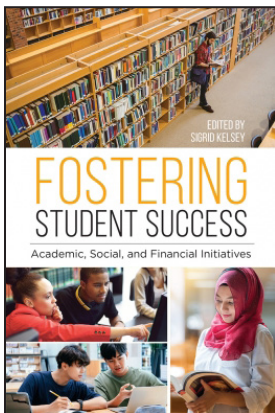


(p. 56). These “thresholds” are six information literacy-based concepts that present a way of understanding, interpreting, or viewing something without which the learner cannot progress.

The final and noticeably shortest section “helps you as the teacher/performer to reflect on development and sharpen your unique teaching presence” (p. viii). The authors encourage the reader to “think of reflection as involving both the class and the preparation undertaken before it: class outcomes in addition to all the preparation and performance exercises from previous chapters that you employed (or did not)” (p. 98).

Having spent nearly a quarter of a century in academic library instruction, I found this slim volume to be a worthwhile long afternoon read that will no doubt have a positive influence on how I practice my craft. If anything were to be added I would advocate for a section on dealing with persistent librarian stereotypes and approaches to disrupting them using acting techniques such as storytelling and humor. Finally, while it is productive and appropriate to consider acting techniques as we prepare to go before our student audiences, we must also remember how important and powerful it is to bring elements of our authentic selves to the classroom experience. —David M. Dettman, University of Wisconsin at Stevens Point

Fostering Student Success: Academic, Social, and Financial Initiatives. Sigrid Kelsey, ed. Chicago, IL: ALA Editions, 2022. 208 pp. Paperback, \$59.99, (978-0-8389-3829-4)



As a Student Success Librarian, I am heartened to see this book and its focus on the many ways that libraries can help college students succeed in an academic environment radically altered by current events such as “the pandemic, racial justice movements, and changing student demographics” (p. ix). As noted in the introduction, *Fostering Student Success* focuses on how college and university librarians can support students academically, socially, and financially. Vulnerable student groups are the focus of many of the chapters—that is, students who may have challenges to overcome. These vulnerable populations, according to the American College Health Association, include Black, Latinx, Native American and First Nation, Asian American, first-generation low-income, LGBTQ+, international students, unauthorized students, disabled students, and any number of intersectional groups. These students have been identified as being especially affected by the pandemic (pp. ix–x).

It may seem daunting to try to address the potential issues that these students may be coping with. Fortunately, the contributing authors provide a wealth of suggestions and solutions.

The text is separated into three parts. Part I, “Support in Rapidly Changing Learning Environments,” addresses permanent changes libraries will need to make in order to assist students in an academic environment that is constantly in flux. Part II, “Programming That Fosters Inclusion,” provides ideas for outreach events that encourage inclusion and equity. Part III, “Libraries Providing Financial Support,” looks at how libraries can remove physical and financial barriers that can keep students from succeeding.

All three sections acknowledge that academia has been irrevocably changed by the events of the past couple of years and recommend changes that libraries must make in order to support students on an academic level in this new context. Joyce Garczynski of the Towson University (Maryland) library created a makerspace geared toward providing access to the tools and skills needed to succeed in data careers. This effort responded to the university’s

recognition that COVID-19 aggravated the extent to which Latinx and Black college students lacked access to reliable, high-speed internet and digital technology.

In another case study, Chicago State University's Rosalind Fielder-Giscombe and Gabrielle Toth write about supporting remote learners through remote, direct, face-to-face services. Their unique student body, which is about 68 percent African American and 10 percent Hispanic (52), could easily be considered a vulnerable population, and the students benefited from the library's efforts to transform reference services into high-touch experiences. At Rowan University, a public university in New Jersey, COVID-19 aggravated ongoing inequities at the institution due to economic stratification. While the university already emphasized open education resources (OER) and open access (OA) materials, the pandemic forced the library to move to remote learning. Librarians partnered with other university units to change the nature of their workshops and learning communities. Moving to virtual models allowed for students to remain more connected to the institution and its three libraries.

Part II, "Programming That Fosters Inclusion," focuses on innovations that benefit those who are in traditionally marginalized groups. Kristina Clement takes a look at first-generation students at the University of Wyoming (UW) who are "disproportionately affected by the lack of access to information in rural areas of the state" (p. 72). When rural first-generation students start college, they can be overwhelmed by their sudden access to such a wealth of information. To help these first-generation students, the UW libraries instituted the First Gen Scholars program in conjunction with the Librarian-in-Residence service, helping students navigate the sudden onslaught of information privilege.

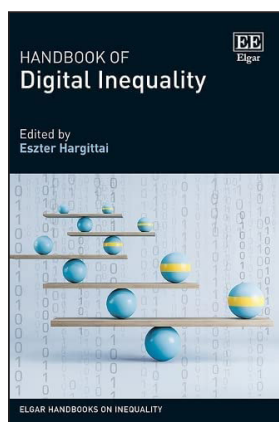
Tariana Smith focuses on how empathy, support, and access should serve as foundational tools that all academic libraries should utilize when incorporating programs and attempting to create an inclusive culture. Jason Coleman, Lis Pankl, and Leo S. Lo take a similarly global look at how different libraries are involved in campus-wide efforts to tackle the well-being crisis affecting minoritized students, a crisis that, while already made precarious due to systemic racism, has been worsened by the COVID-19 pandemic.

Part III explores how different libraries have removed financial barriers and enabled students to continue learning. Zara Wilkinson writes about the Open and Affordable Textbooks (OAT) program at Rutgers University. While the program was initially launched in 2016, it became more crucial due to the COVID-19 pandemic, which worsened the digital divide and unemployment rates. Jonathan Roy Wilson discusses how the need to conquer the digital divide in Appalachia led to a partnership between the library, information and technology services, the dean of students, and student life and enrollment at East Tennessee State University. The Lending Technology and Personal Librarian Program proved to be successful, even as it highlighted the need for increased support for a number of students. In a case study focusing on California State University, Los Angeles, Paizha Stoothoff writes about how nontraditional and historically underserved undergraduate students are offered paid work in the library, to the benefit of all.

While not every case study in this book may apply to a particular library's situation (some libraries may not be in the position to assemble large teams to execute initiatives, for example), there are ideas aplenty to inspire library personnel and assist their student patrons. For example, Heather VanDyne and Rachel Koszalka focus on challenges posed by the pandemic and how they affected rural community college students, yet their research can certainly apply to challenges facing students in similar straits in different environments.

Some of the solutions require the infusion of funds, which are in short supply for many institutions. However, Kelsey and contributors also describe successful initiatives that do not require libraries to rely on grants, funding from their institutions, or the use of money previously earmarked for employee lines deemed no longer necessary. The most useful chapters are those that acknowledge that things have, indeed, changed in the face of the pandemic. Some chapters are written about initiatives that took place before the struggles with COVID-19, and may be of more limited use. Overall, this book will benefit those looking for ways to help students overcome the challenges they face today.—*Ayanna Gaines, Woodbury University*

Hargittai, Eszter, ed. *Handbook of Digital Inequality*. Cheltenham, UK; Northampton, MA: Edward Elgar Publishing, 2021. 386 p. Hardcover \$265.00 (ISBN: 9781788116565); ebook \$65.00 (ISBN: 9781788116572). LCCN: 2021-946075.



It's the 21st century, and the “digital divide” first noted by sociologists and political economists in the 1980s has not disappeared. It persists. In the United States, for example, over 30 percent of the Native American population lacks access to broadband infrastructure with even minimally adequate speeds.¹ Large parts of the Biden administration’s Bipartisan Infrastructure Law and the American Rescue Plan target unequal access to high-quality internet, affecting the lives chiefly of rural and urban poor. These disparities also hold true across much of the world.

Today, however, as author Eszter Hargittai, chair of Internet Use and Society at the University of Zurich, argues, the world’s larger concern is *not* access to the internet. In fact, as of June 30, 2022, there were more than 5.4 billion internet users worldwide, an increase of 1,400% over the last 20 years.² No, Hargittai calls the problem today a “second-level digital divide” or more succinctly: “digital inequality.” Digital inequality refers not to unequal access to digital infrastructure, but to differences *among internet users themselves*, most commonly having to do with income, education, and the other usual markers for inequality across the social spectrum. Focusing on differences in actual internet use allows us to depart from the simplistic dyad—internet access, yes or no?—and look at a much more complex matrix of unequal skills and other inequalities we find in actual use of the Internet—for work, health, social and societal connection, and recreation.

For all its virtues, the title of this book is a clear misnomer. If the definition of a “handbook” is “a book capable of being conveniently carried as a ready reference” or “a concise reference book covering a particular subject,” two applicable definitions to be found in Merriam-Webster, then this is not a handbook. Handbooks are, as the word suggests, portable: they are “handy.” “Handbook” is the modern word for what scholars in early modern times called a *vade mecum*: Latin, roughly, “[you] go with me” Not that the book would not fit into a backpack or briefcase: I’ve tried, and it does! But the book’s title appears to have been chosen mainly to fit neatly into the publisher’s existing series, “Handbooks on Inequality.”

Even if this isn’t a “handbook,” it is notable and worthy of serious attention. Hargittai has assembled a collection of twenty-four widely diverse articles written by knowledgeable contributors from all over the world—Canada, Chile, Germany, Italy, Singapore, Switzerland, the United States, and others—illuminating highly diverse aspects of the unequal use of the internet and enabling cross-disciplinary as well as cross-country comparisons. As we would