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

2, Leland R. Deeds and Miranda Bennett discuss "The American Theological Library Association's Creating the Leaders of Tomorrow Program," while in chapter 3, "Help for New College Library Directors: College Library Directors' Mentor Program," editor Irene M.H. Herold considers the merits of working with a population consisting of novice college library directors. In chapter 4, Monika Rhue evaluates the "HBCU Library Alliance Leadership Institute" designed to cultivate leaders in historically black college and university libraries. Finally, in chapter 5, Jeff Williams and Jennifer McKinnell ponder the value of "Investing in the Future: Examining the NLM/AAHSL Leadership Fellows Program." Each chapter, then, carefully dissects the goals of the institute under consideration and assesses the results of individual programs.

Similarly, "Part 3: Programs for ARL and Large Research Libraries," includes six well-reasoned chapters written by leaders of major research libraries. In chapter 6, Jon E. Cawthorne and Teresa Y. Neely describe "ARL's Leadership Development Program for Underrepresented Mid-Career Librarians," while, in chapter 7, "A Year of Discovery: Leadership Development at the Library of Congress," Catherine Dixon and Karen B. Walfall explore the unique challenges posed by this very special and, simultaneously, enormous library. In chapter 8, "Big Place, Big Challenges: ARL's Leadership Fellows Program," Ann Campion Riley embraces the ARL's leadership institute. Finally, Marianne Ryan, Kathleen DeLong, and Julie Garrison present chapter 9, "Leadership and Fellowship: The UCLA Senior Fellows Program."

Moreover, in "Part 4: Programs for Multiple Types of Libraries," six chapters elucidate the similarities of, and differences between, a selection of institutes, some focusing upon particular geographical regions. Rachel Besara's chapter 10, "Developing Practical Library Leadership Skills: The Sunshine State Library Leadership Institute," is followed by Vicki D. Bloom's chapter 11, "The Stanford Institute: A Brief California Experiment." Next comes chapter 12, "Minnesota Institute for Early Career Librarians from Traditionally Underrepresented Groups," by Trevor A. Dawes, succeeded by Melissa Jadlos' "Growing Our Own: A Regional Leadership Challenge." Finally, chapter 14, "Taking Flight at Snowbird: Reflections on a Library Leadership Institute," by Shellie Jeffries and chapter 15, "Riding Tall: Experiences with the TALL Texans Leadership Institute," by Martha Rinn round out the exploration of library leadership institutes with a regional focus.

In the book's penultimate section, "Part 5: Programs that Include Librarians among the Participants," three chapters examine institutes that are not exclusively dedicated to developing leadership skills of librarians. Rather, these institutes recruit/ed individuals from various professions and then apply/ied leadership training tailored to bridge the gap. Several of these chapters concentrate on institutes designed to build women leaders. For instance, Carolyn Carpan devotes chapter 16 to "The Women's Leadership Institute: Developing Library Leaders," and Lois K. Merry entitles chapter 18 "The HERS Institute Experience: Designing the Path Forward." Sandwiched between these chapters is chapter 17, "'Playing at the Big Table': Betting on Transformative Change and Collaboration at the Frye Leadership Institute," written by Adriene Lim, Vivian Lewis, and Neal Baker. The now-defunct Frye Institute was sponsored by fifteen academic professional associations and included IT professionals, teachers, librarians, and administrators. While the three programs introduced in Part 5 vary in scope and inclusivity criteria, all espouse the need to generate future female leaders.

In Part 6, the final section of the book, Herold reveals her "Findings and Conclusions." In fact, chapter 19 is actually entitled "Findings," while chapter 20, entitled "Creating Leaders: Lessons Learned," reflects on the evidence gathered by the various chapter authors in scrutinizing each leadership institute under consideration. "Findings" is particularly valuable because it supplies a comprehensive complement of charts enabling comparison of the institutes on a number of measures, including funding

streams, program duration and cohort size, enrollment process and criteria, program structure variables, curriculum content and program leadership theories. In essence, this gleans and aggregates the data from each chapter, thereby enabling the editor and reader to make meaningful comparisons between and among the leadership institutes discussed in the book. Absent such a chapter, the book would have been nothing more than an anecdotal assemblage of thoughts on individual institutes, which, while interesting, would have lacked generalizable significance. In the end, through no fault of her own, Herold is only partially successful in her mission to capture elements of success common across the field of institutes.

Ultimately the final chapter, "Creating Leaders: Lessons Learned," is the critical conclusion to this ambitious book. Here Herold attempts to assess the value and best practices of leadership institutes, particularly as they (can) contribute to the development of library leaders. While she concludes that there is no one-size-fits all model for conducting successful leadership institutes, Herold has determined that there are four leadership theories that seem to generate positive results: change management, transformative or transformational leadership, emotional intelligence and employment of frame flipping. Also, financial support is critical to the success of an institute, and institutes should strive to be self-sustaining. In addition, a multitude of curricular models have been successful, including those employing instructional methods such as face-to-face seminars, webinars, site visits, listservs, and the like. Moreover, the most successful programs are those that encourage ongoing mentorship and networking relationships. In the end, it is not surprising that Herold determines that there is no firm evidence that leadership institutes actually succeed in developing leaders. Additional and more rigorously systematic assessment is necessary to bolster this claim. Nonetheless, not surprisingly, she asserts that leadership institutes are helpful to their participants, although not necessarily with respect to leadership concerns.

By incorporating indispensable bibliographical information at the conclusion of each chapter, *Creating Leaders* not only describes and analyzes each major leadership institute under consideration; it also provides aspiring library leaders with references to an impressive corpus of the preeminent leadership literature. This is, perhaps, its most impressive accomplishment. And, despite this fine embarkation on evaluation, more work needs to be done. Assuredly, the editor herself would be first to suggest continuation of the salient inquiry.—*Lynne F. Maxwell, West Virginia University College of Law, Morgantown, West Virginia*

Jill Markgraf, Kate Hinnant, Eric Jennings, and Hans Kishel. *Maximizing the One-Shot: Connecting Library Instruction with the Curriculum*. Lanham, Md.: Rowman & Littlefield, 2015. 175p. Paper, $55.00 (978-1-4422-3866-4).

The struggle of academic librarians to make meaningful contributions to the curriculum, despite the challenge of limited access, is almost as old as the profession itself. The single session model, aka one-shot, has over time, and despite its detractors, become the *de facto* standard for the vast majority of academic libraries. It is with full acceptance of this reality that the authors have produced a case study describing the efforts at their institution (University of Wisconsin-Eau Claire) to first improve and standardize the library's one-shot instruction, and then the effort to develop subsequent one-shot sessions that would build upon preceding sessions. While there is little in the way of new information regarding the one-shot instructional model, the authors have produced an interesting and useful text that offers insights not only into the process of enhancing library instruction but also how the teaching faculty with whom they collaborated in that process perceive both the process in which they were engaged as well as the instructional sessions.