strategically as a leader. There is no ivory-tower-speak here; for example, Evans and Ward warn against "using *team* to refer to what is actually committee work in the mistaken effort to appear 'current.'" They imply that leaders must not be afraid to embrace their roles, even if it displeases others; explaining that when team members are "empowered," the leader still retains most of the responsibility. Emphasis is placed on finding where the real power lies in an organization (which can be difficult to determine) and not being afraid to use this knowledge: difficult but essential advice for us professional helpers. Most useful to new leaders will be the step-by-step instructions on writing vision, values, and mission statements, and citations to examples written for ALA, OCLC, and the U.S. and U.K. National Archives.

The rapid pace of technological change in the past decade causes its own problems. The librarians who experienced this rapid change may be too overwhelmed to step back and analyze what the changes mean, and those entering the field tend to take the technology for granted and therefore probably have never analyzed it. For these reasons, the chapter on e-leadership for librarians makes this book stand out from other leadership titles. It describes changes in patron expectations, and how to deal with the paradoxes involved in this new milieu, among them the need to make "swift but mindful" decisions. Evans and Ward offer eminently practi-

cal suggestions, such as hiring freelancers for specific tasks, observing proper "netiquette," and enabling some staff to "telework." They go as far as to suggest precise phrasing for communications between e-group members, to elicit the most useful responses and to counteract feelings of isolation. Tips for e-mentoring are also offered.

The last section of the book provides a few paragraphs each on various aspects of life as a leader ("Perfectionism," "Following Through"). The topics chosen are relevant and interesting. However, the space devoted to some topics, such as gender issues, is lamentably short. Serviceable bibliographies on each chapter's topics are provided. This book will be a worthwhile purchase, enabling prospective leaders to prepare for the challenge or decide that it is not for them and helping current leaders to become more effective.—*Etta Thornton-Verma*, School Library Journal.

Jenkins, Paul O. *Faculty-Librarian Relationships*. Oxford, England: Chandos (*Chandos Information Professional Series*), 2005. 166p. $55 (paper); $99.95 (cloth) (ISBN 1843341166; 1843341174).

"A university is just a group of buildings gathered around a library," wrote historian and novelist Shelby Foote. This is a tenet shared by many in the academic community, and, no doubt, most academic librarians. But it is not held by all members of the campus community or general public, cautions author Paul O. Jenkins in his brief, succinct, and engaging work *Faculty-Librarian Relationships*. This clearly written book, peppered with quotes such as the one from Foote, is aimed at academic librarians (and those entering the field); its goal is to explore the differing viewpoints on the topic and bridge the gap between those who do and do not think the library is the center of the campus universe.

The book, very rationally organized, with tables and bulleted summaries, is divided into five chapters. It begins with

a personal foreword describing the warm environment in which the author grew up as the son of a professor at a small liberal arts college and traces his career in library science. (Jenkins has served as a collections development librarian and as a Director of Library Services.) While this background is illuminating, its perhaps too-cozy feel and the use of rosy tints discussing collaborations with colleagues may raise doubts in readers seeking a cool analytical discussion of the often charged relationship between academic librarians and faculty. But Jenkins nearly always rises above this sort of professional cheerfulness through judicious and generous quotations from the literature and the inclusion of the views of colleagues. His charitable voice, always hopeful and helpful, seeking compromise and understanding, guides the discourse.

Chapter one, "The faculty: who they are, how they think," is a sort of field guide to help academic librarians distinguish the four types of faculty members they may (or may not) spot in the stacks. Some faculty are library-resistant; others minimize the library; many are library traditionalists; and then there are those who are library-active. The author also classifies the types of institutions of higher learning and uses the Myers-Briggs scale to show that faculty and librarians are often the same personality types. Despite this, he acknowledges that conflicts often arise between the two groups. Anecdotes discussing problems with professors expecting servitude rather than service from librarians will prompt knowing sighs from many readers; but the author is quick to turn the other cheek, offering even more anecdotes from faculty and listing many stressors faculty members face.

Collection development and its ramifications is discussed next. Various viewpoints from the literature are given as to who should be in charge of selecting new titles. Faculty strengths and weaknesses in this field are noted, again with suggestions as to how to better improve skills on

all sides. The use of liaisons, allocation formulas, approval plans, and methods of weeding are all touched on and neatly summarized in the chapter's conclusion. Theories and examples from various institutions are nicely counterbalanced by some practical advice on how not to alienate faculty members while remaining transparent in allocating funds for purchases in various disciplines.

The central chapter revolves around the crucial issue of information literacy (IL). After a discussion of the literature, Jenkins poses the question, "Can librarians rely on faculty to teach IL skills?" He reviews and assesses some of the literature on the topic, reproduces other librarians' lists of what constitutes information literacy, summarizes procedures followed on specific campuses, and notes the general consensus that IL must be taught in a student's first year, and then suggests Web-based courses as a method of compromise between librarians charged with teaching skills and professors unwilling to give up class time for such "intrusions."

Jenkins then turns his attention to other faculty-librarian relationships, briefly discussing committee service, working in distance education, providing a refuge in the library for faculty, and the like. He focuses on marketing the library to faculty, giving nearly twenty specific suggestions, many of them attributed to various librarians around the country who developed, devised, and succeeded in their outreach efforts.

The final chapter constitutes over one third of the book and contains some of the most compelling reading but, at the same time, demonstrates the book's greatest weakness. To better educate librarians to the stresses and achievements and life struggles of faculty, Jenkins reproduces question and answer sessions held with over a dozen faculty members from various disciplines at his home institution, Mount St. Joseph College in Cincinnati, Ohio. Those interviewed discuss the demands on their time, complain about the

often erroneous view held by the public of academics, describe their career paths and express opinions on the value of libraries. While interesting, the interviews eventually become repetitious, and a sense of déjà vu confronts the reader, as he often encounters the same quotes used previously in the text. Despite the fact that this section serves an excellent purpose in demystifying faculty and building up empathy for them, it seems the book has been padded to create an appropriate length. The author might have interviewed faculty from larger or different institutions with different student populations than the ones at Mount St. Joseph. The one-sided nature of these interviewees limits the book's effectiveness as well. If a counterbalance of interviews with academic librarians had been included, the book would have had a broader appeal and could have built a similar empathy for librarians; faculty reading the book could have been educated, and students entering the field of academic librarianship could have learned much about the ranks they would be joining, as well as learning about the lives of faculty members. Despite these shortcomings, the book succeeds in the aim of the Chandos series, of which this title is part, "to provide easy-to-read and (most importantly) practical coverage of topics that are of interest to librarians and other information professionals." The book can provide some insight for the seasoned professional and will be of greatest use to students and those just embarking on a career in a college or university library.—*Harlan Greene, College of Charleston.*

Making a Difference: Leadership and Academic Libraries. Eds. Peter Hernon and Nancy Rossiter. Westport, Conn.: Libraries Unlimited, 2007. 300p. alk. paper, $45 (ISBN 1591582911). LC 2006-031713.

This fine collection of essays provides a welcome introduction to the literature on leadership, ranging from exposition of management theory to administration of practical advice. Offering something for well-nigh everyone, *Making a Difference* includes articles that would be helpful to librarians at any stage of their careers. Editors Peter Hernon and Nancy Rossiter, both on the faculty of the Simmons College Graduate School of Library and Information Science, have done an admirable job in compiling valuable and relevant selections whose lessons can be internalized and executed by library administrators at every level.

Significantly, Hernon and Rossiter, who between them have contributed twelve of the book's eighteen essays, emphasize the distinction between leadership and mere management. In particular, Hernon assesses the need for leadership in academic libraries and notes that leadership entails excellent communication skills involving "patient persistence in instituting organizational change, creativity, integrity, honesty, credibility and innovation," all of which fashions a culture of trust within the organization. Hernon argues that skilled leadership is more essential than ever, as familiarity with information policy—with its constantly changing and complicated interplay between public policy, information science, and economics—becomes ever more crucial for decision makers within academic libraries. Moreover, library leaders must know how to use interpersonal skills to motivate personnel and promote teamwork among library staff. Successful library leaders cultivate and employ these skills strategically to generate necessary organizational change.

Nancy Rossiter supplements this call to leadership with a literature review on leadership research. She focuses on standard theories of leadership, beginning with the pre-classical "great man" model and segueing into discussion of classical leadership, which emphasizes traits of successful leaders. From there she moves on to more recent approaches such as progressive leadership incorporating transformation; postprogressive leadership, which focuses on social change; and