

relating to RDM services can be found in the Association of Research Libraries' *SPEC Kit 334: Research Data Management Services*.²

We can learn much from our UK counterparts and their advancements. Many of the institutions cited in this book developed RDM services incrementally, starting with pilot projects and repurposing existing resources while advocating for the allocation of additional resources. Several authors advised including the costs and risks of doing nothing in that advocacy. In chapter 5, "The Range and Components of RDM Infrastructure and Services," Sarah Jones describes "DUDs," or "Data centers Under Desks," created by research groups attempting to do their own data management at low cost. She notes, "However, while the upfront costs may be only a fraction of those quoted by central services, the risk of data loss and security breaches are significantly higher, potentially leading to far greater costs in the long run" (98). Pryor (chapter 2), and Hodson and Malloy (chapter 10) concur that data management increases efficiency while reducing the risk of data loss, necessitating the recreation of data or the loss of grant income, and leads to more successful grant proposals. A recent report on *The Value and Impact of Data Sharing and Curation: A Synthesis of Three Recent Studies of UK Research Data Centres* asserts that the return on investment in RDM services is high;³ at a mere twenty-six pages, it may be a more helpful advocacy piece on this topic than the anecdotal evidence scattered throughout the current considerably lengthier book.

Still, one would have to read many such focused reports and individual articles to achieve the depth of knowledge and advice contained within *Delivering Research Data Management Services*, provided readers are willing to invest the time in sorting out the universally applicable from the particular. Practical advice includes Jones'

recommendations in chapter 5 to map an RDM strategy to the institution's mission statement, which she finds to be more persuasive even than funding mandates, and to propose different levels of service provision to ensure that administrators choose from among a range of options rather than reject the more expensive options and therefore avoid taking any action. Jones further recommended focusing RDM policy on high-level principles rather than specifics that may evolve, since ratification by university governing bodies will be required. Whyte describes a daunting array of methods for discovering and changing data management norms in chapter 4, "A Pathway to Sustainable Research Data Services: From Scoping to Sustainability," including case studies, data curation profiles, and online surveys such as Data Asset Framework (DAF) and Collaborative Assessment of Research Data Infrastructure and Objectives (CARDIO).

Throughout the book, the authors stress the importance of metadata and persistent identifiers for discovery, deposit agreements, training for researchers, especially those in graduate degree programs whose workflows are still under development, and collaboration among librarians, information technologists, research administration offices, university administrators, and the researchers themselves. Choudhury's case study from Johns Hopkins University—the only US institution featured in the book—emphasizes that, beyond merely establishing RDM services, we need to change the culture associated with data sharing, access, and preservation. This book could be a good starting point for doing just that.—*Rachel I. Howard* (rachel.howard@louisville.edu), *University of Louisville, Louisville, Kentucky*.

References

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The RDA Workbook: Learning the Basics of Resource Description and Access. Edited by Margaret Mering. Santa Barbara, CA: Libraries Unlimited, 2014. 190 p. \$55 paperback (ISBN 978-1-61069-489-6)

With the implementation of *RDA: Resource Description and Access* in 2013, catalogers have been faced with the task of learning a new set of rules and guidelines that is complex and unfinished.¹ To aid in this effort, several experts have written books dedicated to explaining RDA, clarifying the rules, and interpreting them effectively. However, there have been very few works that both make a concerted effort to guide catalogers to a clear understanding of the rules and the underlying theory, and that offer practical steps in creating RDA records. With *The RDA Workbook*, Mering and her colleagues have taken the first steps toward rectifying this deficiency, albeit in a very general way.

The book begins as any work on RDA should, with an explanation of the Functional Requirements for Bibliographic Records (FRBR). This explanation, written by Melissa Moll, takes the wise step of first explaining the *Statement of International Cataloguing Principles* (ICP) and how FRBR, and its implementation in RDA, conforms to these principles.² By doing this, Moll removes FRBR

from the vacuum in which it sometimes seems to exist and makes it more concrete. Where many explanations of FRBR simply describe the varying entities in Groups 1, 2, and 3, Moll orients her description of these entities around a single work, in this case “the bibliographic universe surrounding *The Adventures of Tom Sawyer*” (4). By focusing on a particular work, the reader gets a clear picture of the entities and attributes associated with the work and how they correspond to the FRBR model. The key to this chapter’s success is the wealth of diagrams explaining how FRBR maps to real works. Rather than simply offering explanations, the chapter is peppered with small exercises related to the material at hand. It ends with three larger exercises that both solidify the FRBR model and help the reader navigate the *RDA Toolkit*, which derives its organization from FRBR. The chapter concludes with diagrams that guide readers through RDA based on whether they are identifying an attribute or a relationship.

Once the theory is explained, the actual application of RDA is addressed in the context of bibliographic and authority records. Rather than immediately describing how to create records, a list of key differences between RDA and the *Anglo-American Cataloguing Rules*, second edition (AACR2) is provided, such as the concept of core and core-if, the lack of abbreviations, and the elimination of the rule of three.³ The reader is then guided through the process of creating an original cataloging record for a book using RDA with citations of the applicable rules and associated Library of Congress Program for Cooperative Cataloging Policy Statements (LC-PCCs). Following this is a very helpful table that maps the MARC fields to the RDA elements and instruction numbers. This table reinforces the structure of the *RDA Toolkit* and further solidifies the reader’s knowledge of how to find

rules and guidelines. The chapter concludes with tables giving the various RDA elements and their core status, of what they are attributes, where they are found in RDA, and how they are recorded in MARC. While this chapter offers sample records for formats beyond the book, there are no explanations for the more specialized fields (511 and 518, for example). Although mention is made of specialized guidelines such as the *Best Practices for Music Cataloging* and the as-yet unpublished OnLine Audiovisual Catalogers DVD best practices, it may have been better to omit the sample records rather than offer them with no explanation.⁴ The potential exists for real confusion, especially if catalogers who are working with an unfamiliar format use these samples as a template instead of seeking out the specialized guidelines or consulting RDA itself. The sample record in Figure 2.36 (70), which describes a book with an accompanying CD, also makes the mistake of placing \$3 in the wrong location in the 33X fields. This mistake does not appear serious, but since these fields are new and have the potential to be useful to users, catalogers should not be confused about the proper encoding of these elements. The RDA guidelines for creating authority records are also explained in the book. The reader is taken step-by-step through RDA chapter 9 and is then shown how these elements correspond to the MARC authority format. As in the FRBR chapter, helpful exercises are offered throughout and at the close of each chapter.

A real strength of this volume lies in its final chapter, written by Casey Kralik. The question of how best to implement RDA has been hanging over the heads of librarians for some time, and Kralik outlines a phased process for implementation. Kralik also makes a point of including ILS concerns in her plan. She recognizes the importance of involving public services

staff in the implementation process so they can help library users operating in an RDA environment.

Mering and her colleagues have provided a useful introduction to RDA. It is just that, however—an introduction. This book is best viewed as an entry point, and Mering is very clear about this; it is meant for a general audience, and only gives a very basic outline of what RDA is and how it is to be used. The book’s chief values lie in its explanation of FRBR, which is clear rather than obfuscated, and in its suggestions for implementation, which are well thought out and very practical.—*Seth Huber (sahuber@email.wcu.edu), Western Carolina University, Cullowhee, North Carolina*

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Making the Move to RDA: A Self-Study Primer for Catalogers. By Chamya Pompey Kincy and Sara Shattford Layne. Lanham, MD: Rowman