

SOURCES

value and reveal important trends. In addition to quantitative measures, the authors cover how to assess the often elusive qualitative ways a library adds value. *Managing with Data* also covers the benchmarking process, best practices, and how to effectively communicate results to the community or campus. Closing the loop—using results to improve practice—is often a neglected step in the assessment process, but the authors cover this in the final chapter with tips on how to use outcomes to enact organizational change.

The most striking feature of this book is its hands-on approach: It includes step-by-step examples that allow users to manipulate real data from real libraries. The data comes from the Association for College and Research Libraries (ACRL) and the Public Library Association (PLA). ACRLMetrics and PLAMetrics are online, subscription-based services offered by these organizations, and the book comes with free access to a subset of these data collections. (Only one of the data sets—academic or public—may be chosen by the reader as part of the registration process.) Readers can use these data to solve the realistic assessment challenges posed throughout many of the chapters. In a benchmarking exercise, for instance, readers are asked to compare one library's interlibrary loan services to those of a peer institution and are guided through the process step by step. The authors also show how to use data from free services—such as the Institute of Museum and Library Services and the National Center for Education Statistics—to answer assessment questions. Additional exercises found at the end of each chapter are designed specifically for library staff. Some challenge staff to solve assessment problems (an appendix provides the answers); others promote discussion about different aspects of the evaluation process.

Assessment projects seem automatically to generate some anxiety, but by detailing how to collect data and demonstrating how the resulting information can be applied, *Managing with Data* helps bring the stress under control.—Ann Agee, *School of Information Librarian, San Jose State University, San Jose, California*

New on the Job: A School Librarian's Guide to Success, Second Edition. By Hilda Weisberg and Ruth Toor. Chicago: ALA, 2014. 240 p. Paper \$50 (ISBN: 978-0-8389-1264-5).

Weisberg and Toor have updated *New on the Job: A School Librarian's Guide to Success*. Whether the librarian is new, seasoned, starting in a new job at a new school, or changing grade levels, this book will help with the transition. The twelve chapters are presented in a logical order, covering interviewing for jobs, getting started in a library, getting to know coworkers, connecting with students and teachers, building good relationships with administration, managing and promoting the media center, developing and articulating a philosophy, growing as a professional, and dealing with intellectual freedom, copyright, and plagiarism.

The authors provide an abundance of information in a way that is not overwhelming. Each chapter begins with a

breakdown of what is inside. The sections are easy to read, and each chapter ends with a list of key ideas to take away. These ideas could easily be used as a checklist of what to do in a new library position. The sections are concise but informative. At the end of each section, the authors provide thought-provoking questions about the information presented. These questions are designed to really make the reader reflect on what was read and think about how to handle issues and everyday tasks that arise in a school library. Highly recommended for any and all school librarians.—Amanda Galliton, *Librarian, Kirby Jr. High Library, Wichita Falls, Texas*

Owning and Using Scholarship: An IP Handbook for Teachers and Researchers. By Kevin L. Smith. Chicago: ACRL, 2014. 240 p. Paper \$54 (ISBN: 978-0-8389-8747-6).

Digital technologies challenge the assumptions of pre-existing legal regimes, even as they enable new modes of scholarship. Whether using others' intellectual works or disseminating and safeguarding their own, educators and scholars often navigate a morass of issues. This audience needs guidance that is sound in practice and concise yet robust in context. Drawing on his experience offering such guidance as the director of Copyright and Scholarly Communications for Duke University Libraries, Kevin Smith offers a handbook directed at achieving these ambitious aims.

Primarily written for a US audience, Smith identifies four areas of intellectual property: copyright, patents, trademarks, and trade secrets. After explaining each area's impact on teaching and research, the author offers compelling justification for emphasizing copyright throughout much of the book. He is thorough in outlining the considerations governing ownership of instructional and scholarly works, and his overview of institutional policies will benefit staff at all levels.

Readers will appreciate Smith's lucid writing. Chapter 4 is a stellar example of the merits of this slim volume: in presenting a five-step process for deciding when and how to use others' works, the author accomplishes nothing less than a crash course in copyright. Additional topics covered include open access publishing, licensing options, and technological protections. Useful recommendations abound, including an overview of publication contract clauses. The final chapter covers international contexts.

Discussions of intellectual property sometimes divide along a fault line, with philosophical abstraction on one side, and prescriptive simplification on the other. Smith's approach is commendable for addressing practical application while empowering informed decision-making where ambiguities exist. Relevant examples illuminate the discussions throughout.

Beyond the ostensible practicality of a handbook, the author has a clear dual purpose. By bolstering stakeholder awareness of intellectual property implications, Smith invites spirited conversation about our current global digital milieu. After all, it is the future of scholarly discourse that is at stake.

Although the content more than delivers on the title's promise, the text would have benefited from tighter copyediting. A number of fantastic resources are scattered throughout the notes and works cited. Future editions would profit from a collated appendix of useful websites.

Readers who work in settings without resident copyright advisors will especially appreciate this volume. Moreover, it will be invaluable for use in library and information studies coursework. In addition to print, this book is available as an open access publication through the Association of College and Research Libraries website (<http://bit.ly/1ziN4ax>). Highly recommended for all educators and researchers.—George Gottschalk, *Collection Development Librarian, Rogers State University Library, Claremore, Oklahoma*

The Personal Librarian: Enhancing the Student Experience.

Edited by Richard Moniz and Jean Moats. Chicago: ALA, 2014. 152 p. Paper \$58 (ISBN: 978-0-8389-1239-3).

The Personal Librarian: Enhancing the Student Experience champions the personal librarian concept as a revolutionary solution to many of the issues currently facing academic libraries, revealing what a personal library program can do for a library and how such a program should be built. The book is well crafted, flowing and connecting exceptionally well, despite the fact that each chapter embodies a completely separate essay. In particular, the book's organization provides readers with an easy transition from skeptical critic to enthusiastic participant, as each chapter transfers the energy and optimism of the authors to the reader.

Building on the evolving role of reference librarians as liaisons and educators, a personal librarian program seeks to go beyond reference interactions and library sessions to intentionally “build long-term one-on-one connections that allow students to have the confidence and resources to be successful in the skill sets that librarians particularly seek to instill in them” (9). The libraries that have already established personal librarian programs, such as Sam Houston State University, Yale University, and Drexel University, have used their programs as a means to further connect with their student population and remind them what librarians can do for them. In particular, the personal librarian program is meant to combat the issue of low student retention facing academic institutions by establishing strong relationships with students from their freshman year onwards. If a student can enter higher education with a personal librarian, who contacts the student before the academic year starts and who serves as someone the student can rely on for any assistance he or she may need throughout the year, Moniz and Moats believe that the often overwhelming stress of the transition to college can be reduced. More than anything else, the personal librarian “serve[s] as a point of contact for students” by keeping in constant communication with students, providing personal research assistance whenever needed, and connecting students with their subject specialist librarians once a major has been chosen (21).

In a world in which the librarian's role is in a state of transition, the concept of the personal librarian presents itself as an intriguing asset. Predominantly invaluable for librarians searching for the means to “make personal connections with students that can begin to stand outside the classroom” (47), such librarians will find all of the tools and encouragements they need within the pages of *The Personal Librarian: Enhancing the Student Experience*.—Calantha Tillotson, *Graduate Reference Assistant, Bizzell Memorial Library, University of Oklahoma, Norman, Oklahoma*

Putting the User First: 30 Strategies for Transforming Library Services.

By Courtney Greene McDonald. Chicago: ACRL, 2014. 104 p. Paper \$30 (ISBN: 978-0-8389-8732-2).

User experience (UX) is serious business. Ultimately UX is what makes or breaks our success. This book, however isn't particularly serious, if by serious you mean academic and neutral in tone, narrated in the third person, and dispassionate. The best user experiences deeply impact both the agent of delivery and the customer; they are highly individualized, very specific to a place or situation, and (we hope) enjoyable.

This passage from the introduction sums up nicely the purpose of *Putting the User First*, a brief but densely packed book of workable strategies to improve the user experience of those served by libraries. The author is quick to point out that UX is not just for websites, but for in-person visitors to our libraries as well. The first strategy in the book is a real eye-opener: “You are not your user—so forget thinking that you are.” The author makes a strong case that we information professionals, because of our knowledge and training, are impaired by it and will struggle to understand the approach to our services that the average user has. Unless, of course, we *admit* that we don't really understand and are willing to make changes *not* based on our perspective and training.

After reading the first strategy, I was drawn into the content, expecting to see some “recipes” for improving the user experience. Instead, I found stimulating commentary followed by short reading lists (including TED talks and blogs as well as journal articles and books) that provide valuable insight on new ways of looking at the issue being discussed. All of the strategies are handled in the same manner. This approach initially frustrated me since it offered insights, exercises, and suggestions on thirty different strategies, but didn't seem to have any concrete answers, just lots of food for thought for improving UX. The value of a book like this is that it is not meant to be read cover-to-cover and then just implemented. It is more of a “talk amongst yourselves” kind of work, with great topic suggestions. Each strategy could serve as a starting place for library staff discussions or as a concrete tool to help those implementing collaborations with faculty and students.