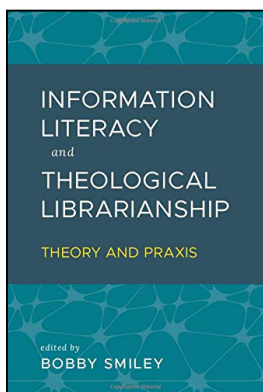


framework can be applied not only in site design, but in other types of online service delivery. This chapter and the chapters on reference and instruction provide a good overview of current ideas and practices in online service delivery. The embedded librarianship chapter may also be a new concept for librarians practicing online, but this chapter provides an overview of considerations for librarians embedding in online courses and a helpful case study from a librarian supporting an asynchronous online program.

The final three chapters focus on operational strategies for developing services for online patrons including building relationships, marketing, and advocating for online patrons. These chapters will likely be the most helpful for librarians with established practices for serving online patrons since they focus on building stronger programs and developing an audience. The chapter on advocating for online patrons works through every service and department in the library with tips for how to integrate the needs of online patrons into services. It includes a helpful worksheet for librarians conducting needs assessments in this area. The final chapter focuses particularly on online patrons and access in public libraries. All the chapters share the same practical approach and interweave goal setting and assessment into the content.

This book is good for libraries that are just beginning programs for online patrons, those that want to assess current practice, and libraries with existing successful programs that want to develop in particular areas. Most of the examples focus on academic libraries, though the inclusion of a public library perspective sets it apart from much of the literature in this area. Partnership and inclusive design are threads that run through every chapter of the book and help unite the content into a coherent action plan for serving online patrons. The accessible language and practical guide style will be appealing to libraries that are new to online services and those trying to develop service on a short time scale. This book provides a practical foundation and important considerations for building and expanding sustainable services for online patrons.—*Laura Costello, Rutgers, The State University of New Jersey*

Information Literacy and Theological Librarianship: Theory and Praxis. Bobby Smiley, ed. Chicago, IL: Atla Open Press, an imprint of the American Theological Library Association, 2019. 189p. Paper, \$35.00 (ISBN: 978-1-949800-01-2).



It is easy to think that, since a book may focus on a particular topic, it means that it is not useful beyond those in that field. That is not the case when it comes to American Theological Library Association's new edited publication *Information Literacy and Theological Librarianship*. Bobby Smiley, editor and librarian at Vanderbilt University's Divinity Library, has pulled together authors whose chapters can easily serve both theological librarians and information literacy and instruction librarians. The latter group will find useful information that can be tailored to their needs. The subject-level perspective also provides a lens that can help in approaching other fields. All of the chapter authors are affiliated with a range of different theological libraries at colleges, universities, and seminaries.

The book is divided into two parts. The first four chapters comprise the theory section, and the other five chapters cover praxis. Each section can stand alone if the reader prefers just theory or praxis. Of the two, the theory chapters can be a little more challenging to read, yet they can also be the most rewarding. They do a very good job of approaching the concept of information literacy and its application to theological education and information. Each chapter

takes a different angle including looking at unique target populations. Reading all four of them will provide the reader with a complete picture. Even though the first chapter may feel like it is more praxis oriented, the reading and writing approach to the chapter seems to be the best way to set up the next chapter, which looks at the sources of theological information.

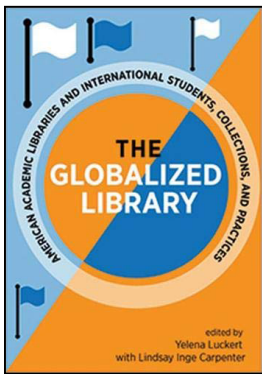
The praxis chapters, like the theory chapters, work well together. Authors in each of these chapters relay to the reader their experiences around information literacy and course creation. Chapter 5, which starts this section, starts out feeling like it is more theory, as the author explores the information around curriculum mapping. It is this journey of discovery and the application of curriculum mapping to information literacy to support research and instruction that makes the chapter very dynamic. Two more chapters look at course and lab construction. These are honest writings of the authors' experiences. Within them, the reader will find out what worked and where the challenges were. This will feel like familiar ground especially as it is presented in chapter 7. The book ends with chapters covering other appropriate topics. One looks at applying information literacy to the importance of primary source material that can be found in archives and special collections. The last chapter takes assessment into consideration as the authors seek to build out a policy that will help build information literacy habits within the curriculum. The book began with an introduction that helped to frame the book and pull the information together. Some readers may find at the end that a concluding chapter by the editor could have been useful to talk about future challenges or the way forward, although this would be less important if the reader is interested in just a few of these well-written chapters.

At the end of each chapter, the reader will find both a bibliography and a set of end notes. Since the reader may want to follow up on a point, this format will require the reader to first go to the note, and then to the bibliography. It can seem redundant until you find those notes that add something extra. Two of the praxis chapters (and one of the theory chapters) also provide appendices that showcase different syllabi, policies, and rubrics related to the corresponding chapters. Other chapters' authors chose to incorporate useful tables and images into the text.

I think that it is very important to mention that this book was published as an open press title via Atla. That means you can download the open access book as a pdf or epub. You can download single chapters as well. The chapter page numbers are identical to what is in the whole book. You can also support the organization by paying \$35 to get a print on demand version through Amazon. This is advantageous, as it allows a reader who may be interested only in the theory part or the praxis part to use just what they need. The reader will find that some of the images in the chapters can be difficult to read unless you go to the open access pdf version of the chapter. For example, in chapter 5, there are two images that are far more useful in the pdf version because some of the text is in green, and the printed version does not pick it up. Also, the reader can zoom in to read the smaller text. The red notations in an image in chapter 6 also stand out in the downloaded pdf of the chapter. URLs included in the text of the chapters or in the bibliographies are also linked in the pdf version, which makes them very easy to use.

This book, edited by Smiley, stays true to its title, doing a very good job of including only what is needed. All of the chapters work well together, and the theory section lays the stage for the praxis section. In addition to librarians who work at an institution that is a seminary, or has a theological program, this book will be useful to those who do instruction. The information and tools provided can easily be adapted to support information literacy in a range of fields. —*Mark Shelton, College of the Holy Cross*

The Globalized Library: American Academic Libraries and International Students, Collections, and Practices. Yelena Luckert with Lindsay Inge Carpenter, eds., for the Association of College and Research Libraries. Chicago, IL: American Library Association, 2019. 448p. Paper, \$90.00 (ISBN 978-0-8389-8951-7).



It is important to encourage intercultural understanding in our universities. *The Globalized Library* helps inform librarians about intercultural opportunities and challenges they may not be focusing on. The book provides insights into how collections can be enhanced, students can be served, and librarians can grow by approaching library work from an international perspective. *The Globalized Library* is a collection of chapters by a variety of authors, organized in five sections that look at information literacy for international students, international student outreach, international collections, library services abroad, and international professional development. This organization aids the reader and captures some of the most important avenues for fostering internationalization in

libraries. The book is an assortment of research studies and reports of intercultural programs run by libraries. One drawback to the book is that many graphics are too small and blurry and are thus of limited value.

Supporting student success across demographics is essential to achieving equity in our universities. The first section in *The Globalized Library* addresses information literacy and concentrates mostly on academic integrity. This is relevant because of the global variation in norms around this concept. The section addresses teaching both homogenous groups of international students and classes with a mixture of international and domestic students. Both in-person and remote instruction are addressed. One of the highlights of this section is chapter 3, which details the experiences of librarians teaching a library orientation course in the Chinese language at a US university. The program described is responsive to patron needs and was met with appreciation from patrons.

To support student success, students must have both academic support and holistic support. Section II, on the subject of outreach to international patrons, includes many good ideas for making international students feel included by libraries. Examples included an international film series, a workshop for student worker intercultural competency, and a series of celebrations of international holidays to welcome international patrons to the library. Another strength of this section is the discussion of differences among cultures regarding their expectations of libraries. Highlights include chapter 11, which examines Middle Eastern and North African patrons' expectations for US library services, and chapter 13, which examines the experiences of Asian graduate students in US institutions. This chapter opens the reader's view of patrons to a universitywide lens rather than focusing on libraries in isolation from the rest of the university experience.

Universities strive not only to educate students but to serve scholars advancing knowledge. Scholars depend on libraries to provide them with unique collections to aid them in their pursuit of knowledge. Section III of the book focuses on collection development and preservation of international materials. Some of the special opportunities and challenges of collecting and providing access to diverse collections are detailed. Challenges include erratic funding and support, varying levels of interest in different regions of the world based on changing political relationships between nations, resources made from delicate materials, and