students. This book is a must-have for any academic library working with a large population of first-generation students. Creating a safe library space for these students will encourage them to succeed and remove the stigma of seeking guidance.— Jeffrey Delgado, *Kingsborough Community College*

Diversity, Equity, and Inclusion in Action: Planning, Leadership, and Programming. Christine
  Bombaro, ed. Chicago, IL: ALA Editions, 2020. 208p. Paper.
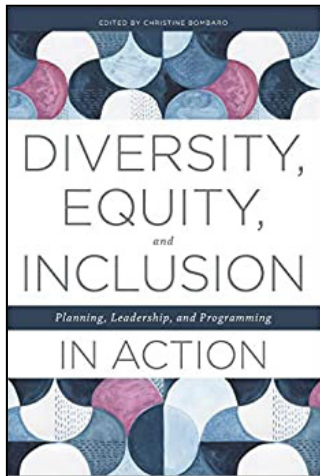
Christine Bombaro's edited volume, *Diversity, Equity, and Inclusion in Action: Planning, Leadership, and Programming,* is thoughtful, useful, and timely. Bombaro, associate director at the Dickinson College library, introduces this compilation by framing as a moral problem the gap between academic librarianship's stated goals around diversity, equity, and inclusion (DEI) and its actual record. She argues that we must move beyond "merely trying our best" to actually "getting it right" (xii). Bombaro's introduction and the first chapter serve to ground the book with historical and theoretical context around DEI in academic libraries and argue persuasively that we must move past dialogue to taking action. The chapters that follow offer case studies by academic library practitioners who describe actions taken in their institutions. Each chapter follows a similar structure, with literature reviews, case details, discussion, and careful footnoting. This book covers topics that include organizational goals and plans around DEI, developing cultural competencies for library staff, barriers to workforce diversity, and the development of models for how libraries can better serve the diverse communities with whom we work.

About half of the chapters in this book turn inward to consider DEI shortcomings within library organizations while sharing initiatives these libraries designed in response to the persistent problem of social and racial inequity. Several chapters focus on efforts to develop staff cultural competencies, create safer working environments for staff from marginalized identities, and address recruitment and retention of staff from diverse backgrounds. Authors discuss how their institutions approached the challenge of engaging all staff in DEI work, such as adopting DEI formally as a library value, implementing librarywide workshops and dialogue groups, and carefully facilitating widespread attendance and participation across their staffs. Tips for developing truly effective cultural competency training for staff are also offered in several chapters. For example, libraries turned to expert trainers on their campuses, offered a certificate program, and nearly all conducted assessment to shape programming and measure outcomes. The various case studies shared here demonstrate the importance of reflection and rigor in identifying persistent barriers to DEI, and the value of taking the time to develop intentional structures and action to achieve meaningful gains.

The other chapters in this volume are focused on how libraries can better serve marginalized students and adjacent communities on our campuses. I was particularly struck by Kohlburn and Gomillion's chapter on efforts to establish an LGBTQ club at their rural Missouri community college, in which the library played a significant and leading role. Kohlburn and Gomillion advise librarians to "be willing to step outside conventional library norms of rigid neutrality to participate in direct action that benefits patrons" (56). This directive resonates with a core theme of the volume as a whole, which is that DEI work within libraries should

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