The Expert Library: Staffing, Sustaining, and Advancing the Academic Library in the 21st Century. Edited by Scott Walter and Karen Williams. Chicago, Illinois: Association of College and Research Libraries, 2010. 373 pp. \$48 USD. ISBN-13: 978-0-8389-8551-9. ∞

The Expert Library, edited by Scott Walter, Associate University Librarian for Services and Associate Dean of Libraries at the University of Illinois at Urbana-Champaign and Karen Williams, Associate University Librarian for Academic Programs at the University of Minnesota, brings together the ideas and opinions on myriad issues facing a modern academic library. They do this by calling on twenty-one prestigious and well known authors, mainly academic librarians, from large research institutions in the United States to create thirteen distinct and well structured chapters. Though authors such as Marta Brunner, David Lankes, James Neal and Lisa Janicke Hinchcliffe are all from the US, they are well known internationally, and this book is very applicable to the Canadian academic library community.

James Neal, from Columbia University, who spoke at the 2011 Ontario Library Association's Super Conference begins the book with a foreword setting the tone with a theme that is touched on in virtually every chapter, that of the need for staff, either current or future, to be diverse, flexible and adaptable. The first line in the Introduction indicates a long needed change in attitude for academic libraries that have focused, or sometimes perhaps over-focused, on acquisitions and collections: "Though we sometimes forget to celebrate this fact, the library's most valuable collection is its people" (ix). The book is then broken up into thirteen scholarly, yet exceptionally readable, chapters.

Chapters 1 and 2 by David W. Lewis and John Lehner respectively, review the issues regarding current and future staffing. Lewis discusses trends in the incorporation of more IT staff working alongside librarians and library staff, painting a picture of what the academic library workforce might look like in five years. Lehner covers new approaches to the processes of selecting staff, including criteria for selection and behavioural interviewing. He recommends hiring committees move away from asking about acquired skills, but instead focus on investigating a potential employee's personal abilities, particularly flexibility, adaptability and creativity, by asking situational-type questions.

R. David Lankes writes the third chapter which changes course a bit. It is entitled "Innovators Wanted No Experience Necessary", and it is written with a sailing/nautical theme which doesn't match most of the rest of the book. Putting aside the awkward sailing metaphors, Lankes does an excellent job of describing participatory librarianship and the skills involved in making this concept successful. Chapters 4 through 6 focus on competencies. Heather Gendron describes the standards and competencies for academic librarianship, referring to documents such as ARL's core competencies SPEC kit. In Chapter 5 Craig Gibson and Jamie Coniglio give a clear, well written explanation of the rise of the liaison librarian and examine why the model is not perfect. They note that "through astute recruitment of, or development of, talented, innovative, risk-taking staff with a "research-and-development" mind-set who are attuned to the large changes

sweeping higher education rather than just to their particular functional role" (p. 117) academic libraries can flourish. They address new required competencies, such as advocacy, outreach and communication, and knowledge management in addition to the teaching, learning and subject expertise that will make the liaison model more agile and relevant. This is one of the best chapters in the book and every liaison librarian should read it. The final chapter in this section covers the University of Minnesota's experiences in preparing librarians for the future.

Marta Brunner's chapter on PhD holders in academic libraries and a description of the CLIR postdoctoral fellowship programme is likely only relevant to very large, research intensive schools like University of Toronto, University of Alberta or University of British Columbia in Canada. And, although this chapter focuses mainly on the experiences of these fellows, she does make an extremely important point for more traditional academic librarians to remember: "While service is indeed a good thing and is intrinsic to librarianship, it does the academy a disservice to restrict the library's role to one of *serving scholars*" (p.185).

Later chapters (8 through 12) cover a variety of topics and all of them do it well. Chapter 8 explores the library's role as publisher in this new open access world. Michael Furlough details the experiences of a number of different libraries and models for providing publishing services or combining efforts with universities with existing presses. The next chapter reflects on e-science and research support, as well as the concepts of the feral, blended and embedded librarians. Metadata and the future of cataloguing are also covered in this section. Chapter 11 highlights outreach and the importance of relationship building between the library and other departments in the university: specifically, public relations and communications offices. Though much has been written on information literacy over the last number of years, "Teaching the Teachers" by Beth Woodard and Lisa Hinchliffe gives interesting insights and suggestions for active learning, instructional improvement and reflective practice. The final chapter, "Creating Smooth Sailing", picks up the nautical theme from Chapter 5, and provides a more theoretical look at the use of organizational development to implement the changes needed to create "the Expert Library".

Appendices such as the "University of Minnesota Libraries Academic Programs Division Professional Expectations" and the "Checklist for New Librarians and Others with Teaching Responsibilities" provide helpful ready reference information and ideas that could be adapted by any university library. In addition to the useful appendices, all chapters include lengthy reference lists. From a Canadian perspective, an inclusion of perspectives or examples from smaller primarily undergraduate university libraries would have been an added bonus, but the volume stands on its own and the lessons can be adapted.

This book should be on every academic librarian's bookshelf. It is a must read for academic librarians, library administrators, library school directors and faculty. It would be an excellent resource to broaden the understanding of the capacities of 21st century

academic libraries and competencies of librarians, for university administrators, including deans and vice presidents as well.

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