

to create and maintain digital content? Purcell takes it upon himself to convince us that, yes, there is a way forward. Librarians and archivists, he writes, “have assumed responsibility for managing, preserving, and providing ongoing access to a range of digital content.” Though the history of library digital projects is only a few decades old, it lays a great deal of responsibility on librarians and archivists to continue this work. Purcell asks us to brace ourselves for the next stages and aims to give us the tools to succeed.

Though largely focused on practical project planning documentation and the fundamentals of mission statements, collection development, fundraising, and vendor relations, Purcell still inspires parts two and three with the big questions, like “How will my digitization project make the world a better place?” This is followed soon after by, “How do I convince others in my institution that a vision is worth creating and following?” These questions are not for the faint-hearted, and the rows of blank lines that follow call on us, oraclelike, to answer with informed, professional pride and technological know-how. Thankfully, Purcell’s clearheaded text leaves us with the tools, and the temptation, to rise to the challenge.—*Rebekah Irwin, Middlebury College*

***Databrarianship: The Academic Data Librarian in Theory and Practice.*** Eds. Lynda Kellam and Kristi Thompson for the Association of College and Research Libraries.

Chicago: American Library Association, 2016. 378p. \$68 (ISBN: 978-083898799-5). This edited collection on “databrarianship” skillfully explores how academic librarians are addressing the wide-ranging qualitative and quantitative data needs of learners and researchers. The volume is edited and organized by Lynda Kellam, Data Services Librarian at North Carolina’s Greensboro University Libraries, and Kristi Thompson, Data and Systems Management Librarian at the University of Windsor. The 22 chapters are written by 35 academic librarians and offer readers a diversity of theories and practices on supporting the fast-growing and wide-ranging data needs of both students and faculty. This scholarly publication features detailed appendices, biographies of the contributors, and comprehensively documented resources that add great informational value to the text. The collection is a welcome addition to the growing body of works that focus on the services, systems, and skills required to support the diverse data needs of today’s learners and researchers. The book is written for all academic librarians who support a wide range of data resources for research or who are interested in learning more on this topic.

The essays are divided into four parts: Part I, *Data Support and Services for Researchers*; Part II, *Data in the Disciplines*; Part III, *Data Preservation and Access*; and Part IV, *Data: Past, Present and Future*. The groupings of the essays represent current themes and trends in academic librarianship that focus on how libraries are supporting, creating services, and providing solutions for the expanding data needs within their respective institutions. The last section provides a limited international view of data librarianship, with essays from librarians in Canada and the United Kingdom. The writing is fairly even across the sections, and most chapters are clear and concise. The collection focuses mainly on data used and created within the Social Sciences discipline. However, some chapters include works that address data needs and usage across the Natural and Environmental Sciences disciplines, which are major consumers and creators of quantitative and qualitative data.

In Part I, *Data Support and Services for Researchers*, there are eight chapters that are devoted to different models, approaches, and theories on supporting the data needs of learners and researchers. This section contains a very robust set of essays from the contributors, and each one provides a unique roadmap for developing and supporting data services in the library. The chapters on *Teaching Foundational Data Skills in the*

*Library and Technical Skills for Reproducible Research* are particularly well developed and provide a wealth of information for librarians who are instructing learners who are new to evaluating and working with datasets.

Part II, *Data in the Disciplines*, focuses on data-related practices within the disciplines and how academic librarians are supporting discipline-specific data needs. The theme of this section itself is very interesting, as are the essays within; however, it would be even more appealing with a robust section on data and the digital humanities. Practitioners supporting multiple data needs across disciplines will benefit from reading these chapters. Further collections exploring this topic would be welcome due to the diversity of data, instruction, and management needs across disciplines and within multidisciplinary projects.

In Part III, *Data Preservation and Access*, the focus is on data management, archiving, and access practices. All six chapters are very robust in detail. The chapter on *Exploring Disciplinary Metadata and Documentation Practices to Strengthen Data Archiving Services* contains important resources that can be used when creating a discovery roadmap for datasets created within the institution. Additionally, the chapter on data-sharing policies addresses a very relevant and important topic of how to share data across institutions and how publishers and journals are exposing and sharing data. Data sharing and transparency are linked to the lively discussion surrounding data access and ownership. These topics have taken front and center stage with the growing open data movement, in addition to the swelling ranks of academic publishers who are publishing datasets to accompany articles.

Part IV, *Data: Past, Present and Future*, features four chapters. The first two chapters provide readers with insights into the work of data librarians in Canada and the United Kingdom. The third and fourth chapters focus on what it's like to be a data librarian and provides a review of a course taught on data librarianship at the University of Toronto's iSchool. The first two chapters are relevant and interesting, as data librarians in the United Kingdom are very active on numerous fronts, especially in regard to data management plans and planning. The final chapters are comprehensive roadmaps that can help data librarians assess their skillsets and discover topics and technologies that they may want to explore in the future.

*Databrarianship: The Academic Data Librarian in Theory and Practice* is an essential read for anyone interested in or supporting data services and solutions in an academic library. This work complements titles such as *Data Management for Libraries: A LITA Guide and Research* and *Data Management: Practical Strategies for Information Professional*. With the role of librarians in this data-driven world rapidly evolving and expanding, this timely collection of essays will be well received by those who are new to data librarianships, as well as by seasoned data practitioners. —Kara Kugelmeyer, Colby College

**Sheri V.T. Ross and Sarah W. Sutton.** *Guide to Electronic Resource Management*. Santa Barbara, Calif.: Libraries Unlimited, 2016. 159p. Paper, \$55 (ISBN 978-1-4408-3958-0). LC 2015037581.

The complex fluidity and plain messiness of electronic resources management operations are extraordinary. The task of abstracting into a single text the foundational knowledge necessary to inform the library science student on this field of practice therefore presents extraordinary challenges. The textbook *Guide to Electronic Resource Management* is coauthors Sheri V.T. Ross and Sarah Sutton's effort to provide library science students with a background and overview of the endeavor. This survey is enriched by deeper discussion of those rare-but-critical functions and responsibilities of which library science students should become aware and which the aspiring electronic resources librarian will need to master on the way to expertise.