

planning process for the project. The second essay is written by Gisolfi himself on the design of the new space. A librarian wrote the third essay on the impact the design changes have made for the community. Many of the essays end with advice for others who will be taking on a building or remodeling project in the future.

Each chapter stresses the idea of collaboration—not just with administrators and architects but also with librarians, staff, users, and neighbors. Also discussed are suggestions for how to approach raising funds and convincing unwilling constituents that the project will benefit the community.

As a whole, this book is an easy yet fascinating read. The pictures of the different libraries are beautiful, and they truly help the reader understand the difference a remodel or new building can make for a library's atmosphere. Occasional repetition occurred within a chapter, but only enough to make the reader pause for a moment. While it does not provide in-depth coverage for any of the libraries discussed, this book does provide insight into items that should be considered before a library begins a large construction project.—*Megan Hasler, Technical Services Librarian, East Central University, Ada, Oklahoma*

Digital Humanities, Libraries, and Partnerships: A Critical Examination of Labor, Networks, and Community.

Edited by Robin Kear and Kate Joranson. Cambridge, UK: Chandos, 2018. 199 p. Paper \$79.95 (ISBN-13: 978-0-0810-2023-4).

As the title suggests, a major theme of this edited volume is partnership. While every digital humanist to some extent defines digital humanities (DH) in subjective ways, there is widespread consensus that DH work requires interdisciplinary collaboration of the sort in which each partner's disciplinary knowledge and expertise are respected. These conditions of mutual respect should be obtained whether or not the partner is a student, an MLIS- or PhD-credentialed librarian, an archivist, an alt-ac worker, or an academic faculty member (non-tenure track, tenure-track, or tenured). Inevitably, there are frictions within traditional academic hierarchies. For example, the chapter by Risam and Edwards recounts the unequal terms of participation for faculty and librarians in grant-funded work. Problems of credit-sharing are a feature of many chapters.

Even if the ethos of DH work is still foreign to many academics and journalists, the hybridity of the library DH worker is seen, internally at least, as a strength. Taylor et al. describe librarians as “cultural travelers” who, together with their academic partners, can transform humanities education (35). Heftberger, who describes herself as an “archivist/scholar,” reminds us that this mutual respect demands “curiosity and the willingness to learn from other scientific fields” (56, 49). It is a heartening sign that DH practitioners put their beliefs into practice; despite the fact that Chandos is an LIS imprint, several chapters have been co-authored by humanities faculty, postdoctoral researchers, and graduate

students, in addition to librarians and archivists.

The chapters span a wide range of topics and resource formats (e.g., film, images, and 3-D objects as well as text), thanks to an open-ended concept of what digital humanities is. One risk of this openness is that the library's take on digital humanities becomes somewhat vague in scope. Anyone coming to this volume in search of definitions will be disappointed (this was not the point); however, the contributions do embody Élika Ortega's assertion that “all DH is local DH.”¹ The authors are affiliated with several different types of institutions, not only large public and private universities—some also come from non-US contexts, albeit mostly Anglophone. This book will be of interest to anybody in a GLAM context looking beyond technology for models of ethics and care in digital humanities teaching and research.—*Francesca Giannetti, Digital Humanities Librarian, Rutgers University–New Brunswick, New Brunswick, New Jersey*

Reference

1. As cited in Roopika Risam, “Navigating the Global Digital Humanities: Insights from Black Feminism,” in *Debates in the Digital Humanities*, ed. Matthew K. Gold and Lauren E. Klein (Minneapolis: University of Minnesota Press, 2016), <http://dhdebates.gc.cuny.edu/debates/text/80>.

IMPACT Learning: Librarians at the Forefront of Change in Higher Education.

By Clarence Maybee. Cambridge, UK: Chandos, 2018. 182 p. Paper \$80.95 (ISBN-13: 978-0-0810-2077-7).

Since the Framework for Information Literacy for Higher Education was released and adopted by the ACRL, academic librarians have been challenged to rethink how they teach information literacy to college students. This rethinking has led to a new approach in information literacy called “informed learning,” which teaches students how to use information within a context. In *IMPACT Learning*, Professor Clarence Maybee details an example of informed learning, namely the Instruction Matters: Purdue Academic Course Transformation (IMPACT) program.

IMPACT Learning is organized into three parts: part 1 discusses the fostering of learning through librarianship, part 2 presents course development at Purdue University, and part 3 deliberates the re-envisioning of information-literacy education. While the target audience is instructional and reference librarians, the organizational structure is such that, no matter what stage he or she is at in his or her career, a librarian will find something relevant.

Part 1 covers an introduction, the definition and history of information literacy, and the definition of informed learning and its theories. For the librarians who do not have a sound understanding of educational theories and practices, Professor Maybee explains in detail the pedagogical ideals that underpin the IMPACT program. While interesting, the information is very dense, potentially causing the reader to become bogged down with too many details and miss the

SOURCES

suggested ways to teach information literacy contextually.

Parts 2 and 3 contain more practical information, particularly covering how Purdue University integrated information literacy into disciplinary courses. This portion is especially relevant as it includes the classroom teacher's perspective as well as the librarian's. In addition, Professor Maybee offers applicable ideas of integrating information literacy into courses at other institutions, including partnering outside the library, and outlines the necessary skills to possess in order to successfully participate in campus initiatives. Professor Maybee concludes with a call for change in how academic librarians think about and teach information literacy. He writes, "Informed learning offers a new pathway for developing information literacy efforts that are, to use the words of a poet, 'one less traveled by,' but that may make 'all the difference'" (164).—*Magen Bednar, Student Success and Engagement Librarian, University of Oklahoma, Norman, Oklahoma*

The Indispensable Academic Librarian: Teaching and Collaborating for Change. By Michelle Reale. Chicago: ALA, 2018. 128 p. Paper \$57.00 (ISBN-13: 978-0-8389-1638-4).

Rumors of the demise of the academic librarian have been greatly exaggerated. As libraries have changed, so, too, have those who teach students and collaborate with faculty to help students learn. It may be that these changes have simply gone unnoticed or unacknowledged. For academic librarians whose work as teachers often goes unseen or underappreciated, this book offers strategies for changing outdated perceptions of what we do. Writing in the first person, Reale provides examples and discusses how the work of academic librarians has value; we are first and foremost teachers but also consultants, liaisons, collaborators, and leaders.

Reale bases the claim of indispensability partly on personal experiences, including stories and anecdotes that illustrate the value of academic librarians' work. Each chapter offers a different affirmation of the value we add to the library's services, spaces, and resources. Topics covered include the various ways academic librarians teach, interact with, inspire, challenge, and welcome students inside and outside of the library. As we reflect on our work, we must talk and act among ourselves as essential parts of an institution's educational mission, and then we must claim our seats at the tables where discussions about student learning are taking place. In order for our value and unique contributions to be acknowledged and drawn upon to their greatest advantage, we must be seen and heard. Each chapter ends with a "Strategies" box that provides a concise summary of some strategies and action items for remaining relevant and indispensable.

The Indispensable Academic Librarian is recommended reading for library school students who are interested in becoming instructional librarians, people who currently work in an academic library, and college and university

library administrators who may not be aware of or fully appreciate the essential work performed by these dedicated professionals.—*Cheryl McCain, Library Instruction Coordinator, University of Oklahoma, Norman, Oklahoma*

Licensing Electronic Resources in Academic Libraries: A Practical Handbook. By Corey S. Halaychik and Blake Reagan. Cambridge, UK: Chandos, 2018. 184 p. Paper \$55.27 (ISBN 978-0-0810-2107-1).

Within overall collections budgets in many academic libraries, electronic resources account for 75 percent to 90 percent of the entire budget. Given this financial commitment, there is a clear value to having a robust practitioner-directed literature for electronic resource management. Such a literature exists, and the authors of this volume seek to differentiate themselves by emphasizing the licensing process as a critical component of electronic resource management. The partnership of a librarian (Halaychik) with a legal and procurement expert (Reagan) does afford readers with a holistic institutional overview of the licensing process.

The introductory chapter of this handbook covers license fundamentals and offers a pitch for the benefits of using a master agreement. Authors include both a sample master agreement and a mock license, both with added commentary. This is one of the most useful portions of the text, particularly for anyone new to licenses. The second chapter is a discussion of process improvement strategies and the potential benefits to a licensing workflow. While the points of this discussion are valid, this may be a longer chapter than most practitioners are looking for in a handbook on electronic resources licensing. The remaining three chapters cover the details that most readers will be seeking. These topics are licensing law, the layout and life cycle of licenses, and negotiation. The section on negotiation is one of the strongest contributions of the book. This section, coupled with the analysis and commentary of a typical license agreement, will offer the most value for readers.

This title will be of greatest benefit to newer electronic resources professionals who would like a primer and reference guide. More experienced professionals, already familiar with electronic resources and licensing, will not be able to draw much new from this volume. A key problem with this text is that Chandos Publishing does not serve the authors well in terms of copyediting. As one problematic example, the authors recommend *A Manual of Style for Contract Drafting* on page 95, though notes referring to an elusive "MSCD" begin as early as page 15. In structural terms, some of the introductory material and the final three chapters could be collated together to keep more of the license nuts and bolts discussions together and less redundant. On the whole, this book will have a place for some practitioners, but it does not rise to the level of must-have for every electronic resources professional.—*George Gottschalk, Acquisitions Specialist, University of Illinois at Urbana-Champaign, Urbana, Illinois*