the winners is available in the RUSA Update press releases at http://www.rusaupdate.org/category/news /awards-news/.

The nomination period for the 2019 Awards opens in October 2018. See the individual award websites at http://www.rusaupdate.org/awards/ for further information.—*Editor*

BRASS AWARDS

The **BRASS SimplyAnalytics Student Travel Award** enables a student enrolled in an ALA-accredited master's program to attend an ALA Annual Conference. The award is given to a candidate who has demonstrated an interest in pursuing a career as a business reference librarian and has the potential to be a leader.

Rachel Holder, MLS candidate at Indiana University. Holder has successfully applied her coursework, her practical experience at Indiana University's Business/SPEA Information Commons, her two internships, and her work as a graduate research assistant. Her article "Campus Crime Reporting Under the Clery Act" was published in the winter 2017 issue of *DttP: Documents to the People*.

Sponsored by SimplyAnalytics/SimplyMap (Geographic Research)

The **BRASS Global Financial Data Academic Business Librarianship Travel Award** is awarded to a librarian new to the field of academic business librarianship in order to support attendance to the ALA Annual Conference.

Alice Kalinowski, Liaison Librarian at the University of Pittsburgh (PA). Although an early career librarian, Kalinowski has taken full advantage of online BRASS courses and collaborative discussion groups. She is publishing in the area of liaison librarianship and has presented at conferences around the country on such diverse topics as problem-based learning and student database evaluation.

Sponsored by Global Financial Data

FROM COMMITTEES OF RUSA

The **BRASS Morningstar Public Librarian Support Award** is awarded to a business reference public librarian to support travel costs to attend the ALA Annual Conference.

Amilcar Perez, Adult Services Librarian at Forest Park Public Library (IL). Perez's main areas of focus are to increase visibility to the business community, build digital literacy, promote job and career development, and design assessment methods to identify gaps between community needs and programming. He has made a distinctive impact on a new series at Forest Park Public Library, "Explore Forest Park," which highlights local businesses.

Sponsored by Morningstar

The **BRASS Emerald Research Grant Award** is given to support research in business librarianship.

Stephanie Pitts-Noggle, Business Specialist Librarian at Champaign (IL) Public Library. Pitts-Noggle's research project, "Knowing what you don't know: Uncovering entrepreneurs" will serve as the initial groundwork for the development of a theory of the information needs and behaviors of early stage entrepreneurs.

Sponsored by Emerald Publishing

The **BRASS Mergent, by FTSE Russell, Excellence in Business Librarianship Award** recognizes an individual who has distinguished him- or herself in the field of business librarianship.

Chris LeBeau, Assistant Teaching Professor, University of Missouri; Librarian for Management and Public Administration, University of Missouri-Kansas City (retired); RUSA President (2017–2018). LeBeau's service mindset extends beyond campus and professional associations. She collaborates with metropolitan public libraries on business resources and entrepreneurship programs, teaches business research classes in the Kansas City community through the Kauffman Foundation for the First Step Fund and Operation Jumpstart, which support displaced or disadvantaged entrepreneurs, and works with KCSourceLink, a small business development resource serving eighteen counties.

Sponsored by Mergent, by FTSE Russell

COLLECTION DEVELOPMENT AND EVALUATION SECTION (CODES)

The **Louis Shores Award** recognizes excellence in reviewing of books or other materials for libraries.

Ron Charles, Editor of "Book World" at the *Washington Post*. A review by Ron Charles can spike interest in a title and bring readers into the library. Through his "Totally Hip Video Book Review" series he reaches an even wider audience and offers clever and accessible evaluations that have exposed a new group of readers to the pleasures of a book review.

EMERGING TECHNOLOGIES SECTION (ETS)

The **ETS Achievement Recognition Award** is presented in recognition of excellence in service to the ETS section.

Donna Brearcliffe, Acting Head, Humanities and Social Sciences Section, Researcher and Reference Services Division of the Library of Congress. Brearcliffe served as Chair of ETS shortly after the section changed its name from MARS. She advocated strongly for completing that transition and embracing the opportunities that could come from firmly focusing the section around emerging technologies.

HISTORY SECTION (HS)

The **Genealogy / History Achievement Award** was established to encourage, recognize, and commend professional achievement in genealogical reference and research librarianship.

Plummer Alston Jones, Jr., Professor of Library Science at East Carolina University in Greenville, NC. Jones developed and teaches one of the few courses for graduate credit in a library science program that is geared towards genealogical and local history collection librarianship. He served as a previous editor of the North Carolina Genealogical Society, NCGS News, and on the Executive Board as a director.

Sponsored by ProQuest

The **Gale Cengage Learning History Research and Innovation Award** is presented annually to a librarian to facilitate and further research relating to history and history librarianship.

Jennifer McElroy, Reference Librarian at the Minnesota Historical Society. McElroy was selected for her innovative research into Minnesota local history and working to uncover the truth behind local legend Lord Gordon Gordon. Her research thus far is an important contribution to the field of public history.

Sponsored by Gale Cengage Learning

SHARING AND TRANSFORMING ACCESS TO RESOURCES SECTION (STARS)

The **Atlas-Systems Mentoring Award** is awarded to two library practitioners new to the field of interlibrary loan, document delivery, or electronic reserves, and supports travel expenses for the ALA Annual Conference.

Pearl G. Adzei-Stonnes, Public Services, Acquisitions and Interlibrary Loan Librarian at Virginia Union University. Adzei-Stonnes was chosen as the winner of the STARS Atlas Systems Mentoring Award because the essay submitted had an overall theme of leadership.

Guerda Baucicaut, Inter Library Loan and Reserves Specialist at the City University of New York. Baucicaut understands the importance of networking and actively seeks out opportunities to learn from others in the profession. Her essay also emphasized the need for continuous learning for librarians and users alike.

Sponsored by Atlas Systems

The **Virginia Boucher-OCLC Distinguished Interlibrary Loan Librarian Award** is given to a librarian for outstanding professional achievement, leadership, and contributions in interlibrary loan and document delivery.

Kurt Munson, Assistant Head of Access Services at Northwestern University Library (IL). "Kurt has established himself as one of the foremost authorities on resource sharing systems," selection committee Chair Mary Hollerich praised. "His recent white papers on next generation resource sharing management and discovery to delivery systems are sure to have a global impact as they provide a framework for the resource sharing systems we will all be using for years to come."

Sponsored by OCLC/WorldCat

REFERENCE AND USER SERVICES (RUSA)

The **John Sessions Memorial Award** is presented to a library or library system in recognition of significant efforts to work with the labor community.

The **Iowa Labor Collection** and **Iowa Labor History Oral Project (ILHOP)**, State Historical Society of Iowa. The Iowa Labor Collection is widely regarded as one of the most comprehensive labor history collections in the world, and ILHOP is one of the only large-scale oral history projects initiated and funded by labor unions themselves. ILHOP and the Iowa Labor Collection represent an enduring partnership between Iowa labor unions and the State Historical Society.

Sponsored by the Department for Professional Employees, AFL-CIO

NoveList's Margaret E. Monroe Library Adult Services Award recognizes a librarian who has made significant contributions to library adult services.

Kaite Stover, Director of Readers' Services at Kansas City Public Library (MO). There is seldom a national conference at which Stover isn't presenting, usually multiple times. During all of this, she finds time to encourage other librarians and help them find opportunities for professional advancement and national participation. Stover has a stellar record of publications, with regular contributions to *Booklist* and *Public Libraries* and other appearances throughout the library literature. She is the co-editor of *The Readers' Advisory Handbook*, a text used in many library schools.

Sponsored by NovelList

The **ReferenceUSA Award for Excellence in Reference and Adult Services** recognizes a library or library system for developing an imaginative and unique resource to meet patrons' reference needs.

The **Toledo Lucas County Public Library** (OH) for its Spending Smarter website (http://www.toledolibrary.org /spendingsmarter). As a one-stop shop for personal finance, investment, and referral information for northwest Ohio, "Living Better, Spending Smarter" was developed in collaboration by Melissa Jeter, Adult Services Librarian and Linda Koss, Grant Specialist, Business Technology Services, with the idea that vetted, full-text information would available in an online environment, rather than a traditional bibliography.

Sponsored by Reference USA

The **Isadore Gilbert Mudge Award**, RUSA's highest honor, is given to an individual who has made a distinguished contribution to reference librarianship.

Eleanor Mitchell, Director of Library Services at Dickinson College in Carlisle, Pennsylvania, and **Sarah B. Watstein**, Dean, Lemieux Library and McGoldrick Learning Commons of Seattle University (WA). For the past thirteen years, Mitchell and Watstein have served as co-editors of *Reference Services Review*. Eleanor Mitchell is a nationally known authority on information literacy and instruction issues in library services and advocates for the integral role of information literacy in the curriculum as one of the complex challenges of contemporary reference services. Sarah Watstein is a prolific author of books, articles, and conference presentations on topics such as the role of artificial intelligence systems, how our spaces affect our services, how to revolutionize reference service delivery, and the statistical evaluation of reference service.

Sponsored by Credo Reference

Sources
Professional Materials

Calantha Tillotson, Editor

36 Workshops to Get Kids Writing: From Aliens to Zebras. By AnnMarie Hurtado. Chicago: ALA, 2018. 240 p. Paper $49.00 (ISBN 978-0-8389-1648-3).

Many children's librarians know that the five practices of Every Child Ready to Read, one of which is writing, help foster reading and improve literacy skills. The practice of writing also aligns with Common Core Standards at most grade levels. But often, libraries don't include writing—or at least structured writing—in their program offerings. The author of this book, a youth services librarian, introduces compelling ideas and research evidence for why writing is so important. This introduction leads into the "hows" of presenting writing to children at the library.

Each chapter is laid out like a class plan with a clear presentation and includes graphics, worksheets, lists, and preparation tips to help librarians create a writing program for various ages. The author also notes the Common Core goals being met by each lesson. Each chapter is paired with a book suggestion—including up-to-date picture books, poetry, and nonfiction—so librarians can read the story with the children and then encourage them to complete the accompanying exercises. Some exercises allow children the opportunity and freedom to write their own stories; others focus on silly words, adjectives, readers' theater, linguistics, and heroes vs. villains. Want to save a penguin from distress? Teach an animal how to protect itself against humans? Create unlikely heroes? All of these scenarios are contained in this outstanding guide to hosting writing programs that will not only be fun but effective as well.

This book's suggestions, plans, and worksheets are thorough enough that even librarians nervous about their own writing skills will be able to present an effective program by pairing the content from the book with their own enthusiasm and leadership. This is a resource that librarians dedicated to offering that all-important writing practice will find themselves using on a regular basis.—*Sharon Verbeten, Youth Services Librarian, Brown County Library, Green Bay, Wisconsin*

Creating and Managing the Full-Service Homework Center. By Cindy Mediavilla. Chicago: ALA, 2018. 172 p. Paper $54.00 (ISBN 978-0-8389-1618-6).

This updated edition of Mediavilla's *Creating the Full-Service Homework Center in Your Library* shares ideas, policies, budgeting, and assessment suggestions for homework help services for young people. The text is divided into short chapters full of both well-documented research and sensible practical examples of homework centers in action. "Talking Points" scattered throughout offer workable tips on employing the provided suggestions and share examples of successful implementations. The book begins with a discussion of reasons to open a homework center. While some children need serious academic help, some simply need a safe place to spend their after-school time, and others just need some positive interaction with an elder. Whatever the reasons for launching a homework help center, readers can find funding

ideas, collaboration suggestions for schools and other institutions, and information about additional research. Especially informative is the chapter on program security, user expectations, and rules of conduct. From background checks on volunteers to how best to word a list of rules, this short-but-essential chapter covers heavy topics in a positive manner.

Information about electronic resources, like Tutor.com and Brainfuse, and the inclusion of suggestions for evaluation, enhance the book's breadth and depth. Abundant back matter includes staff manual samples, boilerplate guidelines, assessment tools, and even model volunteer applications. Behavior management schemes, including explicit scripting for implementation, further enrich the appendixes. Leading the ample appendix section is an overview of ten "Model Homework Programs," each including contact information for the people running the programs. Urban centers like Boston, Chicago, and Minneapolis-St. Paul are covered, along with suburban and rural areas in California, Ohio, and elsewhere. Overall, this volume is perfect both for organizations exploring the possibility of a homework center and for libraries looking to refresh existing programs.—*Deidre Winterhalter, Digital Learning Coordinator, Oak Park Public Library, Oak Park, Illinois*

The Dysfunctional Library: Challenges and Solutions to Workplace Relationships. By Jo Henry, Jo Eshleman, and Richard Moniz. Chicago: ALA, 2018. 216 p. Paper $59.00 (ISBN 978-0-8389-1623-0).

It is not easy to tackle the issues and address the impact of abnormal or unhealthy interpersonal behaviors and interactions in the workplace. Drawing from literature on dysfunctional organizational cultures and workplaces from the library, management, and organizational development disciplines, Jo Henry, Jo Eshleman, and Richard Moniz approach the subject of the dysfunctional library in a slim volume titled *The Dysfunctional Library: Challenges and Solutions to Workplace Relationships*.

Addressing the topic from an academic viewpoint and drawing conclusions from available evidence, the first chapter provides an overview of individual traits that contribute to emotional intelligence and outlines the impact of psychological disorders and burnout on professionals. The next chapter shifts the focus to organizational culture, discussing multiple aspects that can lead to dysfunction. The authors cite leading scholars to articulate their premise that learning and the ability to adapt to change are crucial if individuals and organizations are to avoid dysfunction.

Over the next seven chapters, the authors define dysfunctional organizations and discuss the factors that contribute to them. Each of these chapters can stand alone and may serve as a general overview and introduction to specific issues such as incivility, bullying, passive-aggressive behaviors, "cyberloafing," fraud, sabotage, and bias. Each chapter presents relevant research to help the reader understand the topic and its impact both on the workplace as a whole

and on individuals. Within each chapter, the authors seek to present solutions, but this is a bit uneven throughout the volume. The authors end with a thought-provoking chapter on leadership, specifically library leaders and their role in creating dysfunctional—or functional—libraries.

In addition to the research consulted for this book, the authors conducted their own survey of 4,186 library workers because they found that little research had been done on the topic. Some of their research findings are presented throughout the text. More information on the survey and its findings might have made a helpful appendix.

Overall, this book presents a general overview of the topic and does a good job of defining specific behaviors and interactions that contribute to dysfunctional workplaces, provides some examples, and presents relevant supporting research. The book seems incomplete: with a few exceptions, solutions and strategies that might be used to counter dysfunction are lacking or not well presented. In some cases, a solution is presented with little discussion or context, which leaves the reader wanting more. In other cases, the references provided at the end of the chapter offer a more satisfying read and real solutions. The nature of the topic and, at times, the style of writing make for a choppy and difficult read. This volume would have benefited from much tighter editing to eliminate the repetition both within chapters and across the volume. The book tackles an important subject related to library workplaces and provides a good introduction, but it falls short as a true resource offering meaningful solutions.—*Pat Hawthorne, Associate Dean for Research and Education, University of Nevada Las Vegas University Libraries, Las Vegas, Nevada*

LGBTQAI+ Books for Children and Teens: Providing a Window for All. By Christina Dorr and Liz Deskins. Chicago: ALA, 2018. 168 p. Paper $45.00 (ISBN 978-0-8389-1649-0).

LGBTQAI+ Books for Children and Teens: Providing a Window for All is a necessary purchase for all staff collection shelves. Boundaries in libraries, often bordering on censorship, have prevented children and teens from accessing certain library materials. While libraries have come a long way since the days when a parent had to accompany children to the library and give permission for them to read books in the adult section, schools and libraries are not always keeping up with the evolving concepts of gender identity and sexuality. This book is the tool that can help libraries and schools continue the journey toward greater access by making LGBTQAI+ materials available to children and teens. Dorr and Deskin bring to this timely topic their fifty-plus years of experience working with children and teens.

The foreword by Jamie Campbell Naidoo, PhD, is in itself a superb testimonial advocating for diverse literature accessible to all. He writes: "A good book can . . . save lives and build bridges between seemingly disparate worlds" (ix). He discusses the need for children and teens to see the

SOURCES

"metaphorical mirrors and windows in literature" (xi). Naidoo relates his own story, detailing how finding *Entries from a Hot Pink Notebook* during a dark time saved his life.

In the introduction, Dorr and Deskins address the importance of LGBTQAI+ materials to children and teens. They examine the early history of this literature, beginning with *The Story of Ferdinand* by Munro Leaf, and discuss other important milestones such as the importance of *Heather Has Two Mommies* in broaching a previously taboo subject and the graphic novel *Fun Home: A Family Tragicomic* by Alison Bechdel. The chapter ends by presenting ways to manage objections and providing a list of terms to know.

The majority of the book is composed of three chapters, each of which consists of a short introduction and representative bibliographies for either young, middle grade, or teen readers. The bibliographies consist of high-quality, age-appropriate materials, with the authors indicating which letter the book addresses—L, G, B, T, Q, A, or I. The summaries are clear and concise, and the language reflects the book's tone. Summaries are followed by a list of awards and honors, four or five conversation starters, and web resources for more information about the author and illustrator. Each chapter ends with ideas for programming, themes, and displays, as well as footnotes and a bibliography of titles. A final chapter, "It's about Basic Human Rights," sums up the purpose of the book. The book has an appendix of additional resources, which includes organizational websites, books, articles, and blogs. It also includes author biographies, an extensive glossary, and a subject, author, and title index.

A timely publication, this book is a tool that librarians everywhere should use to provide access to LGBTQAI+ materials for all children and teens. Use this book as resource guide to purchase a LGBTQAI+ collection for your school or public library. Use it to begin conversations with students and to provide programs in your school. Use it to guide the questioning child or young adult to the literature that might save their life.—*Jenny Foster Stenis, Readers' Services Manager, Pioneer Library System, Norman, Oklahoma*

The Librarian's Guide to Homelessness: An Empathy-Driven Approach to Solving Problems, Preventing Conflict, and Serving Everyone. By Ryan J. Dowd. Chicago: ALA, 2018. 248 p. Paper $51.30 (ISBN 9780838916261).

Public libraries are an invaluable resource for people experiencing homelessness. However, librarians often struggle with how to address the unique needs of those patrons—what do we do when their needs clash with library policies or the comfort of other customers? Ryan Dowd, the executive director of a large homeless shelter in Chicago, draws on his years of experience to provide a set of tools that enable librarians to better serve people experiencing homelessness while improving compliance with library policies. His approach emphasizes empathy, treating all patrons with respect while recognizing the special challenges faced by homeless individuals. Dowd

explains how demonstrating empathy enhances our ability to resolve or avoid conflict before resorting to punishment. The guide begins with an overview of homelessness, including the "top ten homeless myths." He examines one myth in depth, "Homeless people are just like me," listing a variety of ways that homeless people experience the world differently than housed people. Understanding these differences is at the root of empathy and lays a foundation for his approach to serving homeless patrons. Dowd then outlines evidence for using empathy as an effective tool in helping people follow rules without punishment, including the psychology of social interactions like reciprocity and building relationships. The majority of the book is a list of tools that librarians can use when interacting with homeless patrons, followed by common scenarios and suggestions of how to address them. Dowd offers over sixty tools, each with a catchy name (e.g., "The Your Momma": How would I want people to treat this person if she was my relative?). Each tool connects back to the evidence for empathy-driven enforcement and is supported by his own experiences in the shelter. He includes advice for staff on the floor as well as tips to help managers coach staff in empathic enforcement. Dowd's guide is easy to read straight through or refer back to as needed. Librarians could even create a list of the tools with a brief description for quick reference. *The Librarian's Guide to Homelessness* offers both insight into the lives of people experiencing homelessness and specific practical tools to improve services to that population. This book is highly recommended for public librarians, including frontline staff, managers, and administrators. Through empathy-driven problem solving, libraries can strengthen their relationships with homeless patrons and create a more harmonious environment for customers and staff alike.—*Jessica Givens, Circulation Manager, Moore Public Library, Pioneer Library System, Moore, Oklahoma*

Promoting Individual and Community Health at the Library. By Mary Grace Flaherty. Chicago: ALA, 2018. 134 p. Paper $45.00 (ISBN 978-0-8389-1627-8).

Interest in consumer health information has been steadily growing since the mid-twentieth century. As author Mary Grace Flaherty notes in her second chapter, Dr. Benjamin Spock published his book on baby care in 1946, and in 1973, the Boston Women's Health Collective introduced *Our Bodies, Ourselves*; both of these supremely popular books offered accessible medical information to the general public and were revised and reprinted many times. In 1996, the Medical Library Association's Consumer and Patient Health Information Section generated a policy statement addressing how librarians could be involved in facilitating access to consumer health information, and the Institute of Medicine began studying health care delivery in the United States, subsequently affirming that understandable consumer health information is integral to successful medical treatment.

In this approachable book, Flaherty covers a range of roles, practices, and strategies related to the provision of health information and programs in public libraries. Many library and information science students receive little exposure to health resources, programming, and services prior to becoming professionals, and this volume offers clarity about what this area of public librarianship comprises and how to develop actionable procedures and activities to serve the health information needs of patrons and communities.

After introducing the fundamentals of health literacy and consumer health information in the first two chapters, chapter three delves into public library provision of health information, focusing on how librarians can evaluate and remain current with medical information and resources, field potentially uncomfortable reference interactions, guide patrons, and manage collections. In chapter four, Flaherty focuses on health programming, highlighting resources that librarians can use for planning and implementing activities, with plenty of examples of what libraries are currently doing. She suggests ways to generate ideas and objectives, address the needs of diverse groups, promote programs and services, and evaluate health-related activities.

Chapter five centers on community outreach and building relationships with public health departments, health care organizations, senior centers, schools, social service agencies, cooperative extensions, colleges, and many other organizations. In doing so, Flaherty suggests collaborative activities that libraries can propose for health-related activities. She also stresses the importance of being aware of community needs so that libraries can provide programs and services best suited to the people they serve. In chapter six, Flaherty addresses disaster preparedness and libraries' roles during public health crises. Given that public libraries are often essential sources of information, support, and refuge during disasters, Flaherty specifies ways that libraries can prepare for such situations through training and partnerships with community organizations.

Flaherty closes out the book in chapter seven by summarizing several issues to take into account when implementing health-related services and programming. She notes the importance of training LIS students through classes, independent study, and internships, and emphasizes that public library collaborations with medical libraries enhance employees' understanding of health information provision. Flaherty also addresses ethical concerns and cultural sensitivity in health information reference, stressing issues of privacy and confidentiality, as well as addressing people "on their own terms," regardless of background, race, ethnicity, sexual orientation, gender identity, and so forth.

Overall, this volume is easy to navigate and informative. It offers practical strategies as well as descriptive scenarios that add to the reader's understanding of this topic. Flaherty intersperses the text with case studies, examples, personal reflections from librarians, helpful tables and figures, and many other resources. As there are few books available that tackle public libraries and their roles and impact on individual and community health, this book fills an important gap and should appeal to students, novice librarians, and seasoned professionals alike.—*Ellen Rubenstein, Assistant Professor, University of Oklahoma, Norman, Oklahoma*

Sources
Reference Books

Anita J. Slack, Editor

African Kingdoms: An Encyclopedia of Empires and Civilizations. Edited by Saheed Aderinto. Santa Barbara, CA: ABC-CLIO, 2017. 363 p. Acid-free $71.20 (ISBN 978-1-61069-579-4). E-book available (978-1-61069-580-0), call for pricing.

African Kingdoms: An Encyclopedia of Empires and Civilizations succeeds in filling a gap in the literature by providing a centralized, concise, and accessible overview of ninety-one African kingdoms before the 1880s, focusing on how "states, kingdoms, and empires in precolonial Africa provide a clear window into the sophistication of African political, social, religious, and cultural institutions before the era of colonialism" (xi).

The volume begins with a brief introduction and timeline, followed by alphabetical entries and concluding with a handful of primary documents. The introduction provides the reader with historical, social, and political frameworks with which to understand the entries that follow, with specific attention paid to the importance and influence of oral traditions in Africa and its history, and the role that previous scholarship has played in shaping our understanding of African history. The entries themselves are succinct, with most spanning a mere two pages, and narratively describe the history of a kingdom and the role the kingdom played in the history of its region and present-day country; as the editor notes, they "attempt to trace the foundation of each kingdom, empire, and state to both internal and external political developments" (xi). Specific rulers and places are noted but not cross-referenced, and each entry includes several citations for further reading. While straightforward in its organization, readers unfamiliar with the history of Africa and its kingdoms may find themselves wishing for additional support in the form of thematic essays or entries on topics such as trade or the spread of Islam. Maps are also a disappointing omission; with the exception of a few black and white photographs, there are no visual aids to assist readers in developing their understanding of the movement of the people and kingdoms of Africa's past.

As the editor of this encyclopedia notes about the existing literature on the subject of African kingdoms, "most [African history textbooks] treat African kingdoms cursorily and as part of a general survey of Africa," while scholarly monographs on specific kingdoms "are largely unsuitable for nonspecialist audiences and high school and college undergraduate students who need an accessible body of knowledge" (xiii). This volume succeeds in filling this gap, and does a good job providing an entry point for further study, perhaps with Willie Page's *Encyclopedia of African History and Culture* (Facts on File, 2001) or one of the many titles included in the ancillary reading list provided in the encyclopedia itself. *African Kingdoms* is a timely addition to the literature and provides an accessible entry point to African history for students and readers through the undergraduate levels.—*Kristin Henrich, Head, User and Research Services, University of Idaho Library, Moscow, Idaho*

Encyclopedia of American Civil Rights and Liberties: Revised and Expanded Edition, 2nd ed. Edited by Kara E. Stooksbury, John M. Scheb II, and Otis H. Stephens, Jr. Santa Barbara, CA: ABC-CLIO, 2017. 4 vols. Acid-free $348 (ISBN 978-1-4408-4109-5). E-book available (978-1-4408-4110-1), call for pricing.

Occupy Wall Street. Black Lives Matter. The #MeToo movement. Over the past decade, the United States has seen a surge in activism around civil rights, broadly defined as the right to be free from discrimination and unequal treatment in arenas such as housing, the workplace, and the criminal justice system. At times, as when activists are arrested at a protest, calls for *civil rights* can also be the occasion for violations of *civil liberties*—certain basic freedoms (e.g., freedom of speech) that are either enshrined in the Constitution or established through legal rulings. While civil rights are distinct from civil liberties, students often struggle to articulate these differences and appreciate the links between the two concepts. Complicating this distinction is the fact that historically reference materials have tended to cover either one or the other but not the two in combination. Combining these two concepts in one work is what makes a revised edition of the *Encyclopedia of American Civil Rights and Liberties* so timely and valuable.

For the expanded edition of a work originally published in 2006, editors Kara E. Stooksbury, John M. Scheb II, and Otis H. Stephens, Jr. collected 75 new entries dealing with such evolving topics as gay marriage and government surveillance. Brimming with fresh material, this four-volume set now stretches to nearly 700 entries. Contributions vary in length from less than a page to six or seven pages; they introduce readers to key constitutional provisions and US Supreme Court decisions, social movements and advocacy organizations, historical figures, and relevant legal doctrines.

Entries on controversial issues will be particularly helpful to students; for example, there are at least four separate articles looking at different facets of the death penalty. Cross-referenced entries aid students in exploring the encyclopedia while "Further Reading" sections highlight additional paths to explore beyond the text.

The fourth volume of this encyclopedia contains forty primary documents that, as the editors explain in their preface, "have figured prominently in the development of civil rights and liberties in the Anglo-American legal and political traditions" (xxxii).

There are no comparable works on the market covering both civil liberties and civil rights. The editors intended for this to be a comprehensive work, but certain topics remain conspicuous by their absence. Notably missing are any entries on the Red Scare, or on the proliferation in recent years of so-called "ag gag" laws that make it illegal to photograph abuse of animals in factory farms. Nor is there an entry on International Workers of the World—even though the Wobblies led a now-famous campaign for free speech rights at the beginning of the twentieth century. While the relevance of this title is indisputable, quickly evolving topics inevitably make for quickly out-of-date reference material. This item is recommended for high school and college libraries.—*Seth Kershner, Public Services Librarian, Northwestern Connecticut Community College, Winsted, Connecticut*

From Anesthesia to X-Rays: Innovations and Discoveries That Changed Medicine Forever. By Christiane Nockels Fabbri. Santa Barbara, CA: Greenwood, 2016. 246 p. Acid-free $58 (ISBN 978-1-6106-9573-2). E-book available (978-1-6106-9574-9), call for pricing.

For those who have an interest in the history and current practice of medicine, Christiane Fabbri's *From Anesthesia to X-Rays* provides a helpful starting point in terms of choosing topics for more in-depth study. Prioritizing selectivity over comprehensiveness, this small encyclopedia includes fifty clinical procedures, tests, medications, and other innovations that changed therapeutic practice. Some, including birth control pills and polio vaccination, may already be familiar to the general public. Others, such as cataract surgery and pacemakers, are not as frequently mentioned in popular media, but are definitely worth knowing about. The author's consultations with the medical community and with Nobel Prize lists ensured that only the most important, widely-applicable, and time-tested breakthroughs are highlighted.

Unfortunately, the audience for this work is not clear. While every entry begins with a what-where-when-who summary (a helpful feature often seen in high-school level reference books), quite a few entries include medical and scientific terms that are unlikely to be familiar to the average person. Also, the textbooks and journals cited in the bibliographies may not be easily accessible to most readers. Furthermore, the text would have benefitted greatly from line drawings to illustrate procedures that are difficult for non-clinicians to visualize. For example, the entry on "Angioplasty" describes Charles Dotter's innovation as follows: "Dotter successfully dilated a narrowed area of the patient's femoral artery, passing a guide wire and then coaxial rigid catheters through the stenosis, and reestablished distal blood flow" (2). There are no illustrations for this entry, and of the nine resources listed in the bibliography, four are textbooks by Lippincott, Saunders, or other technical publishers, while most of the others are medical journals. The advanced students who might be best able to wrap their heads around such jargon and sources are unlikely to use *From Anesthesia to X-Rays*, since current medical school training does not emphasize the history of medicine or the writing of term papers. Perhaps the best fit is the freshman or sophomore undergraduate who is seeking ideas for a writing assignment in an English composition or general-education science course.

If such limitations can be forgiven, *From Anesthesia to X-Rays* is a worthy purchase. While other medical encyclopedias exist—notably the *Gale Encyclopedias of Medicine* (2011), *Public Health* (2013), and *Surgery and Medical Tests*

SOURCES

(2014)—these are not as explicit about selecting medical discoveries because of their clinical innovation and broad use.—*Bernadette A. Lear, Behavioral Sciences and Education Librarian, Penn State Harrisburg Library, Middletown, Pennsylvania*

Celebrating Life Customs around the World: From Baby Showers to Funerals. By Victoria Williams. Santa Barbara, CA: ABC-CLIO, 2016. 3 vols. Acid-free $294 (ISBN 978-1-4408-3658-9). E-book available (978-1-4408-3659-6), call for pricing.

Victoria Williams is a freelance writer and editor with a PhD focused on European fairy tales and folklore. She has edited a variety of ABC-CLIO reference works on folklore-related topics, ranging from sports and games to human sacrifice. *Celebrating Life Customs around the World: From Baby Showers to Funerals* is the most recent of Williams' works. The three-volume set consists of more than three hundred entries on rituals and customs related to specific life stages. The entries in this set are organized first by life stage, then alphabetically. The first volume focuses on birth and childhood, the second on adolescence and early adulthood, and the third on aging and death. Each entry ends with internal cross-references and further reading and includes inset color photographs, selected bibliography, and comprehensive index.

The introduction of the set states that it is primarily aimed at researchers but is jargon-free to be accessible to the general reader. However, it is questionable as an authoritative source for use by upper division undergraduates and beyond as not all of the entries use academically accurate and uncontested sources.

Where Williams excels is that the entries in this set are incredibly readable for an academic work. Because of its readability, it is a good primer or introduction to various topics for further study. The broad geographic areas covered in this work are impressive. Furthermore, Williams tackles subjects that might be uncomfortable for Western readers, such as endocannibalism, with tact and cultural relativism.

Celebrating Life Customs around the World: From Baby Showers to Funerals is a good introduction to various topics for community college or lower division undergraduates. This set would be a useful addition to a reference collection that is lacking introductory materials on anthropology, human geography, or folklore.—*Chloe E. Bragg, Technical Services Librarian, Ashland University, Ashland, Ohio*

D-Day: The Essential Reference Guide. Edited by Spencer C. Tucker. Santa Barbara, CA: ABC-CLIO, 2017. 280 p. Acid-free $89 (ISBN 978-1-4408-4974-9). E-book available (978-1-4408-4975-6), call for pricing.

The Normandy Landings, commonly referred to as D-Day, was a pivotal moment in the course of the Second World War. This successful invasion of the northwestern

beaches of France marked the beginning of the Allied liberation of the western front, and would ultimately lead to the defeat of Nazi Germany. *D-Day: The Essential Reference Guide* successfully provides quality reference information on this major historical event.

This single-volume, 280-page work is home to a wealth of reference information on seemingly every relevant aspect of D-Day. Organized alphabetically, entries run between one and five pages in length. Fortunately for students and history buffs alike, each entry features a bibliography of further readings, enabling and encouraging users to continue their study and research. Editor Spencer C. Tucker has crafted an exceptional collection of well-written, illuminating entries covering such topics as Allied Warships, the French Resistance, Charles de Gaulle, and Operation Cobra.

Additionally, this reference work features numerous maps and charts of the invasion, a collection of nine facsimile primary source documents consisting of letters and speeches from the likes of President Franklin Roosevelt and General Dwight D. Eisenhower, an exceptionally detailed chronology of events that outlines (in some instances to the minute) the invasion, and a comprehensive bibliography of all sources cited in the creation of this volume. Despite the single-volume format, this encyclopedia contains all of the features one would expect from an expansive, multi-volume set.

One important consideration to take into account, and the only potential weakness of this work, is the scope of this encyclopedia. While a great many libraries would benefit from a general reference work on World War II in its entirety, adding a reference work singularly focused on one (admittedly very important) event within World War II could potentially limit the appeal for libraries and readers. High school and undergraduate libraries are most likely to have students studying World War II in moderate to significant detail and would probably benefit the most by having access to this reference work.

The many strengths of this encyclopedia, such as its diminutive size, approachable writing style, ease of use, and the breadth of its coverage on all aspects of D-Day, far outweigh its only notable weakness being its singular focus on D-Day itself. This encyclopedia is highly recommended for high school and undergraduate libraries.—*Matthew Laudicina, Reference Program Coordinator, Sojourner Truth Library, State University of New York at New Paltz*

Encyclopedia of African American Business: Updated and Revised Edition, 2nd ed. Edited by Jessie Carney Smith. Santa Barbara, CA: Greenwood, 2017. 2 vols. Acid-free $198 (ISBN 978-1-4408-5027-1). E-book available (978-1-4408-5028-8), call for pricing.

The African American contribution to business and economic institutions in America is significant and spans "the period from 18th-century America to the present" (xlv). This encyclopedia is unique in being a reference work dedicated

solely to exploring this contribution and its impact. In the preface, the editor, Jessie Carney Smith, Dean of the Library and Camille Cosby Distinguished Chair in the Humanities at Fisk University in Nashville, TN, mentions, "one subject that has been met with somewhat limited appeal is African American books on businesses, merely because the focus is narrow and unlike the wider scope of literary works" (xli). This explains the dearth of similar works in the field. It is this gap that motivated her to first publish this work in 2006 and prompted the publisher to reissue it eleven years later in 2017.

The two-volume work features 259 entries. The work is organized in traditional encyclopedia format with an alphabetical list of entries, dates, references, bibliography, and index. The alphabetical arrangement of the entries can make perusing this set confusing as they vary broadly between people, events, and concepts. To address this, the set contains a "Guide to related topics," and "African American Business Leaders by Occupation" (v) sections to assist in cross-referencing topics or searching for specific people by their associated industry.

Unsurprisingly, America's reprehensible civil rights record makes an appearance in the vast majority of entries. Details such as, "black entrepreneurs who became very successful were driven from the South" (xlvi), "The institution of chattel slavery took the merchandising process to a horrible extreme with human beings, as well as agricultural and other natural resources, becoming products for purchase" (107), "petitioning the U.S. Congress to act in preventing the kidnapping of free blacks into slavery under the Fugitive Slave Law" (325), and "racism was still present, especially when he saw big city engineers doing everything they could to keep contracts from going to minority-owned companies," (373) all illustrate that separating racism's appalling impact on African American business is impossible.

The work's strength is that it provides a comprehensive summary of the business and economic contributions of African Americans in the evolution of American business. This contribution is immense and covers everything from small business creation, corporate leadership, governmental economic policy, and philanthropy. This work comes recommended to all types of libraries, but would be essential for libraries supporting programs or readership with an interest in African American business, history, or culture.—*Khyle M. Hannan, Business Librarian, Bowling Green State University, Bowling Green, Ohio*

Evangelical America: An Encyclopedia of Contemporary American Religious Culture. Edited by Timothy J. Denny and Paul R. Shockley. Santa Barbara, CA: ABC-CLIO, 2017. 515 p. Acid-free $75.20 (ISBN 978-1-61069-773-6). E-book available (978-1-61069-774-3), call for pricing.

Timothy Denny and Paul Shockley provide an excellent collection of entries related to evangelical Christianity in America in their work entitled *Evangelical America:*

An Encyclopedia of Contemporary American Religious Culture. Denny and Shockley begin this work with an insightful introduction. The editors aim "to provide readers with information on some of the prominent individuals, institutions and ideas of the movement in the past 75 years" (p. xvii). While *Evangelical America* does not intend to be exhaustive, it is thorough, providing insight on a variety of distinct facets of American evangelicalism.

Evangelical America has many tools empowering users to discover information on their topic. It begins with a standard table of contents, simply listing the entries in alphabetical order. After this, however, is a topical list of entries, which breaks the entries into eight categories: churches; denominations, movements, and groups; events and trends; ideas, doctrines, and controversies; individuals; institutions; journals, books, documents, and publications; and organizations.

The resources enhancing the usability of *Evangelical America* do not end here. As this work covers the past seventy-five years of evangelicalism, a five-page chronology is included, showing the timeline for major events and people in evangelicalism. This is partnered with several primary documents related to evangelicalism, a bibliography for further reading, and an extensive index. The various tools embedded in *Evangelical America* make it an incredibly useful resource for anyone seeking information on a variety of topics related to evangelicalism in America.

The content of *Evangelical America* echoes this level of excellence in the variety of topics chosen, the depth of each entry, and the further readings provided for every entry. An excellent example is the article on Explo '72. If the reader had never heard of this event, the article provides an excellent overview of what it was and how it impacted evangelicalism. The "see also" and "further reading" sections (which all articles in *Evangelical America* have) enable the curious reader interested in more information on this topic to find more resources related to this specific topic.

Many articles in *Evangelical America* have text boxes, each of which takes a key concept from the entry in which it is embedded and develops it further, which is an extremely useful addition to the main text. For example, the entry on Billy Graham has two text boxes: one listing prominent American Evangelists before Billy Graham and the other listing fifteen personalities shaping evangelicalism today. Both of these text boxes add incredible insight into the historical development of evangelicalism, providing the reader with additional awareness regarding the role Billy Graham played in the development of evangelicalism.

American Evangelicalism is a remarkable tool. Any library covering any facet of American religious history would find it useful. In particular, this item should be a priority for any institution of higher education with a protestant or evangelical background as it provides an insightful glimpse into both the history of evangelicalism and the trajectory of its development in the twenty-first century.—*Garrett B. Trott, University Librarian, Corban University, Salem, Oregon*

SOURCES

Modern Mexico. By James D. Huck, Jr. Understanding Modern Nations. Santa Barbara, CA: ABC-CLIO, 2017. 362 p. Acid-free $97. (ISBN 978-1-4408-5090-5). E-book available (978-1-4408-5091-2), call for pricing.

Modern Mexico is the latest volume in the ABC-CLIO Understanding Modern Nations series, which aims to provide concise topical reference sources in a thematic encyclopedia format focusing on representative countries of world regions. Recent volumes in the series cover China and Spain, with forthcoming volumes planned for Japan and Russia. Each volume includes thematic chapters on Geography, History, Government, Economy, Religion, Social Classes and Ethnicity, Gender, Education, Language, Art, Music, Food, and other cultural subjects. In addition to the thematic coverage in these areas, series volumes include "A Day in the Life" of typical people in the country and appendices covering terminology, economic and social data, and a reference bibliography.

This new resource by Latin Americanist scholar James Huck of the Stone Center for Latin American Studies at Tulane University is a welcome update to the reference literature on Mexico. Articles provide current information on fast-changing topics in the area of Mexican national politics, economics and trade, migration, organized crime, and international relations with the United States and the world. In fact, Mexico's proximity to the United States, and the rich and often conflictive history with the larger and more powerful country on its northern border, forms a central theme in many of the thematic articles. As Huck writes, "The world cannot help but see Mexico in the shadow of the United States; and everyone responds accordingly, even the Mexicans" (xiii).

The thematic outline makes the book easy to use as a ready-reference work and, taken as a whole, it can be a quick way to learn the basics about the country's history and culture. As with any work that attempts to cover a huge topic in relatively few pages, important details may be left out. The book provides a somewhat rosy view of the longstanding dominance of the Institutional Revolutionary Party (PRI), as well as glossing over the extreme violence experienced by Mexicans in the past decade as a result of the militarization of the fight against drug cartels and organized crime. These shortcomings are more than made up for by the engaging presentations of many aspects of Mexican history, politics, culture, and everyday life available in this new reference work.

Modern Mexico is a welcome complement to Eric Zolov's *Iconic Mexico* (ABC-CLIO, 2015), which provides more traditional A–Z encyclopedic coverage of Mexican life and popular culture. Huck's *Modern Mexico* also provides a needed update to David Dent's *Encyclopedia of Modern Mexico* (Scarecrow, 2002). Another unique contribution to the Mexican reference shelf, *The States of Mexico: A Reference Guide to History and Culture* (Peter Standish, Greenwood, 2009), gives readers detailed portrayals of the thirty-two political entities that make up the United States of Mexico and provides historical and cultural information with subnational details not usually included in one-volume reference works on Mexico. *Mexico: The Essentials*, by William Beezley and Colin MacLachlan (Oxford, 2016), is a brief introduction to Mexico with an emphasis on social and popular history and culture.

As border issues such as immigration, trade, and organized crime become ever more contentious in US domestic political discussions, reference works such as Huck's *Modern Mexico* will be welcome additions to public, high school, and university libraries in the United States.—*Molly Molloy, Border and Latin American Specialist, New Mexico State University, Las Cruces, New Mexico*

Nonbinary Gender Identities: History, Culture, Resources. Edited by Charlie McNabb. Lanham, MD: Rowman & Littlefield, 2018. 283 p. Alkaline $75 (ISBN 978-1-4422-7551-5). E-book available (978-1-4422-7552-2), call for pricing.

Mainstream Western culture has become familiar with the acronym "LGBT," which stands for "lesbian, gay, bisexual, transgender." While public and academic libraries have many resources for and about cisgender people who identify within the "LGB" population, they struggle to collect appropriate materials that address all aspects of the transgender experience, and many libraries still do not carry materials for and about those with nonbinary gender identities. An increasing number of students and parents are searching for information about nonbinary gender identities, which often is not visible or appropriately researched in LGBT resources. Charlie McNabb's reference guide to nonbinary gender identities—the first of its kind—will fill this gap in our reference collections.

For those unfamiliar with the term, a nonbinary gender identity is one that does not conform to the traditional categories of "man" or "woman." In Western English-speaking cultures, nonbinary gender identities include, but are not limited to, androgynous, genderfluid, genderqueer, and agender. In other cultures, people with nonbinary gender identities have always existed, but became marginalized or criminalized due to Western colonialization. In the twenty-first century, people with nonbinary gender identities remain misunderstood, exoticized, and underserved by the mainstream population.

McNabb is a librarian, cultural consultant, and archivist concerned with studying, preserving, and making materials dealing with marginalized communities accessible. McNabb provides cultural competency training and research support to academic libraries, nonprofits, and corporations, and their research focuses on nonbinary identities and experiences, queer and trans reproductive health, and disability justice. They have served on the ALA GLBTRT Resources Committee and developed an annotated bibliography of media related to nonbinary gender identities, which served as the genesis of this book. McNabb's research background gives them the

required context and connections to collect and describe information and resources for and about people with nonbinary gender identities in an objective, factual manner.

This single compact volume begins with a section called "(Hir)stories," which provides an overview of nonbinary genders, a history of nonbinary visibility in the United States, nonbinary gender identities in other cultures, the depiction of nonbinary genders in popular culture, and brief biographies of notable nonbinary people. Each chapter in this section includes an extensive list of cited scholarly, popular, and primary sources. The second section is an exhaustive resources section, which includes a directory of archives and special collections devoted to nonbinary gender resources, nonfiction books, journals, theses and dissertations, fiction, online resources, and multimedia. The resources section also includes a directory of national and international organizations and associations that provide information and support for people with nonbinary gender identities. Last but not least, this resource guide includes a glossary of terms; pronouns used by those with nonbinary gender identities; a "primer" on sex, sexuality, and gender borrowed from current safe space training workshops; and a listing of appropriate Library of Congress subject headings that deal with nonbinary gender identities.

Nonbinary Gender Identities is appropriate for high school, academic, and large public library collections. So many students and professors are desperately searching for a guide like this, as traditional and historic LGBT reference resources do not usually cover nonbinary gender identities in depth. Major strengths of this book are its cultural inclusivity, its thoroughness in explaining terminology, and its concise, highly descriptive annotations for each resource listed. For best accessibility, libraries should purchase at least two copies, including an electronic copy for those who might not have a safe space to read the material.—*Rachel Wexelbaum, Associate Professor / Collection Management Librarian, St. Cloud State University, St. Cloud, Minnesota*

Pop Culture in Europe. By Juliana Tzvetkova. Entertainment and Society around the World. Santa Barbara, CA: ABC-CLIO, 2017. 414 p. Acid-free $97 (ISBN 978-1-4408-4465-2). E-book available (978-1-4408-4466-9), call for pricing.

What is the history behind the *Dr. Who* series? Which bands dominated the Britpop sound in the 1990s? Which fashion icons represent uniquely European pop culture in the twentieth century? *Pop Culture in Europe*, from ABC-CLIO's Entertainment and Society around the World series, provides reliable content to patrons researching popular trends and entertainments across the pond. The title efficiently introduces residents of the United States to the stars and amusements primarily associated with Western Europe.

Reference works on popular culture can become quickly dated, yet this title successfully captures a sense of the cultural norms and entertainment of a time and place and documents the ephemeral and unpredictable preferences of the masses. Introductory essays to the volume and each chapter offer valuable commentary on the sweeping changes to localized culture while placing them in a broader regional or global context; individual entries supply more detailed information. The *Eurovision Song Contest*, for example, is referenced in the opening essay and further discussed as an entry in "Television and Radio." Shows that have gained a more global following are also represented; for example, *The Great British Bake Off* is included in a broader entry on Lifestyle Reality Formats. Black and white photographs are included sparingly to add visual references, and call-out boxes are occasionally used to briefly highlight individuals or phenomena. The appendix items are random yet specific ("Top 10 Swedish Dating Sites") and do not seem to represent much original work of the editor or the five contributors.

Compared to other works, including Gary Hoppenstand's *Greenwood Encyclopedia of World Popular Culture*, volume 3, Europe (Greenwood, 2007), the demarcation of what is considered European is more rigid according to the preface, although individual chapters may be more flexible. Perhaps the most compelling definition is in the introduction to the "Film" chapter, which references cultural rather than geographic boundaries. The ABC-CLIO series both overlaps with and contains unique content in comparison to the Greenwood set, making the two complementary in many ways. For example, *Pop Culture in Europe* devotes chapters to "Internet and Social Media" and "Video Games," while the Greenwood title does not dwell on social media and contains minimal video games references; however, both contain extensive treatments of sports, literature, and film, among other topics. The suggested further readings provide a more reliable source than wikis and will be appreciated by researchers seeking additional information, yet Greenwood's series contains a richer set of resources for each chapter.

This title would be a solid addition to college libraries, especially those with an emphasis on liberal arts or culture studies, and would also be of value to public libraries and middle and high school libraries.—*Amy F. Fyn, Coordinator of Library Instruction, Kimbel Library, Coastal Carolina University, Conway, South Carolina*

The Werewolf Filmography: 300+ Movies. By Bryan Senn. Jefferson, NC: McFarland, 2017. 408 p. $55.00 (ISBN: 978-0-7864-7910-8). E-book available (978-1-4766-2691-8), call for pricing.

Every field of knowledge has its "bible," or should. Werewolf movie aficionados can now claim such an authoritative publication as their own. From *Alvin and the Chipmunks Meet the Wolfman!* to *Zombie Werewolves Attack!*, this volume presents over 300 well-written reviews of films depicting lycanthropy. As the reader might well guess, examples of this cinematic staple are legion, so horror maven Senn established the following criteria for inclusion: there had to be a transformation appearing on screen (an actor can't just show

SOURCES

up in a fur suit and fake fangs fully formed—he or she must change from human to animal), the films in question have to be feature length, and they must have had a legitimate distributor. Each entry contains full particulars, including cast list, quotations from the actors and directors concerned, and tag lines from advertising campaigns and concludes with a rating between one and five stars.

In addition to the core synopses, there are two supplementary sections containing more concise critiques. "Pseudowolves" concerns those films where said creatures make only a "guest appearance," as opposed to being a central character, or in which a delusional character merely thinks he or she is a werewolf. "Other Were-Beasts" cover those films in which characters transform into some other animal, such as *Cat People* (1982, starring Nastassia Kinski). Special features include a thought-provoking overview of the werewolf subgenre of horror films, a werewolf film chronology, a list of films in series, and a bibliography of werewolf literature. The volume is well illustrated with black-and-white photographs.

Senn has certainly done his homework and one wonders how many thousands of hours he spent watching these films, which include not only classics of the genre, but many obscure and foreign films. He writes in a conversational yet authoritative style, simultaneously entertaining and informative. Senn is the author or co-author of five previous books, all published by McFarland, dealing with the horror genre. He undertook to produce this work since, as he states in his introduction, "to date, there has never been published a comprehensive werewolf filmography" (1). A literature search bears him out on this point.

In view of the fact that horror movies generally, and werewolf films specifically, have had a devoted following over many years, this volume is strongly recommended for purchase by all public and academic libraries.—*Michael F. Bemis, Independent Reference Book Reviewer, Oakdale, Minnesota*