

6 provides a brief, simple explanation of XML-encoded metadata and the “building blocks” thereof as an introduction to learning to read XML-encoded metadata records in a number of metadata schema.

Chapters 7 and 8 return to overviews on specific metadata schema: chapter 7 focuses on the construction and use of MODS (Metadata Object Description Schema); chapter 8 on VRA (Visual Resources Association) Core. Both chapters, as with the preceding chapter on Dublin Core, provide an explanation of the structure of the scheme, examples of its use, illustrations of how it provides for usable metadata, and how it differs from the other schema described in the book.

Metadata is made more useful when it can be exchanged among different systems with no loss of meaning and function; this exchange is made simpler when the practices of creating good metadata, as outlined in earlier chapters, are used. Chapter 9, dealing with metadata interoperability, shareability, and quality, discusses this in a general sense, with relation to a specific metadata-harvesting protocol, OAI-PMH (Open Archives Initiative Protocol for Metadata Harvesting), and the trials and tribulations of mapping from one schema to another.

Chapter 10 outlines how to design and document metadata schema, from the adapting of an existing scheme to local practices and needs to the creation of an original metadata scheme. In both cases, the importance of analyzing both the collection and the needs of its users is stressed, as well as the importance of documenting the practices used and developed. Miller gives “real-world” examples of general and collection-specific metadata profiles, as well as how specific schema can be designed in the commonly used CONTENTdm digital-content-management software package.

Chapter 11 discusses one of the most important new directions in which metadata creation and dissemination is headed: linked data and the semantic Web. After a brief overview of the con-

cepts thereof, Miller goes on to illustrate how the metadata models discussed earlier in the book can be adapted to linked data use. The chapter concludes with a section titled, “What does all of this have to do with me?” This section elaborates that, though it is unknown to what extent metadata communities will adapt these practices, they are a possible next step in the creation, maintenance, and interoperability of metadata, similar to the move from card catalogs to MARC-based online catalogs; therefore, all metadata practitioners should develop at least a basic familiarity with linked data.

Metadata for Digital Collections is an extremely useful book for everyone currently or potentially involved in the creation of metadata: those with little to no experience in using non-MARC metadata, who either need to do so now or who would simply like to remain current with developments in the field; those who need a ready-reference work for a particular metadata scheme; and students of cataloging and metadata.—*Deborah DeGeorge, University of Michigan.*

Embedded Librarians: Moving Beyond One-Shot Instruction. Eds. Cassandra Kvenild and Kaijsa Calkins. Chicago: American Library Association, 2011. 235p. alk. paper, \$48.00 (ISBN 9780838985878). LC2011-014802.

Embedded Librarianship: Moving Beyond One-Shot Instruction provides a practical guide for embedding library instruction in a variety of disciplines, instructional delivery systems, departments, and academic institutions. Editors Cassandra Kvenild and Kaijsa Calkins, librarians at the University of Wyoming, have assembled sixteen chapters written by librarians embedded in different subject areas at every level of collegiate instruction. In their introduction, Kvenild and Calkins state that “by joining varied groups of patrons and assisting their research over the long haul, embedded librarians commit themselves to service in a very different way than they did in

traditional one-shot bibliographic instruction." Their goal in compiling this book is to illustrate how embedded librarianship can expand and extend library services and collaboration with faculty members across academic institutions. Models of successful embedding are described in detail, providing templates for librarians who wish to transition from one-session bibliographic instruction to embedded information literacy programs.

The first chapter, written by Matthew Brower, Business and Instruction Librarian at the University of Colorado at Boulder, describes the characteristics of embedded librarianship, offers a succinct history of this trend, and provides examples of embedding from the literature. He identifies six properties of embedded librarianship; among them are: collaborating extensively with faculty members; forming partnerships with department faculty members and administrators; and providing services that meet the specific needs of individual users. Embedded librarians also offer convenient, user-friendly services outside library settings; create a presence in places where students and faculty conduct their research and coursework; and have a deep, working knowledge of the discipline in which they are embedded. The case studies and reports in chapters 3 through 16 expand this list of characteristics and illustrate how librarians work with administrators, faculty members, and students to meet information and research needs in an embedded environment.

In the second chapter, David Shumaker, Clinical Associate Professor at the School of Library and Information Science, Catholic University of America and blogger at *The Embedded Librarian* (<http://embeddedlibrarian.wordpress.com>), encourages librarians to move beyond embedded information literacy instruction. He states that academic librarians "...have unique skills in information management, delivery, and analysis that can contribute to the research mission and serve the business strategy of the higher education enterprise." Shumaker suggests that aca-

demical librarians examine the embedded roles of their colleagues in health sciences and corporate organizations to identify strategies for becoming collaborators and research partners with faculty members. Maintaining that librarians can expand both collaborative relationships with teaching faculty and their services to the academy, Shumaker challenges readers to imagine how their roles might evolve.

The remaining fourteen chapters are divided into five sections that describe embedded instruction in the first-year experience, in online instruction, in disciplines and programs at the undergraduate, graduate, and professional levels, and in innovative spaces. Chapter authors offer detailed case studies and reports illustrating the techniques used to embed information literacy and library instruction at their institutions. These librarians describe their motivation for embedding information literacy instruction in a specific course, program, or department, either on or off campus, and explain the collaboration that must occur with faculty members to begin an embedded project. All authors stress that success is dependent upon effective and frequent communication with faculty and administrators. Some explain the benefits of being physically located in an academic department.

All authors outline the steps taken to design their instructional objectives and materials and note the challenges encountered in their efforts to embed. In addition, they detail the evaluation of their instruction, as well as the modifications made to improve and enhance their programs over time. They offer recommendations for replicating their efforts. Many supplement their chapter with statistics, screencasts, sample feedback forms, and assessment tools. The authors state that technologies such as Blackboard, Meebo, LibGuides, Camtasia, and YouTube facilitate embedded efforts.

Most of the authors include a section on the lessons that they learned from their experiences as embedded librarians and discuss the resources that are needed

to sustain these efforts. They stress the intensity of embedded instruction and the necessity of being available to students over long periods of time. Several note that they transitioned to less labor-intensive means of serving students while still finding ways to maintain the level of personalization critical for embedded librarianship. All of them identified the value of evaluative feedback from faculty members and students, as well as the need to revise programs in light of this feedback.

Embedded Librarians: Moving Beyond One-Shot Instruction will be useful to librarians looking for “how-to” guidance on embedding instruction in a course, program, or department. The case studies and reports are well written, theoretically based, and adaptable, and the chapter references will benefit those who wish to read more about this topic. This book provides stimulating ideas for librarians who want to create, expand, or deepen an embedded librarian program and for those who wish to expand the role of librarians within the academy. It is recommended highly to all academic librarians. —Margaret N. Gregor, *Appalachian State University*.

Wyoma vanDuinkerken and Pixey

Anne Mosley. *The Challenge of Library Management: Leading with Emotional Engagement*. Chicago: American Library Association, 2011. 169p. alk. paper, \$52.00 (ISBN 9780838911020). LC2011-011349.

The Challenge of Library Management: Leading with Emotional Engagement is a concise change leadership treatise that should be required reading in every library and information science graduate program. The work opens with the premise that the greatest challenge facing libraries is the recognition that, without change, our past strengths will become our liabilities. In nine brief chapters, the authors detail the unique challenges facing administrators and managers charged with leading change in a library environment. Through the translation and application of private

sector corporate change management literature and research, the authors advise how to become an effective change leader in library environs. The structure of the book, well documented with over 150 sources, is effective for both new managers and seasoned managers in need of a refresher who may be charged with leading either small- or large-scale organizational changes.

Each chapter ends with “Keys to Success,” a summary of the major points discussed in the chapter. The “Keys to Success” are followed by a series of questions under the heading “Thinking Exercises” that encourage the reader to explore a hypothetical situation using the theory, research, and advice provided in the chapter. The “Keys to Success” and “Thinking Exercises” operate similarly to a book discussion guide at the end of a novel. Although written with “a” reader in mind, the book’s narrowly focused chapters and “Thinking Exercises” suggest that the work could easily serve as the basis for a management training program. It is easy to envision the book as a framework for a series of weekly mid-level management lunch sessions (each based on one chapter) or as a discussion tool in a mentor/mentee program.

In brief, vanDuinkerken and Mosley begin with “Change in Libraries,” an introductory chapter on general management challenges and on the difficulties of leading change in libraries, given their unique personnel, organizational structure, and culture. The remaining chapters identify issues and provide solutions as they might arise on a change initiative project timeline. At the end, the reader is left with the comforting perception that, although difficult, there is an overall template for initiating, implementing, and evaluating the relative success of a change initiative, which can be studied, learned, and successfully applied to most situations.

The main theme of the work is that change initiatives in libraries often fall short or simply fail in reaching a stated objective because management fails to