is a case study in what it takes to bring diversity in all shapes and types to one's library. Following the experience of Indiana University—Purdue University Indianapolis (IUPUI), this resource puts together a plan for how an academic library can respond following a campus-wide initiative to become more inclusive and to diversify programming.

A few of the initial steps taken at IUPUI included forming a student advisory group and a University Library Undergraduate Diversity Scholar Program focused on "introducing undergraduate students to librarianship as a career" (28). Fostering undergraduate student development and assisting with career planning proved so fruitful that it was highlighted by the University's Diversity Council and was awarded a grant from the Laura Bush twenty-first century Librarian Program. Details on the creation of the program, from recruitment to hiring to assessment, are outlined in detail for the reader, including examples of forms and advertising.

An entire chapter within this resource is devoted to the programming and outreach efforts initiated by many of the undergraduate scholars. Some of the programs highlighted include displays focusing on multicultural awareness issues; the addition of DVDs on transgender topics, with concomitant viewings and a facilitated discussion; the creation of a small library in a women's community center in Cuernavaca, Mexico; and many other events and collaborations across the IUPUI campus. The subsequent chapters highlight the creation of an international newsroom within the library (the former microfilm room was converted to a lounge space with mounted televisions showing news from foreign countries in their respective languages), campaigns by the library using ALA's "Read" posters, and a program sponsored by the archives focusing on oral histories.

The diversity programming at IUPUI was undertaken in response to a campus-wide initiative to broaden the programming offerings to multicultural and other underrepresented student groups. It seems that an extraordinary amount of effort was devoted to both the library projects and the campuswide initiative. This raises several questions. Are all of these programs sustainable? Was this much effort, time, and money also put into continued programming for the on-campus, online, and commuter student? And, finally, what kinds of programming were in place before these initiatives took place, and what prompted these initiatives to be undertaken?

Although this review cannot provide details about every program and event described in this complex and idea-packed resource, it's safe to say that any library seeking to diversify its program offerings will find valuable information here. Numerous appendixes provide details about the creation of many of the programs, and the book contains an index, a selected bibliography, tables, charts, and black-and-white photographs. This would be an excellent addition to any academic library collection, particularly those with affiliated library school programs. This book also could serve as a textbook or appear on a suggested reading list for library school students who will someday be providing programming in their own libraries for multicultural patrons, international

patrons, people with disabilities, people of various ages, and so forth, to be inclusive all of the patrons in their libraries.—*Lara Cummings, Instruction Librarian, Washington State University, Pullman, Washington*

Evaluating Teen Services and Programs: A YALSA Guide. Teens at the Library Series. By Sarah Flowers. Chicago: ALA, 2012. 118 p. Paper $49.95 (ISBN: 9781555707934).

Author Sarah Flowers has worked in public libraries, administered programs, and conducted research to gather the data necessary to evaluate teen services and programs. This book is her how-to-guide. In our current culture of business models and needs assessments, Flowers makes a strong case for the power of using data to demonstrate and support our needs.

The book describes theory, planning, implementation, and evaluation. The chapter on "Best Practices" explains how the collected data can be used, so this book is really a road map of how to conduct the research as well as what to do with the research. Overall, *Evaluating Teen Services and Programs* does a good job of explaining evaluation and assessment and making the case that they are necessary elements of librarianship.

Flowers shares her own experiences and provides sample data from previous evaluation projects. She makes the point that evaluation is more powerful when connected to objectives and long-term planning. In fact, the gathered data makes long-term planning more effective overall. This book is filled with examples from previous evaluations, but also provides extensive rubrics, survey forms, and other data-gathering tools for readers' use. It truly is a how-to manual and works well as the first step for an institution just starting to gather hard data to support its needs. This book is an effective tool for librarians who need to add this element in their practice.—*Lisa Hunt, NBCT, School Library Media Specialist, Moore Public Schools, Moore, Oklahoma*

Facilitating Access to the Web of Data: A Guide for Librarians. By David Stuart. Chicago: Neal-Schuman, 2011. 173 p. Paper $110 (ISBN: 9781856047456).

When first looking into e-science, data curation, or linked data, it is easy to become overwhelmed when confronted with information-packed websites such as the e-Science Portal for New England Librarians (http://esciencelibrary.umassmed.edu/index), the Digital Curation Center (www.dcc.ac.uk), or Linked Data (http://linkeddata.org/home), even before learning about the Semantic Web (http://semanticweb.org/wiki/Main_Page). So, it is a relief to find a book that pulls together all the basics in these areas into a readable volume of reasonable size. In this book, the web of data is defined as "data that is structured in a machine-readable format that has been published openly on the web" (x).

What makes this book useful for all librarians is the breadth of data covered. Dr. David Stuart is a researcher at

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the Center for e-Research at King's College London, and as the e-Research in the name suggests, he covers more than just the traditional science research data sets that many people think of when they think of data. Museum artifact data, library catalog data, population data, even personal data, such as contact information, are all considered in this book.

The book begins with a discussion of open data, such as government data and science and commercial data that have been made available to all users. Stuart notes that libraries can play a role in the promotion of local government data sets that are of interest to a limited number of users. His chapter on the semantic web is a great introduction to the topic; it distinguishes between metadata for documents and additional semantic information for data to make it more findable and usable. Resource description framework (RDF) and Simple Protocol and RDF Query Language (SPARQL) are introduced as semantic web tools. Stuart also includes a discussion of the ontologies and new vocabularies that are being developed for the Semantic Web. The suggestion and development of ontologies is a task especially suited to librarians. In fact, according to Stuart, "Unless library and information professionals become more involved with the semantic web, they risk users reinventing the wheel" (86).

This book is filled with clear explanations of the many technologies and software types that may be encountered when one is searching for data. Stuart addresses various ways to collect and organize data to make it usable for patrons who need the data, including the use of Application Programming Interfaces (APIs) and some computer codes that will help. In addition, he provides some data analysis solutions for users who don't have the skills to analyze the data on their own.

This book is ideal for practicing librarians who want learn about this new service area. But it also pays homage to the underlying philosophies of librarianship, which broadens its appeal and makes it suitable for LIS students as well as practicing professionals. For instance, Stuart looks at data through the lens of Ranganathan's Five Laws of Librarianship, paraphrasing the first law ("Books are for use") as "Data is for use, whatever its format." Looking at data in this way makes it clear why librarians need to learn the basics about data and how to access and use it. Stuart also notes that while information technology services may have more experience with data than librarians do, librarians have the interpersonal skills and subject specialization that will help get users to the data they need (122).—*Margaret Henderson, Research Services Librarian, Virginia Commonwealth University, Richmond, Virginia*

A Guide to Teaching Information Literacy: 101 Practical Tips. By Helen Blanchett, Chris Powis, and Jo Webb. Chicago: Neal-Schuman, 2012. 262 p. Paper $71 (ISBN: 9781856046596).

Recognizing the increasingly crucial role librarians play in information literacy education using a range of teaching methods, the authors provide practical hints and tips grounded in learning theory, together with specific tried-and-tested best practice guidelines to use when designing teaching or training events.

Rather than offering a theoretical treatise on effective information literacy instruction with accompanying case studies, the authors create an easy-to-understand sourcebook for library instructors involved in the library and information environment. This is a practical reference tool for information literacy librarians, whether they are new to the teaching role or experienced practitioners. One of the book's most helpful aspects is the overall structure of its three sections—planning, delivery, and activities—which presents a useful framework for approaching information literacy instruction.

In the "Planning" section, the authors provide grounding in planning, design, and theory by introducing fifteen concise tips that guide the reader through presession instruction preparations. These cover such essential topics as training needs analysis, learning styles, learning outcomes, assessment, reflection, evaluation, and lesson planning.

In the "Delivery" section, the authors adopt an alphabetical arrangement of more than thirty delivery tips, which facilitates the book's ease of use as a reference source. As the authors note, the book's content is not presented in a strictly linear fashion intended to be read straight through, but rather in such a way that it can be dipped into as needed when planning teaching and training. Each tip has an overview and details, guidance on suitable scenarios, and concerns to watch out for. One of the more helpful parts of each tip is the "More" section, where the authors give further ideas and suggestions to adapt and extend the technique. These ideas serve as an impetus for further reflection on innovative ways to adapt to one's own teaching situation. Helpful examples and templates are also provided, along with sources for further reading. In this section, the authors offer practical advice, written from personal experience, on how to develop skills as a teacher. They also provide guidance on how to avoid some of the major difficulties inherent in instruction delivery and how to effectively deal with issues if they do occur.

Section 3, "Activities," provides an array of fifty-one specific activities to use in teaching. For each activity, the authors provide either a full description of how to use the activity to enable active learning (for activities such as "brainstorming" and "mind maps") or general guidance on how to implement the activity in the classroom (for more mainstream instructional methods like discussions, lectures, and podcasts). The descriptions include an outline of the activity and provide some useful suggestions. Tips come with a checklist of suitable scenarios for implementation, additional ideas for how to use the tip most effectively, issues to watch out for, further readings, and guidance on adapting ideas for different levels and contexts.

Whether the reader is a novice or an experienced librarian instructor, this well-written, well-organized, and easy-to-use sourcebook provides valuable guidance and strategies that can be immediately applied in practice.—*Pamela Louderback, Assistant Professor/Information Services Librarian, Northeastern State University, Broken Arrow, Oklahoma*