The fight to integrate the disabled into the workforce is clearly part of an even broader call for social and political change. For example, whether or not a disabled person is believed when they disclose may depend on their race. Disability must be understood through an intersectional lens. The authors touch briefly on the connection between disability and climate change. Disabled activism is also intensely connected with stereotype and implicit bias. Highby recognizes common ground with the Black Lives Matter movement.

Economic and social critique is a major theme of this book. The challenges of disabled people in our society illustrate fundamental problems with individualism and neoliberalism. Individualism means that disability is understood as an individual battle. We need to learn to work together and care for one another. Schomberg and Highby describe the need for political work on all levels, to secure the rights of the disabled, supporting calls for a "new social contract" (131).

This is a very thought-provoking and challenging book. The research is very thorough, and the authors are imaginative in terms of where to look for sources. Schomberg and Highby engage many different voices. One audience for this book is the disabled library worker who needs to learn about self-advocacy and the value of self-care. The authors are forthright about their desire to empower the disabled library worker. This book will also appeal to those who are interested in changing how libraries work. The vision here touches both structural political and social issues and how we can, as individuals, change the way we deal with each other.

This is also a deeply personal book. The authors' voices are heard clearly through their individual narratives, stressing the point that the personal is political. Schomberg and Highby combine personal experience with a thorough understanding of the literature to present their points compellingly. *Beyond Accommodation* is clearly meant to be an emancipatory work, describing current circumstances while making a strong call for change. All library workers should heed it.—*Robin E. Brown, Borough of Manhattan Community College*

Xan Arch and Isaac Gilman. *Academic Library Services for First Generation Students.* New York, NY: Libraries Unlimited, 2020. 149p. Paper.
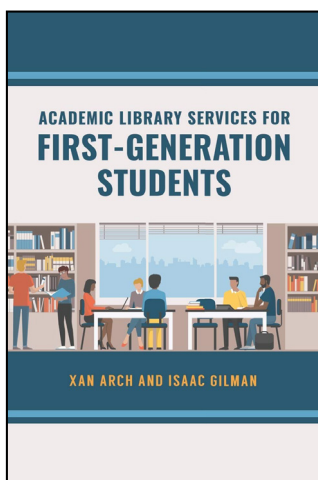
Xan Arch and Isaac Gilman create a necessary, at times difficult to discuss, piece of writing that should be used by academic libraries across the nation. *Academic Library Services for First Generation Students* brings forth the question of how to address best librarian practices for first-generation students. They argue that current practices cater to middle-class white students. The academic setting is shaped in such a way that first-generation students are viewed as needing "assistance" when the actual problem lies within the institution and its support systems. This book's structure facilitates a rich understanding of the problems within these institutions while also offering concrete examples for academic libraries that want to do better. The book begins by describing the social context of first-generation students in higher education generally and then addresses academic libraries in particular. It finishes with examples of how to adapt institutions to better support these students.

The authors begin their book with the understanding that institutions are the ones that need to adapt for first-generation students and not the other way around. Rather, they want to shift from a "deficit" outlook to an "asset" outlook of these students. Arch and Gilman

begin with a rich description of higher education and the reality of a "cultural mismatch." They state that the working middle-class populace that encompasses the majority of first-generation students are challenged in four key areas: social, academic, financial, and familial. By separating these challenges into groups, the authors raise important issues within them that are then met with solutions in later chapters.

Social challenges for first-generation students begin with their hesitation or inability to speak with faculty or ask for help. Some might say this is because students are either unable or unwilling to take initiative; the authors formulate an alternative, more culturally inclusive reason. Their white counterparts bring knowledge of what kind of help is available in higher education and a sense of entitlement to those services. This kind of disparity manifests in various ways and is explained extensively throughout the first chapters of this book. First-generation students are less likely to use resources such as academic advisement and tutoring for this very reason.

Academic and financial challenges for first-generation students center on the fact that "institutions were constructed to privilege the white, middle class students who have been the primary participants in and beneficiaries of higher education." Arch and Gilman explain that this presents a hindrance for first-generation students who often come to college from low-income families and without institutional knowledge. Even the FAFSA is tailored toward a middle class that has navigated the form for generations. First-generation students always face this as an uphill battle as the first to fill it out in their families.

Finally, familial challenges are addressed throughout the book in relation to the obstacles first-generation students face. First-generation students tend to come from familial and other nonnuclear groups that do not have the academic institutional experience to assist in navigating higher education. In addition, there are institutions that do not make accommodations for students who have children. Having a family or being a part of a traditional family comes with responsibilities that hinder social, academic, and financial progress in higher education institutions that don't address those realities.

Apart from dismantling the current structure of higher education that caters to white middle-class students, the authors provide significant examples of how academic libraries can adapt to focus on first-generation students. Too often, interventions are framed as if "accommodations are required to help them succeed due to their deficiencies but there is no desire to disrupt the general status quo to make colleges—and libraries—more inclusive." Hence, the authors provide counterexamples for making more inclusive academic libraries. These range from explicit signage to inclusive library instruction. All of these examples capture the true essence of this book. Academic libraries should be creating a space that is inclusive, where students feel that they would be "understood and not judged for anything they did not know as they sought help or engaged in academic pursuits."

In conclusion, Arch and Gilman provide a necessary text that both defines what a first-generation student is while arguing for dismantling the middle-class structure that describes most academic institutions. This work is difficult to do, yet they do it with elegance and poise. This book not only deconstructs the deficit view; it also provides approaches to make institutions more inclusive for first-generation students. By focusing on academic libraries, the authors prove that this sector of academia is invaluable to college students. By adapting collection development, library instruction, and inclusive training of reference librarians, the authors describe various case study successes in enhancing inclusion for first-generation

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.
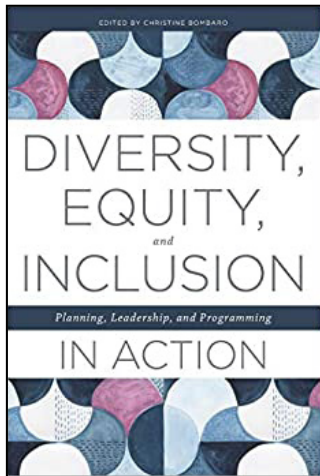
Christine Bombaro's edited volume, *Diversity, Equity, and Inclusion in Action: Planning, Leadership, and Programming*, is thoughtful, useful, and timely. Bombaro, associate director at the Dickinson College library, introduces this compilation by framing as a moral problem the gap between academic librarianship's 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