factors, he claims, as it "insistently attempts to account for the choices and contingencies that have shaped human knowledge as it has been presented" (pp. 126-127).

So what does this have to do with artificial intelligence? If bibliographical description can "account" for how knowledge is subject to judgments, it helps us see how it has come to be, "how we know what we know" (p. 129). The paradigm of "New Bibliography" used description to present "an ideal through the meticulous documentation of individual copies of texts considered similar enough to be put into a descriptive schema" (p. 163). de Fremery argues that these practitioners' "inductive" methods work analogously to those of artificial intelligence and are therefore susceptible to the same critiques, namely that they focus only on "the minute material particulars of textual objects" (p. 168) detached from social context (p. 155).

Machine learning, he argues, is an automated process of bibliographical enumeration and description (p. 203). Deep learning, as a "recursive" process of such "learning," can look a lot like New Bibliography when used to generate predictions of what is likely through pattern recognition, as the New Bibliographers sought to generate inductively an idealized, synthetic copy of an intended text by comparing all known copies (pp. 207-208). Among other issues, de Fremery highlights "how wrong our new bibliographical descriptions can be since they are so dependent on inductive methods" (p. 214). Returning to the critique of New Bibliography, particularly with the "counterfactual imagining" presented across the final chapter (p. 215), can help us lend a critical eye to the deployment of AI technologies, offering another reason to attend to bibliography's history.

This book can be slow going for anyone unfamiliar with the scholarly discussions de Fremery engages with, as he often provides close readings of debates around the nature of bibliography. The discussion of the main theoretical players would likely benefit from further contextualization for understanding the full significance of these readings. Perhaps relatedly, the textual seams of including previously published work may be apparent—especially in the author's restated aims—and signals to connections among particular points.

However, this repetition may be intentional as a form of building argument through drawing comparisons. With careful (recursive) reading, this book pushes us directly into the midst of these scholarly conversations. It is engaging and effective in its goal to have readers consider more closely those bibliographical aspects of the work of scholarship that can be easily overlooked.

Readers within librarianship may find de Fremery's description of bibliography's uneasy professional place interesting. He notes the in-betweenness of bibliography, its status as "marginal in the sociological sense of having many identities and affiliations" (p. 65). In being neither here nor there, bibliography can be viewed as mere preparation for the substantive work of any discipline. His statement that bibliography "sits between academic disciplines as means to disciplinary ends rather than the ends themselves," as (p. 26) echoes the marginal librarian's laments about "serving" research faculty as librarianship, too, "sits between academic disciplines." However, bibliography receding to near invisibility at the foundation of other disciplines is not evidence of its unimportance. It's quite the opposite. Perhaps librarianship too would benefit from its own "quiet revolution of attention."— John C. Rendeiro, University of Connecticut Library

Everyday Evidence-Based Practice in Academic Libraries: Case Studies and Reflections, Claire Walker Wiley, Amanda B. Click, and Meggan Houlihan (eds.), Association of College & Research Libraries, 2023. 376p. Softcover, $84.00. 9780838939857.
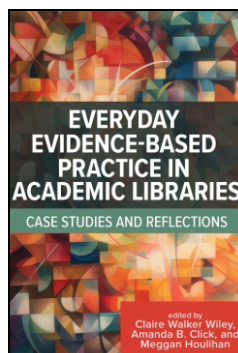
Everyday Evidence-Based Practice in the Academic Library: Case Studies and Reflections, edited by Claire Walker Wiley, Amanda Click, and Meggan Houlihan, builds on the framework developed by Denise Koufogiannakis and Alison Brettle in *Being Evidence Based in Library and Information Practice*. This edited collection emphasizes the importance of incorporating evidence-based practice (EBP) into daily academic library functions and seeks to present practices across various departments that can be adapted to fit the needs of different institutions. Readers of this edited collection can choose to read the whole book or decide to utilize chapters that are relevant to their professional or institutional needs. The collection is well thought out, and the inclusion of a wide variety of academic institutions and their experiences with EBP is one of the highlights of this volume.

Evidence is categorized into three distinct types: research, local, and professional. Appealing to a wide audience, the book is divided into five parts with 22 chapters which provide case studies and reflections from various academic libraries regarding their experiences implementing services, programs, and initiatives across departments.

Part I: "Understanding Users" suggests methods for collecting and applying evidence from various user groups to tailor services to student and faculty/staff needs. It begins with a chapter by Denise LaFitte (Koufogiannakis) and Alison Brettle where they revisit their earlier work and highlight the goal of taking a holistic perspective to evidence. They outline the 5A's used to approach the decision-making process: Articulate, Assemble, Assess, Agree, Adapt.

Also included in the first section are chapters surrounding needs of diverse students, implementation of innovative programs in the library space, and basic requirements of faculty to determine how the academic library can support and encourage use of its services. Authors provide detailed explanations as well appendices where readers can see examples of surveys, focus group scripts, and interview guides, which is especially helpful for any information professional looking to recreate similar practices at their own institution.

Part II: "Leadership and Management" covers how evidence-based practices in academic libraries can be implemented and used to guide libraries at an organizational level. The unifying theme through these chapters is the emphasis on collaboration and open communication within the organization, as well as with various stakeholder. Authors offer guidance on gathering input, assessing options, and implementing organization change while facing challenging situations, such as the COVID-19 pandemic, budget cuts, tight deadlines, and staffing constraints.

Part III: "Instruction and Outreach" articles illustrate initiatives that incorporated reflective practices into teaching. These chapters explore the challenges that librarians can face with traditional library instruction such as limited assessment tools, time consuming practices, and a lack of intersectionality in information literacy instruction practices. Using EBP assessment, three different institutions were able to evaluate and consider existing practices to make improvements to better facilitate student learning and create more inclusive and equitable environments.

The chapters in Part IV: "Collection" highlight various aspects of using evidence-based practice in library collection management. Though the issues discussed in these chapters vary, the common theme throughout is a commitment to ongoing assessment. Examples from this section include updating procedures and training processes to improve efficiency, perform-

ing a diversity audit and adapting the library collection based on results, large-scale weeding projects, and adapting collections to fit the needs of the student population and program requirements.

Part V: "Open Initiatives" wraps up the discussion and introduces different open initiatives taking place across three campuses. In one chapter, Evidence-based Library and Information Practice (EBLIP) is used to create a sustainable OER (Open Educational Resources) program that would provide ongoing and flexible opportunities for OER creation and engagement. Beth South's article addresses how OER outreach is developed and assessed at a smaller regional campus library, and Wu and Perrin's article explores how Open Access is promoted through a mediated approach to institutional repository deposits. Through each chapter, contributors outline how EBLIP can enhance the functioning of library services by leveraging partnerships with key stakeholders in all areas.

This edited collection will be valuable to any information professional interested in grounding academic library services, processes, or initiatives in evidence. Authors across all chapters have provided the tools to replicate or adapt these methods across institutions. The editors effectively communicate that evidence-based practice does not always have to be an all-encompassing endeavor. Rather, EBP can start small and grow to fit the needs of the practitioner. The conclusion of this collection reiterates that, by working EBP into daily workflow, libraries can begin to critically reflect on routines and workflows to uncover valuable insights into their decision making. It also advises information professionals to consider their positionality when utilizing EBP to ensure that their decision making is not hindered by biases. As with all chapters, the authors provide examples and questions to assist with this evaluation process.

This book is highly recommended for anyone interested in EBP in libraries at a post-secondary level. *Everyday Evidence-Based Practice in the Academic Library* provides valuable insight into a wide variety of examples that can be directly copied or adapted to fit the needs of any institution. — *Kathleen James, Learning & Engagement Librarian, University of Calgary*