

publications, all of which appear in chapter endnotes. The endnotes for two chapters, "Teaching Information Literacy" and "Evaluation," are noteworthy for their omissions. In the case of the former, while attention was given to the ACRL *Information Literacy Competency Standards for Higher Education*, surprisingly there is no mention of the ACRL Task Force, which eventually produced the newly adopted *Framework for Information Literacy in Higher Education*. The Task Force's work was still ongoing when this book was published; yet the failure to mention it strikes as a large oversight. Similarly, the chapter on evaluating and assessing liaison activities neglects to mention another recent ACRL project, *The Value of Academic Libraries: A Comprehensive Research Review and Report*.

Throughout the book, the authors recognize that liaison duties vary considerably from library to library, and *Fundamentals for the Academic Liaison* describes a range of potential responsibilities. Many chapters draw on examples from case studies in the literature or from the authors' experiences, including the unique attributes of the community college setting, to give readers concrete examples of how this variability in liaison work presents itself. The chapter on collection development best demonstrates the extent to which a liaison's involvement will vary from one campus to another. Further contributing to the range of perspectives in the book are Moniz, Henry, and Eshleman's professional experiences. According to the "About the Authors" section of the book, their job titles are director of library services, information services librarian, and instruction librarian, respectively.

Because the book focuses on the need to foster relationships with members of the academic community, the authors are freed from the temptation to make excessive technology or software suggestions. The only two chapters that do spend considerable time recommending and explaining specific technologies are the "Online Tutorials" and "Library Guides" chapters. The remainder of *Fundamentals for the Academic Liaison* should age well even as the tools at our disposal and user preferences evolve. Indeed, this book's most vital feature may be the fact that, rather than trying to exactly capture what a contemporary liaison librarian does, it strives to show how many of a liaison's activities are underpinned by the librarian's ability to develop collegial and collaborative relationships with faculty, students, library colleagues, and others. One area of community interaction that received brief mention in the book yet may come to occupy an increasing share of the academic liaison's time is the role of raising awareness about and soliciting contributions to institutional repositories.

By being grounded in the daily practices of a librarian but not tied too strongly to fast-changing technology, the book succeeds in conveying the "fundamentals" referenced in its title. The division of the content into chapters on different aspects of a liaison's duties makes it easy for the reader to pick and choose which segments to focus on. At 200 pages, *Fundamentals for the Academic Liaison* is also a relatively quick read from start to finish. With the exception of a few repetitive passages and a lack of sentence variety in some places, the book is easy to follow and well written. Practitioners and MLIS students alike will benefit from this concise yet thorough treatment of the academic liaison librarian. —Michael R. Mitchell, Bethel University

**Aaron Schmidt and Amanda Etches.** *Useful, Usable, Desirable: Applying User Experience Design to Your Library*. Chicago, Ill.: American Library Association, 2014. 174p. Paper, \$65.00 (ISBN: 978-0-8389-1226-3).

If one were to go to any bookseller's website to find books on user experience, most likely they would get a long list of titles dealing with software and website design. Even including the term "library" would still result in a set of technology-oriented titles, albeit a much smaller set. One might expect, given the state of the literature, that a new title dealing with user experience would also be heavily focused on technology.

Luckily, that is not true in this case. Schmidt and Etches' new book, *Useful, Usable, Desirable: Applying User Experience Design to Your Library*, steps beyond technology and examines the many ways in which user experience can be used to the interaction of users with the library.

Although there is some theory in the book, this is really a book that is meant to be applied. After opening the book with several chapters that deal with foundational concepts associated with user experience analysis, and explaining various research techniques, the authors focus on different library touchpoints. These touchpoints are those many ways in which a user interacts with the library. Chapters specifically focus on areas such as physical space, service points, signage and finding one's way, policies and customer service, and how people actually use the library. As one might expect, the longest chapter deals with the library's online presence.

Within each chapter, the topic is broken down into a series of key checkpoints that are to be examined to determine how well a library is doing with respect to user experience. For example, in the chapter on physical space, the authors encourage the reader to determine if the furniture meets the needs of the user or if people have easy access to power outlets. In the chapter on customer service, the consistency of service across the organization and how friendly and genuine the staff is are examples of key checkpoints. In some cases, things are dealt with, while in others people and behavior are dealt with. An explanation is given as to why the key checkpoint is important. It is at this point that the reader will find the real practical side of the book. The authors have created a way to score each checkpoint after the reader has done an assessment. The different research techniques explained at the beginning of the book are now interjected to assist in offering ways to conduct an assessment that is appropriate for the checkpoint that is being examined. This scoring process is followed by recommendations on what a library can do to improve their score. In most cases, a number of suggestions are given to aid with this improvement.

The mentioned scoring system is an important part of the book. Each chapter is set up so that the library can score up to 100 points across the checkpoints covered in the chapter. To assist the reader, an appendix is provided that lists the checkpoints and the maximum score one can earn for each. There is no clear explanation as to why one checkpoint is worth 25 points in a chapter whereas another one is worth five. In addition, figuring out what your score will be for an checkpoint is very ad hoc and soft at times. The authors do assign a difficulty ranking to each checkpoint that is meant to help the reader gauge the level of difficulty, skill, and time associated with addressing a checkpoint, either in assessing or changing the issue. The authors use one, two, or three stars for the difficulty ranking. While reading about each checkpoint, it does become clear how challenging it might be so the stars are useful. Yet, in chapter 4, each checkpoint has a score of 25 points, although there are checkpoints with one star and others with three.

There are a variety of other elements that the authors include in the book. Some chapters have tips in sidebars, and most chapters have additional readings listed at the end. Radar graphs are also provided in the appendix to allow the reader to chart out the results of the different broad touchpoints covered in the book. This allows a library to see in which areas they are the strongest.

The general nature of the book does allow it to be used by academic libraries. It does cover many potential areas a library might want to examine to better understand where user experience needs to be improved. The authors provide many interesting suggestions on how to make some of the changes needed to increase one's score. Taken holistically, academic libraries of all levels will find this book useful as a good starting point. —Mark E. Shelton, *Harvard University*