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Academic librarians are increasingly under pressure to publish research findings, yet many feel insufficiently trained in research methods and are unfamiliar with the research process. As a result, librarians often lack the necessary confidence to complete a research project. Lili Luo, Kristine R. Brancolini, and Marie R. Kennedy have written *Enhancing Library and Information Research Skills: A Guide for Academic Librarians* to address these and other obstacles that librarians face in doing research. All three of the authors have significant experience in guiding librarians through the research process. Brancolini and Kennedy designed, and continue to lead, the Institute for Research Design in Librarianship (IRDL), a workshop program that offers participants instruction and mentorship on research design. Luo, a professor in the School of Information at San José State University, serves as a lead instructor for the IRDL.

*Enhancing Library and Information Research Skills* opens with a robust argument for why academic librarians should conduct research and then quickly moves the reader into a general orientation to library and information science (LIS) research. The authors situate LIS research in the social and applied sciences, and helpfully distinguish between the foci and goals of “academic” research and “practitioner” research. This focus on social and applied science style research (i.e., research that centers around quantitative, qualitative, evaluative, analytic, and mixed methodologies) is largely appropriate for such a text. Librarianship, as a formal discipline, has long identified itself as a social science. Notwithstanding this fact, the book would have been strengthened by addressing some of the library scholarship rooted in the humanities. For example, much of the scholarly literature on the history of libraries and information and the philosophy of information is contributed by librarians.

The book is composed of seven chapters and is arranged around the research process. Readers are guided through the various steps of the research process.
(literature review, project design, choice of methodology, etc.) in a logical sequence organized to mirror the unfolding of a project. With the exception of the first and final chapters, each chapter features exercises and additional reading recommendations.

A good research question is the *sine qua non* of a successful research project, although many researchers find the development of one among the more difficult aspects of a project. The authors frame the research process as one of “sense making,” in which research can provide the means by which scholars fill “fundamental and pervasive discontinuities or gaps” (20). In addressing this issue, the authors’ experience in mentoring researchers is brought to bear with good effect. Readers seeking to engage in either academic or practitioner research are well served in the text’s careful emphasis on the iterative nature of the process, and in the substantial attention given to both finding a research need and developing a robust question.

In addressing the literature review, the organization of the text is particularly well suited to its content as this section of the book combines the development of a research question and the literature review. This decision allows the authors to highlight the unique ways in which the literature search and the research question are axiomatically related. Moving next into methodological decisions, the text surveys a wide variety of research methods and designs interspersed with real case studies from the literature. The book offers a robust overview of various research designs allowing readers to work through a framework for how to choose the method most suited to their question. Nevertheless, readers should look to the recommended sources for more detailed readings on research methods and design.

The final three chapters deal with important but often overlooked elements of becoming a successful librarian-researcher (e.g., continuing education, journal clubs, the peer review process). Research support, for example, is a critical part of moving a project from idea to completion, and the authors devote a complete chapter to helping librarian-researchers understand the various types of support that may be available to them (e.g., travel funds, mentoring, research grants). There is much here to commend, including the helpful overview of the Institutional Review Board process, although one wonders if the content might have been trimmed down and combined with the final chapter “Becoming a Librarian-Researcher,” itself a cornucopia of suggested conference venues, research techniques, and professional associations. The penultimate chapter deals with the dissemination of research findings through posters, conference presentations, and journal articles. Somewhat disappointingly, other publishing avenues such as scholarly monographs or edited volumes are not covered.
These are minor quibbles, however, with an otherwise engaging and useful addition to the literature. The book is written for practicing librarians, but could easily serve as an introductory text for a library and information science research methods course. Additionally, reference and instruction librarians are likely to find the text useful in assisting students who are struggling to define or understand research assignments.