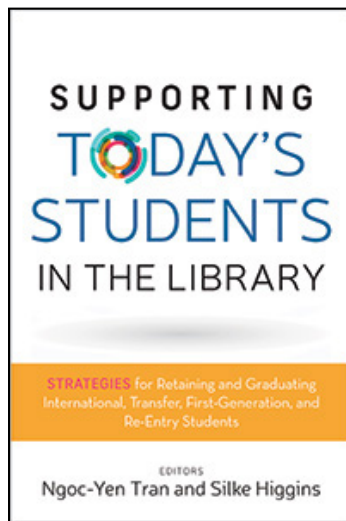


brary and Information Science will not be added to my reading list and this saddens me greatly because this book in itself is not a bad book. In the annals of librarianship, there is room for a book that provides an historiography of the profession, and, in many ways, this is the strength of this book.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

approaches. All contain thorough endnotes and bibliographies helpful to readers hoping to do additional research.

I highly recommend this book to those academic librarians and library leaders, and I would like to see many more like it. In today's higher education climate, given all we have learned about college students' needs, we are called to engage campus partners in collaborative efforts to support student success. We know that students are not a homogenous population and know that we must not treat them as such. Librarians are expected to deliver services that positively impact campuswide outcomes, and that means addressing the particular needs of everyone on campus. The question many of us face is where to start and how to appropriately allocate staff time and resources.

These authors provide thoughtful and well-researched blueprints that could be modified and replicated at other institutions. Many of the building blocks used are familiar within libraries already: lesson plans, research guides, tutorials, and so on. The theory and application of these tools is unique. *Supporting Today's Students in the Library* is a valuable read for public services librarians, student success and first-year-experience librarians, archivists, instruction librarians, public services administrators, and all who work with the student populations upon which this book focuses. It would be an excellent addition to MLIS coursework that focuses on these areas as well. I hope it brings the student affairs literature more attention in the academic library field as we all work together to best support our students' needs. — *Ginger H. Williams, Wichita State University*