Rethinking Reference for Academic Libraries: Innovative Developments and Future Trends.
Edited by Carrie Forbes and Jennifer Bowers. London: Rowman & Littlefield Publishers,
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Carrie Forbes and Jennifer Bowers' edited volume, *Rethinking Reference for Academic Libraries: Innovative Developments and Future Trends* situates itself in a time of change and challenge for academia and the academic library. This volume lays out five areas reference providers must grapple with in order to stay relevant to library users: Collaboration, Diversity, Technology, Assessment, and Professional Competencies. Each of the 14 contributed chapters speaks to one of these themes, and engages with the book's larger questions about reference's relevance, value to the academy, and future.

Overall, this book is a useful one. The chapters contain robust bibliographies, giving much-needed context and perspective to the issues discussed, and providing many sources for further reading on each topic. *Rethinking Reference* also provides an interesting view of, as the title suggests, the future of reference services. Many chapters, especially in Parts I and II: Collaboration and Diversity, discuss outreach and instruction efforts as intrinsically tied to reference. Initially, I was not convinced that these services fit within a volume dedicated to reference work, but as I read, I began to agree that this broadened view of reference is imperative moving forward. This book persuasively presents a case that reference can and should be situated as part of larger teaching and outreach programs, and that they are central concerns when planning reference services.

Additionally, Part IV: Assessment is well-timed, as more university administrators ask libraries to demonstrate that our efforts produce measurable results. I expect this aspect of reference to be fertile ground for research in the coming years, but for a library or librarian just beginning to think about assessing reference (beyond counting questions), this section is an excellent starting point.

Though this book sparks thought about how to best provide reference services in the current climate of academia, it was not always successful. First, like many edited volumes, this book is best used chapter-by-chapter to inform related projects. I would only recommend reading cover-to-cover for early-career librarians without significant reference experience. Experienced librarians may find content unrelated to their work and some of the more basic chapters, including those in Part V: Professional Competencies, frustrating during a cover-to-cover read.

This book is a recommended buy for any academic library considering changes to its reference services or for any library serving a Library School or School of Information, especially because of its interesting section on assessment and well-sourced chapters. Reference is still a relevant service, and this book is a window into interesting and innovative projects and ideas that will fuel reference's ongoing relevance.