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## Book Review: So You Want to Be an Academic Library Director

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## SOURCES

“trying to buy a sandwich with a pile of Monopoly money” (p. xiii). Instead, the authors focus on grounded theory that “can deliver successful results in practice,” and they use their own platform as instructors to demonstrate these results (p. xiv). The core theory presented by Klipfel and Cook, stitching together all six chapters, is the principle that “who we are as people matters in the context of learning” (p. xv).

Branching from this center, each chapter focuses on a particular learner-centered perspective, beginning with chapter 1’s exploration of the use of empathy to facilitate significant learning or “learning that matters to the student from her own point of view” (p. 7). Chapter 2 builds from significant learning theory to investigate motivational theory, seeking to discover what makes a learner want to learn something and how to provide the autonomy learners need to discover their motivation. Chapter 3 also examines the application of empathy, specifically through the lens of cognitive science, exploring librarians’ roles in the process of learning. Chapter 4 borrows from counseling psychology to help librarians build “a secure emotional foundation for fostering true classroom rapport” (p. 113). Chapter 5 combines theories of motivation (chapter 2) and cognition (chapter 3) to encourage librarians to champion a “growth mind-set” in every interaction with students, helping “learners focus on process as a natural part of their approach to research” (p. 137). Finally, chapter 6 asks librarians to examine the relationship between learners and classroom technology, inquiring whether each piece of technology enhances or impedes the process of learning.

Klipfel and Cook conclude by arguing that learner-centered pedagogy represents more than merely a trend in library instruction, being applicable to all areas of the library profession. As an instructional services librarian, I agree that who learners are as people is central to my work as an educator. This book’s strength is that it makes this foundational insight explicit.—*Calantha Tillotson, Instructional Services Librarian, East Central University, Ada, Oklahoma*

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***Providing Reference Services: A Practical Guide for Librarians.*** By John Gottfried and Katherine Pennavaria. Lanham, MD: Rowman and Littlefield, 2017. 166 p. Paper \$65.00 (ISBN 978-1-4422-7911-7).

*Providing Reference Services* is number 32 in the Practical Guides for Libraries series. Beginning with a brief history of library reference service and a discussion of library stereotypes, the authors quickly move on to identifying criteria for building and maintaining a reference collection, as well as key points to consider when providing reference service, with particular emphasis on the reference interview. The authors note the need to incorporate emotional intelligence into reference work. Emotional intelligence is a topic that has recently garnered increasing interest in the business world, and it is good to see it addressed here in the context of libraries and reference services. This guide does not give detailed plans for implementing reference services but instead

highlights key points and concerns to consider when developing reference services. The authors’ approach is broadly based, and the key points can be adapted by small public libraries as well large academic institutions. Each chapter ends with a helpful bibliography of sources and additional reading, and the authors also refer to another guide in the series for readers seeking more detailed help; this kind of continuity within the Practical Guides for Libraries series is useful and appreciated.

This guide includes a brief index and could be used by any library staff member, but it will be especially valuable for managers, as it includes numerous tips regarding the planning, training, supervising, and staffing needed for evolving reference services. The importance of communication from the supervisor to staff is emphasized, as is finding the best communication style and method for each employee. The authors also note the importance of development opportunities for staff and the need for timely intervention when personnel issues arise. It is refreshing to see these simple managerial tips incorporated into the development of reference services, along with traditional focus on identifying community needs.

This guide also addresses the need for reference services to be a strong part of library budget planning, as reference services often play a key role in outreach to the community. There is a frank look at the trend toward more collaborative projects and services and a discussion of their impacts and benefits. The authors conclude by pointing out that libraries will need to compete with other services to keep their patrons in the future; this requires a greater focus on networking and outreach to the community. All in all, this guide provides significant food for thought and covers some of the basic concerns libraries should address when developing their reference services.—*Laura Graveline, Visual Arts Librarian, Dartmouth College, Hanover, New Hampshire*

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***So You Want to Be an Academic Library Director.*** Edited by Colleen S. Harris. Chicago, IL: ALA, 2017. 272 p. Paper \$59.00 (ISBN 978-0-8389-1496-0).

This volume comprises thirteen reflective essays by library leaders offering perspectives on their personal experiences and lessons learned regarding academic library management. Editor Colleen S. Harris notes in the very brief preface: “To complement the formal research on academic library director characteristics, I have recruited library directors to write essays reflecting on various aspects of their work as library directors.” Although she alludes to research studies regarding the knowledge, skills, and characteristics of successful managers and leaders, none of the chapters cite any such studies, and the book unfortunately lacks a substantive introductory chapter to complement and provide context for the essays by presenting relevant research findings. It almost seems as though the intent was to provide a more thorough introduction to this literature and the studies, but somehow that introductory chapter did not make it into the volume.

Overall, the volume's quality is uneven. Some chapters are focused, factual, and substantive, whereas others are more personal. Some essays simply seem unfocused and unfinished, and essential topics such as technology management and finances are missing altogether.

Another shortcoming is the haphazard placement of the chapters, which appear to be in no particular order and jump from one topic to another, with a few exceptions. For example, a chapter on facilities and a chapter on library safety and security are sensibly juxtaposed. Likewise, the final two chapters, on outreach and programming, complement each other. These four chapters are among the stronger with regard to content. Other chapters that seem to have some relationship to each other are scattered throughout the volume, which makes for a choppy read. For example, the initial chapter on navigating institutional context is well written and gets the volume off to a sound start, but this chapter should have been followed by the chapters on strategic planning, collaboration in Connecticut public higher education, and the very personal essay by Patricia Tully. The remaining five chapters focus on topics related to managing and supervising. Had these been presented in a different order—shared governance, communicating expectations, team building, human resources, and supervising faculty librarians—the flow of the volume would have been better. Nearly all of the authors offer notes, references, bibliographies, or recommended readings, yet the usefulness of these resources are relative to the chapter and how the topic is presented by the author.

Overall, the volume falls short of becoming a truly valuable resource for those considering a move into management. It does, however, provide a quick read and serves as a sampler of personal essays, which some readers will find valuable and appealing. But for the professional seeking to identify and learn about specific managerial and leadership skills in order to intentionally plan for their own professional development, this volume lacks substance and guidance.—*Pat Hawthorne, Associate Dean for Research and Education, University Libraries, University of Nevada, Las Vegas*

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***Summer Matters: Making All Learning Count.*** By Elizabeth M. McChesney and the Chicago Public Library, and Bryan W. Wunar and the Museum of Science and Industry. Chicago, IL: ALA, 2017. 160 p. Paper \$50.00 (ISBN 978-0-8389-1561-5).

With the help of the Museum of Science and Industry, the Chicago Public Library now offers young patrons the opportunity to participate in an innovative summer program called Rahm's Readers Summer Learning Challenge. The program uses the principles of STEAM education (science, technology, engineering, arts, and mathematics) and design thinking to encourage the development of twenty-first-century skills. In *Summer Matters: Making All Learning Count*, Elizabeth M. McChesney of the Chicago Public Library and Bryan W. Wunar of the Museum of Science and Industry

explain why and how they created their Summer Learning Challenge, and how readers can implement similar programs at their libraries.

McChesney and Wunar begin by laying out the evidence-based research they used to rationalize the need for a new summer program. The pair point to several studies that indicate the benefits of experiential, informal education and, in particular, the value of giving youth the agency to choose topics and experiences of interest to them as individuals. The research argues the importance of providing access to high-quality programming outside of school to low-income children who are at increased risk of suffering from summer slide. From this research, McChesney, Wunar, and their colleagues collaborated to devise a series of goals and desired outcomes and to create a summer program around them.

Subsequent chapters serve as a guide for other librarians who are considering developing learning-based summer programs. McChesney and Wunar outline best practices for developing community partnerships, explain how Chicago's Summer Learning Challenge works, discuss the role that reading plays in the program, and elaborate on the benefits of evaluation, assessment, and continuous improvement. The final chapter provides a simplified step-by-step formula that library staff can use to develop their own programs.

Throughout the book, practical insets and sidebars are included, enhancing the book's utility and making it more of a manual than a simple narrative. For example, the "Think about It" insets ask specific questions and offer librarians the opportunity to think about how the ideas discussed might be applied to their own libraries. They include templates for writing mission statements, surveys, and more. The "Librarian's Corner" sections offer commentary from Chicago Public Library staff members and capture their feelings about participating in and implementing STEAM-based programming.

The notion of shifting from reading-based to learning-based summer programs has generated widespread discussion in recent years. *Summer Matters* is an inspirational and informative guide that offers practical, hands-on advice for any public library or educational institution serving youth. It clearly demonstrates how and why the addition of inquiry-based participatory learning to traditional summer programs benefits not just patrons but entire communities.—*Jessica Hilbun Schwartz, Teen Services Librarian, Louisville Public Library, Louisville, Colorado*

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***Tactical Urbanism for Libraries: Quick, Low-Cost Ways to Make Big Changes.*** By Karen Munro. Chicago, IL: ALA, 2017. 164 p. Paper \$57.00 (978-0-8389-1558-5).

Making the most out of limited resources is a familiar situation to many librarians. How do libraries spark significant change within the constraints of tight budgets, limited staff time, and red tape from within the library system and without? Munro offers a solution in tactical urbanism—hands-on, short-term approaches to improve a city, neighborhood, or library with minimal budget and oversight. A