is vast alteration in funding models for higher education, the corporate university has been a mainstay in the United States for many years. In the 1960s, Clark Kerr of the University of California system was a powerful advocate for the neoliberal educational structure.

Within our profession, LIS has, according to Hansson, been engaged in a progressive revisioning for some time. This alteration has had effects on traditional (and emancipatory) librarianship as well. He points out, among other ideas, the "cognitive viewpoint" in LIS as emblematic of the revisioning. He hastens to add that, "To have [ongoing] conflict in a discipline such as Library and Information Science is not unusual or even unproductive. But it does challenge our views on how to understand and make use of the scholarly platform for librarianship" (109–10). The technical-normative elements of LIS can be opposed to the decidedly complex social and humanistic elements of librarianship. Within the altering LIS framework exist the "iSchool Movement," which offers a quite different epistemological existence for the field. Hansson cites the mission statement as exemplary of the epistemological and structural transformation (see https://ischools.org). Hansson emphasizes that the mission is limited to the member schools. In assessing the iSchools, he notices that "they are not talking about political revolutionaries, but entrepreneurial ones" (136).

Hansson's analysis is sweeping; he cites and quotes sources from librarianship and LIS, but also from higher education and politics. His arguments are extremely well considered and supported; to reiterate, his examination is a serious *critique*, not merely a curmudgeonly criticism. A principal reward for readers in, indeed, the expanse of his critique and the sources from which he draws.

He concludes with the suggestion that there are at least four ways in which educators may deal with ethics in programs of Library and Information Science: (1) by showing how to create a direction when ethical dilemmas appear; (2) by learning how to question and counteract interests of the institution and of professional practice that are not benevolent—be they political, economic, technological, or managerial; (3) by building a sense of meaningfulness; (4) by analyzing and debating relevant legislation framing the institutional aspects of libraries (179–80). In summary, this is an extremely timely and valuable book. I cannot recommend it highly enough.—*John M. Budd, University of Missouri*

Amanda Nichols Hess. *Transforming Academic Library Instruction: Shifting Teaching Practices to Reflect Changed Perspectives*. Lanham, MD: Rowman & Littlefield, 2018. 195p. Paper, $41.00 (ISBN 978-1-5381-1053-9). LCCN 2018-018795.
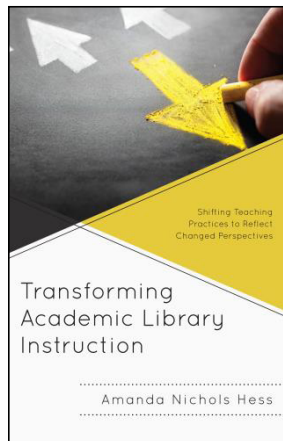
The academic librarian's evolving teaching identity is the subject of exploration in *Transforming Academic Library Instruction: Shifting Teaching Practices to Reflect Changed Perspectives*. As a librarian and instructional design expert who also recently served as chair of ACRL's Information Literacy Frameworks and Standards Committee, Dr. Nichols Hess has a uniquely broad view of the ways in which our expectations of academic librarian instruction are changing as long-held standards are rejected in favor of frameworks and the rigors of traditional standards and practices are exchanged in favor of more fluid information literacy–based learning objectives.

She asks us to consider the impact that shifting our teaching perspectives to fit the Framework for Information Literacy for Higher

Education might have had on our identities as instructors within the larger structures of academic learning and instructional roles. Using Jack Mezirow's transformative learning theory, she has interrogated the extent to which we may be allowing ourselves to change as we seek to change our methods and perspectives surrounding instruction. Her work on this topic includes the results from a survey of 500 academic librarians and the focused interviews of several responders to better illustrate the process of transformation and to gain insight into the sources that librarians are seeking to support themselves through that process.

Though the theory of transformative learning may be unfamiliar to those without a pedagogical background in adult education, the concept of using methods like reflection and discussion to internalize knowledge should be familiar enough to most to provide a basic understanding of the theory's usefulness and uses in her general address. Other aspects of transformative learning such as the formal structure of the ten phases and the concept of a disorienting dilemma as a catalyst for transformation may not be so easily assimilated, but she is careful to focus on the practical applications more than the theoretical implications to reach her audience.

As Nichols Hess and indeed many of the survey responders acknowledge, the process of transformation and development is a more constant, accretionary, and iterative ordeal than the transformative learning theory could hope to fully address in this brief introduction. So, if the premise of her assertions feels forced in regard to the phase structure, or intentionally passing in its brief mention of dissents, the reader's unfamiliarity may be only partially to blame for those perceived oversights. However, even if the nuances of learning theory are new territory for the reader, the author's observations may still be appreciated through the applied examples of the survey's interviews that she intersperses throughout the text.

Their lived experiences of transformation, along with the inclusion of a variety of simple but effective visual aids, help to frame her argument that as educators we are being transformed internally even as we purposefully transform our methods externally through our instruction practices. We respond, we reflect, we make ourselves better by striving to make our class experiences better. The periodic "key takeaways" sections in each chapter that summarize these concepts more familiarly in the context of the academic library and offer practical ideas for implementation serve to further assist the reader in the comprehension and application of the transformative learning theory.

The takeaways are also useful for addressing the different levels of academic librarianship that would benefit from engaging more fully with the text and broader learning theory. Interestingly, Nichols Hess separates the takeaway sections into those for librarians and those for leaders. While the advice for librarians is often meant to be implemented personally, the takeaways for leaders are more geared toward facilitating or supporting transformation in others, typically read as mentees or librarians under the leader's supervision.

The questions included in the survey she draws from are particularly effective at probing the responder's attitudes toward reflection and discourse in the learning process but also seek to identify the occasion and nature of transformation. Though the discussions we encounter at conferences, webinars, and perhaps even the interminable listservs are significant in the dilemma phase, the survey results revealed that most academic librarians are influenced more readily by their experiences and responses to the discourse they are engaging in with the students they teach. Adapting teaching methods and adopting new teaching identities in response to the needs of their students and the expectations of their faculty.

For many in academic libraries, ACRL's adoption of the *framework* was seen as the long-awaited sea change that would transform library instruction and ensure its continued relevance for a new generation of librarians. Amanda Nichols Hess's work with transformative learning theory reveals a more dynamic and diverse landscape of transformation taking place in the journeys of those same librarians that is far more likely to be initiated by a change in leadership or classroom experience than by the adoption of a theory or implementation of a framework. These shifts in mentality, professional views, and instructional practices are allowed to take hold in the identity of the librarian as an educator precisely because they so willingly engage in those activities such as reflection and independent research that, according to transformative learning theory, might encourage the mundane transformations of academic library life to reach the core and spur that growth from within.—*Jenn Stayton, University of North Texas*

Trevor Owens. *The Theory and Craft of Digital Preservation*. Baltimore, MD: Johns Hopkins University Press, 2018. 226p. Paper, $34.95 (ISBN 978-1-4214-2697-6).
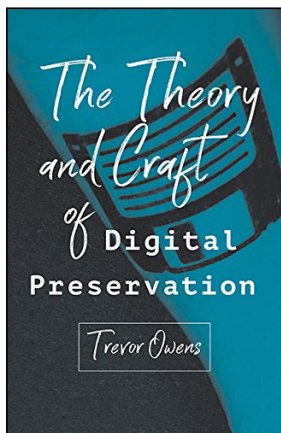
The Theory and Craft of Digital Preservation presents an overview of the issues inherent to undertaking digital preservation, with an eye to getting the reader to understand the theoretical building blocks of the topic so they can develop preservation plans that will meet the unique needs of their collections. The book is written by Trevor Owens, the head of digital content management for library services at the Library of Congress. Owens has been actively involved in digital preservation planning, playing a part in developing the National Digital Stewardship Alliance Levels of Digital Preservation.

The introduction of the book provides 16 guiding "axioms" for digital preservation; this list offers an insight into Owens' approach to the topic. Included in these axioms are key concepts regarding digital preservation, including that "backing up data is not digital preservation" (6) and that "the scale and inherent structures of digital information suggest working more with a shovel than with tweezers" (8). Owens takes a practical approach to the topic, with the book providing not a prescriptive way of specifically how to do digital preservation, but instead advice to consider when attempting to develop and implement a customized digital preservation plan. His target audience of those who are established or new to the fields of libraries, archives, and museums, as well as those who may have an interest in practicing digital preservation in other fields, is well served by the accessible language used throughout the volume, as well as clear explanations of any technical jargon.

This book can be divided into two sections. The first focuses on the theory behind digital preservation. This is particularly useful for those who have not had exposure to the guiding principles of digital preservation and helps to establish a common framework for those reading the book. It carefully lays building blocks from chapter 1 through chapter 4 to scaffold a deeper understanding of digital preservation as a concept and the theoretical knowledge that is necessary for developing a preservation plan as discussed in chapters 5 through 8.

The first chapter provides context for establishing the goals of digital preservation and how they differ based on the type of object. Throughout this book, but particularly in the first chapter, Owens uses concrete examples to give footing for abstract ideas, which is particularly useful for those who are new to the area of preservation. One of the best instances