

print books. The lack of balance in this particular instance is jarring. Similarly, chapter 7, "Expanding Traditional Library Services into the eResearch Environment: Classic Roles in a New Context," covers issues surrounding collection development at some length before touching upon newer models of reference service. However, at no time is the issue of library instruction in this new environment ever taken up. So, while open access and databases are topics for discussion here, their relevance to librarians, researchers, students, and other users seem to be missing from the discussion. Whatever weaknesses those chapters may have, the strength of part II is found in the final three chapters.

The discussion of data management and curation found in chapter 8 is exceedingly useful to those librarians unfamiliar with the topic. In particular, the discussion of institutional repositories and libraries as publishers is detailed and forward-looking. Chapter 9 offers advice to more experienced librarians who may be looking to enhance their knowledge set regarding the specific (often technical) aspects of electronic research. Indeed, the lists of core competencies taken from a 2012 study are exceedingly useful in allowing the reader to quickly assess where opportunities lay for improvement. The final chapter effectively ties up the concepts touched upon throughout the book; as a result, the author provides a satisfying conclusion.

Victoria Martin has tackled a difficult task—distilling the major concepts undergirding electronic research into a format that will benefit librarians of all experience levels and institutions—and in the final analysis has done so very well. Though some of the discussions might have been improved by a more limited focus, or more balanced perspective, the information provided is helpful and the extensive bibliographies along with the concise reading lists will support those who want to know more about the fundamental changes to research that are occurring. —*Joseph Aubele, California State University, Long Beach*

**Richard Moniz, Jo Henry, and Joe Eshleman.** *Fundamentals for the Academic Liaison.*

Chicago, Ill.: Neal-Schuman, an imprint of the American Library Association, 2014. 200p. Paper, \$60.00 (ISBN 978-1-55570-967-9). LC 2013-050031.

As the title suggests, *Fundamentals for the Academic Liaison* is an overview of the essential functions of a liaison librarian and the role she or he plays in the academic community. The book effectively blends far-reaching principles with specific suggestions for daily work practices. Because of the breadth with which it covers the role of the liaison librarian, this book would be well suited for a graduate school course on academic librarianship or as a guide for someone just beginning a career as a liaison, subject specialist, or public services librarian.

The book is organized into chapters on different aspects of a liaison's responsibilities, including "Teaching Information Literacy," "Collection Development," and "Faculty Assistance." Throughout the book, Moniz, Henry, and Eshleman return to an assertion made in the opening pages: "The establishment of relationships with the faculty they serve is the cornerstone of good liaison work." The arrangement of the book reflects the authors' claim, with early chapters that focus on communicating and collaborating with faculty followed by chapters on more student-centered aspects of a liaison's work like developing research guides and embedding oneself in course management systems. For liaison librarians looking to expand their current duties, there are chapters on important although less frequent aspects of academic work such as assisting with university accreditation.

*Fundamentals for the Academic Liaison* contains "checklists" throughout each chapter, offering the reader a summary of what she or he has just read. A librarian may wish to use the checklist as a way to track personal progress in implementing the book's ideas. Each chapter is well supported with references to library and information science

publications, all of which appear in chapter endnotes. The endnotes for two chapters, "Teaching Information Literacy" and "Evaluation," are noteworthy for their omissions. In the case of the former, while attention was given to the ACRL *Information Literacy Competency Standards for Higher Education*, surprisingly there is no mention of the ACRL Task Force, which eventually produced the newly adopted *Framework for Information Literacy in Higher Education*. The Task Force's work was still ongoing when this book was published; yet the failure to mention it strikes as a large oversight. Similarly, the chapter on evaluating and assessing liaison activities neglects to mention another recent ACRL project, *The Value of Academic Libraries: A Comprehensive Research Review and Report*.

Throughout the book, the authors recognize that liaison duties vary considerably from library to library, and *Fundamentals for the Academic Liaison* describes a range of potential responsibilities. Many chapters draw on examples from case studies in the literature or from the authors' experiences, including the unique attributes of the community college setting, to give readers concrete examples of how this variability in liaison work presents itself. The chapter on collection development best demonstrates the extent to which a liaison's involvement will vary from one campus to another. Further contributing to the range of perspectives in the book are Moniz, Henry, and Eshleman's professional experiences. According to the "About the Authors" section of the book, their job titles are director of library services, information services librarian, and instruction librarian, respectively.

Because the book focuses on the need to foster relationships with members of the academic community, the authors are freed from the temptation to make excessive technology or software suggestions. The only two chapters that do spend considerable time recommending and explaining specific technologies are the "Online Tutorials" and "Library Guides" chapters. The remainder of *Fundamentals for the Academic Liaison* should age well even as the tools at our disposal and user preferences evolve. Indeed, this book's most vital feature may be the fact that, rather than trying to exactly capture what a contemporary liaison librarian does, it strives to show how many of a liaison's activities are underpinned by the librarian's ability to develop collegial and collaborative relationships with faculty, students, library colleagues, and others. One area of community interaction that received brief mention in the book yet may come to occupy an increasing share of the academic liaison's time is the role of raising awareness about and soliciting contributions to institutional repositories.

By being grounded in the daily practices of a librarian but not tied too strongly to fast-changing technology, the book succeeds in conveying the "fundamentals" referenced in its title. The division of the content into chapters on different aspects of a liaison's duties makes it easy for the reader to pick and choose which segments to focus on. At 200 pages, *Fundamentals for the Academic Liaison* is also a relatively quick read from start to finish. With the exception of a few repetitive passages and a lack of sentence variety in some places, the book is easy to follow and well written. Practitioners and MLIS students alike will benefit from this concise yet thorough treatment of the academic liaison librarian. —Michael R. Mitchell, Bethel University

**Aaron Schmidt and Amanda Etches.** *Useful, Usable, Desirable: Applying User Experience Design to Your Library*. Chicago, Ill.: American Library Association, 2014. 174p. Paper, \$65.00 (ISBN: 978-0-8389-1226-3).

If one were to go to any bookseller's website to find books on user experience, most likely they would get a long list of titles dealing with software and website design. Even including the term "library" would still result in a set of technology-oriented titles, albeit a much smaller set. One might expect, given the state of the literature, that a new title dealing with user experience would also be heavily focused on technology.