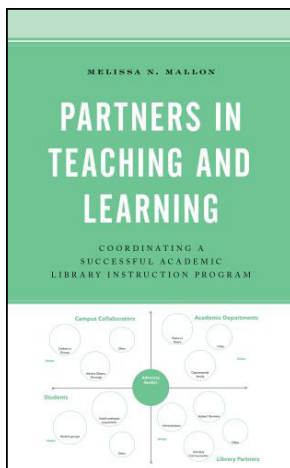


“simply introducing knowledge into the public sphere and then abdicating any role in what happens to it afterwards is at best highly problematic; at worst, it’s wildly irresponsible” (16) pushes us to shift our focus on information literacy from merely reflecting and letting “neutral” inaction shape our practices to enacting ethics proactively in our teaching.

In his storytelling, Gannon is upfront about his own learning process as a teacher, honest about the need to assess professional and personal privilege and safety when challenging the agreements of neoliberal higher education, and clearly articulate about some mundane actions that teachers can take to make learning a better experience for all students. He does not offer a singular or universal solution to the problems teachers face. The core of this book is that “teaching is a radical act of hope... an assertion of faith in a better future in an increasingly uncertain and fraught present” (5). The clear principles outlined by Gannon will help folks answer “why am I doing this?” when faced with the real and consistent work of trying to teach better for all students. Librarians overwhelmed by the literal work needed to operationalize hope may want to hold onto the power of “I don’t know, let’s find out” (142) and ask themselves “what is my next action, now?” (83)

For this reader, *Radical Hope* was downright enjoyable to read and offered an oddly positive perspective in the midst of the COVID-19 pandemic and accompanying socio-political crises. — *Shanti Freundlich, MCPHS University*

Melissa N. Mallon. *Partners in Teaching and Learning: Coordinating a Successful Academic Library Instruction Program*. Lanham, MD: Rowan & Littlefield, 2020. 162p. Paper, \$37.00 (ISBN 978-1-5381-1884-9).



The academic library’s role in teaching and learning on campus is vital to institutional initiatives. Melissa N. Mallon drives this point home by addressing the role of the library instruction program and the instruction coordinator in nine skillfully crafted chapters. Each chapter highlights the library’s agenda for teaching and learning within the greater context of its institution. *Partners in Teaching and Learning* is the eighth title to be published in the Beta Phi Mu Scholars Series, which publishes titles that contribute significantly to library and information sciences. The book is written in a way that offers practical resources and strategies for a multitude of instruction programs.

The introduction states that the book’s goal is to “provide a roadmap for the successful development and maintenance of a library’s teaching and learning program” (xiii). Along with explaining how the book should be read, the introduction describes each chapter’s components. Each chapter is written to build on the content expressed in the previous chapters. Several chapters contain prompts and questions to guide readers on an intentional journey of instructional leadership. The first and last chapters each bring attention to the instruction program coordinator, while the remaining chapters focus on the instruction program itself.

In chapter 1, Mallon explores the instruction coordinator position: the name, the role and responsibilities, and various transitions. Leadership models and characteristics for coordinators of instruction programs are also featured. Ideal characteristics for leaders are identified as holistic thinking, flexibility, empathy, toughness, and intentionality. The introduction of intentionality here lays the foundation for the rest of the book. According to the author,

“many sections throughout this book will return to the idea of intentionality as a common thread among leaders of successful academic library instruction programs. Intentionality is a leadership model, as well as a disposition and a set of practices” (15). Mallon also includes a prompt for leaders to determine if they are intentional instructional coordinators.

Chapter 2 introduces the concept of conducting an environmental scan by highlighting strategies for determining the type of instruction program. The role of the program in the library organization is also emphasized. Strategies include conducting an audit of current efforts, observing the “five W’s” of the campus’ teaching and learning landscape, and program development. While this chapter places a spotlight on data gathering, others in the book focus on assessment and post-assessment.

Chapters 3 and 4 each discuss a different aspect of library instruction program development, including the culture of teaching and learning and the use of the ACRL Framework as a foundational document. Emphasis is placed on developing a teaching identity among academic librarians. Aside from determining the model that will frame the instructional program, chapter 4 states the importance of acknowledging and using terminology recognized by campus faculty and staff outside the library. Mallon also describes the significance of defining information literacy and aligning it with a foundational model.

Chapter 5 focuses on the uses and benefits of a program statement, particularly the elements of a successful program statement, as suggested by the 2011 ACRL *Guidelines*. The author provides several strategies to ensure inclusivity in program statements including incorporating librarian teaching statements and stakeholder feedback, applying the universal design for learning (UDL) framework, and focusing on a social justice pedagogy.

Following this guidance on executing the program statement and the importance of its existence, chapter 6 focuses on using the statement to “articulate the library’s connection to the curriculum” (61). Techniques for sharing and engaging other librarians in promotional activities are included, along with strategies for engaging the following stakeholders: library partners (teaching librarians and library administration), academic departments (campus administration and faculty), other campus collaborators (such as academic affairs or centers for teaching), and students. Mallon ends with a discussion of the value of communicating specific goals to the various groups.

Chapters 7 and 8 explore the need to continually assess library instruction programs and make changes based on those assessment results. Mallon begins with a discussion of the distinction between student learning and program assessments. She then focuses on program-level assessments by offering various success measures that include benchmarking, student learning assessment, strategic alignment, program statement alignment and programmatic expectations, and stakeholder feedback. Chapter 7 also addresses data collection methods and the importance of maintaining program assessment as a part of the “bigger picture.” In chapter 8, Mallon provides various questions that inspire the reader to consider the measures of success discussed in the previous chapter. Her main priority is to provide strategies for instruction programs that are not as successful as they once were. The Four-Frame Model from Bolman and Deal (1991) is introduced as a way of making changes within a program. The chapter demonstrates three of the four frames, along with examples of prevalent issues and strategies to overcome them.

The final chapter, much like the first, is an extensive discussion about the instruction program coordinator. This chapter focuses on the development of the coordinator themselves.

Characteristics that may lead to burnout, growth, and renewal are also discussed, followed by the identification of strategies for the personal and professional development of all library leaders.

The conclusion provides a brief overview of the book, while the appendix serves as a “bookshelf” for instruction coordinators. The reference list is extensive, and the index is useful. Overall, this book is highly recommended for current and future library instruction coordinators and other library staff members charged with library instruction responsibilities.—*Natasha Jenkins, Alabama State University*

Reassembling Scholarly Communications: Histories, Infrastructures, and Global Politics of Open Access. Martin Paul Eve and Jonathan Gray, eds. Cambridge, MA: MIT Press, 2020.

472p. Paper, \$30.00 (ISBN 978-0-2625-3624-0).



As an academic librarian firmly ensconced in the niche of library publishing (with its preference for open access), I (and perhaps you) have read a number of edited volumes centering on the intersection of libraries and scholarly communications that examine OA from practical and theoretical angles. While not specifically centered on libraries, this volume comes as a welcome update to earlier treatments: broader in scope, far more inclusive in the diversity of its contributors, and more fully in conversation with the wider political and social environment of the moment. Any actor in scholarly publishing will find a wealth of material to consider here, but perhaps especially academic librarians working in publishing, open access, or scholarly communications, who increasingly find their disciplines aligned with the aims of Eve and Gray’s monograph.

This is an edited collection of short, modular essays on aspects of the “translation of publishing into the digital space, and the subsequent imaginaries, practices, and infrastructures of ‘openness’ that have logically followed.” The editors provide a detailed introduction and a short conclusion framing the work, as well as a statement on terminology that acknowledges the difficulty of honoring every author’s agency regarding how we name geographies of oppression. Supporting the work are a collective bibliography, a brief index, and especially an extensive glossary, which acknowledges the impenetrability of specialist language in scholarly communications and suggests atomization of a topic requiring reassembly.

The title also signals the editors’ contention that scholarly communication in the current moment correlates with open access. The essays in this volume again and again reference the foundational Budapest Open Access Initiative statement and proceed from there to extend, complicate, challenge, and reform the histories and futures of scholarly communications in general and open access in particular. Twenty-five chapters are gathered into six loose themes: colonial influences, epistemologies, publics and politics, archives and preservation, infrastructures and platforms, and global communities, determined with input from peer reviewers (colonial influences and epistemologies, for example, weren’t in the original arrangement but were drawn out in review). The chapters in these thematic units often together make a narrative, from history or problem to suggested future. Many of the authors will be familiar to those who have been paying attention, and the editors were intentional in soliciting a wealth of voices from across both the globe and the continuum of possible identities.