

teaching their students how to analyze and evaluate sources, as well as how to think more deeply about what they read.

There are a few conceptual issues with this work that are important to note. One is the way the editors and contributors address the idea of “critical reading.” The term itself is not new; a cursory search revealed references to the concept in educational writings as far back as DeBoer (1946). While the editors note that the preexisting literature has been “primarily focused on skills-based approaches for K–12 students,” it isn’t clear how their definition differs from previous ones, if at all (v. 1, XIII). Their analysis would benefit from a richer exploration of the term’s history and evolution.

A second question is just how teaching critical reading differs from traditional approaches to library instruction. According to Gascho Rempel and Hamelers, some of the specific skills involved in critical reading include “identifying patterns in the text, determining main and supporting ideas, evaluating credibility...comprehension, analysis, interpretation, and evaluation.” (Ibid.) These are of course essential skills. For that reason, instructional librarians have long been teaching such skills in the form of information literacy.

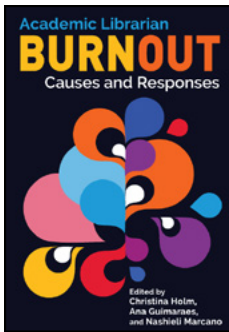
The editors might also have addressed the relationship between text and format, and how particular formats might or might not be more conducive to acquiring and applying critical reading skills. There is substantial evidence that how you read, either deeply and at length or employing a sort of power browsing/skimming, is affected by the technology you use to read. The former, dubbed by some linear reading, tends to be easier to do from the printed page, while most digital devices foster the latter, or what has been called tabular reading. While several of the contributions do reference the difference between deep or linear reading versus skimming/tabular reading, and a number discuss teaching critical reading using digital media formats, a more thorough analysis of how reading format ties into critical reading is an issue that bears further exploration. This is also something for academic libraries to consider not only in instruction but in terms of how they structure their collections and physical spaces. While teaching and enabling critical use of digital text and non-text formats is important, print books seem especially suited not just for teaching critical reading skills but also for sustaining them.

These caveats, however, in no way detract from the usefulness of this compilation. If anything, they show this work to be a starting point for further theoretical and applied research on the topic. One point I should note is this book’s emphasis on reading as a communal activity. Overall, the efforts of Gascho Rempel, Hamelers, and their contributors will be of great interest to anyone interested in how academic librarians can teach their students critical analytical reading skills. —*David Durant, East Carolina University*

Works Cited

- DeBoer, J. J. (1946, October). Teaching Critical Reading. *The Elementary English Review*, 23(6), 251–4.
Manarin, K., M. Carey, M. Rathburn, and G. Ryland. (2015). *Critical Reading in Higher Education: Academic Goals and Social Engagement*. Bloomington: Indiana University Press.

Academic Librarian Burnout: Causes and Responses. Christina Holm, Ana Guimaraes, and Nashieli Marcano, eds. Chicago, IL: ACRL, 2022. 370p. Paper, \$98 (ISBN: 978-0-8389-4856-9). Like other “helping” professions at this time in history, librarians live and work in a context of diminishing resources, vanishing support systems, challenges to our profession’s values,



perpetual violence, and a lingering sense of doom due to continuous catastrophes and political instability. We are expected to continue to work and maintain normalcy while all of this happens around us, with a frequency sufficient to produce exhaustion and stress. Add to these factors ever-increasing workloads, constant role ambiguity, financial precarity, and the emotional labor required of professions like ours, and librarians are particularly prone to burnout. Are academic librarians unique in this regard? Not necessarily. That we have plenty of company should contribute to a greater sense of solidarity with all who are fatigued and overloaded by sagging systems.

What we learn as we are responding to our own crises and strengthening our own networks is that we do have the power to empathize with and work toward improving conditions for all. *Academic Librarian Burnout* investigates the potential causes of the problem and works to identify strategies for interventions in this process.

Editors Christina Holm, Ana Guimaraes, and Nashieli Marcano have thoughtfully compiled a volume that examines the conditions that create, magnify, and potentially ease burnout among academic librarians. They call on those working in this field to challenge assumptions about our workload and levels of support, and to interrogate the systems that fail us. In highly personal testimonies, the editors encourage library workers to move past individual behaviors that uphold existing working conditions and lead to burnout. These include doing more with less and maintaining a culture that defers to teaching faculty. However, there is enough evidence to prove that the systems built around workers enable these issues--the budget cuts, the shrinking staff directories, and the ever-increasing number of services we aim to provide.

The phenomenon of burnout in academic libraries began appearing in library literature in the 1970s and 1980s as these institutions started experiencing economic scarcity and technological changes that sped up and expanded library work, factors that will be deeply familiar to contemporary academic library workers. In addition, libraries are continuously asked to offer additional functions to patrons without receiving support, financial or otherwise, to do so. This book builds on the existing literature and research and offers updated information addressing the COVID-19 pandemic, intensifying funding cuts, and the challenges posed to BIPOC library workers in academic libraries that are steeped in whiteness.

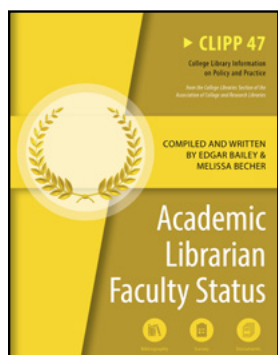
Multiple chapters discuss the inadequacy of individual solutions and the need for structural and systemic changes. Courtney Dean and Angel Diaz discuss the reliance on contingent labor in archives. Lora Del Rio, Juliet Kerico Gray, and Lis Pankl connect absent leadership, poor management, and continual downsizing to a culture of overwork. Courtney Stine and Sarah K. Kantor describe the additional expectations of scholarship and service for many academic librarians, adding fuel to the burnout fire.

Burnout is compounded by discriminatory treatment of people with conditions and identities that are already marginalized. Vivian Bynoe and Kay Coates write about the experiences of Black women librarians, particularly during pandemic-induced lockdown and simultaneous protests against police brutality, and the need to address inclusivity when mediating workplace stress. In her chapter about chronic illness and disability, Mary Snyder Broussard sheds light on ableism in workplaces and the ways that changes in environment can add to workplace stress, which can also cause flare-ups or worsen symptoms. Other chapters address challenges faced by academic librarians who are also parents and administrators attempting to hold on to feminist values in patriarchal institutions.

The second half of the book focuses on both individual and organizational solutions to create better working conditions. Carolyn M. Caffrey and Joanna Messer Kimmitt's chapter on their organizing efforts breathes new life into the reader and spreads hope with their description of collective action. Sarah Fancher provides practical advice for acting relationally when looking to improve conditions for all employees using radical empathy as a touchstone. Better onboarding and building transformational leadership models are also discussed.

Academic Librarian Burnout offers varying perspectives on burnout, but overwhelmingly these chapters speak of shared struggle and exhaustion. Academic librarians will likely recognize the experiences of workers on the brink in the unsustainable systems described in these pages, and they may find inspiration in the proposed individual and organizational responses to burnout. Though this book is specifically focused on academic libraries, it could benefit from additional context regarding the burnout that other professionals are also experiencing, and how they are responding to it. —*Joanna Gadsby, University of Maryland, Baltimore County*

Academic Librarian Faculty Status. Compiled and written by Edgar Bailey and Melissa Becher. Chicago, IL: Association of College and Research Libraries, 2022. 163 pp. Paperback, \$52.00 (978-0-8389-3664-1)



The very concept of tenure is currently under fire across the nation as several states have proposed or passed legislation that severely weakens or eliminates tenure. Beyond tenure, faculty rights, including shared governance and academic freedom, are also under attack. Whether librarians should have faculty status, rank, or tenure has been controversial for decades, further complicated by these conditions in higher education. The topic is the focus of *Academic Librarian Faculty Status*, #47 in the CLIPP series, a publishing program under the auspices of the ACRL College Libraries Section that provides college and small university libraries with analysis and examples of library practices and procedures (vii).

This interesting and practical work was compiled and authored by Edgar Bailey, an instructor at the University of Rhode Island library school, and Melissa Becher, Associate Director of Research, Teaching, and Learning at American University Library. It presents the results of a survey of librarian status at small and medium-sized academic libraries and includes samples of policies and procedures related to librarian faculty status from several types of institutions.

The CLIPP survey was distributed to all 1,063 library directors with membership in ACRL. A low response rate prevented the results from being statistically significant or generalizable to all similarly sized libraries. However, the authors state that “the data...provide a useful indication of librarian status in a cohort that has not been widely studied in previous literature”, i.e., small and medium-sized academic libraries (29). Readers should note that survey respondents were primarily from private institutions (133 private versus 38 public), contributing to the lack of generalizability.

Approximately 40 percent of this slim volume comprises the literature review, study results, and data analysis. The remaining pages document policies about librarian faculty status submitted by participating institutions. The volume lacks an index.

The extensive literature review has nearly 150 references, primarily from the last twenty years. The review covers the varying opinions about and attitudes toward faculty status for librarians; the availability of research support for tenure-stream librarians; national, regional,