

resounding effect: is the state of academic e-books a full-scale cold war? This volume offers some compelling supportive evidence in its detailing of the machinations of the various factions as they engage in data gathering and analysis to support a dance of evasion, self-defense, and retaliation. And as is the case in any war, there are casualties on all sides: the publishers claim crippling revenue losses, the libraries try to best serve their patrons in the face of dwindling budgets, and the users suffer with DRM restrictions, disappearing content, and poor interface design.

The reader will find, however, that the overall message of this volume is heartening: there is hope for diplomatic relations. We see, in particular through the successful innovative consortia partnerships discussed in this volume, that stakeholder communities are collaborating in responsive and productive ways. We must continue to work together to lay the groundwork for effective communication and mutual understanding toward a more sustainable outcome for all involved, with a collective eye to augmenting user experience. — *Andrea Kosavic, York University*

Making Institutional Repositories Work. Burton B. Callicot, David Scherer, and Andrew Wesolek, eds. West Lafayette, Ind.: Purdue University Press, 2016. 360p. Paper, \$29.95 (ISBN 978-1557537263)

Making Institutional Repositories Work provides a framework for institutions looking to implement an IR, create institutional policies, recruit for use of the IR, evaluate existing IRs, and next steps for this valuable service. There is also a section dedicated to case studies from several institutions.

The first section focuses on choosing a platform for an institutional repository. Corbett, Ghaphery, Work, and Byrd present factors that institutions need to consider before selecting a platform. They also discuss differences between open source and proprietary systems and offer a deeper understanding for those who want to change platforms. McNeill investigates the types of repositories and platforms available to academic institutions and addresses essential questions that will help guide the decision-making process. Arlitsch, Obrien, Mixter, Clark, and Sterman discuss discoverability of IR content. They discuss the importance of structured metadata and metadata consistency, as well as discoverability in search engines, and describing items in the Semantic Web. A few of these names should be familiar in the field, especially regarding search engine optimization (SEO).

Setting policies is the focus of the second section of the book. Wesolek and Royster present IR policy basics, as well as benefits of setting such policies. An interesting inclusion in this chapter is the argument for not implementing a mandatory open access policy. The authors also address the question regarding the necessity of these policies for a successful IR. Gilman presents a solid case that academic institutions have a goal and institutional mission of disseminating knowledge openly available by the creators of that content for the benefit of the community, while protecting and respecting faculty rights. IRs are essential in this, and they play a central role. Duranceau and Kriegsman discuss open access implementation models, including liaison recruitment, outreach, faculty profile tools, and automatic harvesting. McMillan focuses on electronic theses and dissertations (ETDs), discussing the goals of theses and dissertations, copyright ownership, and ProQuest's Dissertation Abstracts requirements and lack of understanding on the part of graduate students in terms of what it does for their dissertations. Bergin and Roh present their decision to stop their practice of requiring the submission of students' dissertations to ProQuest. They found their solution within the IR.

After implementing the system and establishing policies, the next logical step is recruiting and creating content, which is the subject of the third section of this book. Davis-Kahl addresses themes and patterns regarding how faculty use green archiving,

and key differences of academic disciplines and how they adopt or avoid open access, and issues with the adoption of self-archiving. Scherer begins by presenting the depressing evidence that IRs weren't immediately populated by faculty, for varying reasons. The author discusses identifying and understanding specific stakeholders, marketing and outreach strategies, and various resources a new IR librarian can, and should, tap into when advertising the IR can provide added value to faculty. Sacchi and Newton investigate IRs and scholarly publishing programs in regard to the two merging into an entirely new service platform, using a case study that came out of Columbia University and their experience integrating the two services. Mitchell and Schiff investigate IRs as a training tool in that IR managers can use it as a teaching opportunity for topics such as copyright and scholarly communication, as well as outreach to potential campus-centered journal editors. As universities are creating their own scholarly journals, this chapter can be particularly important.

Once the IR is in place and visitors are using the system, it's time for assessment. The fourth section concentrates on several aspects of the assessment phase. Bruns and Inefuku discuss metrics created by the platforms libraries use and third-party tools like Google Analytics and Altmetrics, and how data is presented can show the importance of IRs. Holmberg, Haustein, and Beucke present various types and sources of media outlets, including research blogs, microblogs, social bookmarking, and services like Figshare, GitHub, Dryad, Slideshare, F1000Research, and F1000Prime. They also discuss at length the impact social media can have on an IR and resources IR managers can investigate to use with their platforms. Callicot investigates IRs and peer review, specifically ways IRs are helping drive a shift in peer-review practices regarding grey literature. In the last chapter in this section, Buehler discusses metrics and data that various institutional stakeholders need, indicating that IRs are a valuable service to the university. The author also brings up altmetrics, preservation, author identifiers, green and gold methods of open access publishing, and the future of IRs.

The fifth section of the book includes several case studies that provide useful information for IR managers in various stages. Each chapter shares unique issues and solutions that would be invaluable to others. Langley and Li map out Princeton's IR creation. Of note is the fact that the university already had open access policies in place. Mobley's case study focuses on how a mid-sized institution, with limited staff, implemented an open source repository using the DSpace platform. This chapter in particular could be invaluable to a smaller library planning to set up an IR. Scherer, Zilinski, and Kimm describe how they were able to create connections between published research within a repository to published datasets in the Purdue University Research Repository (PURR). They include their technical report and dataset publication workflows, which could prove useful to other institutions. Rozum and Thoms present their study on Utah State University's transition to Digital Commons, their ability to include more work produced by undergraduates, and the pros and cons of the SelectedWorks platform.

While IRs are gaining traction, they are still a relatively new service. The final section of the book provides insight on next steps for this valuable service, and Joseph suggests that there are two major strategies that should be considered. Functional interoperability needs to be a focus. Open access, as a major goal of IRs, is hampered when interoperability is not made a key component for decision making. The second strategy she proposes is rethinking the type of content within an IR and how research and collaboration can be enhanced.

Making Institutional Repositories Work is a valuable resource for those at any part of the process regarding IRs. Each chapter includes a reference section if the reader wants to read more on the works the authors used for their particular part of the book. —Lizzy Walker, Wichita State University Libraries