The Expert Library: Staffing, Sustaining, and Advancing the Academic Library in the 21st Century. Eds. Scott Walter and Karen Williams. Chicago: Association of College and Research Libraries, 2010. 390p. alk. paper, $48 (ISBN 9780838985519). LC2010-033332.

There are numerous articles published across the professional literature that speak to the work of specific types of librarians. Many other articles have attempted to outline how the work of those librarians is changing. Although most of these articles are excellent by themselves, a library is made up of many different kinds of librarians, staff, and other professionals. Scott Walter and Karen Williams have done an excellent job of examining various roles across the academic library in *The Expert Library*. This book is composed of thirteen essays that primarily examine both common and unique library roles and different issues that surround those roles, some of which may be considered controversial. The reader should not see this book as one focused on library human resources. Although library human resources staff may find the book very informative, especially when planning for new kinds of positions, or assisting with strategic planning, it should be seen as much more. Each of the essays does an excellent job of providing background on how some expert positions evolved in academic libraries as well as specifics on how those positions are impacting the work of the library. This grounded yet overarching view makes this book invaluable to directors who are considering programmatic changes or strategically thinking about the role of their library and the staff and librarians critical to that role.

Most of the essays do focus on specific roles or programs. Michael J. Furlough's "The Publisher in the Library" takes a look at how libraries have stepped into the publishing arena. In addition to taking a look at successful programs started at Cornell, the California Digital Library, and other academic institutions, the author weighs the challenges of starting a publishing program and examines staffing and programmatic issues. Jake R. Carlson and Jeremy R. Garritano discuss the new field of e-science, and the associated issues of data curation and preservation, in "E-Science, Cyberinfrastructure, and the Changing Face of Scholarship." The authors take the reader through the broader issues surrounding the academic library's support of e-science and then move into a detailed explanation of the program and supporting services developed by the Purdue University Libraries. Beth S. Woodard and Lisa Janicke Hinchliffe, in "Teaching the Teachers," present a case study of the instructional development program at the University of Illinois at Urbana-Champaign. This analysis includes aspects of the relationship the library has with the Graduate School of Library and Information Science in developing teaching competencies. Kevin Clair's "Creative Disorder," an essay on metadata librarians, is much more general and touches on the evolution of the traditional cataloger role into the metadata librarian role. Competencies play a large part in many of the essays. For instance, in "Preparing Our Libraries for the Future," Stephanie H. Crowe and Janice M. Jaguszewski look at librarian competencies at the University of Minnesota and the efforts to clarify those competencies with respect to an organizational change within their library; and Craig Gibson and Jamie Wright Coniglio's "The New Liaison Librarian" examines liaison librarian competencies, how they have evolved, and roles of liaison librarians in the future.

Although all of the essays are excellent, at times the reader may find some aspects disjointed. Some of the data included is slightly dated. For example, David W. Lewis' opening chapter, entitled "Academic Library Staffing a Decade from Now," uses library staffing data that is more than five years old. As a result, the trends are only extrapolated out to the year 2015. This is not quite a decade when you consider the book was published in

late 2010. The reader may also find that the final essay on organization development, Elaine Z. Jennerich and M. Sue Baughman's "Creating Smooth Sailing," although logically appropriate to include, does seem slightly out of place when considering the content of the other essays. Eric Bartheld's "Listen Up Librarian," on marketing and outreach, does spend time exploring the importance of an academic library having a consistent message, yet it is done while examining the expanding role of professionals within libraries who focus on marketing. These particular items are minor when considering the entire content of the book. All of the essay authors, and the editors, are closely associated with academic libraries, with many serving in senior leadership roles in their respective libraries. Overall, the book is excellent and the title captures the content and focus of the book very well. Those in academic libraries will find the book well worth their time.—*Mark E. Shelton, Harvard University.*

Abby Clobridge. *Building a Digital Repository Program with Limited Resources.* Oxford, U.K.: Chandos Publishing, 2010. 272p. $100 (ISBN 9781843345961).

Abby Clobridge's *Building a Digital Repository Program with Limited Resources* is an excellent primer and handbook for developing and sustaining digital reposi-

tory programs. Clobridge has worked in library and information science for over ten years, most recently becoming the Associate Director for Research and Knowledge Services at the Harvard University Kennedy School of Government Library. Prior to joining Harvard University, she worked at Bucknell University, where she created a digital repository program. There, she and colleague David Del Testa created the World War II Poster Project, a digital project for which they won the 2009 ACRL Instruction Section Innovation Award. In *Building a Digital Repository Program with Limited Resources*, Clobridge draws on her experiences in building a successful repository program to provide a guide for daily workings in repositories and to explain the larger concepts and goals of that work as they relate to librarianship and academia.

Clobridge divides the book into two parts: Part One provides an overview of how to develop a digital repository program, and Part Two provides an overview on how to sustain a digital repository program. The book includes additional contextual materials in the Foreword, Preface, Concluding Thoughts, two Appendices, Bibliography, and Index. The contextual materials are useful in situating and extending the book's core contents and thereby enrich its overall usefulness. Clobridge's Bucknell University colleague Del Testa is the author of the Foreword, in which he rightly states that this book is significant because it is both a technical management guide and a sociological text explaining the complex relationships involved in any significant digital initiative. In the Preface, Clobridge explains that her goal in writing the book was to have it serve both as an introductory text for those new and starting out in digital repositories and for it to be useful for repository practitioners as well as those outside of but related to repository programs, including library and IT directors. The value of this book lies in Clobridge's broad view approach that emphasizes the importance of technical