never really finished." The effect is to open the mind of even the most entrenched doubter to the research, embedded within very personal perspectives though it may be, that follows.

The formal chapters of the text are written from a variety of perspectives, both professional and personal; in all instances, there is a good balance between personal experiences and relevant professional literature. The blending of the two provides an important context to the individual perspectives; rather than overwhelming the review of the literature, the personal nature of the experiences illuminates the literature. Professionally speaking, essays run the gamut from the perspective of the brand-new librarian's struggle to overcome feelings of inadequacy as an instructor, to another chapter's author, a seasoned librarian, who focuses on the struggle to acknowledge and overcome feelings of burnout. Still another examines life as a librarian denied tenure, and the collection also includes the reflections of a library director, working to balance administrative responsibilities and research interests. The breadth of the essays ensures that almost anyone reading the text will see something of their professional selves in the authors' experiences.

As valuable as tales of professional experience can be, the most powerful chapters are those that focus on the nexus of personal and professional identities. For example, "Cataloger's Judgment and Cataloger's Bias" examines privilege and bias in the context of descriptive cataloging. This device proves effective, despite its step-by-step nature. One of the most affirming essays in the collection, "When Worlds Collide," reminds the reader of just how, and how fundamentally, important librarians can be to students, and how identity informs the work of both librarians and students. Finally, as a profession, librarianship encourages and embraces diversity; but "Through a Colored Lens" challenges that notion, observing that libraries and librarianship are built upon "the white dominant culture" (117). This wide-ranging discussion attempts to tie the author's personal identity to the antebellum era in United States history, as well as the need for more librarians of color to the Black Lives Matter movement. Author La Loria Konata's perceptions, and perceptions of her experiences, are brutally honest and provocative; and though one may question some of the arguments she makes, the importance of the topic and her obvious passion for it make "Through a Colored Lens" an important contribution to the professional literature.

The strength of these essays is that it does an excellent job of embodying the many unique individuals who comprise librarianship. In reading the essays, there are ample opportunities not only to affirm what we have experienced, but also to reexamine those experiences and to reevaluate the lessons we learned. So it is with this autoethnographic collection that the reader not only learns something about the authors' experiences; in the very act of reading, they may learn something about themselves.—*Joseph Aubele, California State University–Long Beach*

Disciplinary Applications of Information Literacy Threshold Concepts. Samantha Godbey, Susan Beth Wainscott, and Xan Goodman, eds., for the Association of Research Libraries. Chicago: American Library Association, 2017. 368p. Paper, $72.00 (ISBN 978-0-8389-8970-8).

Approaches to student learning and information literacy continue to evolve. Threshold concepts in information literacy (IL) are a relatively new way of critically considering the learning that students do. The editors note in their introduction that "threshold concepts are currently defined by the following characteristics: transformative, integrative, irreversible, bounded, and troublesome" and include a discussion of what each defining characteristic means. The ACRL *Framework for Information Literacy for Higher Education*, introduced in 2015,
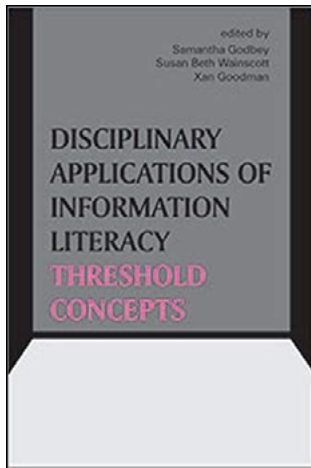
is based in part on the idea of threshold concepts, and each frame was developed with threshold concepts in mind. The discussion of what constitutes an information literacy threshold concept has been an important part of a larger conversation of how to approach the use of the ACRL *Framework*. This book strives to address some of the questions surrounding information literacy threshold concepts within specific disciplines with the ultimate goal of improving student-learning experiences in impactful ways.

Edited by Samantha Godbey, Susan Beth Wainscott, and Xan Goodman, *Disciplinary Applications of Information Literacy Threshold Concepts* presents short essays written by academic liaison librarians. These essays include a brief background on the discipline and a discussion of how the authors have come to approach IL instruction within each discipline using various identified threshold concepts. All essays include some theoretical background on the emergence of threshold concepts, and a discussion of the authors' decision to use particular frames from ACRL *Framework* as IL threshold concepts. Importantly, the book includes a wide range of disciplines with chapters covering the humanities, physical and social sciences, and the health sciences. Chapters offer detailed looks at librarians' work with IL instruction in academic settings and thoughtfully discuss each authors' experience with incorporating IL threshold concepts in their instruction. Descriptions of learning activities are provided within the text of each chapter. However, only a few include example worksheets or other in-class material. All chapters include robust reference lists for further reading.

Disciplinary Applications of Information Literacy Threshold Concepts is a longer volume, at 368 pages, and is split across six sections and 25 chapters. Interestingly, the six sections of the book are aligned with the six frames from the ACRL *Framework for Information Literacy for Higher Education* even though the title of the book refers to threshold concepts as a whole. The editors note that this was a deliberate act on their part to encourage both chapter authors and readers to focus on threshold concepts themselves rather than defined frames or concepts prescribed by ACRL. It should be noted, however, that most chapters use a specific Frame as an information literacy threshold concept that they address with some form of library instruction. Moreover, the book itself is split into sections based on the six frames of the ACRL *Framework for Information Literacy for Higher Education.* While some chapter authors identify threshold concepts within specific disciplines that the authors are trying to address with IL instruction, most explore the concept of using the frames from the ACRL *Framework* as threshold concepts, an application that is not in line with the identified intentions of both this book and the ACRL *Framework*.

One flaw with this book is the lack of worksheets, in-class material, or other example documents that librarians have used in their work. Chapters are very text-heavy and refer to materials or worksheets used in class; yet, in most chapters, these materials are not available for readers to reference. However, each chapter is very descriptive of both the instructional context and in-classroom work, so readers will still be able to understand how each threshold concept is being used in that discipline. For example, one chapter covers the use of the frame, Research as Inquiry, as a threshold concept for information literacy in an education classroom by aligning that threshold concept with action and practitioner research assignments.

This book does provide great examples of discipline-specific applications of the ACRL *Framework for Information Literacy for Higher Education* in various information literacy instruction settings across a wide variety of institutions and disciplines. It will be a helpful resource for academic library liaisons to read as they work through discipline-specific instruction using the ACRL *Framework*. Because of the disciplinary nature of this book's content, each chapter reads like a standalone essay, including a discussion of underlying theory and rationale for instruction choices, making it ideal for subject liaisons to read a single chapter of this edited volume and still come away with useful material. The experiences within each chapter will be of benefit to librarians conducting liaison work that includes information literacy instruction whether they have been working in this area for some time or just beginning to approach IL instruction.—*Alexandra Hauser, Michigan State University*

Robin Rice and John Southall. *The Data Librarian's Handbook*. London: Facet Publishing, 2017. 192p. Paper, $79.99 (ISBN: 978-1-78330-047-1).
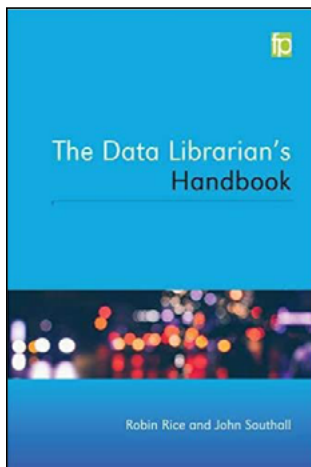
The Data Librarian's Handbook is an indispensable read for those who find themselves at a point of intersection with topics in data librarianship. The authors, Robin Rice, Data Librarian at EDINA and Data Library at the University of Edinburgh, and John Southall, Data Librarian at Bodleian Libraries at the University of Oxford, bring many years of experience to this title. While they have both built careers in the United Kingdom, they take great care in highlighting international examples from the United States, Canada, and Australia in their work.

The handbook offers exceptional grounding and orientation for the novice, be he or she a student or a professional seeking new areas of focus. The organization of the book is logical and easy to follow; it begins with a longitudinal look at data librarianship, including the origins of data libraries and data archives in the 1960s and 1970s, followed by an examination of drivers that have shaped the field over the decades. The reader is then eased into data librarianship with the introduction of key terminologies and misconceptions followed by an exploration of familiar topics such as intellectual property, metadata, data citation, data literacy, data reference, and collection building.

Instructors will be grateful for the completeness and interchangeable structure of the chapters, which are easily assigned as discrete and separate units. They will also value the "Key take-away points" and "Reflective questions" sections that bring each chapter to a close. Similarly, an administrator wishing to consult the handbook to inform local policy and planning will be grateful for the detailed subchapter headings, as well as the integration of international case studies and relevant toolkits to inform local decision making.

Those with years of praxis from which to draw upon will likely find the book an affirming read, encountering pockets of wisdom to add to their repertoire. In particular, the book offers an excellent introduction to research data management (RDM), devoting two full chapters directly to the topic, which covers research data management services, plans, and policy frameworks. Drawing on the authors' collective experience, readers will be equipped with starting points for assessing institutional preparedness for RDM. They will also be able to articulate the librarian's role in RDM and will have strategies at the ready for building support and ultimately passing an RDM policy. This ample section is supplemented by chapters offer-