

College & Research Libraries

news

Association of College & Research Libraries



April 2026
Vol. 87 No. 4
ISSN: 2150-6698



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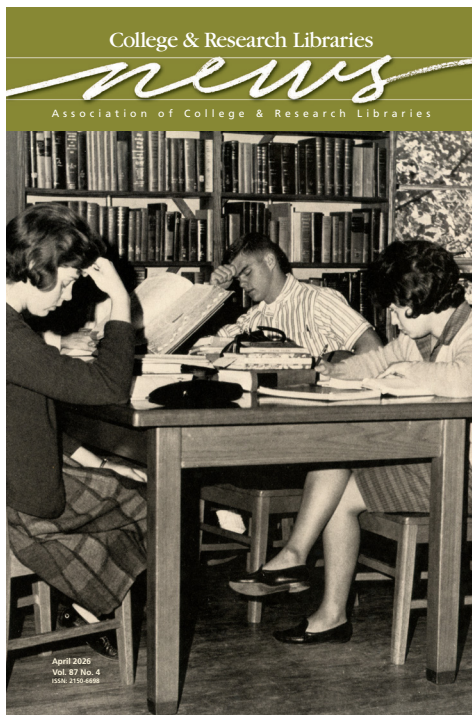
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This month's cover features a 1965 image of students studying in the Athens College, now Athens State University, library from page 122 of the 1965 Columns Yearbook. According to the yearbook, the library was at the time located in Founders Hall, which also housed administrative offices, meeting rooms, and classrooms. The accompanying story indicates that while well equipped for the time, plans for a completely renovated and expanded library were under way. Established in 1822, Athens State University is the oldest continuously operating educational institution in the state of Alabama. Founders Hall was constructed circa 1843. The current Kares Library, which also houses the University Archive, was constructed in 1996.

The image is sourced from the Yearbook Collection at the Athens State University Archive. Learn more about the archive at <https://libguides.athens.edu/archives>.

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Job advertising: Contact *ALA JobLIST*, 225 N. Michigan Ave, Suite 1300, Chicago, IL 60601-7616; (312) 280-2513; e-mail: joblist@ala.org.

Production office: 225 N. Michigan Ave, Suite 1300, Chicago, IL 60601-7616

College & Research Libraries News (Online ISSN 2150-6698) is published by the Association of College & Research Libraries, a

division of the American Library Association, as 11 monthly (combining July/August) online-only issues, at 225 N. Michigan Ave, Suite 1300, Chicago, IL 60601-7616. Submission guidelines are available on the *C&RL News* website. Inclusion of an article or an advertisement in *C&RL News* does not constitute official endorsement by ACRL or ALA.

Indexed in *Current Contents: Social & Behavioral Sciences*; *Current Index to Journals in Education*; *Information Science Abstracts*; *Library & Information Science Abstracts*; *Library Literature*; and *Social Sciences Citation Index*.

Back issues: \$11.00 each.

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UNC-Chapel Hill University Libraries Launches AI Studio, PromptLab

The University of North Carolina at Chapel Hill's University Libraries recently hosted a grand opening for the new Library AI Studio, a space designed to support exploration, learning and creative use of artificial intelligence (AI) tools for the Carolina community. The studio provides students, faculty, and staff with hands-on opportunities to experiment with emerging technologies while fostering thoughtful dialogue about the role of AI in research, teaching, and public service. The library also introduced PromptLab,

a free platform designed for the Carolina community to access and explore top Generative AI models like ChatGPT, Gemini, Claude, and more. PromptLab provides a secure environment for users to create custom agents and test models side by side. They can access agents designed by the University Library team to help tackle



UNC's Prompt Lab. Image by Jon Gardiner/UNC-Chapel Hill.

a variety of tasks from fine-tuning resumes to summarizing course materials. Learn more about the Library AI Studio and Prompt Lab at <https://www.unc.edu/posts/2026/02/04/university-library-unveils-generative-ai-tool-customized-for-tar-heels/>.

ACRL 2027 Call for Proposals

ACRL invites you to join us at the ACRL 2027 Conference to be held April 7–10, 2027, in Portland, Oregon, and online. The conference will focus on themes such as building coalitions and mutual-support networks, creating effective professional development opportunities for library workers in all stages of their careers, and living out our shared values in difficult times. ACRL welcomes you to share your academic research and innovative projects at ACRL 2027. The conference offers eight unique session formats designed to accommodate a variety of presentation and learning styles. Whether you're a first-time presenter or an experienced expert, there's a format that's perfect for showcasing your ideas. Contributed paper, panel session, and workshop proposals are due June 6, 2026. The complete Call for Proposals is available on the conference website at <https://cvent.me/MOoqWL>.

ResearchGate and Taylor & Francis Expand Journal Home Partnership

ResearchGate and Taylor & Francis have announced a further two-year expansion of their strategic Journal Home partnership. The renewed agreement now covers 800 journals across the Taylor & Francis portfolio. It also includes the Community Engagement Upgrade (CEU), which connects researchers to key content in the journals that serve their community, and the Open Access Agreement Upgrade (OAAU), which makes it easier for authors to discover open access (OA) funding opportunities available to them through Taylor & Francis OA agreements.

Since 2023, Taylor & Francis's partnership with ResearchGate has delivered sustained growth in international readership and attracted highly relevant authors from ResearchGate's global community of more than 25 million researcher members. With the addition of the CEU and expanded activation of the OAAU, Journal Home now supports a broader range of journal development priorities, including commissioning, editor-led community building, and clearer communication of funding available to authors. Learn more at <https://www.researchgate.net/journal-home>.

IGI Debuts Read & Publish Licensing Model

IGI Global Scientific Publishing has launched a new Read & Publish licensing model. The model allows libraries to license the IGI Global Scientific Publishing e-Book Collection, featuring more than 10,000 scholarly ebooks and more than 200,000 peer-reviewed chapters while providing their faculty and researchers with unlimited open access publishing opportunities in nearly 200 journals. The Read & Publish model provides unlimited simultaneous user access, no DRM, an advanced search platform, and upcoming AI-powered research tools, supporting cross-disciplinary scholarship across business and management; science, technology, and medicine (STM); and education and social sciences fields. Through this model, participating institutions cover all publishing costs under a single flat rate, enabling their affiliated faculty and researchers to publish unlimited open access articles at no personal cost in nearly 200 highly indexed journals within the IGI Global Open Access Journal Program. Complete details are available at <https://www.igi-global.com/newsroom/archive/read-publish-option-igi-global/6701/>.

New Companion Document to the ACRL Framework for Information Literacy for Higher Education: Nursing

The ACRL Board of Directors approved a new companion document to the ACRL Framework for Information Literacy for Higher Education: Nursing at its January 29, 2026, virtual meeting. The ACRL Health Sciences Interest Group (HSIG) worked for several years on revising the 2013 Information Literacy Competency Standards for Nursing to reflect the Framework for Information Literacy for Higher Education. Throughout the process of developing the companion document, the working group integrated the principles of evidence-based practice in nursing and national standards for nursing education and practice published by the American Association of Colleges of Nursing (AACN) and the Canadian Association of Schools of Nursing (CASN). Additionally, the group emphasized principles of equity, diversity, inclusion, and social justice to reflect their importance in nursing practice and librarianship.

The Companion Document to the ACRL Framework for Information Literacy for Higher Education: Nursing is freely available in the Standards, Guidelines, and Frameworks section of the ACRL website at <https://www.ala.org/acrl/standards>.

Libby, Kanopy Release 2025 Higher Education Survey Results

Libby and Kanopy recently released the results of their 2025 Higher Education Survey. The findings reveal a significant shift in student expectations, with nearly three-quarters of undergraduates identifying as visual or kinesthetic learners and 90% demanding course materials that reflect a diverse range of voices and experiences. The quantitative study, which

surveyed 500 US undergraduates in September 2025, highlights a concerning “digital tool gap” in academia. Although 87% of students agree that films and documentaries are critical for mastering course content, only 44% report that their institutions provide adequate digital tools for accessing movies, documentaries, or foreign films.

The survey also indicates that today’s students are moving away from passive learning. Key findings include 84% of students prefer a dynamic learning environment that prioritizes discussion and video over traditional lectures, 89% of undergraduates want to demonstrate knowledge through projects and portfolios rather than traditional essays, and 90% of students state that diverse representation in course materials is a core requirement, not a “bonus.” More details are available at <https://bit.ly/4kAFS5v>.

ACRL Announces New Immersion Program Facilitators

ACRL is pleased to announce the selection of Anna Boutin-Cooper, Derek Malone, Sarah Morris, Brandy Whitlock, and Jamia Williams as the newest facilitators for the ACRL Immersion Program. They join the current program facilitator team in shaping the curriculum and guiding the program’s continued evolution. Launched in 1999, the ACRL Immersion Program offers participants an intensive, community-centered learning experience focused on exploring core issues in library teaching and learning and building relationships with colleagues from a wide range of institutions. The Immersion ’26 program will be held July 15–17, 2026, at Loyola University Chicago. Complete details on the program and new facilitators are available at <https://www.ala.org/acrl/conferences/immersion>.

Library of Congress, GPO Make Available 10,000 Digitized Volumes of the United States Congressional Serial Set

The Law Library of Congress and the US Government Publishing Office (GPO) have achieved a major milestone by uploading and making available the 10,000th volume of the United States Congressional Serial Set on the GovInfo website. Those volumes contain more than 185,000 individual government documents and reports. This is part of a multiyear effort with the Law Library and GPO to digitize and make accessible the United States Congressional Serial Set back to the first volume, which was published in 1817. The US Congressional Serial Set, commonly referred to as the Serial Set, is a compilation of all numbered House and Senate reports and documents, including executive reports and treaty documents, issued for each session of Congress.

GPO is uploading volumes of the official Serial Set in phases for free public access on GovInfo. GPO has nearly 6,000 remaining volumes to upload and is aiming to release an additional 2,000 volumes in FY2026. The Law Library of Congress has digitized more than 15,500 volumes in the collection, and GPO is currently cataloging and authenticating the PDFs. The collection will be available on both the GovInfo and loc.gov websites as authenticated documents are available.

ASERL Celebrates Seventy Years of Advancing Research Libraries in the Southeast

The Association of Southeastern Research Libraries (ASERL) proudly celebrates its seventieth anniversary in 2026, marking seven decades of leadership, collaboration, and innovation in support of research libraries and higher education across the southeastern United

States. Founded in 1956, ASERL has played a pivotal role in shaping regional and national conversations around access to information, preservation of the scholarly record, and the future of research libraries. ASERL has grown into a vital consortium of leading research libraries committed to advancing professional development for people working in libraries, supporting innovations in scholarly communication, strengthening and sharing collections, and fostering cooperative solutions to the evolving challenges facing research institutions. Learn more about ASERL and the anniversary at <https://www.aserl.org/>.

Represent ALA on IFLA Standing Committees

Would you like to represent ALA on an International Federation of Library Associations and Institutions (IFLA) section standing committee? The biennial appointment process to represent ALA on relevant IFLA standing committees is currently underway for terms running from 2027 through 2031. The ACRL Board of Directors endorses candidates for election to a number of IFLA standing committees, with the ACRL Leadership Recruitment and Nomination Committee (LRNC) acting in an advisory capacity to the Board in recommending approval for appointment.

Complete details on the application process are available on the ACRL website at <https://www.ala.org/acrl/aboutacrl/electionresults/election/ifla>. The deadline for nominations is May 1, 2026. Contact LRNC Chair Kim Copenhaver at kimberly.copenhaver@yale.edu with questions. ♪

Tech Bits . . .

Brought to you by the ACRL ULS Technology in University Libraries Committee

Finding a meeting time can be a headache. Although free polling tools exist, they often limit the number of date and time options unless you pay (and they may be cluttered with ads). If your organization uses Microsoft products, or if you have a personal Microsoft account with a Microsoft 365 subscription, you can create scheduling polls directly within an email. Simply draft your message, add recipients, and insert a scheduling poll. There's no limit on the number of dates or times you can propose, and even non-Microsoft users can respond. You can then create a calendar invite directly from your Microsoft poll once all attendees have responded.

The scheduling poll feature does require an institutional or personal subscription to Microsoft 365. Find instructions for accessing the scheduling poll feature on Microsoft's support site.

— *Stephanie White, Troy University*

Microsoft 365
<https://www.microsoft.com/en-us/microsoft-365>

Jamia Williams and Twanna Hodge

Reflecting on Our Careers and Transitions

A Year of Exploring Why We Choose Librarianship

Academic Library Workers in Conversation is a *C&RL News* series focused on elevating the everyday conversations of library professionals. The wisdom of the watercooler has long been heralded, but this series hopes to go further by minimizing barriers to traditional publishing with an accessible format. In past issues, the topics were proposed by the authors. However, during 2026, this feature will focus on the authors' stories of librarianship. How they got here, why they stay, and even why they consider leaving or transitioning at times. During this time of great upheaval in higher education, exploring our many "whys" is a worthy venture. —*Dustin Fife, series editor*

Jamia Williams (JW): I am an inquisitive person, especially when it comes to people's career paths, which is one of the reasons why I wanted to start the LibVoices podcast.¹ This is something I've been curious about, I would say, even before I joined our profession: Why do people choose it? How did we even get here? Why did you choose librarianship?

Twanna Hodge (TH): So, that's a great question. For me, I chose librarianship—though sometimes it felt like librarianship chose me—because I fell in love with books and reading and, living on an island that's 32 square miles, traveling is very expensive. So I traveled through books, getting to experience many different lifetimes and universes, fighting in battles, falling in love, and learning about the depth and breadth of what it means to exist.

And so I wanted to introduce people to the wonderful world of books. Having several mentors² and working in my undergrad library deepened my commitment to becoming a librarian. I knew that academic librarianship was for me after working at the Ralph M. Paiewonsky Library since my second semester in undergrad. I loved the energy, the excitement of innovative thinking, the creativity, and the opportunity to help people with their research.

Now I'm gonna toss it back to you, Jamia, and ask you: Why did you choose librarianship?

JW: That is a great question. It was a long road to librarianship for me. The idea occurred to me in my last year of undergraduate studies. I never considered it to be a career path because I didn't see anyone who looked like me in that role. I spent time in public libraries, school libraries, and, eventually, academic libraries when I got to college. However, because I didn't see anyone who resembled me as a librarian, it never crossed my mind to pursue that path.

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It was interesting that the thought crossed my mind in my senior year of undergrad. I think it happened because I saw the value of academic librarians, particularly at SUNY Brockport, where I observed how they connected our research interests to the resources available to us. I thought that was a cool thing to be a part of. As a history major, I often found myself looking up different things and searching for information. I thought it would be wonderful to be the person who introduces students to searching databases and finding the resources they need for their research projects or whatever they are curious about.

However, when I looked into what it took to become a librarian, I realized I had to put a pin in that idea. I needed to work after finishing school because I was financially independent and I didn't want to be a broke college student for two more years. I needed to earn money.

After years of working in the human services field, the thought of becoming a librarian kept coming up for me. I had the opportunity to shadow an archivist and a school librarian. Following both experiences, I knew that this was what I wanted to do. The rest is history, and I am glad that I finally came into the profession in a roundabout way. I know that my experiences have significantly informed how I show up and how I function as a librarian.

Then that leads me to the next question: Why did you stay in librarianship?³

TH: Librarianship is my first career. Librarianship is not perfect by any means. It's been a whirlwind of seven years as a practitioner in four different academic libraries. I will always consider myself a librarian. The field is affected by many legacy issues and is situated within systems of oppression.⁴ As a Black Caribbean academic librarian living in the United States for three years, I learned that as much as I loved librarianship, it couldn't love me back. I wasn't experiencing vocational awe⁵ anymore. The LIS profession needs us (BIPOC and systematically intentionally marginalized communities) but does not deserve us. I will always be grateful to all the people I've met and the experiences I've had. But in my last job, I realized that there was nowhere for me to go up or across. The COVID-19 pandemic⁶ and the heightened increase in anti-Black and anti-Asian racism led to my burning question and thus reignited my interest in pursuing a PhD in information studies.

I'm gonna pivot it back to you, Jamia. Why are you still in librarianship?

JW: You definitely touched on a lot of great points. I feel that one of the tenets of being a librarian is professional development, which speaks to me as a lifelong learner. I consider myself someone who is always eager to learn new things and, as you mentioned, unlearn many toxic ideas that keep people marginalized. This is one of the reasons why I have stayed in librarianship.

Another reason is my understanding of the importance of my role as a health sciences librarian in supporting different types of people. This role is amazing and definitely an adventure. I appreciate that every day is not the same; for someone like me, variety is very helpful. It keeps me from being bored and helps me stay intrigued and in tune with what is happening. One day I might be helping clinicians, another day I might assist students, and sometimes I help community members make informed choices about their health, especially regarding new diagnoses. Being part of these experiences is truly amazing.

Additionally, I have stayed in librarianship because of my peers. As you alluded to, we have amazing people in this profession. While some have left, many of us are still here, and I am grateful to have made friends out of my colleagues and peers. At one point I never thought

that would be my reality, but it has been a pleasant surprise. I have formed friendships that I would even describe as family. I consider a few people very close to me, and it's wonderful to have that community around to encourage one another and say, "You're doing amazing; keep it up."

We have been able to create many beautiful things because of this support, and it is rewarding to see each other succeed. In some instances, depending on where you work, you might not have that kind of support. Therefore, having a strong community among your peers is essential and vital. It is a beautiful thing to witness.

I know that many of us have transitioned in various ways. As you mentioned, you haven't left librarianship;⁷ you've transitioned into a PhD program. You mentioned briefly why you made that choice—as you aim to become an LIS faculty member to support those who aspire to enter this profession. Do you want to speak more about why you made that transition into your PhD program?

TW: Certainly. I'll be honest, my last job was as the diversity, equity, and inclusion librarian⁸ at the University of Florida Libraries. I was the first and, unfortunately, the last DEI librarian.⁹ That role was the catalyst for pursuing a PhD program. I held that role during a very tumultuous period from 2020 to 2022, when the K-12 and higher education sectors were facing heightened attacks on intersectionality, critical race theory,¹⁰ DEI, academic freedom, and more.

It's extremely challenging to live in a world where people around you deliberately refuse to educate themselves about the realities of this world and their roles and impacts in it. Librarianship is still more than 82% white in 2026.¹¹ I have several questions for those reading: How many librarians of color do you know? Then out of that number, how many of them are in formal leadership positions? Moreover, consider the number of those who have left the profession, and who is tracking that data? Would the institution you earned your MLIS from have that information if you asked them? Do you know how many people have left the field overall? Would they be able to answer that question? If you asked ODLOS (the Office of Diversity, Literacy, and Outreach Services) at ALA, would anyone be able to answer that question? If you asked any of the NCALOs, would they be able to answer the question?

I know people who have stayed. I know people who have been pushed out. People who left because of the trauma. I decided to pursue a PhD program because I could not envision myself in another librarian position. Becoming an LIS educator and mental health researcher are new dreams. I initially wanted to look at how Black students are retained in MLIS programs. After completing an independent study course on consumer health information behavior, I came across the concept of mental health literacy,¹² and a new research agenda blossomed.

I don't believe anyone should ever have to suffer or fight just to exist, which happens way too much in this field. I chose to stop being a practicing librarian rather than have anyone else make that choice for me. So that's why I applied to three PhD programs in 2021 and was admitted to two. I selected to start the PhD program in Information Studies at the University of Maryland, College Park,¹³ in fall 2022.

So to flip that question back to you, Jamia, what made you transition into your current role as a project manager?

JW: This current administration¹⁴ has raised significant concerns¹⁵ for me, particularly regarding the censoring of words¹⁶ like health equity, transgender, trauma, and women. Without action behind these words, their value diminishes. If we are told to erase these words from our mission and curricula, we cannot truly know if we are doing the necessary work or if our values are genuine.

I made my transition out of survival, uncertain about the future amidst many changes. As a Black millennial, I was told that obtaining a degree would lead to a good job, especially in government. However, many who once held those positions no longer do due to the failures of the current administration.

Despite this, I've always been interested in pursuing a doctorate degree, and my current role allows me to do important work in my community. I aim to conduct research that advances health equity. This position aligns with my future goals, enabling me to become a better leader and researcher while being more attuned to my community's needs.

While my transition felt like a survival move, I am grateful it has also allowed me to thrive in my interests. And while I am sure there will be other transitions in our careers, we can work towards and hope for a profession that enables meaningful transitions and does not needlessly force them in the future.

Thank you for sharing this topic with me, Twanna. Our stories matter, and everyone who reads this should know that we belong in librarianship and so many other people do too. ♪

Notes

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Introverts and Library Instruction

Challenges and Strategies

When I first started library school, the idea of teaching never crossed my mind—I pictured myself surrounded by books, not students. But everything changed in the early 2000s, when I was unexpectedly offered my first teaching assignment. At the time, I was working as a part-time reference librarian and eager to secure a permanent position, so I embraced the challenge, not realizing that this moment would shape my academic library career.

As a self-described introvert, teaching was not a skill that came naturally to me, and up to that point, I had been very uncomfortable with public speaking. Although that first class didn't go perfectly, it probably went better than I thought because that first professor invited me back. Teaching became easier over time as I developed confidence and discovered effective strategies for mastering teaching as an introvert.

Introverts and Extroverts

There are many definitions of introversion and extroversion among personality psychologists, with many people exhibiting a blend of introverted and extroverted characteristics depending on the situation. However, certain traits generally distinguish the two groups.¹

- **Level of outside stimulation:** Extroverts enjoy the spotlight, whereas introverts can find it exhausting and outside of their comfort zone.
- **Work styles:** Extroverts are risk takers who are good at making quick, snap decisions. On the other hand, introverts tend to be slow and deliberate in making decisions while also having a strong power of concentration.
- **Social styles:** Extroverts tend to be assertive, dominant, and driven by a need for connection. They dominate conversations, often speaking more than listening. Introverts, by contrast, are typically good listeners who dislike conflict, loathe small talk, and tend to prefer socializing with a small circle of friends or colleagues. They do not enjoy socializing in a large group setting.

These personality traits common to introverts help explain their reluctance to take on teaching roles, which require frequent public speaking and social interaction.

Instructional Challenges for Introverts

Public speaking, and by extension teaching, is particularly challenging for introverts. Teaching requires showing vulnerability and engaging with the audience. In his book *The Introverted Presenter*, Richard Tierney makes the case that a presentation needs to be authentic

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and personal for the audience to connect with the presenter: “To give an effective presentation, you’ll have to expose a bit of yourself. ... Remember the last great talk you heard. The presenter didn’t just report the bare facts; the presenter made it personal. Otherwise, it has no resonance.”² This book made me rethink my perspective. I realized that I could become an effective and impactful library instructor while also embracing my introverted nature.

Vulnerability is inherently challenging for introverts, and public speaking involves stepping outside one’s comfort zone. Although initially it may feel like an act or performance, it is essential to embrace this role, even if it proves exhausting—something I’ve personally experienced after teaching multiple classes. Additionally, procrastination often compounds the challenge as we tend to avoid tasks that we find uncomfortable. Yet delaying preparation will lead to a worse outcome; therefore, disciplined and thorough preparation is critical to achieving successful library instruction.

Teaching anxiety is another obstacle that can be particularly challenging for introverts. Many academic librarians have experienced it at some point in their careers, whether as early career librarians or in new positions with a teaching role. Several issues can contribute to teaching anxiety, including:

- **Imposter phenomenon:** The experience of feeling like a fraud and not knowing what you’re talking about. This may be due to a lack of confidence or content knowledge. The result is a feeling of isolation.³
- **Fear of failure:** Introverts fear looking foolish in front of an audience. However, making mistakes is an essential part of the learning process.
- **Organizational support:** Insufficient organizational support can intensify feelings of inadequacy and undermine confidence.
- **Physical symptoms:** Managing physical symptoms of anxiety is critical. It often helps to talk to others, either an empathetic colleague or seeking out mental health resources at your institution or beyond.

Although teaching can initially feel overwhelming, there are effective techniques to overcome these challenges.

Preparation Strategies

Preparation is crucial to giving a compelling presentation. This process may involve crafting detailed lesson plans, designing engaging and interactive activities, and collaborating closely with faculty. Thorough preparation ensures that instructional sessions run smoothly, maximizes participant engagement, and helps achieve desired learning outcomes. Here are some suggestions to get you started on your teaching journey.

Networking: Reach out to colleagues who may be willing to share lesson plan templates and other resources that have worked for them. These exchanges offer an opportunity to learn from their successful strategies and provide valuable insights for your teaching process.

Peer observations: Request to observe a class session led by one of the teaching librarians in your department. This firsthand observation can offer valuable insights into instructional techniques, classroom management, and student engagement strategies. Approach

colleagues with sensitivity, recognizing that while some may welcome the opportunity to share their teaching practice, others might feel uncomfortable.

Develop a teaching persona: Over time, you will develop what the literature refers to as a teaching persona. In his book *The Craft of University Teaching*, Peter Lindsay devotes a whole chapter to the teaching persona and argues that “people speak differently, listen differently, and move differently when teaching.”⁴ The most powerful and impactful teaching persona is grounded in genuine personality traits. Authenticity is essential and requires frequent self-reflection. The authentic persona enables the instructor to establish meaningful engagement with students in the classroom.

Confidence: The more you teach, the more comfortable you will become, even if teaching is still not a favorite part of your job.

Making mistakes: Rather than fearing or avoiding mistakes, embrace them as valuable opportunities for growth and learning.

Content knowledge: Acknowledge what you don’t know and see each class as an opportunity to expand your knowledge and learn about new topics.

Mentorship: Seek out mentors through a formal mentorship program or identify experienced colleagues within or outside your institution who can provide guidance and support.

Professional development: Explore teaching-focused workshops offered by local, regional, or national organizations to enhance your instructional skills and stay current in the field.

Final Thoughts

It isn’t necessary to transform yourself into an extrovert to be an effective teacher. Rather it is important to remain authentic while emphasizing one’s unique strengths. Thorough preparation is key to success in the classroom; it helps develop confidence and ensures an effective instructional session. There will be successes and failures in the classroom. Embracing mistakes is an important component of the learning process; as teachers, we reflect often on our teaching practices, experimenting with new tools and techniques. Colleagues can provide invaluable insights and support, sharing instructional resources and successful teaching strategies or serving as a mentor. Ongoing professional development is critical for academic librarians, particularly introverts, as it helps build confidence and enhance skills while lessening anxiety. ♪

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Sara D. Miller, Leslie Ross, and Kay P. Maye

The Framework's Next Chapter

An Interview with ACRL's Framework for Information Literacy for Higher Education Review and Revision Task Force Leaders Sara Miller and Leslie Ross

ACRL's Framework for Information Literacy for Higher Education (Framework) seeks to establish core principles and dispositions for critically engaging with information in its various forms. Following its introduction in 2000, the ACRL Information Literacy Competency Standards for Higher Education underwent multiple revisions to address the changing nature of information and the ever-expanding role of academic instruction librarians, culminating in the adoption of the Framework in 2016. Although ACRL standards, guidelines, and frameworks are typically reviewed every five years, in 2023, the ACRL Board of Directors requested a joint working group consisting of members of the ACRL Instruction Section (IS) and the ACRL Student Learning and Information Literacy Committee (SLILC) to review and revise the Framework. The Board was particularly interested in a review focused on ensuring that current trends, theories, and approaches, such as Generative artificial intelligence (AI), are pedagogically aligned with the Framework's principles and dispositions. The working group, led by Amanda Folk and Nicole Pagowsky, began the review process with the help of fellow working group members and comments from the academic instruction librarian community.

The working group initially planned for a two-year process—one year for review and one year for revision. The current working group leaders, Sara Miller and Leslie Ross, are continuing this deliberate review and revision process to ensure that findings and recommendations are appropriately addressed. Kay P. Maye, a member of SLILC and one of the co-leads for the group's publications team, recently asked Miller and Ross about their experience leading the group. Check out the conversation:

Kay P. Maye (KM): What is your experience using the Framework in your work as a library instructor?

Sara Miller (SM): In my work, the Framework serves as a structure that underlies both my teaching and my work with course instructors. In teaching, the language of the Framework mainly provides clarification for concepts and a way to organize ideas that I have taught for many years. I use the Framework directly and frequently in my work with course instructors in exploring ways to design workshops and curricula. The frames provide ways for instructors to make concepts explicit that are often nebulous, both in their own varied

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experiences and that of students. It helps them to explore and clarify what exactly it is they are hoping students will learn.

Leslie Ross (LR): I have been using the Framework to inform and support information literacy instruction since it was officially adopted by ACRL in January 2016 (actually, a little before!). At that time, I had been teaching information literacy in the context of credit-bearing courses and one-shots for ten years. I was blown away by the idea of a Framework supported by threshold concepts, knowledge practices, and learner dispositions. The standards were excellent, but the Framework allowed a deeper dive into the student information literacy learning process and offered insights beyond surface-level skills, which was very exciting. At New Mexico State University, the core curriculum and course learning outcomes for our three-credit information literacy class are mapped to the Framework. We are currently working on creating a concepts-based menu for our one-shot workshop request form to help disciplinary faculty see the connections between library skills and Information literacy instruction.

KM: What aspects of the Framework have you found easy to teach? Which is more difficult?

SM: I find authority to be the most natural fit for a way into critically evaluating sources. Approaching authority not as an absolute but as variable and contextual and taking many different forms is key to thinking about where a source comes from, what its purpose may be, and what uses it might have. Research as Inquiry fits well with a common assignment in our First-Year Writing curriculum, in which students look at sources from their discipline in order to form questions, not to find facts. I find the least frequent frame that I touch on is Information Has Value, unless I am working with a class that is looking specifically at voice and representation in information. In those situations, I tend to draw from a combination of the Information Creation as a Process and Information Has Value frames.

LR: The first thing that springs to mind are the practical aspects of Searching as Strategic Exploration. I teach credit-bearing courses as well as one-shot workshops and cover some aspects of search every single time. In one-shots, I find the students very often have been taught where to find databases in the library's web environment but not how to construct search strings or use field searching and other tools to find the best sources. Twice now I have had a student shake my hand after class and say, "Thanks for telling me about Boolean operators." In credit-bearing courses, we have the time to cover the more abstract aspects of searching, like algorithmic awareness, and incorporating global and critical perspectives. I would say the frame I reference the least would be Information Creation as a Process. I think this is a difficult threshold concept to teach because the sheer amount of information a college student encounters on a day-to-day basis makes it difficult to categorize.

KM: What are some common misconceptions of the Framework?

SM: I feel the most common misconceptions are that we have to "teach it," as in explicitly verbalize the concepts to students, or that it needs to fit naturally into existing systems of assessment. Threshold concepts, by their nature, are something that need to be worked toward through practice, challenging ideas, and repeated encounters. It is difficult to assess

them as they are not just understandings or something to memorize but represent habits of mind which develop over time.

LR: I'm thinking back to when the Framework was first rolled out and the resistance it faced from some in the library community. Certainly change is hard and that played a part, but I think there was also a perception that the Framework was too complex and that it was difficult to "implement." I still hear that from time to time. I see that as a misconception because the Framework itself doesn't require implementation more than the standards did. For me, the threshold concepts represent points of access to mastery in information literacy—doors that a student needs to pass through conceptually to understand information literacy at its deepest levels. To me, it is more a map providing direction and not a tool to be implemented.

KM: What inspired you to join the ACRL Framework for Information Literacy for Higher Education Review and Revision Task Force?

SM: The Framework has been the single most impactful document in my professional life since its debut. Its explicit definitions of the underlying values and concepts of information literacy (IL) have paved the way for the field of information literacy to explore into the humanistic, affective, ethical, and personal aspects of IL learning more deeply. I jumped at the chance to have a hand in its revision and to strengthen those underlying concepts to help guide us in wherever the world of information is headed.

LR: I mentioned in question one that I began consulting the Framework and using it to structure my credit-bearing information literacy course before it was officially accepted by the ACRL. That's how excited I was about it. The standards were excellent, but they primarily focused on competencies and measurable skills. A student can mimic a competency or skill without understanding the underlying concepts. The Framework allows me to look beyond the skill or competency to knowledge practices and learner dispositions, which provides a broader view of the learning process. To participate in the revision of such an important foundational document of the library profession represents a critical career goal for me.

KM: Describe the review and revision process. Is there a particular focus or does the group conduct a full review and revision?

SM: The group is conducting a full review and revision, which in turn has pointed out some areas of focus. We spent the first year gathering feedback through a survey, focus groups, and literature review, which helped us frame areas of attention and possible revision. While we have found that the Framework and its theoretical underpinnings have largely held up over time—and that the document does not need a complete rewrite from the ground up—we have found that there are some issues with clarity and questions about where issues such as AI and emerging technologies, critical practice, sustainability, and civil discourse fit in. We are working on those questions during the revision process.

LR: We are a large group with sixteen members, but still the work has been formidable. We are doing a deep read of the Framework fortified by the data we have collected from so many interested parties in the field. We are finding areas to update as the information

ecosystem has changed over the ten years since the Framework's inception, but we are also finding that, at its core, the Framework is robust and remains relevant today and will continue to be applicable well into the future.

KM: How are recent advances in technology and pedagogy being incorporated into the current Framework revision? How do you envision the Framework evolving to meet future educational needs?

SM: The conversations around AI literacy, and potential models for it, are still evolving alongside AI itself. Since the Framework is a group of threshold concepts and ideas that underpin information literacy as a whole, it is not proscriptive about specific pedagogical techniques or geared toward specific technologies. At this juncture, the concepts expressed in the Framework still seem to provide enough context for framing and informing an IL-based exploration of technologies like AI. If AI evolves in the future in such a way that it necessitates recognizing a new IL learning threshold, the Framework should provide a sufficient structure to add one. Currently we are adding references and examples of things like AI and critical/reflective pedagogies into the existing Framework language, including in the dispositions and knowledge practices, to provide contextual suggestions for librarians to consider in their work.

LR: It is no surprise that AI has come up again and again in our conversations and in the data we have collected, as well as the topics of critical librarianship and sustainability. Even though the framework is extensible, the group feels at this point that pedagogies and emerging technologies impact our work and certainly impact student learning, but the journey toward those competencies passes through the existing threshold concepts. We added a section on information literacy instruction in the current higher education environment to our first revision draft to address these subjects.

Kay: How can librarians not involved in the review process share their views on the Framework?

SM and LR: While our initial data-gathering phase is done, we will be sharing our draft revisions out through several channels this spring and seeking feedback from the community before we submit a final revision. All library perspectives and expertise are invaluable to this process, and we want to ensure every voice is heard and all views are considered. Be on the lookout for announcements for ways to participate!

To learn more about the history of the Framework and the current review and revision process, please visit:

Framework for Information Literacy for Higher Education – Appendix 2: Background of the Framework Development, <https://www.ala.org/acrl/standards/ilframeworkapps-appendix2>.

ACRL Framework for Information Literacy for Higher Education Review and Revision Task Force, <https://www.ala.org/acrl/committees/acrl-framework-information-literacy-higher-education-review-and-revision-task-force>. *zz*

Christine Rickabaugh

From Swatting to Smiling

The Power of Playful Outreach

It was nearly lunchtime on Monday during the second week of classes for the fall semester. I was chatting with some colleagues when the University community text alert sounded. An active shooter in the library? Wait a minute... I thought the practice drill was scheduled for tomorrow morning. We all looked at each other. Was this real? We were *in* the library.

We immediately began to move. I secured one door to our office suite while my colleagues ushered students in through another. I brought a pregnant graduate assistant into my office, locking the door and rearranging the furniture so we could huddle under my desk.

The rest of the details aren't necessarily relevant. By the end of the day, we learned that our university, like several others across the country, had been "swatted"—a malicious prank by an outside group targeting several universities in the first weeks of the school year. The effects, however, were very real. The images and sounds of that day stuck with us all long after we left campus that day.

That night as I prepared for bed, I was restless. We needed to do something, to respond—not to the group that made the false reports but for our campus community. I considered the culture of our library and the resources available to us within a short time frame. My thoughts landed on Sheldon, our three-foot-tall inflatable yellow duck. Initially bought for a carnival game, Sheldon evolved into our unofficial mascot, both an inside joke among library staff and a familiar, quirky figure for students. Over the past year, we had begun dressing him up for holidays, seasons, and special events, displaying him in the office suite window where students often paused to comment or snap a picture on their phones. He had also become a landmark for those trying to locate our offices.

What if we invited students to decorate Sheldon and create a positive atmosphere in the library? The next morning, I received permission to execute this plan on Thursday and



Sheldon the inflatable duck.

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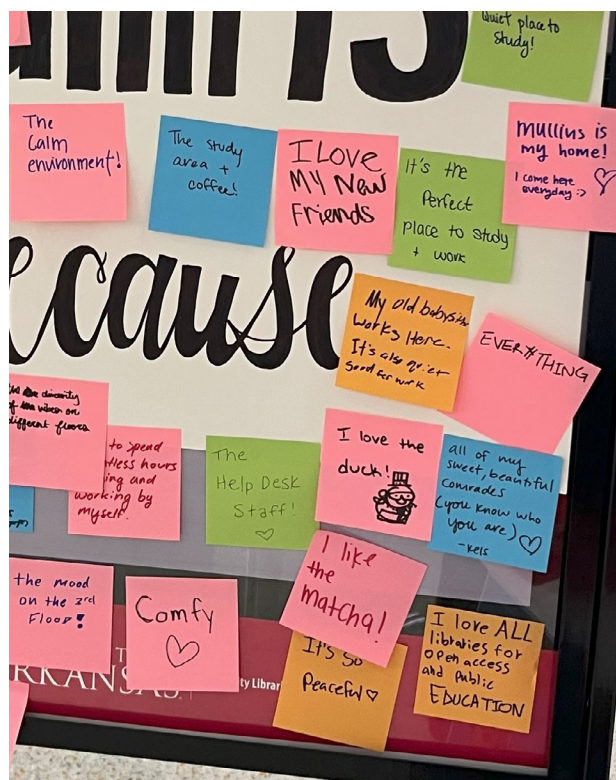
Friday, when memories were still fresh but not too close to the actual event. Together with colleagues and a graduate assistant studying clinical mental health, we expanded the idea to include craft supplies, a hashtag, and a poster for students to finish the phrase, “I ♥ Mullins because...” with Post-it notes. I collected photos of Sheldon’s best looks for a social media post and flyers, printed off the campus mental health pop-up schedule, rallied volunteers, and printed simple instructions (“Just don’t let him pop!”).

By Thursday morning, we had transformed a spot near the information desk. Sheldon was set up, visible from both entrances, surrounded by tables bearing costumes, craft supplies, stickers, bookmarks, and a colorful poster awaiting student input. We had posted on social media, hoping to catch the attention of students who might be nervous about returning to the library. #MullinsQuackPack was selected with intention. We wanted to convey that the library team was still here, ready to help and to have a little fun.

Student reactions ranged from bemusement to enthusiasm. Some walked by without stopping, but many smiled, asked questions, or lingered to add their creative touches. A few tested the limits of Sheldon’s fashion sense, stacking hats, taping on “scars” and “tattoos” drawn on packaging tape, and comparing costume mixes. Again and again we heard, “Thanks for doing this.” Students filled out Post-its, grabbed stickers, and told us how often they visit the library.

Throughout the event, campus tours made their way through the library. I noticed parents pausing to chuckle and snap photos of Sheldon. A few tour guides incorporated our unofficial mascot into their pitch, introducing Sheldon to potential students as a quirky hallmark of our library culture. It seemed clear that, for many first-time visitors, Sheldon left an immediate mark, planting the idea of him in the minds of future students.

Did this simple event erase all the anxiety or heal the entire campus? No. But for many



Poster where students shared what they love about the library.



Sheldon with a student.

students who felt nervous about returning to the building, the event sent a clear message: The library is here for you, we want you to feel welcome, and we're willing to get silly to make that happen.

The real secret? We built on what we already had. Our established culture of playfulness, our tradition of engaging students through accessible outreach, and our pile of duck decorations all paved the way for something quick yet meaningful. When unexpected challenges hit, these shared cultural artifacts became valuable assets.

And ours isn't the only campus with a beloved mascot. Over the years, I've heard stories from colleagues at other libraries who have adopted oversized skeletons, whimsical statues, and all manner of unofficial icons. These mascots, in all their forms, seem to serve as anchors for community and shared memory, both in everyday life and in more challenging moments.

Reflecting on the event, I am reminded that nurturing a lively, approachable library environment isn't just for fun; it's preparation for real-life moments of crisis. Our community returned not because of the scale of our response but because of its authenticity. Our outreach activities, like the Sheldon event, are not just "extras" but rather fundamental ways the library advances the ACRL goal of demonstrating the Value of Academic Libraries as inclusive, student-centered spaces that contribute to resilience and belonging. Relying on who we are allows us to do what the moment demands and helps students feel at home in the library again. And when they do, Sheldon and the rest of our library team are waiting for them. ♪

Fostering Holocaust Education

A Collaborative Model Between an Academic Library and Middle Schools

In early 2025, Goldey-Beacom College Library hosted the Americans and the Holocaust traveling exhibition, a partnership between the American Library Association (ALA) and the United States Holocaust Memorial Museum.¹ The exhibition offered a unique opportunity for students from ten Delaware public middle schools and one private middle school, as well as the college community and the general public, to explore Holocaust history and examine American attitudes and actions during that time. Outreach efforts mainly targeted public middle schools, which serve a diverse student population. As of 2020–21, more than half of Delaware’s public school students were students of color, with significant increases in the past decade of Hispanic/Latino, English learners, and students with disabilities.² These trends highlight the importance of accessible and inclusive educational programs like the one hosted by the library.

With Holocaust misinformation spreading on social media, educators stress the urgency of teaching younger generations to evaluate information critically. As Audrey Nguyen notes, misinformation threatens democracy and informed decision-making.³ The Toronto Holocaust Museum’s “It’s Critical to Think Critically” campaign reinforces that unchecked misinformation has real-life consequences, particularly for young people who rely on social media for news.⁴ Hetal Doshi highlights that unverified content spreads rapidly online, fueling misconceptions as individuals share information without fact-checking.⁵ London Mayor Sadiq Khan similarly underscores the importance of Holocaust education in countering fake news and equipping students with critical thinking skills.⁶ David Brooks contends that society must balance populist skepticism of expertise with technocratic detachment from real-world complexities—an equilibrium crucial in academic and research environments.⁷ Strengthening critical-thinking skills through connection enables students to assess misinformation and navigate broader societal forces shaping public discourse. These insights informed the program’s outreach design, emphasizing critical thinking and historical empathy through engaging, reflective learning experiences for middle schoolers who build connections to others.

This initiative aligns with Richard C. Harwood’s call for libraries to reimagine their civic role by turning outward—actively engaging with communities to address pressing societal challenges like misinformation and historical literacy.⁸ By fostering critical thinking and historical empathy, the program exemplifies how libraries can serve as essential civic institutions in strengthening public discourse and education.

Delaware’s statewide mandate for Holocaust and genocide education, enacted in the 2021–22 school year, reinforces the necessity of such programs. The collaboration between

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Goldey-Beacom College Library and Delaware's public middle schools exemplifies how academic institutions can enhance mandated curricula through immersive, reflective educational experiences. This outreach program, designed with historical empathy and critical thinking at its core, provides students with the tools to engage with history critically and counter misinformation effectively.

This article explores how the program not only linked historical learning with early exposure to higher education but also integrated lessons on misinformation—highlighting its historical role during the Holocaust and its implications for understanding American society today. The spread of misinformation on social media, which heavily impacts younger generations, shows why programs like this are essential for building critical thinking, empathy, and connection with people who may be different than exhibitgoers.

Enhancing Diversity and Equity Through Holocaust Education

Delaware's diverse student population underscores the importance of designing educational programs that are inclusive and equitable and an extension of the classroom. The collaboration between Goldey-Beacom College Library and local schools intentionally addressed these demographics by providing grant-funded resources that are accessible to a wide age range.

The program addressed barriers like low income or adverse childhood experiences by eliminating entrance fees and offering engaging activities like scavenger hunts and multimedia audiovisual elements. These efforts facilitated access and fostered an inclusive environment where all students could connect with the material.

Furthermore, the program empowered students to navigate complex societal issues by integrating social and emotional learning objectives—such as fostering historical empathy and critical thinking through reflective questions. This approach aligned with Delaware's emphasis on social emotional learning (SEL) as a critical component of education, addressing the needs of underserved students while promoting civic responsibility and ethical decision-making.

To bridge the gap between historical misinformation and media literacy, the program incorporated interactive, evidence-based learning activities encouraging students to engage with historical narratives critically. The Holocaust Timeline Activity provided a structured way for students to analyze the sequence of events, drawing connections between Nazi propaganda, public perception, and policy decisions during World War II. By examining these historical patterns, students became more aware of how misinformation and propaganda influenced societal attitudes. Similarly, the scavenger hunt served as an active learning exercise, guiding students through key sections of the exhibition while prompting them to differentiate between factual reporting, biased narratives, and intentional falsehoods. These activities reinforced historical inquiry skills, helping students recognize the real-world consequences of unchecked misinformation—both in the past and in the digital landscape.

Program Content, Outreach, and Educational Focus

The Americans and the Holocaust exhibition presented a comprehensive exploration of Holocaust history, focusing on the rise of antisemitism, American responses, and civic duty. To contextualize these themes, the program included an emphasis on how Americans at

the time engaged with and understood the Holocaust. Students explored how domestic concerns and propaganda shaped American public opinion and policy, fostering a deeper understanding of civic responsibility and historical empathy.

The program's success began with outreach to school superintendents across Delaware. This outreach broadened the program's scope to engage students from across the state, with the library providing logistical support and resources like lesson plans created by the US Holocaust Memorial Museum to facilitate embedding the visits into middle school teachers' curricula. For interested schools, we offered tours by collaborating with the Admissions Department. These campus tours enriched the middle school visits by integrating guided campus tours, introducing middle school students to college life while reinforcing the exhibit's educational goals.

Teachers were provided with a range of adaptable, grant-funded resources to prepare students for the exhibit. The Holocaust Timeline Activity, a widely adopted pre-visit lesson, allowed students to explore the connections among Nazi policies, World War II events, and individual experiences during the Holocaust through an American lens. This activity encouraged students to critically analyze how historical events were interconnected, fostering a deeper understanding of the Holocaust's complexities.

Interactive activities included analyzing a mix of historical media sources to distinguish between factual reporting, biased content, and outright falsehoods. By connecting historical themes to broader societal contexts, the exhibition encouraged students to reflect on the importance of individual and collective responsibility in shaping ethical responses to humanitarian crises.

During the exhibit visit, students participated in a scavenger hunt, which guided them through key sections of the exhibition and encouraged active engagement with its themes. The scavenger hunt was designed to reinforce the educational objectives of the pre-visit lessons, helping students connect the historical context they had studied to the tangible artifacts and narratives on display.

Many visits also involved classroom activities, such as reading the book *The Diary of Anne Frank* and its play adaptation. One teacher noted that the exhibit served as an extension of the classroom, providing a real-world context for the students' studies. Many middle school students expressed interest in a display of Holocaust books, particularly the graphic novel adaptation of *The Diary of Anne Frank*, with several commenting on their eagerness to read it—and many did. This enthusiasm demonstrated the exhibit's impact in fostering a deeper connection to historical narratives on sensitive topics.

Evaluating Program Impact on Delaware's Students and Community

Assessment efforts included reflective activities that allowed middle school students to express their thoughts on the exhibit. Students responded to two prompts on Post-it notes, encouraging immediate reflection.

A common response to how the exhibit shaped their understanding was "History is repeating itself," demonstrating their recognition of historical patterns and contemporary relevance. Regarding what was most impactful, responses overwhelmingly emphasized the videos, with students noting that they were "really cool" and "very informative" and they "answered most of my questions." Many also found the news articles and statistics on post-war murders particularly striking.

Beyond multimedia, several students reflected on specific historical events:

- The Nazi Olympics and Jesse Owens' achievements were frequently cited, with one student describing Owens as "The legendary trailblazer for African Americans in track and field!"
- The treatment of Japanese Americans during World War II, particularly after Pearl Harbor, left a strong impression.
- Several visitors were deeply impacted by wartime propaganda, including Dr. Seuss's depictions of Hitler and the Nazis and news coverage that failed to report the full extent of the Holocaust.

Many students also expressed concern about parallels between the past and today's political climate, with some noting how misinformation spread during the Holocaust mirrors modern issues. The struggles of Jewish refugees resonated with students, particularly personal stories like Helen Roseland's attempt to sponsor Franz Goldberger, who ultimately did not survive the Holocaust.

Teachers observed that these reflections deepened student learning, reinforcing classroom discussions through activities like the timeline exercise and scavenger hunt. Additionally, students showed a strong interest in Holocaust literature, particularly the graphic novel adaptation of *The Diary of Anne Frank*, further extending the exhibit's impact beyond their visit.

Challenges and Considerations for Future Initiatives

While the program was a success, it presented logistical and resource challenges that can inform future efforts. Setting up the exhibit was particularly demanding due to limited staffing—the library has only one staff member.⁹ Collaboration with colleagues in Academic Affairs and Student Affairs was essential, as it is for all programs when working as a solo librarian, to ensure the exhibit was set up upon delivery, demonstrating the importance of interdepartmental cooperation.

Coordinating with multiple school districts to schedule tours and managing large groups of students required significant communication and organizational efforts. While rewarding, tailoring exhibit content for younger audiences was also complex, particularly when balancing the sensitive nature of Holocaust history with age-appropriate educational strategies.

Despite these challenges, the program's success highlights the value of adaptable resources and thoughtful planning. Future initiatives should streamline communication with school district contacts, increase staffing support during exhibit setup, and enhance educational materials to maximize accessibility and engagement. These refinements can ensure a more efficient and impactful experience for students, educators, and the community.

To help other institutions replicate this program, we have outlined the following key strategies:

- **Establish clear educational goals:** Define the program's objectives, such as fostering critical thinking, historical empathy, and media literacy, ensuring alignment with local mandates.
- **Develop adaptable resources:** Provide teachers with grant-funded, flexible lesson plans that include activities like timelines and multimedia scavenger hunts to engage students before, during, and after their visit.

- **Engage cross-departmental collaboration:** Partner with departments like Admissions to combine educational outreach with exposure to college life, creating a more holistic learning experience.
- **Leverage grant funding:** Secure funding to support logistics, resource development, and speaker series to enhance the program’s scope and impact.
- **Promote critical media literacy:** Incorporate lessons on misinformation, using historical examples and connecting them to contemporary issues to build students’ analytical skills.

Conclusion

The partnership between Goldey-Beacom College Library and Delaware schools shows how academic institutions can enhance required curricula with engaging educational experiences. By integrating lessons on misinformation into Holocaust education, the program bridged past and present, addressing critical societal challenges and emphasizing the enduring importance of historical empathy and civic responsibility.

This grant-funded initiative demonstrated how academic libraries can extend their reach and impact through immersive exhibit visits, classroom-ready teaching materials, and a speaker series that engaged the broader community. The program not only deepened students’ understanding of Holocaust history but also equipped them with tools to critically analyze misinformation—an essential skill in today’s information-saturated world.

This approach offers a scalable model for other academic libraries seeking to enrich community education. By fostering collaboration, providing adaptable resources, and promoting critical thinking, libraries can bridge academic and public interests, making meaningful contributions to education and social understanding. With continued grant support and strategic planning, similar initiatives can amplify the role of libraries as centers of lifelong learning and community engagement. *~*

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Robin Naughton

Document Everything

A Tenure Tracker for Academic Librarians

“Document everything, and I mean EVERYTHING!” is the advice constantly given to tenure-track faculty. Tenure-track faculty librarians are no exception to the mantra of documenting everything, including simple daily activities and major projects or programs. The tenure portfolio represents years of documented work and experience necessary to achieve tenure. The advice succinctly captures the goal to document work over an extended period spanning multiple years, but that advice rarely comes with a how-to guide or any meaningful suggestion on how to do it. Literature¹ about librarians on the tenure track provides insight into the experience but not a way to document the daily work of trying to achieve tenure. How do you document everything as an academic librarian? What does “everything” entail? Each librarian must figure out the answers to these questions and how to implement the solution for themselves. This article is an attempt, based on my experience, to provide an approach that can help academic librarians on the tenure track implement the advice of document everything by creating a Tenure Tracker and folder structure that are simple and easy to use.

Know Your Tenure Requirements

The advice “document everything” is really a call to track all the activities that are meaningful for tenure, not just the big ones. The tenure requirements for academic librarians differ based on the institution, so it is important that you use the requirements as the starting point in creating your tracker and folder structure. Research, teaching, and service are the three major areas of focus for tenure track at most institutions, but for librarians, there may be variations on the requirements. For example, at my institution, librarianship is a critical component for tenure that addresses the librarian’s role (reference, instruction, web and digital, cataloging, archives, etc.) and daily work in the library, including work as a specialist, department liaison, manager, and member of library committees and administration.

Tenure-track librarians do not need to document each email sent but should track the emails that show activity and accomplishments (thank you, congratulations, acceptance, grants, rejections, etc.). Do track your work process on projects even if the outcome is unsuccessful because knowing that is also important for tenure and professional growth. As you begin tracking your progress, start by getting a copy of the tenure requirements for your institution and determining the main goals and tasks. Based on the requirements, create a tracker and folder structure and use the tracker and folder structure every day on your tenure journey.

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Tenure Tracker

Your tracker can be a simple document or an Excel spreadsheet that documents and keeps track of information on the path to tenure. It is not a project plan, so there is no need to plan projects here, but document project status, date, success, and any general notes. It is not a task list, so there is no need to put a daily to-do list here, but have a list of goals to accomplish over the long term with regular status updates. It is not a notetaking application, but taking simple notes on each activity will help with a quick understanding of each row in the spreadsheet. The tracker is unique to each librarian. It can become complex, but it is best if it remains simple so that it is easy to use every day. It is a documentation method that you can use for the duration of your tenure and beyond. It is best to create one tracker for tenure that consolidates all the critical information to track each day on the path to tenure.

Start with a blank spreadsheet and add a sheet for each area to track based on an understanding of the tenure requirements. The ten sheets shown in Figure 1 offer a place to start and can change based on the librarian's specific tenure requirements:

Administrative Sheets

- **Funding:** Create a sheet to track any type of funding received (startup funds, grants, etc.) with columns that include use of funds, amount, total spent, remaining balance, and notes.
- **Membership:** Create a sheet to track the organizations that you join and pay for membership with columns that include organization, cost of membership, and whether those funds are your own or paid by your institution.

Librarianship Sheets

- **Work Activities:** Create a sheet to track projects, programs, events, and so on related to tenure that is part of the librarian role with columns that include title of activity, description, role, status, and notes.
- **Professional Development:** Create a sheet to track professional development activities attended (conferences, webinars, workshops, etc.) with columns that include date, role, activity, organization, and notes.
- **Subject Liaison:** Create a sheet to track subject liaison work with columns that include the method of communication, any associated funding for collection development, and notes.

Research Sheets

- **Submissions:** Create a sheet to track submissions and outcomes from submitting to conferences, journals, programs, grants, fellowships, and so on with columns that include



Figure 1. Tenure tracker sheets.

year, semester, type of submission, submission guidelines, due dates, expected response, actual response, outcomes, and notes.

- **Places to Publish:** Create a separate sheet to track a list of places to publish research outcomes and publication ideas. Columns include publication, submission guidelines, plan/idea for submission, and completed submission.

Teaching Sheets

- **Teaching:** Create a sheet to track teaching, including library instruction and full courses. This should include information about the course, instructor, number of students, expectations for the instruction, date and time of instruction, and notes.
- **Training/Consultations:** Create a sheet to track any trainings or consultations that outside of library instruction or teaching a course. This should include date, length, number of participants, type of training/consultation, and notes.

Service Sheets

- **Service:** Create a sheet to track service activity, including who the service is for (department, college, university, field, etc.), the name of the activity/event/committee, role and term, status, and notes.

Your Tenure Tracker will grow organically while tracking information on a regular basis. Start with basic requirements and then adjust as the needs develop. Add columns for future tracking when there is missing information. For each sheet, include year and semester so that sort and filter functionality work for any time in the tracker. Include a notes column as much as possible to keep track of thoughts, ideas, and the reasons why to better contextualize the activity. Notes do not have to be long, but always include the date of the note so that when reading the tracker later, there is a dated conversation over time that includes when the note happened and what it meant (e.g., 6/24/25: Working on article for *C&RL News*). Use simple color codes for rows that are quick to see progress, and focus attention on the status of each row in the sheet. Use green rows for “successful,” red rows for “unsuccessful,” yellow rows for “open questions,” white rows for “in progress,” and gray text for “completed” regardless of row color.

Use the Tenure Tracker every day or on most days to keep track of the journey, accomplishments, ideas, and project status. The tracker provides specific documentation about the work process and makes it easier to track everything for the long term. It will also make it easy to use the tracker to submit information into an institution’s tenure system.

Folder Structure

Document everything also relates to keeping digital or physical evidence of activities, such as information about a workshop for the faculty. Creating a folder structure based on the tenure requirements will help with storing information gathered throughout the tenure process. The folder structure can map to major tracker areas to store information regarding librarianship, research, teaching, and service (see Figure 2). Start with the major area folders and build out the subfolders as needed to store documentation. The folder structure should match the needs for tenure and align with the Tenure Tracker so that it is clear where to save information as it happens. Save any piece of information that is relevant to tenure into a

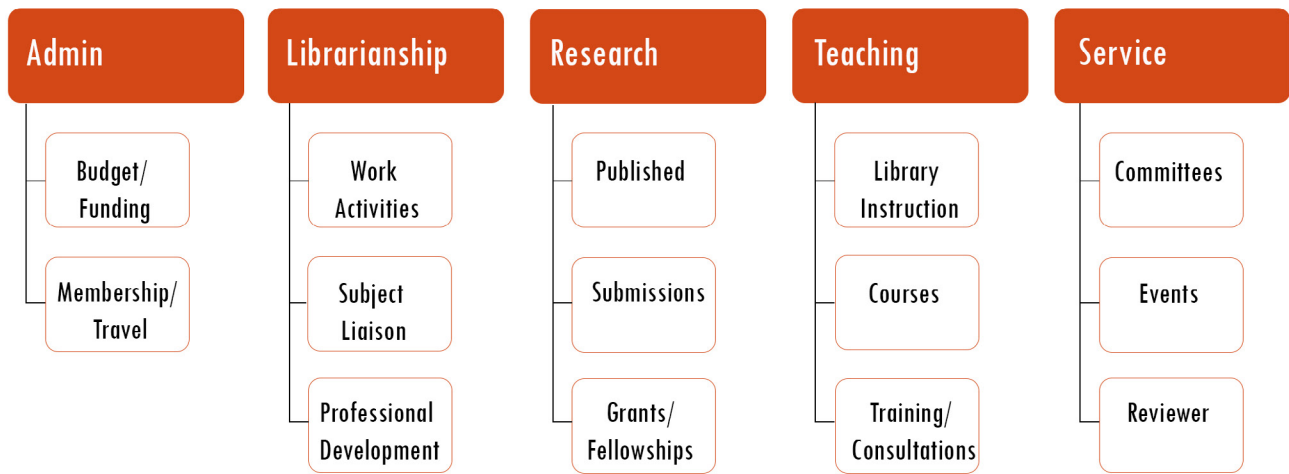


Figure 2. Folder structure for tenure tracking.

folder and find a place to document it on the tracker. Add a link to that document or folder in the tracker for future easy retrieval.

Conclusion

Documenting everything is good advice, but how to document everything is unclear. Creating a Tenure Tracker and an associated folder structure will help tenure-track librarians create a method for continuous documentation. By using the tracker regularly, documentation becomes part of daily practice and happens in real time. When an activity happens, tenure-track librarians will know where to document that activity (Tenure Tracker) and store associated evidence of the activity (folder structure). This can help to relieve stress when organizing a tenure portfolio. Document information as it happens. Do not wait to do it all at once because it will be overwhelming. The Tenure Tracker keeps track of information. It is the metadata of the tenure process. 🦋

Note

1. Cynthia Hughes, “A Change of Pace: Successfully Transitioning to Tenure-Track Librarianship,” *Library Leadership & Management (Online)* 32, no. 4 (2018): 1–18; Taylor Ralph, “Approaching Challenges to Tenure: A Fully Remote Librarian Perspective,” *College & Research Libraries News* 84, no. 5 (2023): 5, <https://doi.org/10.5860/crln.84.5.164>; Cynthia A. Romanowski, “First-Time Faculty Librarian, First Year Experience: Overcoming Tenure Fears,” *College & Research Libraries News* 76, no. 11 (2015): 11, <https://doi.org/10.5860/crln.76.11.9414>; Nilda Alexandra Sanchez-Rodriguez, “Mastering the Solo Juggling Act: A Library Manager’s Reflections on Access Services, Tenure, and Liaising for Academic Disciplines – EBSCO,” *Journal of Access Services* 18, no. 1 (2021): 1–16, <https://doi.org/10.1080/15367967.2020.1861951>.

Becky Croxton and Megan Oakleaf

Evidence to Action

Communicating for Meaningful Change

Making Assessment Matter is a five-part *C&RL News* series focused on maximizing the impact of academic library assessment. The first article introduces strategies for launching assessment projects designed for action and impact. The second examines how to equip librarians to use assessment results in practice, while the third identifies pathways for converting those results into action. This fourth article focuses on communication and explores how to present assessment results in ways that resonate with key decision-makers, prompt meaningful change, and sustain engagement and investment in assessment as a practice of continuous improvement. The final article will explore how AI can enhance assessment across the entire cycle while keeping expert judgment and responsible practice at the center. Together, the series empowers librarians to use assessment to drive meaningful change.

Introduction

Effective communication is a powerful tool for maximizing the impact of assessment. When assessment results are clearly and thoughtfully shared, they spark meaningful dialogue, guide evidence-based decision-making, and inspire transformational change. Communicating assessment work ensures that the time, effort, and expertise invested in the process lead to improvements that matter to key audiences. Unfortunately, communication is often an overlooked component of assessment practice. Without intentional and well-crafted messaging, assessments may go unnoticed, be misunderstood, or fail to reach decision-makers. In some cases, the absence of communication can erode trust when changes occur without an explanation or rationale.

To amplify positive impact and avoid these pitfalls, librarians should design communications that reach target audiences with clear, compelling, and actionable messages. The ability to tailor assessment findings to the needs and expectations of diverse stakeholders is an essential professional skill that helps ensure assessments contribute to informed decisions and meaningful improvements.

The following sections outline six strategies librarians can use to design and deliver assessment communications that resonate with key audiences and support positive change.

1. Identify Key Communication Audiences

The second article in this series, “From Subjects to Partners: Centering Participants in Library Assessment,” positioned the identification and engagement of internal and external

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stakeholders as foundational to assessment work.¹ This provides a strong starting point for determining who should receive assessment results. If individuals or groups helped inform a study or will be affected by its findings, they should be included in assessment communications.

Beyond study participants and users, key audiences often include decision-makers responsible for allocating **time, resources, roles, and responsibilities**; individuals who control or influence **funding**; and others who may be affected by **changes** resulting from the assessment, even if they were not directly involved. Decisions about key audiences should be guided by the assessment's purpose, context, and framing, as well as by the decisions or actions the results are intended to inform.

Identifying key audiences is more than compiling a distribution list. Effective assessment communication requires attention to what will make information meaningful and usable for different groups. Consider audiences' **familiarity** with assessment methods, their **values** and **perspectives**, and the **contexts** in which results will be interpreted and applied. Checking in with representatives of key audiences helps ensure that communications align with the intended **goals of use**, employ **appropriate language**, and reflect preferences for **format** and **scope**.

Examining audiences' needs for summary or detail, levels of engagement with results and subsequent actions or decisions, and preferred modes of communication helps clarify how assessment information can best be positioned for use. As key audiences are identified, step back to consider the role assessment results are expected to play for each group. Rather than asking only **who** should receive findings, focus on **how** assessment information will be used and what conditions are necessary to support action.

Who will need access to the results?

- Individuals or groups represented in the data or affected by the resulting changes
- Decision-makers responsible for setting priorities, allocating resources, or approving next steps
- Partners or collaborators involved in implementing recommendations
- Funders or sponsors with responsibility for sustaining efforts over time

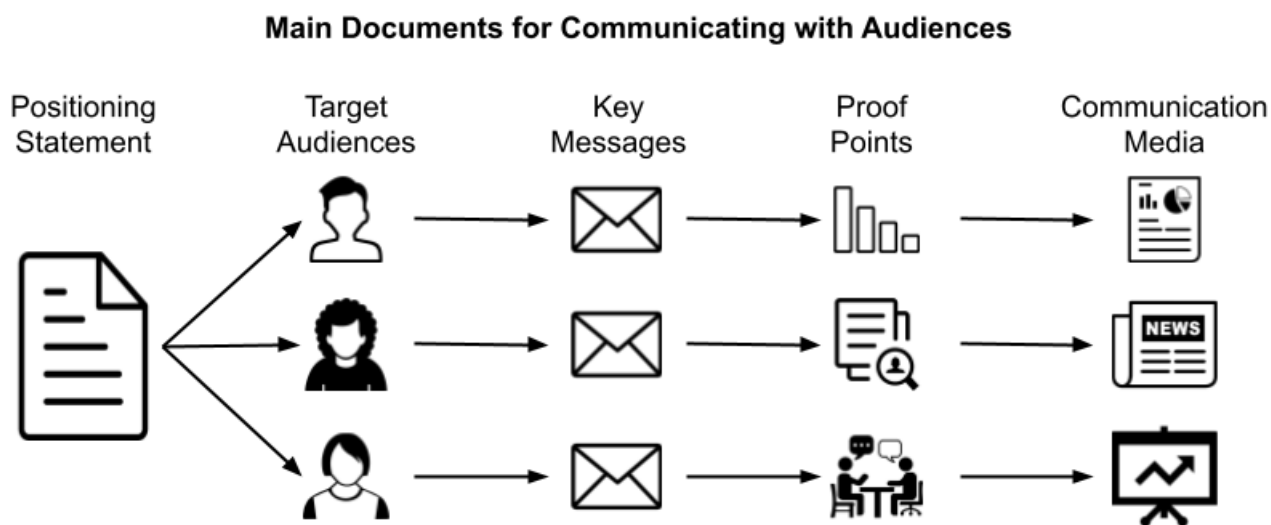


Figure 1. Main documents for communicating with audiences.

How will the results serve each audience?

- Inform decisions or guide strategic direction
- Support operational or service-level improvements
- Build a shared understanding of challenges or impact
- Demonstrate alignment with institutional goals or accountability expectations

With key audiences and purposes defined, assessment communication can shift from identification to design. Figure 1 outlines core documents that support this shift, helping practitioners articulate positioning, clarify key messages, select appropriate evidence, and choose effective communication media. The next sections explore each of these components and how they work together to support audience-centered use of assessment results.

2. Draft a Positioning Statement

The first step in preparing effective communication of assessment results is to create a document known as a *positioning statement*. Positioning statements are **brief** (typically 200 to 500 words in length), **internal facing**, and designed for those directly responsible for the assessment project. Because positioning statements serve to organize the main results of an assessment project succinctly for an **internal audience** and articulate the **core narrative** demonstrated by project results, they may assume a knowledgeable reader and include jargon. The goal of a positioning statement is to **summarize the answers to the project's driving questions and state the main ideas revealed by your assessment results**. They should emphasize **impact** and reflect the **values** of the project partners. They answer questions such as:

- What do we want others to know about our results?
- What takeaways are important to communicate?
- What results are actionable or help improve understanding of the situation under consideration?

By encapsulating the **purpose, results, potential impacts, and likely actions** indicated by an assessment for project “insiders,” internal positioning statements are a foundational step for crafting external assessment communications, including key messages customized for individual target audiences. Table 1 provides a useful guide for crafting a positioning statement describing assessment results. You might also consider adding sections on unexpected findings and limitations or caveats to your positioning statement.

Table 1. Positioning Statement Guide

Component	Goal	Guiding Questions	Your Response
Assessment context and purpose	Establish scope and shared understanding for internal readers.	<ul style="list-style-type: none">• What was assessed, why, and for whom?• What situation or need prompted this assessment?	
User stories and/or driving questions	Center the statement on the original intent of the project.	<ul style="list-style-type: none">• What did we set out to learn?• What was the intended purpose, outcome, or “why” of your user story?• What questions was this assessment designed to answer?	
Key findings	Summarize the most important results succinctly.	<ul style="list-style-type: none">• What did we learn?• What are the two to four most significant findings?	

Component	Goal	Guiding Questions	Your Response
Core narrative	Synthesize findings into a single, coherent story.	<ul style="list-style-type: none"> • What's the "so what" of these results? • What story do our findings tell? 	
Impact	Connect results to institutional or partner values.	<ul style="list-style-type: none"> • Why do these findings matter? • How do results relate to our values/priorities (student success, equity, research excellence, etc.)? 	
Actionable insights	Identify decisions or improvements implied by results.	<ul style="list-style-type: none"> • What could or should change as a result? • What immediate actions are indicated? • What longer-term considerations emerge? 	

3. Distill the Positioning Statement into Key Messages for Individual Audiences

Building on the foundation provided by a positioning statement, effective communication shifts **outward** to crafting key messages **tailored** to the needs of individual audiences. Key messages are **external-facing**, ready-to-deliver statements that articulate the **most important thing** a particular audience needs to know about an assessment. Key messages are not slogans or taglines; they should be **purposeful** and **concise** (typically twenty words or fewer) and designed to support understanding and action.

While they are grounded in a shared positioning statement, key messages are customized to reflect what matters most to **specific audiences**, what decisions or actions they influence, and the context in which they will encounter the information. In practice, this often results in multiple distinct messages for a single assessment project.

One useful approach is to develop a simple chart, as illustrated in Table 2, that pairs each target audience with its corresponding key message. This exercise helps clarify priorities, surface gaps or redundancies, and ensure that messages remain focused and aligned with intended audiences. When clearly articulated, key messages provide a strong foundation for selecting evidence, shaping materials, and choosing appropriate communication formats in subsequent steps.

Table 2. Sample Key Messages for an Information Literacy–Related Assessment

Target Audience	Key Message
Provost	Undergraduate students who participate in library instruction demonstrate higher first-to-second-year retention than non-participants.
University faculty (at large)	Courses with high DFW rates that integrate library instruction show lower drop, fail, and withdrawal rates.
University faculty who teach entry-level writing (Composition 150)	Students in Composition 150 sections that include library instruction earn higher course grades than non-participating sections.

4. Identify Proof Points for Each Key Message

Standing alone, a key message may appear to audiences as an unfounded assertion. Proof points consist of **evidence**, **data**, or other information that “backs up” your key messages and helps audiences understand and bolster their belief in them. Proof points are essential for assessment communications that are believable, documented, and answer initial audience questions, such as “**How do you know?**” or “**By how much or to what degree?**” Generally, proof points will emerge from your assessment results, though in some cases they might be derived from related evidence collection or research. Proof points should

be used to provide evidence of the **impact, value, accuracy,** and/or **validity** of your key messages.

When identifying proof points for your key messages, take care not to overwhelm your audience. Stay alert for data points that are not directly relevant, and ensure any data visualizations are clear and accurate. It's also essential to acknowledge limitations or flaws and not misrepresent or overstate your proof points. If more nuance is necessary, use appendices or links to additional data to ensure that the full picture is accessible to audiences with questions or more detailed information needs. To clearly connect key messages with their supporting evidence, Table 2 can be expanded to include proof points, as illustrated in Table 3.

Table 3. Sample Proof Points Aligned with Audience and Key Messages

Target Audience	Key Message	Proof Points*
Provost	Undergraduate students who participate in library instruction demonstrate higher first-to-second-year retention than non-participants.	Retention rates • 89% – Students with library instruction • 83% – Students without library instruction
University faculty (at large)	Courses with high DFW rates that integrate library instruction show lower drop, fail, and withdrawal rates.	DFW rates in STEM courses • 5% – Students in courses including library instruction • 15% – Students in course without library instruction
University faculty who teach entry-level writing (Composition 150)	Students in Composition 150 sections that include library instruction earn higher course grades than non-participating sections.	Average course grades for CO 150 • 3.5 – Sections with library instruction • 3.2 – Sections without library instruction

*Include measures of statistical significance (e.g., ANOVA or T-test results with *p*-values and effect sizes).

5. Select Communication Media That Match the Target Audience

Preparing a **summary report** that describes the assessment's purpose, findings and interpretation, and conclusions is always good practice. Such reports provide an essential record of the work and ensure transparency and rigor. However, reports alone are rarely sufficient to support effective communication that inspires action or informs decision-making. Not all audiences will have the time, interest, or contextual knowledge needed to engage fully with a comprehensive report, even when the findings are relevant to their roles, responsibilities, and decision-making needs.

Selecting communication media that **align with audience needs and contexts** is a critical step. Alternative formats can help convey key messages more effectively. Depending on the audience, this may include a brief slide deck that combines text and visualizations to highlight major findings; a one-page executive summary that foregrounds implications and recommendations; or infographic-style handouts that make results accessible and scannable. Regardless of format, providing access to the full report remains important for those who wish to explore the assessment in greater detail.

When choosing communication tools, several guiding questions can help inform decisions:

- Does this communication tool address the **right audience** and speak to their **values, priorities,** and **needs**?
- Does it convey the **message** and **image** you want to project?
- Will it produce **intended results**?
- What **tasks** and **resources** are required to implement this messaging?

Before finalizing tools and designs or broadly disseminating materials, test them with representatives of the target audience to ensure they resonate and will support intended uses.

6. Construct a Communication Matrix to Organize Messaging

A messaging matrix is an effective tool for managing **multiple audiences** and delivering **tailored messages** through an **array of communication media**. A typical messaging matrix specifies both the audiences being addressed and the communication channels through which key messages will be delivered. By organizing audiences and communication venues, a matrix ensures consistent messaging in terms of professional tone or required branding. It also enables efficiencies. For example, if social media messages are required to undergo an approval process, assessment communicators can “batch” messages designed for diverse audiences through the process systematically, reducing “one-off” processes that result in slower timelines, additional labor, or omissions. Table 4 depicts a simple messaging matrix. A more detailed matrix could include key messages at the intersection of an audience and a communication medium, rather than an “X” or checkmark.

Table 4. Sample Communication Matrix with Audience and Communication Media

Audience	Email Blast	Social Media	Library Newsletter	Campus Communication	Presentation	Report
Provost			X		X	X
Library dean			X		X	X
Library public services staff	X		X		X	
Faculty		X	X	X	X	
Student advisory group	X		X		X	
First-year students		X		X		

Conclusion

It’s important to remember that even the most carefully crafted communications may prompt questions, hesitation, or resistance. Be prepared to explain your methods, defend your analyses, and articulate the rationale behind the decisions and actions you recommend. Responding with clarity, patience, and a commitment to improvement reinforces assessment as an ongoing, collaborative process and increases the likelihood that insights will lead to positive change.

Approached thoughtfully, assessment communication serves as a catalyst for understanding, decision-making, and action. When assessment results reach the right people, in the right form, at the right time, audiences are empowered to act on insights and create positive change.

As the final article in this series, this piece underscores how communication brings assessment full circle. Library assessments designed with a focus on results, participant and stakeholder engagement, potential impacts, and intentional communication power a values-driven approach that centers people, fosters shared understanding, and strengthens libraries’ capacity to learn, adapt, and evolve. *~*

Note

1. Megan Oakleaf and Becky Croxton, “From Subjects to Partners: Centering Participants in Library Assessment,” *College and Research Libraries News* 86, no. 11 (2025): 449–54, doi: <https://doi.org/10.5860/crln.86.11.449>.

Jane Jiang

From Stacks to Support Hubs

Rejuvenating Library Services for a New Era

In today's higher education landscape, the role of the library is being questioned more than ever. Artificial intelligence (AI) tools like ChatGPT, though powerful, can generate unreliable or fabricated research information, leading students to bypass vetted academic sources. Many learners now prefer fast, simplified answers over deep inquiry—a “fast-food” style of studying that undermines critical thinking. In this shifting environment, it's easy to perceive the library as outdated or underused.

Yet the academic library remains a foundational pillar of higher education. It supports not just course completion but also the development of lifelong learning skills, critical thinking, and information literacy. Librarians have always been at the front lines of emerging technology—whether digital databases, learning management systems, or now AI tools—and we continue to lead in teaching students how to navigate and evaluate the digital information landscape with discernment and responsibility. Rejuvenating library services is not only possible, but it's also necessary for the health and future of our institutions.

The Shifting Landscape of Information Access

Students today often begin their research not with librarians but with Google, YouTube, AI-driven tools, or Academic Learning Center tutoring services. Although these options offer speed and convenience, they rarely provide academic rigor, peer-reviewed reliability, or the context necessary for critical analysis. Worse, AI tools can produce hallucinated citations, outdated information, and false confidence in surface-level knowledge.

Meanwhile, the traditional role of the library is being disrupted physically and administratively. In some colleges, libraries are downsized or relocated to make space for AI hubs or tutoring centers. Library desks shrink. The symbolism is hard to ignore. Support services are rising in visibility, yet the library is expected to do more with less.

Rejuvenation Through Relevance

Rejuvenating library services doesn't mean resisting innovation. It means reshaping our offerings to meet new needs with integrity. Today's students still need help identifying credible sources, understanding authorship, and navigating complex digital landscapes. Libraries must reposition themselves as partners in digital fluency and intellectual growth.

This rejuvenation includes the following:

- **Thoughtful AI integration**—led by the library: As AI tools rapidly enter classrooms and student workflows, it is essential that libraries take the lead in guiding their responsible

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use. AI literacy—like information literacy—belongs under the library’s charge. By offering workshops on citation verification, authorship questions, and bias awareness, libraries can help prevent misuse and foster a deeper understanding of AI’s capabilities and limits. Instruction should go beyond tool demonstrations to include critical thinking and academic integrity. Librarians have long been at the front lines of emerging technologies, from the early adoption of digital databases to instructional software and learning platforms. With their combined expertise in teaching, digital literacy, ethical technology use, and information evaluation, the library is not just a natural partner but also the *ideal leader* for campuswide AI literacy efforts.

- **Instructional collaboration:** Librarians can be embedded in courses, not just as guest presenters but also as true collaborators in the learning process. Teaching information literacy in the age of AI requires more than showing how to search databases; it involves guiding students to question, evaluate, and challenge what they find. By aligning our instruction with faculty learning outcomes and course assignments, librarians can help instructors integrate critical thinking, source evaluation, and ethical AI use directly into the curriculum. To ensure every student receives this foundational support, I strongly recommend that library instruction be required and explicitly included in all course syllabi.
- **Creative engagement:** Student programming can bring life and visibility back to the library. From chapter-a-day reading broadcasts and research bootcamps to creative expression events like blackout poetry or cultural and ESL Corner Days, libraries have the potential to be both academic and inclusive community spaces. These programs not only encourage engagement but also reflect and support the diverse backgrounds, languages, and identities of the student body.

Holding onto Our Core Mission

Despite all the change, academic libraries’ mission not only endures—it grows more vital. As long as academic institutions exist, the library will remain a cornerstone of learning, discovery, and intellectual growth. We are stewards of inquiry, advocates for equity, and educators in a world that increasingly confuses convenience with credibility. Lifelong learning does not come from automation alone. It is nurtured through reflection, discernment, and curiosity—values that the library champions every day. In this new era, the library is not an outdated relic but rather a renewed force for academic integrity and informed citizenship.

By choosing rejuvenation over nostalgia, we reaffirm our place in the evolving college ecosystem. From stacks to support hubs, the library continues to transform—and in doing so, it remains essential. ʘ

AI Index. *Access:* <https://hai.stanford.edu/ai-index>.

AI Index seeks to “provide unbiased, rigorously vetted, and globally sourced data for policymakers, researchers, journalists, executives, and the general public to develop a deeper understanding of the complex field of AI.” Based at Stanford University Institute for Human-Centered Artificial Intelligence (HAI), AI Index has a steering committee composed of both academics and industry practitioners, including a co-founder of Anthropic.

As a subset of HAI’s website, AI Index shares HAI’s top-level navigation. Pages you can reach from the top navigation are AI Index Report, Global Vibrancy Tool, and People. Lack of more-precise navigation within the AI Index conceals the extent of the content available and may confuse new users.

The heart of the AI Index site is the multidisciplinary, 400-plus page “AI Index Report.” Its webpage provides high-level takeaways from the 2025 report and chapter navigation, and (if you scroll far enough) it links to past reports dating back to 2017. The current report includes the following chapters: Research and Development, Technical Performance, Responsible AI, Economy, Science and Medicine, Policy and Governance, Education, and Public Opinion. It was published under a CC BY-ND license, and a Chinese translation is available. Current and past years’ reports are all freely downloadable.

Each chapter of the report can stand on its own for a researcher interested in that topic, and each has its own overview webpage and detailed table of contents. Many include “Highlight” sections addressing hot topics like “Energy Efficiency and Environmental Impact,” “Self-Driving Cars,” and technical topics like “o1, o3, and Inference-Time Compute.” Each chapter also has its own section in the extensive appendix, detailing information sources and research methods used.

The Global Vibrancy Tool, accessible from the website’s top navigation, uses data from the report to allow users to generate charts and maps interactively. Included topics are similar to report chapters (R&D, Public Opinion, etc.). Each topic has a variety of metrics to choose from. For example, R&D metrics include publications, citations, patents, and more. Options exist to compare up to five countries simultaneously.

The AI Index contains valuable resources for researchers interested in global AI progress. The fact that its data are made publicly available will doubtless be appreciated by scholars who wish to dig even deeper. —*Emily Mitchell, SUNY Oswego, emily.mitchell@oswego.edu.*

PopHIVE. *Access:* <https://pophive.org>.

PopHIVE, the Population Health Information and Visualization Exchange, houses de-identified health data from a variety of sources, including Centers for Disease Control and Prevention (CDC) syndromic surveillance data, medical records, and survey data. Detailed information about their data sources is included on the site. Accessibility, transparency, and making data understandable to a broad audience are core values of its creators.

A coalition of collaborators created PopHIVE, but the Yale School of Public Health is credited with leading the initiative. According to PopHIVE, the site was “developed by a dedicated team of scientists, epidemiologists, and public health practitioners.” PopHIVE is funded by grants and philanthropic donations.

PopHIVE was designed to appeal to a wide audience. PopHIVE presents its data in interactive visuals/charts, making it easily understandable for those without health sciences backgrounds. Undergraduate students researching health topics would find this site easy to navigate and would be able to interpret the health data in its visualizations.

Because the data come from a variety of sources, researchers, clinicians, public health workers, and policymakers can look for confirmation of disease trends between the data sets. Data interoperability and resiliency are key features that make PopHIVE different from other health data sources.

At the time of this review, PopHIVE offers data dashboards on childhood immunizations, chronic diseases, injury and overdose, and respiratory diseases. Each dashboard has a “How to use this data” expandable section, and each chart is accompanied by an “About this chart” button. Both features provide users with background information on the source of the data and how to use specialized features in the visualizations.

Data on all dashboards can be examined at a national or state level. County-level information is included when it is available. A dashboard for youth well-being is listed as coming soon. Data are up to date, and visualizations include a date when data were last accessed to update them.

Researchers are welcome to use data from PopHIVE in their work. Visualizations are accompanied by csv files that can be downloaded. Raw data and formatting code can be found and downloaded from GitHub. PopHIVE does request that researchers credit the site when they use their data. —*Jennifer Markus, University of Wyoming, jennifer.markus@uwyo.edu.* ✍