

all types of academic libraries and for collections devoted to library and information science.—*Johanna Denzin, Columbia College, Columbia, Missouri*

Robin Chin Roemer and Rachel Borchardt. *Meaningful Metrics: A 21st-Century Librarian's Guide to Bibliometrics, Altmetrics, and Research Impact*. Chicago: The Association of College and Research Libraries, 2015. 241p. Paper, \$60.00 (ISBN 978-083898755-1). This text is an excellent guide and introduction to librarians who are new to the subject of bibliometrics, altmetrics, and research impact, as well as those who have experience working with all of the above. For beginners, it includes clear explanations and definitions of the jargon, while those who are familiar with the subject will appreciate the ability to use this text as a reference to both old and new tools and concepts. As it is written by librarians, it includes annotated bibliographies of helpful resources at the end of each chapter, as well as a short glossary at the end of the text that readers can refer back to. There is no index, although this should not hinder the usage of the text as it is not overly dense, so it is easy to thumb through and find the section or area of interest. While the authors are clearly writing for other librarians, faculty members and those working in higher education can use this text as an introduction or to expand their knowledge in this area.

Roemer and Borchardt have been writing about the field of biblio and altmetrics for several years, making information about the field available to librarians through journal articles and online resources made available through professional associations. By looking at their previous scholarship, this text appears as a long-form extension of their work in this area. One could conclude that, as a science librarian, Borchardt has likely studied impact and measurement of scholarly impact to work with faculty members. The authors present the unique perspective of librarians, who are supporting faculty in measuring impact, while also potentially measuring their own scholarly output depending on the demands made on them by their institution.

The authors do an excellent job of describing the different tools that are used to measure impact, while at the same time bringing a librarian's critical eye to them. Throughout the text they provide the reader with ways to broach the subject of metrics with others, giving librarians useful tools and talking points that can be used with faculty. The drawback of spending time on online tools is that anything that lives on the web is in constant flux. The authors spend time throughout their text very clearly noting this drawback and warning the reader that these tools will change. It is smart to instruct readers to anticipate this limitation, as there would be no way to write such a guide like this that would not eventually become dated.

All librarians will find the final chapters on how impact is measured in different disciplines and the role of librarians in measuring impact valuable for the way it frames this knowledge for practicing academic librarians. One chapter is spent on the disciplinary differences in research impact and the way that it is used and shared, which can help librarians work with different departments and learn how to serve different liaison areas. Though the humanities and arts are not traditionally assessed by publication value or research impact, there is limited information on metrics in these disciplines. The section on the humanities mostly discusses what researchers and faculty in English look for in measuring the value of publications, which may not fit the needs of other subjects in the humanities or that of the Humanities Librarian. The final chapter reads as a charge to librarians to work with their faculty and advocate for the use of metrics in assessing impact. The authors have worked to give librarians additional tools to build connections to faculty and prove their worth.

The long-term value in *Meaningful Metrics* is in the discussions of the value placed on impact, how to communicate impact, and the numerous other issues in this field.

The major drawback of the text is the set of online tools that, while being essential to the guide, will age and change just like anything else that lives on the web. While the authors write for other librarians, this guide could be used by faculty or graduate students who are learning how to create and track their own research impact. Altogether, this guide can help bring or keep those interested in research impact up to date. By engaging with this text, librarians will gain an additional foothold with faculty and a new way to advocate for the services that they provide.—*Elise Ferer, Drexel University, Philadelphia, Pennsylvania*

Creating Leaders: An Examination of Academic and Research Library Leadership Institutes. ed. Irene M.H. Herold for the Association of College and Research Libraries. Chicago: American Library Association, 2015. 380p. Paper, \$78.00 (ISBN 978-0-8389-8763-6). LC Z668.5C72 2015.

Acutely aware of the need to cultivate leadership in the realm of academic libraries of every stripe, Herold, the University Librarian at the University of Hawai'i at Manoa and 2015 ACRL Vice-President/President-Elect, assembles a comprehensive series of chapters devoted to description, and assessment, of eighteen prominent library leadership institutes, past and present. In particular, she endeavors to determine the training methodologies employed within the various institutes and the overall efficacy of the institutes in achieving their goals and in generating new library leaders. Ultimately, she concludes that the results are uneven, although, incontrovertibly, the institutes enabled participants to network and to be mentored, which assisted their career advancement. Further study, of course, will be necessary.

Creating Leaders is organized into six parts and contains twenty chapters. The parts bear the following titles: "A Program for All Types of Academic Libraries," "Programs for Specific Types of Academic Libraries," "Programs for ARL and Large Research Libraries," "Programs for Multiple Types of Libraries," "Programs that Include Librarians among the Participants," and, finally, "Findings and Conclusions." Since the leadership institutes vary radically in their programming and purpose, the parts and chapters canvas a divergent collection of library types and institute goals. Readers would do well to focus on the chapters pertaining to their own library types, although there is also much to be learned from the other chapters by assessing the goals and accomplishments of institutes devoted to these other library types. The book need not be read in any particular chapter order, save for the fact that "Part 6: Findings and Conclusions," obviously functions as the text's capstone and should therefore be read last to appreciate the editor's overall purpose of examining and evaluating the programs with respect to their individual fundamental goals and vis-à-vis each other to assess general efficacy.

"Part 1: A Program for All Types of Academic Libraries" consists of a single chapter, "Leadership Institute for Academic Libraries," composed by Anne Marie Casey, Dean of Retention and Student Success at Embry-Riddle Aeronautical University and graduate of the prestigious Simmons College Ph.D. program in Managerial Leadership in the Information Professions. In this chapter, Casey discusses the Leadership Institute for Academic Librarians, sponsored jointly by ACRL and the Harvard School of Graduate Education. She describes the "Four Frames Approach to Leadership"—structural, human resources, political and symbolic—and concludes that this approach to leadership development made "subtle and organic" (17) changes to her leadership style, ultimately resulting in a successful outcome in addressing particular leadership challenges.

Next, "Part 2: Programs for Specific Types of Libraries" contains four chapters devoted to institutes focusing on leadership development in special libraries or specialized and diverse populations of burgeoning library leaders. Accordingly, in chapter