Stories of archivist activism and the queer record in Portland, Oregon, are the topic of chapter 6, with the author providing great background about the underlying reasons that precipitated the changing views of archivists. The four reasons behind the change include the changing demographics of archivists, the changing technology landscape, the change in the nature of the work from processing to accessibility, and the rise of the activist archivist. Chapter 7 succinctly points out that, for a profession serving such a diverse community, we are extremely underrepresented in terms of librarians of color. To address this issue, the authors use identity theory to explore the experiences of librarians of color. The authors point out how people tend to find like people more approachable, and that to "consider both racial and ethnic identity is to recognize a more holistic approach to diversity in academic libraries." Chapter 8 is one of the most creative chapters I have read in a book of this type. The "Cat Lady" stereotype is discussed in this illustrated chapter full of entertaining information about cats, libraries, and the people who love both.

Librarians, tattoos, and social imaginaries are the focus of chapter 9. The upswing in the popularity of tattoos makes this topic tremendously timely, and the author provides an excellent analysis covering everything from the visibility of tattoos at work to how tattoos can still carry negative connotations, despite how much more mainstream they are now. The authors of chapter 10 explore the library worker's professional persona and how the personality types of librarians and the assumptions and stereotypes about personality are not necessarily true. The authors discuss the Myers-Briggs test and how librarians most certainly do represent all personality types, which is important given how diversity of personality types and personas is critical to libraries. This is especially true in light of how we expect our librarians to fill so many different roles in these days of shrinking staffs.

The authors of chapter 11 state, "It's not the stereotype that's the problem, it's the *obsession* with the stereotype." Their study concluded that the majority of college students prefer to interact with someone most like themselves. Based upon their hypothesis that academic librarians use clothing to influence others, they "looked for evidence of how and why they do so and of whether their clothing choices perpetuate the media-generated stereotypes." The final chapter examines how stereotypes may have an influence on how our students perceive us if they are not familiar with librarians and what the library can provide. One of the biggest ways to deconstruct librarian stereotypes is to have an inclusive institution where diversity is the norm. Considering how diverse our campus communities already are, the library community should exhibit just as much diversity.

There has been abundant discussion about librarian stereotypes and how we can change the perceptions related to our field. What makes this book different is that the editors intended this: "To capture images of the general state of affairs for information work and its presentation, as well as multiple microcosms of presentation within the world of librarianship, and to explore these particular topics in greater detail." In fact, the stated intent of the editors is to revitalize the conversation surrounding librarian stereotypes. It is this reviewer's opinion that they have done just that, and this volume is highly recommended for collections concerned with deconstructing negative stereotypes in librarianship.—*Phill Johnson, Auburn University at Montgomery*

***Library Analytics and Metrics: Using Data to Drive Decisions and Services*.** Ed. Ben Showers. London, UK: Facet Publishing, 2015. 176p. Paper, $95.00 (ISBN: 978-1-85604-965-8).

Typically when people speak about analytics, it is in reference to business intelligence. One might expect that all major companies are gathering huge amounts of data and

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using these data to make critical decisions. Often there is a technological component that aids in the aggregation and analysis of the data. Analytics can take a person into the realm of big data. Considering the amount of e-resources usage data, the number of possible library patrons, and the size of some collections, it is surprising that there have been so few books dealing with the topic of library analytics. Ben Showers' edited work, *Library Analytics and Metrics*, takes a major step to pull together information on just how analytics can be used in libraries to drive decisions.

In addition to being a rare book on the topic of analytics, the format of this book is also particularly unique. Unlike most other edited works, different people did not write different chapters. Here, Showers provided the general topic overview in each chapter, which is then followed by two case studies written by other authors. (Chapter 6 only has one case study.) Each chapter ends with a general conclusion, which is also provided by Showers, that ties both case studies together. The end of each chapter also includes additional resources that the reader might want to explore. These resources are divided into two groups: a set related to the case studies and a set related to the general topic of the chapter. Since each chapter is broken into four parts, there may be references associated with each part. To provide some additional organization, the list of references at the end of the chapters is divided up based on the section it is associated with. All case studies have references, although not all introductions or conclusions do. Peculiarly, the introduction of the book is not the first chapter. It is laid out almost like the preface of the book and includes some useful definitions.

The book actually begins with a chapter on big and small data in libraries and its potential. Showers opens with an overview of what big and small data is and how it applies to libraries. Richard Nurse from Open University has written the first case study in the book. Nurse describes a project that uses recommendation data to aid other users' content discovery. The data-driven algorithm used to rank the recommendations and the challenges of building the interface is discussed. User perspectives on the service were also gathered to determine the value of the service. Showers authored the second case study. The Library Analytics and Metrics Project (LAMP) described in this case study is an analytics service developed to serve academic libraries in the United Kingdom. The purpose of the project, the data that the project focused on, an analysis of the project, and the community of institutions involved are discussed. There is a figure provided in this case study that is too small to read, rendering it almost useless. The chapter's conclusion really emphasizes how these two case studies represent the power that analytics can bring to the decision-making process.

Chapter 2 takes a look at data-driven collection management. The chapter opening explores the growing interest in what is happening with monographic collections and some of the services around monographs like patron-driven acquisitions. A collections-focused analytics toolkit called Haystacks is the project that the first case study in this chapter deals with. Kim Dulin and Carli Spina, both from Harvard University, describe the development and evolution of Haystacks, which visualizes data based on the Harvard Library collection and its usage. Significant detail is given to the technical challenges faced and how they were addressed. Whereas Haystacks is a project that focuses on one institution, the second case study presents a collection management project that involves multiple institutions. Shirley Cousins and Diana Massam from the University of Manchester discuss the Copac Collections Management (CCM) toolkit, another Jisc-supported project. Copac integrates data from multiple institutions' catalogs so that collections-based decisions can be made through comparative analytics derived from the toolkit. Where Haystacks has still not been released for use, CCM has and the project is gathering data on how the toolkit is having an impact. It is particularly interesting to read how analyzing the joint catalog impacts local decisions.

Demonstrating library impact and value is the theme of chapter 3. Graham Stone from the University of Huddersfield discusses another multi-institution Jisc-supported project called the Library Impact Data Project (LIPD). Although this project involved eight institutions, much of the case study focuses just on what happened with the University of Huddersfield. By linking library usage to demographic data, this project allowed the library to determine if usage impacted retention and academic attainment. The author outlines multiple challenges faced with this kind of data-driven project. The University of Minnesota Libraries is the setting for the second case study in this chapter, although student success, retention, and engagement were similar drivers of their project. Using more usage-focused data points, this project was able to show improved performance as usage went up. Importantly, the authors of this case study discussed what they did with the information to promote the library. A third case study in this chapter examines the Library Cube project at the University of Wollongong. The Library Cube is a database that links demographic and academic performance data to library usage data. A detailed description of the database is provided as well as results of their analysis.

Chapter 4 steps away from quantitative data and provides case studies that use qualitative data. Additional information is given in the opening to explain qualitative research and user experience studies. The first case study comes out of OCLC Research and the work of Lynn Silipigni Connaway in collaboration with the University of North Carolina at Charlotte. The Visitors and Residents Project uses a number of qualitative research tools to understand how people use different technologies and resources to conduct research. This is the longest case study, providing in-depth detail on their methodology and findings. Uniquely different is the second case study, which looks at how the University of North Carolina at Charlotte undertook several observational studies to conduct space assessments.

Chapter 5 is the odd nonlibrary chapter in a book about library analytics. Cultural heritage institutions are the organization of choice, and the focus of the chapter is on web metrics. The British Library is included in the case studies in this chapter, although museums, galleries, theatres, and other cultural sites make up the majority of focus. The first case study looks at how the web and social media can directly impact an institution and also maps out the web linkages between institutions and how they drive usage. The second examined digital engagement and how understanding user behavior can directly change an institution's approach to web-based tools.

The book concludes with a chapter on the legal and ethical issues that surround analytics. This is slightly touched on in many of the preceding chapters and case studies, so dedicating a single chapter to this topic serves to pull all the previous work together. Although there is a case study in this chapter, it is more of a general discussion in comparison to the project-based discussions in the other case studies. From a reader's standpoint, this book does a very good job of covering a variety of different projects, and the unique format works very well. This is a title that all libraries should have and every library leader should read. It is highly recommended.—*Mark E. Shelton, Harvard University*

Not Just Where to Click: Teaching Students How to Think about Information (Publications in Librarianship No. 68). Eds. Troy A. Swanson and Heather Jagman. Chicago: American Library Association, 2015. 440p. $88.00 (ISBN 978-0-8389-8716-2).

I have worked in higher education for more than ten years, and I have seen the face of our student body change during that time. The student population is becoming more diverse overall, but most college students these days are referred to as digital natives or Millennials. They enjoy binge-watching their favorite television shows and get their

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