sessions, or lunchtime seminars. As previously discussed, offering an online option for these sessions is effective in increasing reach. Related to this, creating effective online resources makes for great researcher tools. The author also offers examples of timely workshop topics reflecting common researcher issues such as copyright, social media, metrics (biblio and alt), fraudulent publishers, and data management.

The book ends with an inclusive bibliography and index. Although it may be optimal from a completist perspective to have a concluding chapter, it is not necessary in this particular book due to its designated use as a point-of-need source. *Practical Tips for Facilitating Research* is highly recommended, particularly for newly restructured research and/or instruction units. It is also valuable for individual librarians seeking new ideas or effective tools.—*Brenna Helmstutler, Georgia State University*

Dynamic Research Support for Academic Libraries. Starr Hoffman, ed. Chicago: Neal-Schuman, an imprint of the American Library Association, 2016. 154p. $75.00 (ISBN 978-0-8389-1469-4)

In this volume, editor Starr Hoffman has collected nine practical examples of innovative projects from librarians at universities in Europe, Mexico, and the United States. Hoffman defines "research support" broadly as "anything that a library does that supports the activity of scholarship and research at its parent institution," in particular activities that create or foster an ethos of "…exploration, learning and collaboration." (Introduction, XIV) Hoffman notes that the diverse projects presented here reflect a shared understanding that academic libraries and librarians should play an active role in the research life of their institutions. Without being prescriptive or comprehensive, the book aims to provide readers with a wealth of ideas and insights to choose from and adapt to their particular community.

Hoffman divides the work into three parts, each containing three chapters. Part 1 highlights training and infrastructure initiatives, part 2 relates examples from data services and data literacy, and part 3 examines projects through the lens of research as a conversation. Hoffman's introductions to each part provide essential framing and context to help the reader link the three projects together conceptually and form a strategic perspective.

The opportunity to expand and remodel The Daniel Cosío Villegas Library at El Colegio de México (Colmex) in Mexico City sparked planning efforts to transform the college's only library into a research library worthy of emulation across the country, as Alberto Santiago Martinez writes in chapter 1. The planning proceeded in two basic cycles. The first cycle used brainstorming, a literature review, interviews with selected librarians, staff, and faculty, and a focus group of students. Information gathered in the first cycle led to the decision to pursue resource center and information commons models not considered at the outset. The second cycle of planning built upon the first, with the library contracting with consultants from the United States. These consultants performed additional interviews with campus community members and the principal architect for the project. Martinez notes that user needs identified through the planning process often conflicted with "traditional" models of an academic library. The planning committee encountered significant political and administrative resistance that favored a "book-oriented solution" to space requirements.

In chapter 2, Fátima Díez-Platas describes how the university library of the University of Santiago de Compostela (USC) initiated a new digital humanities project to facilitate greater access to early illuminated Spanish editions of Ovid's works, currently housed in special collections at several Spanish universities. The digital library that was created, the Biblioteca Digital Ovidiana, has brought a new level of visibility and organization to these editions, and enabled new and sophisticated inquiries. For example, scholars

can now search illustrations within different editions by referencing their iconography, facilitating easier comparative analysis of various printings of works like *Metamorphoses* across participating libraries' collections. The Biblioteca Digital Ovidiana also serves as a virtual museum of the works for those who cannot visit the libraries physically.

In chapter 3, Richard Freeman presents an ethnographic study of the University of Florida Smathers Library's "Developing Librarian" project, a 12-month pilot training program helping librarians and staff develop digital scholarship (DS) skills. Their Digital Humanities Library Group (DHLG) organized working/learning groups to develop the skills necessary to enhance an already digitized collection, the Brothers Grimm Digital Collection. By not focusing on digitization, the teams worked on DS skills more related to the research process of humanities scholars. One working group produced an enhanced digital copy of the first English edition of *Kinder und Haus Märchen* (*Children and Household Tales*), with text fully encoded to Text Encoding Initiative (TEI) standards, providing group members familiarity and conversance in this particular text markup scheme. In addition, the group developed proficiency with the XML editor oXygen and the viewer program Boilerplate. A second working group built an online exhibit of the Brothers Grimm tale *Cinderella*, in the process learning Omeka's Neatline. A third group created the Scott Nygren Scholars Studio, a physical space dedicated as a digital scholarship lab, with appropriate technology and functional space to support faculty with future DS projects.

Part 2, the "Data Services and Data Literacy" section, begins with chapter 4, where Heather Coates reports that the University Library Center for Digital Scholarship at Indiana University Purdue University Indianapolis (IUPUI) has developed and piloted training for researchers to learn research data management. The training planning group used outcomes-based design, with learning outcomes identified through a literature review on research data management to determine best practices. Where possible, the group incorporated active learning instructional approaches. Although students provided positive feedback, the delivery intensity and course length continue to challenge the training group. After the first pilot, a single 8-hour day, students deemed there was too much information in too little time; by contrast, during the second pilot, four days of 2-hour sessions, students' absences rose from the first session through the fourth. The group plans to develop stand-alone instructional units with targeted learning outcomes for discipline-specific courses.

In chapter 5, Ashley Jester explains how the Digital Social Science Center (DSSC) at Columbia University Libraries identified and organized their research data support services around a four-component research cycle model. This straightforward model—with Planning, Collecting, Analyzing, and Sharing components—helps DSSC staff identify the patron's stage of research through the reference interview and select appropriate DSSC services to address their needs. DSSC can provide researchers with advanced and sophisticated data management services, like providing expertise in producing "clean" data sets or in selection of statistical methodologies, because several of the Center's librarians possess doctorates and experience with social sciences research methods. Jester notes that researchers outside the social sciences also use the DSSC services, and that DSSC's analytical support services represent a unique contribution to the Columbia academic community.

Karen Munro of University of Oregon's Portland Library reports on providing geographic information systems (GIS) support services to architectural studies students in chapter 6. The staff and librarians at her library realized that GIS data and services have wide application beyond the departments often associated with geographic data, like geosciences and urban studies. Munro built expertise in GIS systems (particularly in ArcGIS software) through enrolling in a graduate course in GIS at Portland State

University. She has applied this expertise to provide ArcGIS workshops for architecture students, create online tutorials to supplement student learning of the software, and through ongoing support service within a graduate-level architecture studies course on digital tools and methods. Results are promising, and now other programs want to enrich their research with GIS.

In the next chapter, the first in part 3 ("Research as a Conversation"), Dominic Tate presented how Edinburgh University Library provided support for universitywide implementation of open access (OA) guidelines contained within the United Kingdom's Research Excellence Framework (REF) of assessing quantity and quality of research at universities. The library adopted a decentralized approach, with staff visiting the 22 separate schools of the university, informing faculty and researchers about green OA and assisting them in uploading items into the institutional repository. This approach enabled each school to tailor an implementation plan for OA that met their specific subject and research discipline needs. Tate's case study emphasizes the importance of communications planning in a decentralized implementation, as well as the academic cultural change necessary to implement an REF OA policy in a complex academic organization.

A group of librarians and technologists from UiT, The Arctic University of Norway, created a MOOC (Massive Open Online Course) entitled iKomp to bring modern teaching approaches to their instruction in information literacy. In chapter 8, Marian Løkse, Helene N. Andreassen, Torstein Låg, and Mark Stenersen describe the planning and development process, first choosing the OpenEdX platform for course development. Their course design combined linear and nonlinear models of instruction to facilitate both start-to-finish instructional paths and student-initiated learning of specific skills. Even with a highly knowledgeable team of information literacy instructors and technologists, implementing the MOOC took more time than expected. However, the group views iKomp as a positive contribution to their information literacy efforts and a natural step in the progression toward more modern pedagogical approaches and enhanced library services.

In the volume's final chapter, Hannah Tarver and Mark Phillips of the University of North Texas talk about the development of the UNT Name App, a web-based application created to allow UNT Digital Library to improve metadata consistency for name authorities across two of the digital library's collections—UNT Theses and Dissertations and UNT Scholarly Works. Better consistency in this metadata would support the best practices of linked open data and facilitate other applications in using the data. This Django-based application was written using Python. While not planning a systemwide attempt at authority control, this project has provided UNT Digital Library with a name-authority tool that can be used for special collections or other digital projects pursued by the institution.

A well-structured and timely collection of research support services projects, this book will interest a wide range of librarians and staff considering such services in academic libraries.—*Scott Curtis, University of Missouri–Kansas City*

Self-Publishing and Collection Development: Opportunities and Challenges for Libraries. Robert P. Holley, ed., for Charleston Insights in Library, Archival, and Information Sciences. West Lafayette, Ind.: Purdue University Press, 2015. 198p. Paper, $29.95 (ISBN 978-1-55753-721-8)

"Many librarians consider self-published or indie titles to be nothing more than the current manifestation of vanity press publications—those titles that authors paid to have printed only to sit in their basements or garages since bookstores wouldn't carry them and libraries turned them down even as gifts," writes Robert P. Holley, the editor