

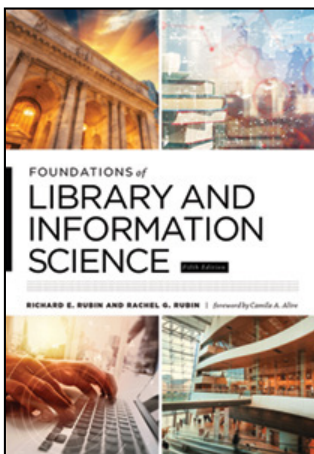
be understood as social justice work. Other chapters similarly feature librarians leading DEI work on their campuses by identifying the unique needs of underrepresented student groups, including student veterans and first-generation students, and investing significant library resources to reach and support them. There is also a chapter on the invisibility and self-silencing that has led to the absence of oppressed communities from university archives, and the approaches taken by the authors toward repair and rectification at their own institution. It is particularly noteworthy that, in all of these cases, librarians and archivists were leading their entire campus communities to better serve and support underrepresented users and community members. Indeed, one comes away from this volume convinced that libraries are particularly important and effective advocates on our campuses, as central hubs in the more scattered networks of students, faculty, and staff.

This book as a whole takes a clear-eyed look at where academic libraries continue to fall short in DEI work and offers a wide array of insights and models to enable us to do better. Even for librarians and organizations that are further along in this work, this book is comprehensive enough to offer everyone something new to consider or emulate. Each chapter is well-written, clear, and informative. The volume concludes with a summative bibliography and detailed index. Importantly, there is also attention to diversity in the construction of this book, from the range of authors' personal identities, the heterogeneity of their institutions, and the various challenges and user communities they discuss. This broad representation is a primary reason I found this book to be so compelling and effective. As a library manager, I also found the case study approach to be immediately actionable and deeply useful to my own work. In addition to the clear specifics laid out in each chapter, several important themes emerge when considering the volume as a whole, including: librarians are well positioned to lead their campuses when it comes to DEI efforts; DEI work is everyone's work; and what often matters most are structures, systems, and logistics. While this book is a must-read for library administrators and those directly involved in setting strategic direction and establishing priorities, it also includes nonmanagerial perspectives. Academic library workers from all types of positions will find key takeaways that apply to them. —*Danya Leebaw, University of Minnesota*

Richard E. Rubin and Rachel G. Rubin. *Foundations of Library and Information Science*. 5th ed. Chicago, IL: ALA Neal-Schuman, 2020. 656p. Paper.

One of the tenets of a book review is a discussion of how well the book meets the needs of its intended audience, and, as far as target audience goes, this book was written for me. I teach a *foundations* course in a school of information and it is the likes of me that need to adopt this as our textbook as the final step in the production-consumption cycle. And so, it is in light of my needs that I set out to examine Richard E. Rubin and Rachel G. Rubin's *Foundations of Library and Information Science*. The two questions I asked myself throughout were: Do I agree with the authors on what the foundations of the field are, and does their treatment of topics satisfy my teaching needs?

First, as is warranted, a brief overview of the book. The title *Foundations of Library and Information Science* pretty much reflects the book's content: The history of libraries, technological developments



in libraries, the place of libraries in society, the changing roles of the librarians, and more, to make a total of 10 chapters and 656 pages. The goal of the authors is to provide new librarians with an introduction, history, and overview to the field of librarianship. This already is a big departure from the goals of our foundations course that aims to provide information professionals with a critical understanding of information and information structures.

The *Foundations* in the book title should be taken to mean the historical foundations (xiii) rather than the fundamentals. Each topic is treated historically, and its development in the field is traced from earliest time to current manifestations. For example, the question of collections is discussed first historically, and the authors then introduce some of the complexities that arise from the shift from collection to service. The book is structured such that, while some themes run throughout the book, there is a corresponding chapter that focuses more narrowly on the topic.

The Preface, written in the COVID-19 reality, raises important issues that are at the intersection of libraries and society, including examination of some of our long-held beliefs (for instance, the myth of neutrality) and finding ways to increase diversity in the profession.

The Preface notes that the fifth edition (2020) places emphasis throughout on social justice, services to underserved communities, privacy and intellectual freedom, the shift in focus from library collections to library services, and disinformation and fake news.

What, then, do Rubin and Rubin identify as the foundations of library and information science? As the table of contents indicates, these include the history and mission of libraries (chapters 2–4), library functions and operations (chapters 6–7), the library profession and professional ethics (chapters 5 and 10), and ethics and policy (chapters 8–9).

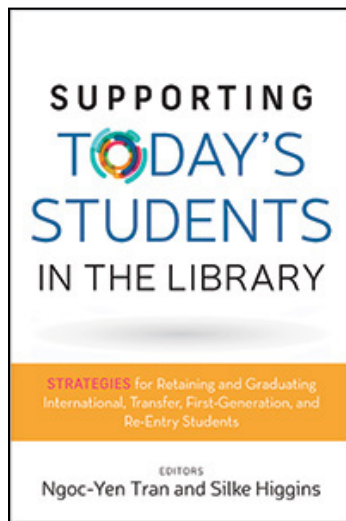
Compare this to what my colleagues and I teach at a school of information, that, like many others, offer the MSLIS as one of several degree options in a school that is united under the umbrella of “information.” Our foundation course is designed to highlight the commonalities among all the degrees offered in the school to students who will be information professionals with degrees in library science, data science, user-experience design, and museum education. We have one unit devoted to governance design and infrastructure of information. These readings address information technology from the critical information theory perspective and discusses them vis-à-vis political economy and structures of power. In their rather extensive discussion of the role of collections in libraries, political economy as a lens for understanding power structures in the library is not mentioned.

Likewise, our approach to professional ethics differs greatly from the one presented in the book. Rubin and Rubin focus more narrowly on the theoretical roots and professional ethics of librarians. They draw theoretically from Ranganathan and pragmatically from the ALA code of ethics. The framework applies to librarians, mostly those working in libraries and not-for-profit organizations where the user is typically not paying directly for the service. The information professionals that we are educating will work for libraries, not-for-profits, and commercial organizations alike. Many of them will have clients rather than users and will be measured by quantitative outputs rather than their contribution social capital. Our emphasis in ethics is on ethics in research methods, ethical data collection, ethics of fieldwork, ethics in hiring, and algorithmic ethics.

Returning to my original questions—how well does this textbook meet my teaching needs—that answer is, sadly, not very well. It lacks both in theoretical perspective and in a broader appeal to information professionals writ large. In my world today, *Foundations of Li-*

brary and Information Science will not be added to my reading list and this saddens me greatly because this book in itself is not a bad book. In the annals of librarianship, there is room for a book that provides an historiography of the profession, and, in many ways, this is the strength of this book. —Debbie Rabina, Pratt Institute

Supporting Today's Students in the Library: Strategies for Retaining and Graduating International, Transfer, First-Generation, and Re-Entry Students. Ngoc-Yen Tran and Silke Higgins, eds. Chicago, IL: Association of College and Research Libraries, 2020. 275p. Paper.



This collection brings together research from the library and student affairs fields to present a thorough look at methods for increasing student success among populations with distinct needs and characteristics: international, transfer, first-generation, and re-entry students, with international and first-generation populations receiving the most attention. It is a welcome addition to the academic library literature. The theories of well-established student affairs scholars, such as George Kuh and Vincent Tinto, are highlighted in many chapters' literature reviews and appear in the bibliographies of nearly all chapters. Familiarity with this literature is key in engaging outside units within the academy and building the kinds of partnerships suggested by many authors in this work. Common themes include robust partnerships with academic writing centers, collaborating with graduate programs to increase ESL students' research and writing skills, and deliberately structuring assignments to aid student comprehension and skill development.

The 31 authors featured hold a variety of different types of positions, including deans of libraries, metadata specialists, research and instructional technology librarians, just to name a few. Some come from other campus units, such as a director of international student success. Many also have or are pursuing advanced degrees (MEd, EdD) in higher education and student affairs. Their richness of expertise is evident throughout the book. Variety of institution type and size is also present, including institutions in the United States and Canada from community colleges to large research libraries. The editors, Tran and Higgins, are academic librarians who themselves work in the student success space. They have curated a rich and useful work.

Each of the 16 chapters (plus introduction) in this volume addresses one of the target student populations from the title. In most cases, authors present a case study of a theory-based intervention from their institution(s) in the context of student success research applicable to that population. As noted by Brinkman, Natale, and Smith in chapter 12 ("Meeting Them Where They Are: Campus and Library Support Strategies for First-Generation Students"), students may not personally identify with a "first generation" label—which is often not the primary identity these students identify with (187).

The typical structure follows that of a research article, with literature reviews, results, and so forth. A variety of research methods are employed, including surveys, interviews, and sharing of best practices. Many authors have shared examples of the intervention they describe (such as lesson plans or surveys) in appendices. The authors recognize the students' unique knowledge and skills throughout this work, avoiding a deficiency mindset in their