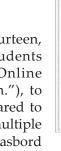# Book Reviews

Information Literacy Programs in the Digital Age: Educating College and University Students Online. Comps. Alice Daughtery and Michael F. Russo. Chicago: American Library Association, 2007. 275p. alk. paper, $48 (ISBN 9780838984444). LC2007-31204.

Compilers Alice Daugherty and Michael Russo have fully succeeded in meeting their set goal, which is to "…showcase the array of online information literacy programs that have cropped up across the country." They assembled twenty-four chapters written by librarians at North American institutions with information literacy programs. The chapters are broken into three sections: "Information Literacy Credit Courses and Programs," composed of eight chapters; "Information Literacy Instruction Embedded into Discipline Courses and Programs," by far the smallest section with only three chapters; and "Information Literacy Instruction Tutorials (General and Subject-Specific)," which is made up of thirteen chapters. Chapters are an average of ten pages in length. There is a template that most chapters follow, with some variations: Introduction, Rationale, Development, Content, Instruction, Program Assessment, Lessons Learned, and Conclusion. In addition, many of the essays include at least one of the following: notes, appendices, or screenshots of or URLs to relevant instructional materials.

Daugherty and Russo take into account that academic institutions vary widely in terms of information literacy requirements whether they be content level (graduate, undergraduate), subject matter, technology, and user type (on-campus, online only, or a hybrid). Programs run from the very specific audience such as a graduate seminary information literacy course (chapter two, "Graduate Online Information Literacy: The ACTS Experience") or a tutorial for third-year medical students (chapter fourteen, "Giving Medical Students What They Want: Online Instruction at 11 p.m."), to general programs geared to all undergraduates (multiple chapters). This smorgasbord allows the reader to pick and choose those that best meet the particular situational needs of the reader.

The collection may become redundant if read the whole way through. A full read-through works best if the reader wants to examine the commonalities in the challenges, advantages, and assessment of various information literacy programs. However, if the reader is looking for models that best fit a particular institution's requirements, then the reader may find that a few of the chapters hold invaluable information for the select audience while the rest may not be particularly useful. For example, the discussion in chapter fourteen ("Giving Medical Students What They Want: Online Instruction at 11 p.m.") of the required information literacy skills needed by those studying evidence-based medicine will be of great importance to those offering instruction in the health sciences but may not be of interest to others.

There are two major omissions in this collection: a lack of abstracts and indexing. The absence of abstracts is particularly notable in this collection due to the ambiguous nature of many of the essay titles. This trend is particularly prevalent in the "Information Literacy Instruction Tutorials" section. It does not distinguish between those essays that focus on general tutorials and those that are subject-specific tutorials. The reader often cannot determine whether a tutorial is general or subject-specific, and, if the latter, what the subject is or who the intended audience is until reading several paragraphs of an essay. For example, the title of chapter thirteen,

"Smart Searching: An Easily Customizable Subject-Specific Online Information Literacy Tutorial," does not make it clear that a template was created for science librarians to modify for various sciences; likewise, it is not clear that the tutorial in chapter fifteen, "From Classroom to Computer: Collaboration, Integration, and Success," was created in conjunction with education faculty who teach "Children's Literature in the Classroom." Daugherty and Russo do provide brief overviews of the essays in their introduction, allowing the reader to garner some information about the different programs by scanning the introduction.

This problem of the absence of abstracts is compounded by the lack of indexing in this collection. The reader cannot easily locate the points mentioned in the previous paragraph and is also unaware of gems that may be "hidden" in an essay such as the type of software utilized, what was learned about teaching APA citation style (chapter three, "The Development of a Library Research Methods Course for Online Graduate Students in Education") or a novel method of advertising library resources (chapter thirteen, "Smart Searching: An Easily Customizable Subject-Specific Online Information Literacy Tutorial").

These criticisms aside, this collection is an invaluable resource to any librarian either considering the creation of a new information literacy program or redesigning one already in place. Given the high interest in information literacy programs in the profession that has been expressed in many venues, a compilation such as this one is long overdue. This book is highly recommended.—*Lisa Vassady, Radford University.*

Richard M. Dougherty. *Streamlining Library Services: What We Do, How Much Time It Takes, What It Costs, and How We Can Do It Better*. Lanham, Md.: Scarecrow Press, 2008. 272p. alk. paper, $45 (ISBN 9780810851986). LC2007-40288.

"Accountability" is a theme that runs through much of the literature of higher education today. In the administrative realm, the call for accountability may be reflected in more transparent budgeting practices or more stringent oversight of financial transactions. In the classroom, the call for accountability supports the movement toward outcomes-based assessment. In the library, it has influenced the development of new approaches to data collection and reporting, strategic planning and budgeting, and recognition that libraries must embrace a "culture of assessment." Retitled for the 21st century, this new edition of Dougherty and Heinritz's *Scientific Management of Library Operations* (2nd ed., 1982) presents a variety of approaches to engaging in rigorous inquiry into workplace activities, processes, and workflows.

In the current edition, Dougherty presents an argument for the importance of assessment of the work environment, an introduction to the tradition of "scientific management" (a term associated most closely with the work of Frederick Taylor in the early 20th century, and with W. Edwards Deming's Total Quality Management [TQM] movement in the 1980s), and an overview of how several specific tools for scientific management might be applied in the library context (for instance, process analysis, diary studies, time studies). The goal of the text is not simply to introduce the reader to these approaches for assessing the work environment, however, but to "rescue" these tools of analysis from what the author perceives as a general sentiment that they are outdated. Terms like "scientific management," "Taylorism," and "TQM" call to mind specific approaches to management that Dougherty recognizes many have rejected, and this text is essentially a plea not to "throw the baby out with the bathwater." Dougherty argues that anyone concerned about library assessment or library management today should continue to take advantage of the analytical tools developed as part of the