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Features

417 PERSPECTIVES ON THE FRAMEWORK
Where Is the Love? (/Rage/Joy, Etc.)
Making Sense of the Missing Affect in the Framework as an Early Career Bibliotecóloga
Natalia Umaña

424 ACADEMIC LIBRARY WORKERS IN CONVERSATION
Finding Your Anchors
A Year of Exploring Why We Choose Librarianship
Julie Adamo and Caro Pinto

428 Designing Personalized Research Guides
An Outreach Strategy for New Teaching Faculty
Sarah Steiner and Elisabeth Wallace

434 Implementing LibGuides' Publishing Workflow
Three Easy Steps
Kate McManus

439 SCHOLARLY COMMUNICATION
Trust Us, but We Forgot to Tell You Why
The Role of Open Access in the Age of Societal Impact
Rachel Borchardt, Ameet Doshi, and Christina Miskey

444 Clemson University's Founding Document Comes Home
A Look into Stewarding Thomas Green Clemson's and Anna Calhoun Clemson's Wills
Sean Baker, Nick Richbell, Kelly Riddle, and Jessica Serrao

450 THE WAY I SEE IT
Memorable and Meaningful
A Better Mission Statement for Academic Libraries
Timothy Peters

Departments

413 News from the Field
453 Grants and Acquisitions



This month's cover features a circa 1910 photograph of textile mill workers and other Lewiston, Maine, citizens walking on Chestnut Street between two textile mills during shift change. The image is part of the University of Southern Maine's (USM) Franco-American Collection. The Franco-American Collection is an archive of people of French-Canadian descent in Maine, focusing on southern and central Maine, and particularly Lewiston and Auburn Maine, where we are located, and where the Collection started in 1972. The mission of the collection is to preserve and promote Franco-American culture and heritage in Maine by providing digital and physical access to unique archival materials and educational programming for members of the Franco and USM communities and interested members of the public. Learn more about the collection at https://usm.maine.edu/franco-american-collection/.

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CUPA-HR Releases Changes in Workforce Size Report

Full-time and part-time staff headcounts in higher education saw sharp decreases in 2025, marking a stark change from headcount growth in 2024. CUPA-HR's new research shows that full-time staff sizes decreased by 6.6%, ending a multiyear period of positive growth that peaked at 6.5% in 2024. The drop in headcount was even more pronounced among part-time staff, whose headcount decreased by 23.9% in 2025. This steep decline follows an unprecedented expansion in 2024, when part-time staff grew by 21.1%.

However, faculty headcounts experienced growth across all categories. Most notably, tenure-track faculty experienced a large surge in 2025, growing by 7.0% relative to the previous year—its highest single-year increase since 2016. In contrast, growth slowed for non–tenure-track faculty, easing to 2.1% after reaching 3.6% in 2024. Adjunct faculty size increased modestly in 2025 by 0.9%, maintaining a second consecutive year of slow but stable growth, up from 0.3% in 2024. Access the full report at https://www.cupahr.org/resource/changes-in-workforce-size/.

JSTOR Expands Publisher Collections

Beginning in January 2027, Publisher Collections on JSTOR will expand to thirty-six publishers, adding fourteen new presses and renewing all twenty-two that joined when the program launched in January 2026. Library participation is also growing with a wide range of institutions in ten countries participating, from community colleges and small private undergraduate institutions to large public universities.

Developed in partnership with academic libraries and publishers, Publisher Collections is a Books at JSTOR model that offers a streamlined way to acquire and access complete publisher-specific sets from trusted academic publishers. It offers a perpetual JSTOR license to current-year title sets from a publisher, access to all of the publishers' backlist titles on JSTOR for active participants, and an equitable tiered fee structure set by each publisher. To support predictable pricing for libraries, the program caps annual fee increases at 5% across participating publishers; for 2027, the average increase is less than 3%. Publisher Collections supports researchers by making ebooks fully searchable alongside scholarly journals, primary sources, images, and multimedia on JSTOR.

The program is successfully expanding access to scholarly ebooks while also supporting the financial sustainability of publishing programs and library collections. Through July 31, 2026, 679 Publisher Collections were sold, representing 1,555 new titles published in 2026 and 36,622 backlist titles from twenty-two publishers. Participating publishers also make 2,112 open access titles available on JSTOR. To explore the growing Publisher Collections community, including participating presses, available collections with 2027 fees, and the value of the program for libraries and publishers, visit the Publisher Collections page at https://about.jstor.org/products/books/publisher-collections/.

New from ACRL – Open Movements: Recognizing Challenges and Building Connections

ACRL announces the publication of *Open Movements: Recognizing Challenges and Building Connections*, edited by Abbey K. Elder, Shannon M. Smith, and Bryan Ricupero. This collection surfaces the work taking place across open movements and highlights how practitioners and advocates can effectively collaborate for sustainable change.

Open movements center public access and community governance to resist the enclosure of knowledge. Over time, individual movements—open science, data, access, education, and others—have coalesced. By focusing their work on the aspects of openness that matter most in their contexts, these open movements have grown distanced from each other and, occasionally, their shared values.

In five sections, *Open Movements: Recognizing Challenges and Building Connections* explores different perspectives on open and how the values that guide open systems and practices will remain relevant well into the future.

- Forging and Maintaining Open Communities
- Exploring the Structures that Support Open
- Improving Access Points for Open
- Navigating Choice and Engagement in Open
- Reflecting on Our Past to Build an Open Future

Open Movements helps practitioners engage more thoughtfully in work that supports not just broad access to information but also public empowerment.

Open Movements: Recognizing Challenges and Building Connections is available for purchase in print through the ALA Online Store and Amazon.com and as an ebook via EBSCO and other institutional ebook vendors. Order by telephone at (866) 746-7252 in the United States or (770) 442-8633 for international customers. This book is also available in an open access edition.



Springer Nature, Cornell Announce Transformative Agreement

Springer Nature has reached a new three-year transformative agreement with Cornell University Library, expanding open access (OA) publishing opportunities for the university's research community and providing access to Springer Nature content. The agreement enables Cornell-affiliated researchers to publish all articles that are accepted in the Springer hybrid portfolio OA at no cost to individual researchers, helping their high-quality research reach wider audiences around the world.

The agreement covers the entire Cornell research community and supports both reading access and OA publishing in Springer Nature hybrid journals, including titles across Springer, Palgrave, Academic Journals on nature.com, and Adis journals. By removing publication

costs for eligible researchers, the agreement is designed to make it easier for Cornell scholars to share discoveries openly, increase the visibility and impact of their work, and contribute to scientific progress across disciplines.

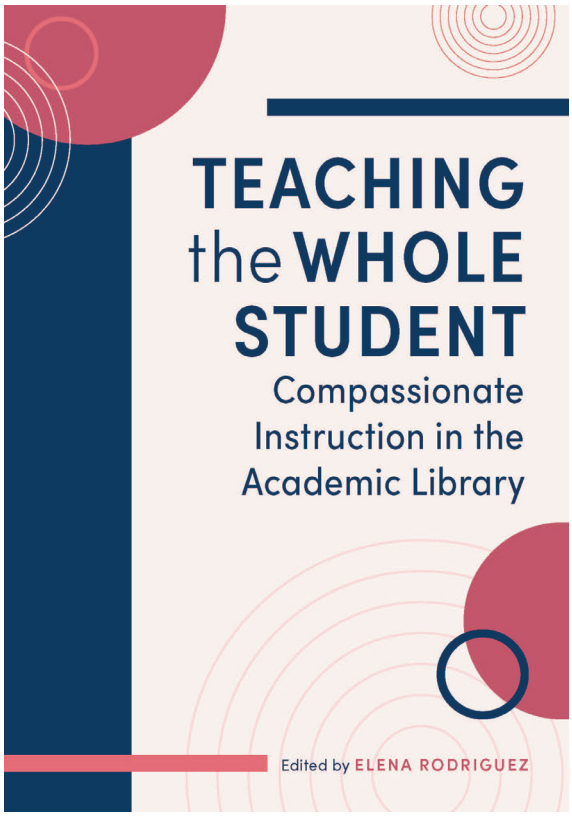
New from ACRL – Teaching the Whole Student: Compassionate Instruction in the Academic Library

ACRL announces the publication of *Teaching the Whole Student: Compassionate Instruction in the Academic Library*, edited by Elena Rodriguez, offering lesson plans, learning activities, and other ideas that support student success by developing relationships and student agency.

Compassionate instruction creates space for the whole student to be seen and supported. It takes into consideration the known and unknown challenges that affect and impact students' ability to succeed and helps remove barriers so that they do not face those challenges alone. It allows educators to navigate the nuanced differences between student success, support, and well-being.

In four sections, *Teaching the Whole Student: Compassionate Instruction in the Academic Library* demonstrates how libraries are integrating a compassionate approach across class formats and other teachable moments.

- Framing Compassionate Practices
- Compassion in the One-Shot
- Compassion in Credit-Bearing Instruction
- Compassion Beyond the Classroom



Compassion requires action—doing what we can to alleviate distress. This action can be directing people to the right resources or understanding the best way to engage in conversation so that students feel seen and heard. *Teaching the Whole Student* provides concrete ideas for embedding compassion, empathy, and care in different instruction points throughout the academic library.

Teaching the Whole Student: Compassionate Instruction in the Academic Library is available for purchase in print through the ALA Online Store and Amazon.com; as an ebook through the ALA Online Store; via EBSCO and other institutional ebook vendors; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

Clarivate Launches Enhanced SkyRiver

Clarivate recently announced the launch of the enhanced SkyRiver platform, designed to give libraries an affordable way to source, manage, and share open bibliographic metadata while supporting interoperability across institutions, consortia, and library management systems. Using open metadata by default, SkyRiver makes records as reusable as possible

while respecting contributor requirements, licensing obligations, and institutional governance policies. Libraries retain institutional choice over participation and contribution.

The enhanced SkyRiver platform helps libraries access trusted metadata that support discovery, cataloguing, and resource sharing; connect, exchange, and reuse metadata across library management systems; enable interoperability across institutions, consortia, and library networks; reuse open bibliographic metadata while respecting contributor and licensing requirements; and more. Learn more about SkyRiver at https://iii.com/products/skyriver.

EBSCOhost Introduces New AI-Assisted Research Features

EBSCO Information Services (EBSCO) has launched two new AI-assisted research features in EBSCOhost: AI Conversational Search and Ask This Document (AI Ask). Part of the EBSCOhost AI Research Companion suite, these features are designed to help users research more efficiently and gain deeper insights from EBSCO content.

AI Conversational Search allows users to ask research questions in natural language and receive concise answers supported by citations from trusted EBSCO content. Users can continue the conversation with follow-up questions, helping them refine their topics, expand their research, and validate information within a single workflow. As part of a phased rollout, AI Conversational Search is launching first on the Business Searching Interface for Business Source Ultimate subscribers, with availability expanding to additional EBSCOhost databases over the coming months.

Ask This Document (AI Ask) enables users to interact with a full-text document by asking questions about its content. Responses are generated from the document itself, helping researchers quickly assess relevance, find key points, and decide whether it supports their research. For more information about EBSCO's AI features, visit https://about.ebsco.com/artificial-intelligence/features.

Tech Bits . . .

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Ground News is a website and mobile app that brings readers news from multiple outlets. However, its creators state that it is neither a news aggregator nor a fact-checker. Instead, users draw their own conclusions about how news outlets might "equivocate or exaggerate" by comparing outlets' coverage of the same news items. As such, Ground News serves as an excellent tool for teaching and supporting lateral reading. Free users can see whether certain news items receive more coverage from left, right, or centrist news outlets. Paid subscribers can access newsletters and learn about their own bias-related "blindspots." At the time of writing, the subscription tiers are not clearly explained, but the less expensive options are available only through the mobile apps.

Laura Harris, SUNY Oswego.

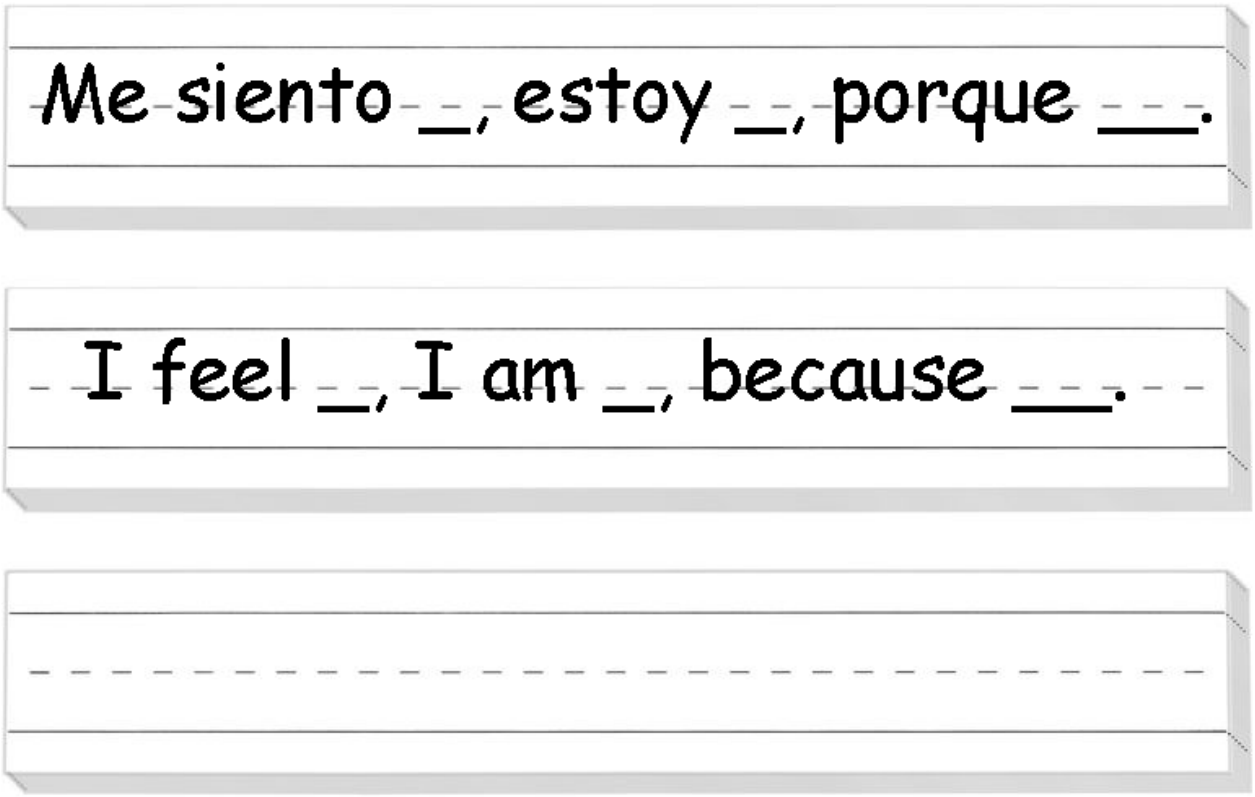
Ground News
https://ground.news/

Natalia Umaña

Where Is the Love? (/Rage/Joy, Etc.)

Making Sense of the Missing Affect in the Framework as an Early Career Bibliotecóloga

If you visited my former third grade classroom, you would find the "sentence frames" pictured on the wall, along with a visual dictionary of a variety of emotions. These visual anchors served to support my young multilingual students' language and psychosocial skill development foundational to elementary education. As a primary educator, it was critical for students' learning that I noticed how they felt and worked with them through their emotional experiences. After pivoting professionally to academic librarianship, the question of attending to students' affective needs lingered as I set out to facilitate information literacy (IL) learning experiences in the higher education library classroom.



As a former public school teacher beholden to state academic standards, I turned to my new field's standards, the ACRL's Framework for Information Literacy for Higher Education, expecting the document to similarly inform my instructional design. In engaging with the introduction, I learned about the 2016 shift from prescriptive standards to threshold concepts,[1]

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introducing flexibility and encouraging adaptation for local contexts. My excitement grew upon reading about the inclusion of "dispositions to address the *affective* dimension of learning" within each frame and how the Framework's foundations lay in metaliteracy, which "demands ... *affective* engagement with the information ecosystem."[2] This explicit attention to emotionality as inherent to IL piqued my interest. A closer reading of the document in search for emotionality, however, left me feeling lost as to how to address this domain in my IL teaching. So began my exploration of the influence of emotion and metaliteracy[3] in IL discourse and my journey defining what it means for me as an early-career bibliotecóloga (librarian).

My Strategic Exploration

The (2016) Framework

I began my search by scanning the Framework for language related to affect, expecting obvious identifiers such as "emotions," "feelings," or specific states of emotion such as "frustrated, relieved, anxious." Instead, I found myself trying to imbue meaning or relevancy within the existing dispositions, leaving me with further questions. For example:

Frame	Text	My Reflections
Authority Is Constructed and Contextual	"Develop and maintain an open mind when encountering varied and ... conflicting perspectives"[4]	• What emotional skills are required for developing an open mind (attitude)? What emotions might occur in this process? How might this vary for different students? • How do I teach maintaining an open mind if/when conflicting perspectives cause intense emotions? • How do I translate this into the one-shot setting?

Excerpt from my reflections analyzing the Framework for "emotion."

My analysis of the Framework left me confused—the document introduced itself as incorporating "dispositions, which describe ways in which to address the affective, attitudinal, or valuing dimension of learning,"[5] but where was the affective domain discussed? Did I not really understand what *affect* meant, or is the Framework so capacious in its flexibility for implementation that it completely leaves the issue of emotionality up to the IL instructor? Grasping for understanding, I mined the sources the Framework references, scanned books on metaliteracy,[6] and continued searching.

Information Literacy Literature

Scholars note the lack of attention to emotion in ACRL IL guidance as early as 2010,[7] infrequently pointing to Carol Kuhlthau's seminal information search process to underscore emotionality's importance to IL. The Framework's 2016 adoption marked a turn toward metaliteracy's tenets of multimodality, constructivism, and attention to affective domains of learning.[8] In the subsequent decade the field wrestles with the latter, with discourse dominated by a focus on negative emotions and framings of emotionality as barriers to IL[9] such as library anxiety. Alex Hewitt problematizes this narrow gaze as an example of Freirean "narrative sickness," arguing for a conceptual shift of emotion and pointing to Indigenous models of relationality as pathways for this work.[10] Silvia Vong steps in to fill the gap, responding to critiques on the Framework's nebulous treatment of the affective domain by substantially clarifying "dispositions." Relating them to researcher positionality, Vong offers

a clear and robust praxis for teaching this concept.[11] While this critical contribution addresses the valuing and attitudinal facets of the affective domain concretely, Vong does not tackle emotionality directly.

Corollaries to this conversation beyond the Framework abound in LIS discourse. Yvonne Eadon centers emotionality positing the research self model (RS) for teaching reflexivity and approaching the complex relationships between "identity, emotion, epistemology, and research practice."[12] Critiques and pedagogical approaches that attend to students' full humanity[13] emphasize the importance of emotion. These include attending to emotion to mitigate barriers in pedagogies of care[14] and Sentipensante pedagogy,[15] which more directly integrates emotion and intuition as part of deep learning. Indigenous librarian and scholar Jessie Loyer gifts us the nêhiyaw (Cree) and Michif (Métis) law of wâhkôhtowin—the importance of kinship, radical love, and accountability for IL instruction.[16] Loyer emphasizes the care required of librarians, urging critical reflection, particularly considering the intersection of research and trauma. Speaking directly to how a librarian working with Holocaust researchers is "aware of his own emotional and spiritual stability as a facilitator of research," Loyer states that in the "Indigenous view ... it is harder to delineate the borders between mental, physical, emotional, and spiritual components of the self."[17]

Indigenous LIS discourse and Sheila García Mazari and Samantha Minnis' applications using Sentipensante Pedagogy, which is based on Toltec wisdom and Aztec culture, reminded me of my personal orientations to Women of Color Feminist theories. Could revisiting them be useful on my path toward emotion-informed IL instruction?

Returning Home: Women of Color Feminism, Womanism

Indigenous views, Women of Color Feminism, and Womanism all coalesce around a framing of *knowing* that involves the mind, the body, and the spirit.

One of my earliest IL journeys was sense-making of challenging and dysregulating experiences after joining higher education as library staff. I found "bridges and homes"[18] in Women of Color Feminist scholars and viscerally experienced their theories, encountering my ontological and epistemological orientations before I knew what the words *ontology* and *epistemology* meant. This highly emotional, relational, and embodied IL experience was neither isolated nor uniquely personal. I continue to witness emotions arise in my IL work with undergraduate and graduate students, subtly in the IL classroom and more explicitly in student responses and one-on-one research consultations. If the Framework is intended to be transformational, as threshold concepts are theorized, why not incorporate other worldviews that consider embodiment and emotion, relationality, and reciprocity as core to being information literate?

Canonical Chicana feminist Gloria Anzaldúa presents her model of personal knowledge as conocimiento (from the Spanish *conocer*, to know) as a process of deep self-awareness and transformation toward fuller consciousness that comes from "opening all your senses, consciously inhabiting your body ... deepening the range of perception enables ... inner reflection and vision—the mental, emotional, instinctive, imaginal, spiritual, and subtle bodily awareness—with social, political action and lived experiences to generate subversive knowledges.[19] Womanism, a Black feminist "logic of harmony and wholeness-making" embodies this as a "way of being" or worldview that "privileges the experience of inspiration, a

heightened, nonrational spiritual state … and contributes to an ongoing sense of inner well-being and power."[20] What would it mean for our field to recognize these moments, such as experiencing a feeling in the body, as "information" worthy of being literate at, instead of only barriers to our learning goals? For example:

Frame	Definition	Knowledge Practices	Dispositions
Information Practices Are Embodied and Relational	Engaging with information involves embodied, emotional, and relational experiences. Encountering information involves the body, emotions, social location, and relationships. This in turn shapes how learners interact with information sources.	Learners identify the physical, emotional, and relational aspects of their experiences as they encounter information.	Learners iteratively reflect on how their bodies, emotions, identities, and relationships shape their information practices.

Excerpt from my imaginings of the Framework.

Advocating for a mind-, body-, and spirit-informed IL guide from the ACRL is a radical ask. I will continue to ruminate whether such a specific epistemological stance belongs in the Framework, in a companion document, or nowhere near it at all. At the very least, I hope to add my voice to what critical LIS scholars have been saying: a worldview *already* dominates the Framework, one that compartmentalizes humans, prioritizing cognition and the intellect as the sole factors worthy of focus in our practices and studies. I know this because my journey was rich with sources on *emotionality's* importance to learning, especially in Threshold foundational literature[21] (cited by both the 2016 and 2026 draft versions). In April 2026, the ACRL Information Literacy Framework Review and Revision Task Force shared a draft of the revised Framework. This document mentions the word *emotion* two more times than the 2016 version—a start? Both references are in the Authority Is Constructed and Contextual frame: "[Learners] are open to … reviewing their own biases (including emotional reactions to information)" and a disposition stating that an "understanding of one's emotional awareness" is required for maintaining the frame's attitudes and actions.[22]

A deeper analysis awaits. For now, I center my responsibility to students and turn to my lesson plans to consider possibilities.

Emotion-Informed Practices

To start explicitly embedding emotions in my teaching, I revisited my lesson plans[23] to code for knowledge practices and dispositions. I started by updating language to reflect the draft ACRL Framework for Information Literacy for Higher Education: 2026 Revision,[24] then identified areas fruitful for addressing emotion. I incorporated associated learning objectives and revised assessments to evaluate both knowledge practices and the newly added dispositions. Some sample learning objectives for Searching as Strategic Exploration include:

- Students will reflect on and record affective reactions in their search log, including naming one to two emotional or physical reactions they experienced while searching.
- Students will identify at least one way each [reaction] shaped what they noticed, chose to pursue, or abandoned in the search process.
- Students will describe at least one concrete change to their search strategy in response to these reactions.

- Students will identify at least one supportive strategy—e.g., mindfulness, meditation, accessing relational networks—that they intend to apply throughout the search process as needed.

I also reviewed my examples noting research artifacts to share and moments to "think aloud" how emotions arise in my own process, as well as create space for discussion on diverse experiences. I added activities to construct strategies for considering this dimension as a group, both for self and collective understanding and care. Making room for mind-body-spirit sensing, I iterate continuously based on faculty and student feedback.

Invitation

This exploration involved all of me. My mind read and wrote and reread and rewrote in pursuit of understanding complex concepts, grouping, sorting, evaluating, and synthesizing; my body experienced anger, disappointment, confusion, excitement, validation, fatigue, and relief; my spirit was the reminder in my heart, whispering when I was exhausted that examining my practices under the lens of reciprocity and responsibility is how I make this work worthwhile, good, and meaningful. I leaned on those to whom I belong: the Andean mountains that launched me; the Coloradan foothills I settled on; my dog, friends, family, and ancestors. It is valuable now to return to Hewitt's claim that IL views emotion as a Freireian "narrative sickness." This means we are trying to narrate life, in this case IL, instead of allowing students to explore and learn through experience. It means watching for my own biases, including being a highly emotional and spiritual person, when I design and teach IL workshops. It includes acknowledging that diversity in emotionality includes not only emotional intelligence but also emotional expression and, most of all, that I am just beginning my inquiries into the intersection of IL and the psychosocial.

Through critiquing the dearth of emotion in the Framework, I came to understand the document and its motivations in a more meaningful way. The journey ultimately devolved into redefining my teaching philosophy in my new professional context of IL instruction in higher education. I am a librarian who thinks, feels, and intuits practices to best honor the responsibility I have to students. Granting myself the permission to be this way is the pathway for tuning into my students' whole selves and their needs. I accept and make room for the well-known contradictions of limited time and faculty expectations, among others, embracing humility to proceed. Onward. I will keep trying new methods and strategies and centering the students in front of me. As I continue iterating my practices, I channel critical hope, intent on rejecting futility.[25] In other words, I seek to embody my own dispositional threshold "that researchers do not abandon complex inquiry."[26] It feels impossible, but I just got here and I am not ready to give up yet! "Slowing my roll,"[27] sigo pa' lante. Pa' trás ni pa' coger impulso (I keep moving forward, I'm not going backward even to gather momentum).

I invite you to consider your own IL teaching philosophy and how your positionality impacts your relationship to library instruction, the Framework, to students. Last but very importantly, how do you feel about it all?

> "Me siento bien, estoy feliz, sabéis ¿por qué? Porque estoy vivo y sigo aquí."[28]
> (I feel well, I am joyous, do you know why? Because I am alive and still here.)

Notes

1. Ray Land, Jan H. F. Meyer, and Caroline Baillie, *Threshold Concepts and Transformational Learning* (Sense Publishers, 2010).

2. Association of College & Research Libraries (ACRL), "Framework for Information Literacy for Higher Education," 2016, https://www.ala.org/acrl/standards/ilframework, 8; italics added.

3. Thomas P. Mackey and Trudi E. Jacobson, *Metaliteracy in a Connected World: Developing Learners as Producers* (ALA Neal-Schuman, 2022); Thomas P. Mackey and Trudi E. Jacobson, eds., *Metaliterate Learning for the Post-Truth World* (ALA Neal-Schuman, 2019).

4. ACRL, "Framework," 2016, 4.

5. ACRL, "Framework," 2016, 2.

6. Trudi Jacobson and Thomas P. Mackey, eds., *Metaliteracy in Practice* (ALA Neal-Schuman, 2016).

7. Robert Schroeder and Ellysa Stern Cahoy, "Valuing Information Literacy: Affective Learning and the ACRL Standards," *portal: Libraries and the Academy* 10, no. 2 (2010): 127–46, https://doi.org/10.1353/pla.0.0096; Ellysa Cahoy and Robert Schroeder, "Embedding Affective Learning Outcomes in Library Instruction," *Communications in Information Literacy* 6, no. 1 (2012), https://doi.org/10.15760/comminfolit.2012.6.1.119.

8. Mackey and Jacobson, *Metaliteracy in a Connected World*.

9. Sarah H. Mabee and Sarah E. Fancher, "Curiosity Is a Luxury of the Financially Secure: The Affective Thresholds of Information Literacy," *Library Trends* 68, no. 3 (2020): 482–505, https://doi.org/10.1353/lib.2020.0002.

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13. Melissa N. Mallon et al., eds., *Exploring Inclusive and Equitable Pedagogies: Creating Space for All Learners*, vol. 1 (ACRL, 2023).

14. Katie S. Greer, "A Pedagogy of Care for Information Literacy and Metaliteracy Asynchronous Online Instruction," *The Journal of Academic Librarianship* 49, no. 3 (2023), https://doi.org/10.1016/j.acalib.2023.102676.

15. Sheila García Mazari and Samantha Minnis, "Examining the Information Literacy Dreamfield: Applying a Sentipensante Pedagogy to Library Research Consultations," in *Exploring Inclusive & Equitable Pedagogies: Creating Space for All Learners,* vol. 1, ed. Melissa N. Mallon et al. (ACRL, 2023), https://escholarship.org/uc/item/6191z609.

16. Jessie Loyer, "Indigenous Information Literacy: Nêhiyaw Kinship Enabling Self-Care in Research," in *The Politics of Theory and the Practice of Critical Librarianship* (Library Juice Press, 2018).

17. Loyer, "Indigenous Information Literacy," 147.

18. Cherríe Moraga and Gloria Anzaldúa, *This Bridge Called My Back: Writings by Radical Women of Color*, 4th ed. (Routledge, 2015); Gloria Anzaldúa and AnaLouise Keating, *This Bridge We Call Home: Radical Visions for Transformation* (Routledge, 2002).

19. Gloria Anzaldúa, *Light in the Dark* = Luz En Lo Oscuro: Rewriting Identity, Spirituality, Reality (Duke University Press, 2015).

20. Layli Maparyan, *The Womanist Idea* (Routledge, 2012).

21. Glynis Cousin, "Threshold Concepts, Troublesome Knowledge and Emotional Capital: An Exploration into Learning about Others," in *Overcoming Barriers to Student Understanding*, eds. J. H. F. Meyer and R. Land (Routledge, 2006).

22. Information Literacy Framework Review and Revision Task Force, "ACRL Framework for Information Literacy for Higher Education: 2026 Revision," April 10, 2026, https://docs.google.com/document/d/1dAiqVltx3qeD0o-2avGwhw3sfctyWVQHh1m7cmfMkuI/edit?usp=sharing, 10-11.

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Julie Adamo and Caro Pinto

Finding Your Anchors

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*

Caro Pinto (CP): Julie, hearing you talk about stay interviews got me thinking that this conversation is itself a kind of stay interview—about why each of us stays in this profession. We both know people who are contemplating an exit from librarianship or who've already left. Those reasons are valid: pay, workplace abuse, truncated opportunities for growth, compassion fatigue. But I'm more interested in why librarians choose to *stay*—especially now, when the rise of artificial intelligence (AI) and the current attacks on higher education are triggering a fresh round of handwringing about the profession's future.

Julie, why do you stay?

Julie Adamo (JA): I love how you connected our conversation about stay interviews to this article, Caro. The factors that initially drew me to the profession, such as collecting and preserving information and making it accessible, continue to inspire me. Additionally, at this point in my career, a major anchor in staying for me is a desire to help create the conditions that make it possible, and desirable, for other librarians and library workers to stay. There are no libraries without library workers, and I've come to understand that low morale and retention are deeply connected.[1]

Disabled and neurodivergent people remain underrepresented in management, and our strengths and offerings continue to be underutilized. We also end up as canaries in the coal mine because we are sometimes more readily impacted by unhealthy working conditions (though ultimately everyone is impacted).[2] Along with other underrepresented groups, we experience higher rates of low morale experiences and negative workplace acts.[3] This all makes it harder for us to stay. I want to help change these dynamics.

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I've had moments, especially earlier in my career, where I've thought about pivoting away from a traditional academic librarian role, prompted by low morale experiences and long periods of unrelenting stress and burnout. I no longer have rose-colored glasses about our profession, even though I still genuinely love it and know this is where I belong. The magic of libraries themselves has never faded for me. Every time I've explored alternate professions, I've never found anything that superseded my investment in this field, and I'm not convinced that the challenges we face in libraries aren't also present in other fields.

I think it serves us well to remember that, even as many of us are drawn to this work because we want to contribute to the greater good, myself included, library organizations are workplaces at the same time as libraries themselves are sites of exploration, research, creativity, and wonder.[4] We can inspire library workers to stay by creating the best possible working conditions. In turn, those library workers can provide the best possible support, services, and resources to our faculty, students, and communities.

What about you, Caro? Why do you stay, and have you ever thought about leaving?

CP: I've had my moments of thinking about leaving—low-morale stretches, burnout—but I stay because of the relationships I've cultivated, both in my various workplaces and in the profession more broadly, Julie. My work with students, especially over the past thirteen years at two liberal arts colleges, has pushed me to think harder about inclusion, positionality, and my own identities. I've learned a lot about myself through that work in ways I didn't expect. I enjoy the day-to-day: teaching, seeing the world through students' eyes, the camaraderie with faculty collaborators. I'm an indoor cat at heart—I love working in a climate-controlled building with quiet spaces for contemplation, surrounded by books, immersed in the scholarly conversations they hold, finding new ways to make books and book culture come alive for students. Above all, if I hadn't stayed in librarianship, I wouldn't have met so many wonderful people—including you.

JA: That is very true for me too. The library field is full of truly interesting people from all over the country and all over the world. I love sharing space with the library community and learning from and with other library workers, students, and faculty, including you. This connects to a question we both loved from the ACRL stay interview guide: "What do you look forward to at work each day?"[5] Caro, what do you look forward to each day?

CP: Every day, Julie, I look forward to being surprised—learning something new or new to me, having my perspective shifted by something I've read or by a conversation with a student or faculty member. You never know what you're going to learn or how your thinking might change. Those moments add up over fifteen-plus years to me being a more expansive thinker and person.

In the bigger picture, I look forward to the ways our profession can support students and faculty in navigating an increasingly complex information ecosystem complicated by AI. I want to keep having explicit conversations about the power structures driving those developments, both good and bad. We librarians have a critical role to play as stewards of cultural heritage and information more broadly. We must forge partnerships and alliances to tackle these challenges collectively. Closer to home, I've also noticed a number of faculty are drawn back toward the analog, and I am enjoying rooting more of my teaching in physical books,

zines, among other strategies, as a way to resist the AI-ification of education and to nourish students' spirits and minds as they cultivate their critical thinking skills.

How about you, Julie?

JA: That resonates with me a lot. Looking back on the many years I've been working in libraries, there have been so many evolutions in the tools we use, the work we do, and how we talk about our work. Issues that used to go unmentioned are now prominent conversations. I find that fascinating and encouraging. To do this job well, I have to stay plugged into librarianship, into higher education, and into everything happening in the wider world that touches these fields—which means constantly learning, growing, and being in conversation with all kinds of people, and I love that.

I'm especially grateful for the communities of practice I've found through the Boston Library Consortium, the Oberlin Group, and ACRL. I love being in spaces where people bring questions they're grappling with and the community offers up its collective expertise and comes together to solve problems.

Getting back to what you were saying about AI, Caro, you and I have already lived through one or two historical moments when people thought libraries were finished. I remember when some people thought Wikipedia, or the Internet itself, would end libraries. It's clear that didn't happen. If anything, libraries grow more important with each of these moments when the information landscape becomes more complex.

Caro, we talked about what keeps us in librarianship; what do you think people need in order to stay?

CP: Material things matter—competitive salary, benefits, retirement—but people also need to see themselves reflected in the organization, to know their work is valued and visible. That doesn't necessarily require grand gestures. It requires a manager, colleague, or administrator who can say, plainly, "I see your work, and I see you." When the work that people do feels invisible, or disposable, staying can feel Sisyphean.

JA: I agree, Caro. I also think that when people are working really hard every day and veering into or already in burnout, it's easy for them to start feeling more removed from the greater meaning of the work. That can be another inflection point for people to consider leaving a position or the profession, and concrete recognition of their contributions along with genuine care for their well-being from managers and administrators can make a huge difference. I also think that people need sustainable workloads in order to stay.

In the aftermath of the Great Resignation, administrators sometimes focus on identifying individuals who might be "flight risks" for specific, outwardly observable reasons—for example, they have skills that are better compensated in other industries or they lack family ties to a location. With this approach, you can end up unintentionally overlooking others who are equally valuable and just as much of a flight risk but whose circumstances haven't raised alarms. People with low morale, for example, may also want to leave. As the saying goes, high tides raise all boats, and in my opinion, the work of making it worthwhile for people to stay is best applied across the board.

CP: I also think people need trusted relationships to stay. We all need sounding boards we can be honest with, about both day-to-day frustrations and bigger questions alike. Sometimes that trusted person can reflect a lot back to you about your strengths and contributions too.

JA: I'm so glad you said that, Caro. I think about how much it has meant to have you reflect back to me the contributions I've made at work, especially now that we've worked in two different libraries together. Many of us, including me, find it hard to see our own strengths and accomplishments clearly. You've been a mirror—showing me the positive impacts I've had, even when they weren't formally seen or recognized. I think everyone needs that: someone outside themselves who can reflect back their gifts and provide a safe space to be heard and work through problems without fear of judgment or retaliation. Being friends, spouses, colleagues, and intellectual partners is exactly what lets us provide that for each other—and I wish that anchor for everyone in this field because I know it can be genuinely hard to find.

CP: Thank you for helping me stay, Julie.

JA: Thank you for helping me stay, Caro.

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2. Ludmila N. Praslova, *The Canary Code: A Guide to Neurodiversity, Dignity, and Intersectional Belonging at Work* (Berrett-Koehler Publishers, 2024).

3. For example, see Joanne Oud, "Systemic Workplace Barriers for Academic Librarians with Disabilities," *College & Research Libraries* 80, no. 2 (2019):169-194, https://doi.org/10.5860/crl.80.2.169; Rachael Anne Cohen et al., "Autistic Librarians in the Academic Library Hiring Process," *College & Research Libraries* 86, no. 5 (2025): 705, https://doi.org/10.5860/crl.86.5.705; Kaetrena Davis Kendrick and Ione T. Damasco, "Low Morale in Ethnic and Racial Minority Academic Librarians: An Experiential Study," *Library Trends* 68, no. 2 (2019): 174–212, https://doi.org/10.1353/lib.2019.0036.

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5. Erin Nevius, "LibGuides: ACRL Library Worker Retention Toolkit: Guide," accessed September 7, 2026, https://acrl.libguides.com/c.php?g=1321674&p=9723675. It is also worth noting that not all staying is a net positive for an individual or an organization. See Samantha Guss, Sojourna Cunningham, and Jennifer Stout, "Not All Staying Is the Same: Unpacking Retention and Turnover in Academic Libraries," In the Library with the Lead Pipe, 2024, https://www.inthelibrarywiththeleadpipe.org/2024/not-all-staying/.

Sarah Steiner and Elisabeth Wallace

Designing Personalized Research Guides

An Outreach Strategy for New Teaching Faculty

Across academic libraries, subject specialists routinely partner with new faculty to help them launch or strengthen their research agendas. That commitment guides our work at Western Carolina University (WCU) in North Carolina. Our new faculty members face pressure to publish quickly, and those who transition from careers in industry or healthcare often arrive with limited experience in scholarly communication. To support early scholarship and to build stronger, more collaborative relationships, the authors introduced individualized research guides.

The guides work in tandem with in-person consultations and disciplinary clearinghouse guides, and they go a step further by focusing on the specific research interests of each faculty member. Built from a reusable template for consistency and efficiency, each guide highlights essential research tools, identifies potential publication venues, and offers customized search strategies that speak directly to the faculty member's emerging projects. They are quick to assemble, fill a gap that new faculty may not know how to articulate, and position librarians as partners in the research process.

This article describes how the authors interview faculty to understand their research and publication needs and then outlines practical approaches for templating and organizing guide content. A Creative Commons-licensed template is included to help others adopt the model with ease.

Background

Although this approach can be used in any discipline, subject librarians in the College of Business and the College of Health and Human Sciences at WCU noticed a recurring pattern among new faculty and their administrators. Many faculty reported feeling uncertain and anxious about how to begin the scholarly work required for annual reappointment and tenure, and their department heads shared their concerns.

Librarians at WCU adopted individually tailored LibGuides as a practical and adaptable solution. Verbal and usage-based feedback from faculty recipients and their department heads has been overwhelmingly positive. LibGuides are simple to create, rely on a platform many faculty are familiar with, and provide a single location for resources. Faculty can bookmark the guide for ongoing use. Contact information and/or appointment booking systems for librarians and other campus specialists can be included in the guide to encourage continued collaboration.

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When built from a template, the guides are fully customizable and typically require no more time to create or update than a standard email-based follow-up to a research consultation. A dedicated section may also house frequently referenced items, such as librarian contact details, tenure and promotion guidelines, a Cabell's journal search link, and a discipline-specific custom database search widget. For faculty managing multiple research projects, separate tabs can be employed to delineate resources for each topic. To minimize duplication of links while highlighting broader offerings, links to more extensive disciplinary research guides can be included. This streamlined approach ensures seamless access to extensive resources while keeping the personalized guide focused on the individual's needs.

The use of targeted guides for teaching faculty is not yet broadly covered in the literature on research guides or LibGuides. Stephen Fadel[1] explores creation of a research guide to support business faculty as a group, while Anna Bagshaw and Phil Yorke-Barber[2] consider using research guides to support library employee development, but we were unable to find literature on cases where customized, template-based research guides were used to support the research needs of individual teaching faculty.

Interview to Determine Guide Contents

As we launched this project with new faculty, speaking to college or department administrators was an optimal first step to ensure that discipline-specific guidelines are accurately reflected. For instance, faculty teaching in the College of Business at WCU are required to publish in journals either listed on the Australian Business Deans Council (ABDC) list or identified as nonpredatory in Cabell's. Journals not appearing on either list are excluded from consideration, and faculty have, at times, unknowingly invested effort in publishing in venues they did not realize were deemed predatory. Department heads and deans can provide this critical information. Follow-up interviews with administrators can help confirm whether the guidance remains current and assess whether librarian involvement has contributed to improved publishing outcomes. This outreach strategy offers a practical way to demonstrate the library's value and foster meaningful dialogue with institutional leadership as well as with new faculty. Relevant excerpts from departmental promotion and tenure documents can also be linked within the guide for easy reference.

The recipient of the guide themselves can be interviewed, as in any new faculty consultation, for information about their research needs. During the initial conversation, consider asking the following questions:

1. **What research threads are you currently working on or beginning to explore?**
   Understanding active or emerging projects can inform which resources and tools to prioritize.

2. **Which journals do you routinely read or consult?**
   This information can help identify relevant databases that index those journals and allow for direct linking within the guide.

3. **Which research databases are crucial for you?**
   This question may lead to knowledge that the new library has access to different resources than ones they have used in the past. Notes on the value and contents of the alternate suggestions can be included in the resource description.

4. **Have you given thought to where you might publish, or would you like help identifying venues?**
   The relevant resources (Cabell's, etc.) can be used to generate lists of possible publication venues, and the strongest contenders can be added to a box on the research guide with notes.

5. **What additional research tools do you use?**
   Examples might include Google NotebookLM, ResearchRabbit, Zotero, or other platforms that support literature discovery and organization.

Build the Guide

Although student audiences are the typical target, a robust body of literature on LibGuides design can be leveraged to make sound decisions about guide layout and accessibility.

We selected a one-page layout featuring a top and bottom box (full-page width) and mid-page sections with custom widths of 33%, 42%, and 25%. The one-page layout works well for users who do not require highly detailed content because it minimizes clicks and presents essential resources in a single view, mostly above the fold. Multiple authors[3,4,5] suggest that uncluttered design is, unsurprisingly, preferred, and Yolanda Bergstrom-Lynch[6] recommends reduction of jargon, so we minimize nonessential links and use clear language. The primary purpose of these targeted guides is to support an individual's research needs, not broad-scale inclusion of all possible tools.The first column includes literature review resources of special interest to the researcher: key databases, journals, and datasets. The second column includes publication venue evaluation tools. The third column includes broader support tools, including a link to contact the librarian, citation management and mining tools, and key institutional resources.

For users with more complex research needs, such as multiple topics or varying resource requirements, a multipage layout may be more appropriate. When implementing multiple pages, align the navigation style (left-navigation or tabbed) with your institution's overall design standards for consistency. Several studies have investigated the merits of side versus tabbed navigation for guides that include more than one page, but overall they find preferences are idiosyncratic and are optimally gauged at the local level.[7,8]

Regardless of layout, seek feedback from the faculty member and department head on both structure and resources. LibGuides content can be easily edited and rearranged, so user input can guide revisions. Emphasize that the guide exists for their use and your goal is to meet their specific needs.

Suggested Sections/Design Elements

- Welcome/Introduction
  A page-width welcome banner can make the guide feel personalized. We used an image to gauge visual interest and friendly language to remind the faculty member the guide is specifically for them (Figure 1).

Column 1

- Key Research Tools
  A custom search widget is a nice touch here, plus links to any critical databases. Links to broader disciplinary research guides can also be included here (Figure 2).

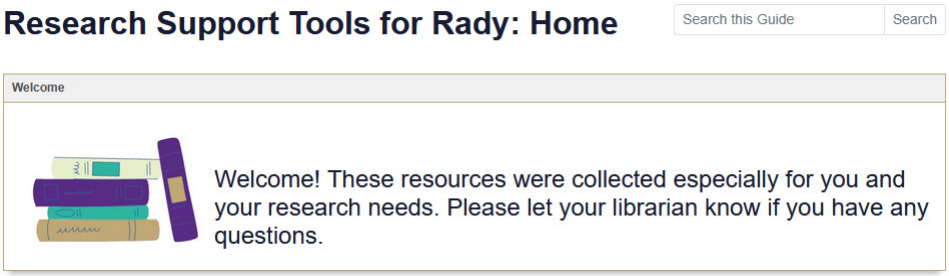

Figure 1: Page-width welcome banner.

- Core Journals: Direct Links
  Faculty may benefit from links to core journals in their fields, even if they will not be pursuing those journals for their early publication efforts.
- Datasets
  Relevant datasets or data location tools identified in faculty interviews can be included here.

Column 2

- Evaluating Journals in [your college/school/department]
  Each discipline has their own methods of evaluating journals. Link to those evaluation tools. They may be national/international search interfaces, local documents, or both.
- Likely Publication Venues
  Our faculty often ask for help identifying publication venues. A small grid with the journal title, acceptance rate, turnaround time, grade or impact factor, and a direct link to search can be helpful for visualizing and performing quick searches of those journals (Figure 3).

Column 3

- Your Librarian
  Make your contact information handy for follow-up emails and appointments. A calendar booking system can help reduce barriers to entry for faculty.
- Support Tools
  Any other resources your faculty member seems interested in can be linked here.

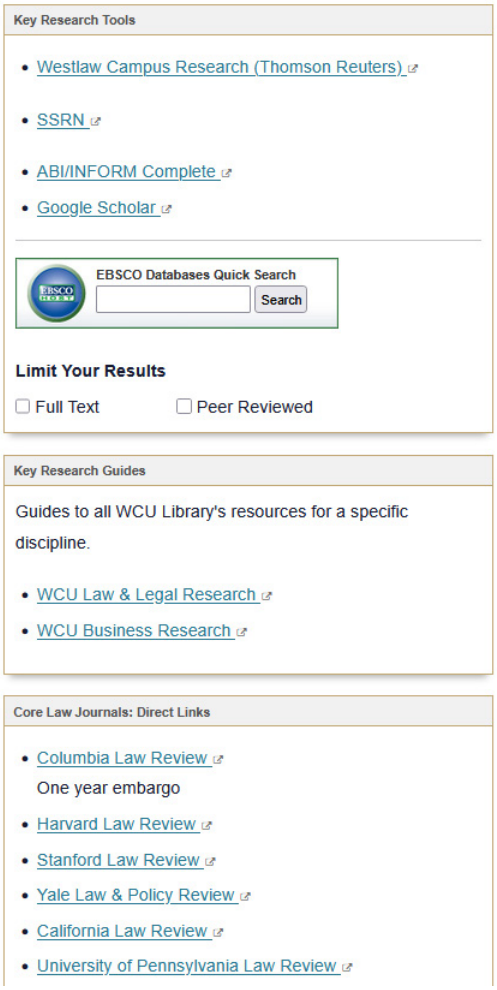

Figure 2: Column 1 research resources.

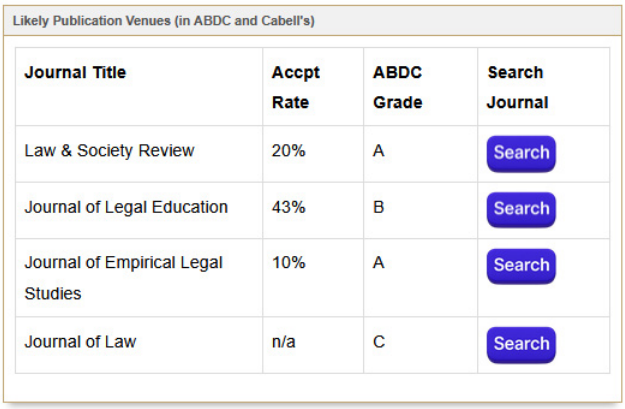

Figure 3: Possible publication venues chart.

Track Success

Because the guide can be set to private and therefore accessible only to users with a direct link, you can monitor whether the faculty member is using it and track the guide's effectiveness over time. View counts may remain modest, but steady use signals ongoing value. If usage drops, you can check in to ensure the guide still meets their needs and remind them that it is available. The guide's usefulness may naturally taper off as the faculty member becomes more comfortable with the scholarly process, or it can be updated to reflect their evolving research needs. As new faculty approach the end of their first year, an email or in-person check-in can confirm whether the guide has been useful and what changes would help.

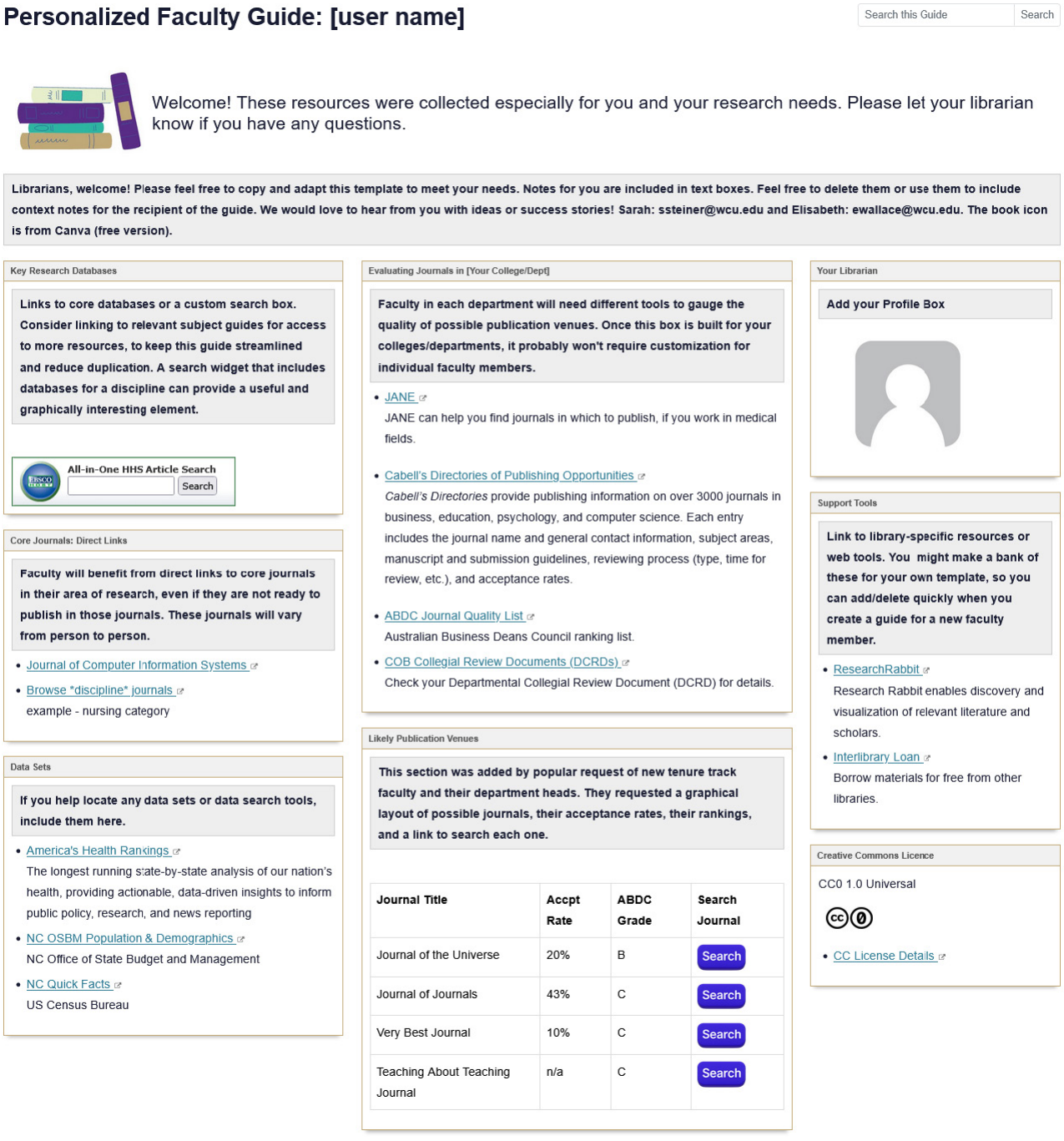

Figure 4: Full research guide template.

Conclusion

We have found this approach to be a powerful way to support faculty scholarship and strengthen partnerships across campus. Although it is particularly effective with new faculty, it can also serve as a meaningful outreach tool for more seasoned researchers. As these guides continue to evolve, they offer a flexible framework that can adapt to changing disciplinary expectations and emerging research practices, ensuring that librarians remain active, trusted collaborators in faculty success.

We developed a template that you are welcome to use as a starting point for your own guides. It is Creative Commons-licensed and available at https://researchguides.wcu.edu/personalizedguidetemplate (Figure 4).

Notes

1. Stephen Fadel, "Designing a Business Faculty LibGuide," *Journal of Business & Finance Librarianship* 26, nos. 3–4 (2021): 235–53, doi:10.1080/08963568.2021.1955183.

2. Anna Bagshaw and Phil Yorke-Barber, "Guiding Librarians: Rethinking Library Guides as a Staff Development Tool," *Journal of the Australian Library and Information Association* 67, no. 1 (2018): 31–41, doi:10.1080/24750158.2017.1410629.

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4. J. Alverson et al., "Creating Audience and Environment-Friendly Research Guides: Findings from a User Study," 2015, https://www.semanticscholar.org/paper/Creating-Audience-and-Environment-Friendly-Research-Alverson-LeFager/c66204e6e34ae323e093320127f3bf662b084d9a.

5. Nora Almeida and Junior Tidal, "Mixed Methods Not Mixed Messages: Improving LibGuides with Student Usability Data," *Evidence Based Library and Information Practice* 12, no. 4 (2017): 62–77, doi:10.18438/B8CD4T.

6. Yolanda Bergstrom-Lynch, "LibGuides by Design: Using Instructional Design Principles and User-Centered Studies to Develop Best Practices," *Public Services Quarterly* 15, no. 3 (2019): 205–23, doi:https://doi.org/10.1080/15228959.2019.1632245.

7. Sarah Thorngate and Allison Hoden, "Exploratory Usability Testing of User Interface Options in LibGuides 2," *College & Research Libraries* 78, no. 6 (017): 844, doi:10.5860/crl.78.6.844.

8. Christopher Chan, Jennifer Gu, and Chloe Lei, "Redesigning Subject Guides with Usability Testing: A Case Study," *Journal of Web Librarianship* 13, no. 3 (2019): 260–79, doi:10.1080/19322909.2019.1638337.

Kate McManus

Implementing LibGuides' Publishing Workflow

Three Easy Steps

In 2022, Urszula Lechtenberg of the University of Pittsburgh and Helene Gold of the New College of Florida presented on "When All You Have Is a Hammer, Everything Looks Like a LibGuide" at LOEX.[1] They began their legendary presentation with an Airing of Grievances. The word cloud that was collectively developed in that room matches my LibGuides notes/conspiracy board to the letter: "messy," "overused," "not a methodology," "TABS ARE THE WORST," "long list of links," "students don't use them," "pedagogical crutch," etc.

All of this, as well as being the LibGuides lead since 2019, informs my thinking when I'm trying to be strategic about LibGuides. I've focused on two things in two years: "never updated" and "so disorganized."

According to Springshare,[2] as of the end of 2025, library staff have created 957,439 total guides by 315,465 guide authors across 5,731 institutions in 104 countries.

At the University of Minnesota (UMN) Libraries, we have 946 published guides. Part of that is because when our web team planned our new Drupal site, most people lost direct editing privileges of the site, and any content on the main site underwent a review. Instead, they were encouraged to make LibGuides. I was new to the LibGuides role and scrambled to update and build out our documentation,[3] especially guidelines for long-term management.

What we found in this environment was many more guides and our overall LibGuides structure trending toward the "never updated" and "so disorganized." concern areas. I wanted to combine guides and foster a LibGuides ecosystem that relies on collaboration—and especially to review guides before they were published. I also wanted to review and refresh existing guides.

Obviously, that was going to take years of work, and they remain my guiding principles, but the review of guides before they are published IS in fact possible with a built-in Springshare tool.

It's called the Publishing Workflow.

It's a deceptively simple toggle to enable this feature, yet it took me two years to turn on.

Step One: Learn All You Can about the Workflow

Springshare's documentation is a good place to start. When I began looking into the publishing workflow, I made a post in the Springshare Lounge[4] on February 7, 2023, asking whether anyone had used this feature. I got three replies but very little practical guidance and a dire warning that it wasn't very popular.

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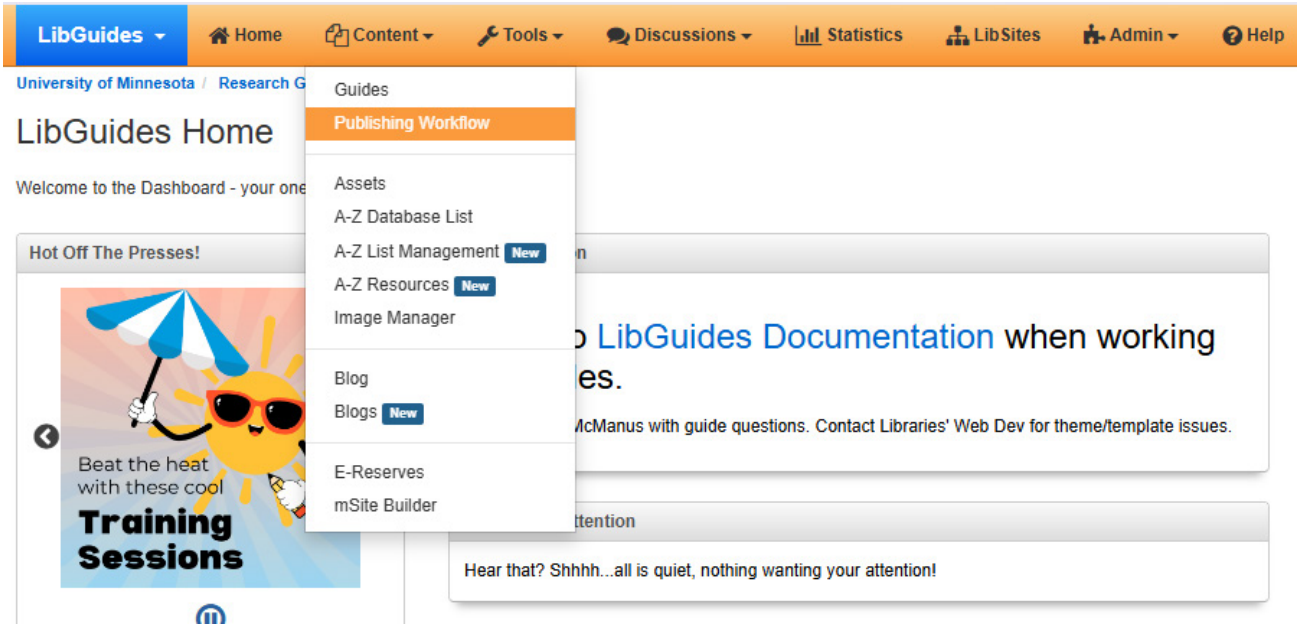


Screenshot showing Publishing Workflow access.

Here's what's in the documentation: When the Publishing Workflow is turned on, in the drop-down to change your publishing status, there is a new option to Submit for Review. If someone updates their guides or builds a new guide, they must use this option. They will not be able to publish a guide directly without going through this step. If the guides are already published, new content will not display until the review is complete. Guide authors can also leave a note for the review team.

If you are one of the Authorized Reviewers, you get an email when someone submits their guide for review. Your job is to review it against the rubric in your documentation, using tools you've already shared (we use the WAVE evaluation tool), and decide whether you're going to publish the guide or send it back to the owner with clear instructions on how to fix the issues.

Here's what's not in the Springshare documentation that we had to develop on our own. First, make sure that there are multiple people who can review guides and that there's a plan or workflow in place to manage the review. Communicate expectations to guide creators (e.g., we'll process your guide in one to two business days, linking to documentation with a rubric). Find a way to track guides; we use a Google Sheet that's shared among the review team. Springshare will email the guide owner when the publishing status changes, but outside of that procedure, we also send a personal note to each LibGuide author, especially if we made tweaks to their guide.

Step Two: Get Administrators on Board

This step took the longest. The first time I presented this to directors, they were not enthused by the idea. I can't blame them. I didn't have a detailed enough plan, I hadn't had the idea for the review board yet, and I hadn't written anything down on what would become our rubric. I also hadn't been the LibGuides lead very long and had inherited a lot of unpopular decisions that it was suddenly my job to justify. The directors worried that a publishing workflow would feel punitive.

I spent the next two years listening and learning more about the LibGuides authors' experiences and reading relevant literature. I implemented fixes and developed a new tagging system (with a taskforce, of course). Almost annually I did usability testing with our colleagues at UMN who are dedicated to testing the entire university's website. I brought the student feedback to guide authors. I started more regular communications. I hosted LibGuides Edit-a-Thons to encourage folks to update their content and give them another space to listen to questions and concerns. I credit this idea to Natalie Ornat, Beth Auten, Reese Manceaux, and Catherine Tingelstad from their article "Ain't No Party Like a LibGuides Party: 'Cause a LibGuides Party Is Mandatory."[5] I live for a *30 Rock* reference, and having space for LibGuides authors to co-work and manage their guide updates made a lot of sense to me.

I worked with our cataloging folks to surface guides in our Primo searches. I trained and sometimes retrained folks. I visited department meetings. I made accessibility a cornerstone of LibGuides work with a dedicated subpage of the documentation[6] then visited department meetings to get the word out. In addition to the Accessibility subpage, I continually worked on documentation so that it was crystal clear on what guide authors had to do to make their guides accessible. I made our templates mandatory and applied them to guides that did not use them.

Not everyone responded to my communication and attempts to reach out, but the majority of my colleagues were willing to work with me. As I'm the one who sets up LibGuides accounts, no one gets an account without a training session. I was open and available to retrain anyone who was interested and, very occasionally, directors would tell their staff that my sessions were mandatory (I have a personal policy to record all my "mandatory" training sessions to share with anyone who was out that day).

When ADA Title II was announced, I had built up enough good will and a history of successful projects that when I once again broached the idea of a Publishing Workflow, most agreed that it was necessary. I assured them the rubric that the reviewers would use was already published in the documentation and was technically already mandatory. But without a formal review process in place, I could not ensure that people were following the documentation. There was still pushback, but ultimately administrators were on board with ensuring guides were at least accessible—legally they had to be.

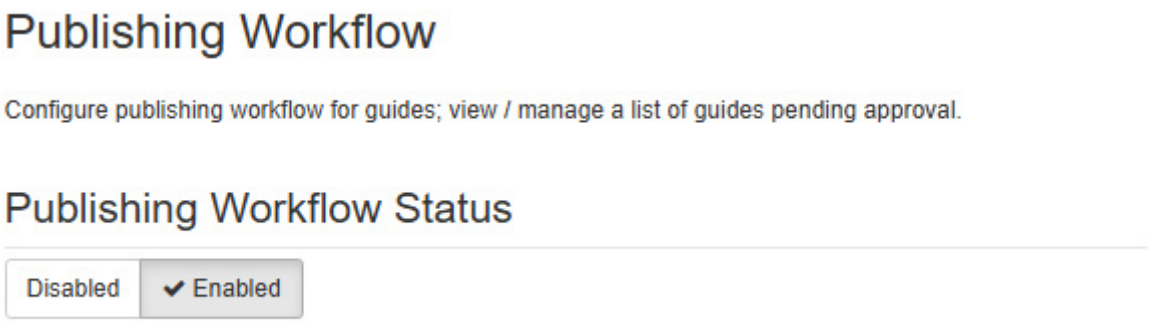
Step Three: Toggle on the Workflow

After I got buy-in from our leadership, I was able to form a review board of myself as a permanent member and three other guide authors who can roll off after one year. I added them to the list of Authorized Reviewers. On a Friday in June when no one was likely to be working on their guides, we tested the workflow, careful to turn it off again. This helped us formalize our documentation and plan our own procedures.

Over the course of four months, we worked together to build our procedures. We also divided the work as evenly as we could, each taking charge during a month for the guides that would come in. We opened a Slack channel for more informal feedback and quick announcements from the review board.

We also divided up the department meetings our LibGuides authors regularly attended, visiting as many people as we could in a short time. The directors were very generous in giving us that time. We reshared the documentation, paying special attention to the rubric and

changes to how guides are published. We also highlighted other tools we would be using, primarily the WAVE evaluation tool. We hosted a final open-call meeting for all LibGuides authors in case anyone missed us at their department meeting or wanted to hear the presentation again. We recorded the meeting, linked the recording in the documentation, and shared it via email.



Screenshot showing enabling toggle for Publishing Workflow.

On August 4, 2025, we turned on the Publishing Workflow. When a guide creator finishes a guide or makes changes to an existing guide, they submit it for a review.

When we review a guide, the first thing we do is enter it into a shared tracking Google Sheet. We compare the guide to our rubric, checking any links and fixing typos or more often: change "Title Casing" to "Sentence casing in our headings.

When training folks, we told them that if a guide took longer than fifteen minutes to fix, it would be sent back to them with a list of changes and offers for support. So far, that hasn't happened once. Those who have not previously engaged with me about LibGuides or weren't using the documentation were passing their reviews as well. Only one person reached out, baffled at the change in LibGuides. No matter how careful you are to communicate, don't feel bad if you can't reach everyone.

There were a few growing pains, particularly those who were editing a guide and didn't understand that they had to submit even published guides for review. We only had two emergency "Oh no, I teach this afternoon" emails that we were fortunately able to accommodate.

The workflow is on, and it's staying on. And of course, that was only one of my own personal grievances with LibGuides.

Reflections and Conclusion

I lied when I said that the steps were easy. Everyone I work with has a different relationship with LibGuides, and everyone has a different idea of what we should do about them. If you are the LibGuides lead at your institution, you know the push-pull of having so many people with thoughtful and sometimes competing ideas and priorities. I see LibGuides as a balancing act, but the audience I'm always trying to think of is our patrons. If you can find that common ground with your colleagues, the three not-easy steps will become three manageable steps.

Because this is only one piece of solving the issues of "never updated" and "so disorganized," step four will be reviewing the guides that were published before August 4. I'm planning on a massive review, not just for accessibility but also for content updates, tags, and content strategy (and organization). Although I still have a list of grievances (and open tickets with

Springshare with ideas on how to improve LibGuides overall), I hopefully have changed our not-so-little ecosystem into one that's collaborative on the back end and easy to navigate on the front end. If the previous steps were on a treadmill, I'm about to turn on the stair climber.

I would absolutely suggest that anyone concerned about LibGuides at their institution consider turning on their Publishing Workflow as one piece of their overall strategy. Take my advice: you cannot do it alone. Set up a structure for folks to know exactly how to submit a guide that will pass the review. And have a team review the guides. Having firm guidelines and structures has mitigated some of my grievances with LibGuides.

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Rachel Borchardt, Ameet Doshi, and Christina Miskey

Trust Us, but We Forgot to Tell You Why

The Role of Open Access in the Age of Societal Impact

Recent developments in federal funding over the past two years have highlighted that eroding trust in higher education and the research it produces has contributed to a dangerous narrative, increasingly reflected in public and political discourse, that research institutions hold little to no value for the general public or the communities they serve. The sudden precarity of federal funding has led to a greater urgency to showcase societal impact of research.

For more than two decades, advocates for open access (OA) publishing have been shouting from the rooftops about the benefits of publishing OA and how open publishing increases the broader impact of research. This is not a new argument within universities and research institutions—in fact, communicating and sharing the advancements of research performed at a public institution, the benefits of initiatives such as service-based learning and community-engaged partnerships, and more has been a well-known struggle. Librarians and academics alike have argued that these movements are hugely beneficial to the public, particularly in times of crisis such as the COVID-19 pandemic. The problem arises when considering the infrastructures surrounding research translation and communication—many institutions have been slow to build mechanisms to get the research to the public to show its benefits or potential benefits, nor are there ways to systematically measure success.

The need for research institutions to move beyond more traditional measurements of impact is well known. Tools and systems have been developed to try and meet this growing desire to track societal impact,[1] yet their adoption has been slow due to a variety of challenges, particularly the need to rewrite tenure and promotion requirements.[2] Here we will dive briefly into some of these challenges, highlight areas of success, and discuss the potential opportunities that could offer to bridge the gaps between the "ivory tower" of academic institutions and the general public.

Research Translation Mechanisms

Research translation is the general term for the process of applying or "translating" the results of academic research to outside audiences. For example, news media regularly report on the results of academic research. This can happen through institutional press releases, which generate interest in the subject, through a reporter or journalist finding and reporting on original content, or through academics writing pieces designed for a larger community. One such example of academic-authored news is The Conversation, a nonprofit news organization aiming to "[democratize] knowledge by helping academic experts to write for the

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public." The editors solicit scholars to share their ideas by writing in a journalistic style that encourages larger uptake and broader dissemination of their scholarship via social media and institutional news outlets.

The Conversation is one kind of interstitial connective tissue that can incentivize greater public uptake of OA scholarship. For scholars wishing to reach more specialized audiences, more specific translation efforts are needed that must match the needs of that community to achieve success. Researchers must actively share the results of community-based research directly with that community to ensure impact and uptake; releasing a report on a research website or institutional repository is too passive.

Practitioners and experts routinely make use of academic findings—without translation—but lament the lack of access.[3] OA is a vital bridge, but information access and its use are crucial components of a well-functioning and knowledgeable society. Yet empirical analyses of the public use of OA shows that many hobbyists, citizen scientists, and individuals seeking answers to medical and other questions appreciate access to peer-reviewed publications.[4] There is a thirst for knowledge among the public, and the availability of the best available scientific evidence and scholarly outputs from across disciplines is crucial for broadening societal understanding about our changing world.

The question becomes not whether the broader public outside of research communities are interested in access to scholarly knowledge but rather what are the ideal pathways to this access? Google (even if "enshittified"[5]) is a natural starting point for most, but too often the initial results of any search are SEO driven, relegating OA repositories of scholarly work to the dusty digital shelves of subsequent pages. Links to OA reports and papers sometimes are shared via social media or on Reddit forums and more systematically via Wikipedia.

Incentive Mechanisms and Impact Measurement

Researchers and stakeholders increasingly understand the importance of ensuring that academic findings can be used more broadly and are often eager to make a difference in public spheres. However, promotion, reappointment, and tenure (PRT) values scholarly impact above all else. Documents that govern these procedures are owned by the researchers in an academic unit, but they are notoriously slow to account for changes in academia. Groups such as PTIE, ARIS, HELIOS, Campus Compact, and DORA all urge reform in different areas that are currently undervalued by PRT documents, but without widespread and universal changes, many researchers, particularly senior-level researchers, rely on the measures of success that have propelled their own careers and are wary of updating institutional criteria that differ significantly. Any serious efforts to reform the way in which researchers are evaluated and rewarded for research must account for this unresolved issue.

There are areas of overlap between current evaluation methods and the broader goals of societal impact. A recent study[6] shows that publications in most disciplines have now reached a majority open access for the first time ever. Several have found a degree of correlation between publishing OA and an increase in citation counts (the Open Access Citation Advantage, or OACA[7]). Academics, practitioners, and the general public tend to cite what can be easily accessed. Studies show that policymakers and journalists also tend to cite and rely on OA publications.[8] Recent studies have been able to track the OACA over time and have found that researchers tend to be able to access OA research sooner (as soon as the article is accepted on the publisher's site or via an OA repository), which can lead to a visibility

advantage.[9] This additional attention can contribute to greater societal impact and can also lead to a bump in scholarly citations for OA publications, causing an effect where increasing attention leads to citations, which leads to potential for more attention and potentially more citations. This can be seen as a kind of "passive" form of research translation—simply making research OA means a variety of audiences outside academia can use it, enabling broader reach and impact without additional effort.

Barriers and Looking Ahead

Lack of standardization is another barrier. Citations provide the basic metric upon which journal prestige metrics, like Journal Impact Factor, is treated as a measure of prestige in academia, but there are no standards for what prestigious public impact looks like. Some specialized frameworks exist[10] for specific disciplines, areas, or types of research, providing ways to gather evidence of societal impact, but these are far from universal. Clarivate has released Research Intelligence, based on a homegrown framework to categorize societal impact in six areas, and Altmetric gathers alternative metrics including policy document citations and mentions in news articles, but neither provide a framework to contextualize or describe these metrics in a broader context.

The lack of a researcher- and librarian-driven approach to standardizing societal impact is a barrier to adoption, which limits the capacity to analyze societal impact using quantitative data. Accurately measuring such activities requires new typologies and considerations of what "societally beneficial" entails. Economistic approaches that have centered on the benefit-cost ratio of OA simply do not fit neatly into the everyday use of scholarly information. Integration of such knowledge into society is multidimensional and thus challenging to categorize into neat boxes.

Instead, assessing societal impact currently relies heavily on qualitative storytelling, which is useful for individual stories of impact but does not advance university-level societal impact initiatives, which often rely on measurable goals and benchmarking. The implementation of reliable measures such as survey-based dashboards (currently in development by the authors) would go a long way toward bolstering qualitative stories of societal impact with measurable quantitative metrics. That said, there is significant opportunity for librarians to advocate for meaningful change at multiple levels.

Library Involvement

Libraries and library workers have spent many years advocating for OA, internally within their own institutions, professionally as a priority for academic librarian research, and more broadly with publishers and financial models to support OA publishing. The rising demand for showing societal impact gives new importance to these efforts, and libraries can and should discuss the societal impact of OA with researchers at their institutions. The role of societal impact in the evaluation of research, though a much larger issue, is also one that benefits from the voice of many library workers. Joining national efforts to reform PRT while also advocating for better and more diverse measures of research impact beyond quantitative measures of scholarly impact will allow us to better capture the "true" impact of OA while also creating meaningful opportunities for our institutions to showcase their impact outside academia as well as their value to society.

Conclusion

Now more than ever, it is critical for research institutions to be able to communicate how and why the importance of their work should matter to funding organizations, the general public, and other communities they seek to reach. The struggle in this continues to lie within finding the balance between the existing infrastructure of academia and the movement toward finding broader and more inclusive solutions of measurement. This shift provides for a natural overlapping connection point between libraries and central administrative offices, such as the Office of Research and the Provost.[11] Libraries are well positioned to offer expertise through educating about the benefits of OA, providing access to licensed and open-source tools, sharing insights into more inclusive systems of evaluation and advocating for changes in our own PRT documentation.

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Sean Baker, Nick Richbell, Kelly Riddle, and Jessica Serrao

Clemson University's Founding Document Comes Home

A Look into Stewarding Thomas Green Clemson's and Anna Calhoun Clemson's Wills

In March 2024, Judge Danny Singleton, newly appointed probate judge of Oconee County, South Carolina, reviewed the last will and testament of Thomas Green Clemson in the probate court in Walhalla, South Carolina. Recognizing the document's historical significance, Judge Singleton emailed Clemson University President Jim Clements, noting that without this will, Clemson University would not exist. This correspondence was the start of a partnership that brought Thomas Green Clemson's and Anna Calhoun Clemson's probate records home to the university.

Both wills are historically significant. Upon her death in 1875, Anna Calhoun Clemson—daughter of John C. Calhoun—left her entire estate to her "beloved husband."[1] Thomas Green Clemson, "feeling a great sympathy for the farmers" of South Carolina, wrote in his will that he was "determined to devote the bulk of my property to the establishment of an agricultural college upon the Fort Hill place."[2]

Thomas Green Clemson stipulated that the college would be governed by a Board of Trustees, never exceeding thirteen members: seven successor trustees and six appointed by the State. This governance structure remains in place today, making Clemson's will foundational to the university's identity and administration. The State agreed to create the Clemson Agricultural College on November 27, 1889, and the history of Clemson University began. Now our history has come full circle with the homecoming of our foundational document.

Fundraising/Renovations/Conservation

Realizing the significance of the documents, it was not long after President Clements received the email from Judge Singleton that plans were swiftly put into motion. Because Clemson University does not currently maintain a history museum, it was determined that the wills would be publicly displayed in Special Collections and Archives (SCA). After carefully reviewing the available options and consulting with the Clemson University Police Department to assess potential security concerns, SCA elected to display the wills in the archives reading room. In partnership with the Clemson Libraries director of development, we raised funds to preserve and make the probate records accessible. Thanks to the generosity of several donors, we engaged a conservator to assess the collection, provide display recommendations, and professionally clean and stabilize the documents.

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Anna C. and Thomas G. Clemson last will and testaments on display at Clemson University.

SCA undertook minor renovations to the reading room and exhibit lobby. These included remodeling walls, installing murals and digital screens, and refreshing furniture. Ultraviolet A filters were added to the windows, and drapes were installed to provide additional protection for the exhibit spaces. A museum-grade display case was custom built and installed.

Today, researchers consult our collections in the presence of these foundational documents.

Digitization

To add a digital component to the exhibit, the Digitization Services team photographed the wills and associated documents. The team transported the wills from campus to the Libraries' Digitization Lab, which is housed seven miles away at the Library Depot, and back to SCA each day to ensure they were stored securely at all times. In the Lab, the team determined how to capture the wills and associated documents to ensure accurate and high-quality digital surrogates. The team adhered to the Federal Agencies Digitization Guidelines Initiative's (FADGI) Technical Guidelines three-star conformance level for unbound documents.[3] The items were digitized using a copy stand with a 150-mp lens, a Digital Transitions digital back, and Capture One CH software version 22.

Both wills were captured before conservation to document their conditions and visible damage. Thomas Green Clemson's will was photographed again after conservation treatment in the same ambient conditions and applied imaging parameters to document repairs. We experimented with imaging both under and on top of glass, depending on the configuration of each item. TIF derivative files were transferred to SCA for use in



Conservator working on the last will and testament of Anna C. Clemson.

publications and digital exhibits and the Lab retained archival primary files within our preservation workflow.

Exhibit

When creating the exhibit, it was necessary to protect the active research environment of the reading room by limiting the content exhibited. The space features a custom-built museum-grade case that houses Anna Calhoun Clemson's 1875 will and Thomas Green Clemson's 1886 will and 1888 codicil. A digital screen was installed above the case with a slideshow featuring digital images of the wills. This displays the writing on both sides of the pages as the case allows for only one side to be displayed at a time. The slideshow highlights and transcribes specific text in the documents relevant to the university's founding and features a chronological series of maps with geographic information system (GIS) overlays of the boundaries of Clemson's bequest to the State. These maps demonstrate changes to the campus over time and provide visitors with a connection to the current physical landscape. The case also housed Thomas Green Clemson's sealing ring, one of the few physical items specified in the wills.

A larger exhibit space outside the reading room offers historical context about the wills and, in the future, will explore additional topics related to the Clemson family. The exhibit is a biographical sketch of Thomas, his lifelong association with advanced education and

science, and his advocacy for agricultural education. Thomas Green Clemson's education and professional career culminated in his belief that the best way to establish an agricultural college was to bequeath his estate for such a purpose. This exhibit features documents from the Thomas Green Clemson Papers and John C. Calhoun Papers housed within SCA, and artifacts related to Thomas Green Clemson's life on loan from Clemson University's Department of Historic Properties, which manages the Fort Hill plantation home.

Metadata

Metadata for the wills were an important factor in enabling the discovery of these unique items. Following the established digital collections workflow, SCA supplied preliminary metadata for the collection. This leveraged the subject and content expertise of the archivists and ensured a more accurate description was generated while they have the physical material in hand. To facilitate this, the metadata librarian for Digital Collections provided the head of Special Collections and Archives with an example spreadsheet for a compound object, and he completed the title, date, page count, creator names, and county fields.

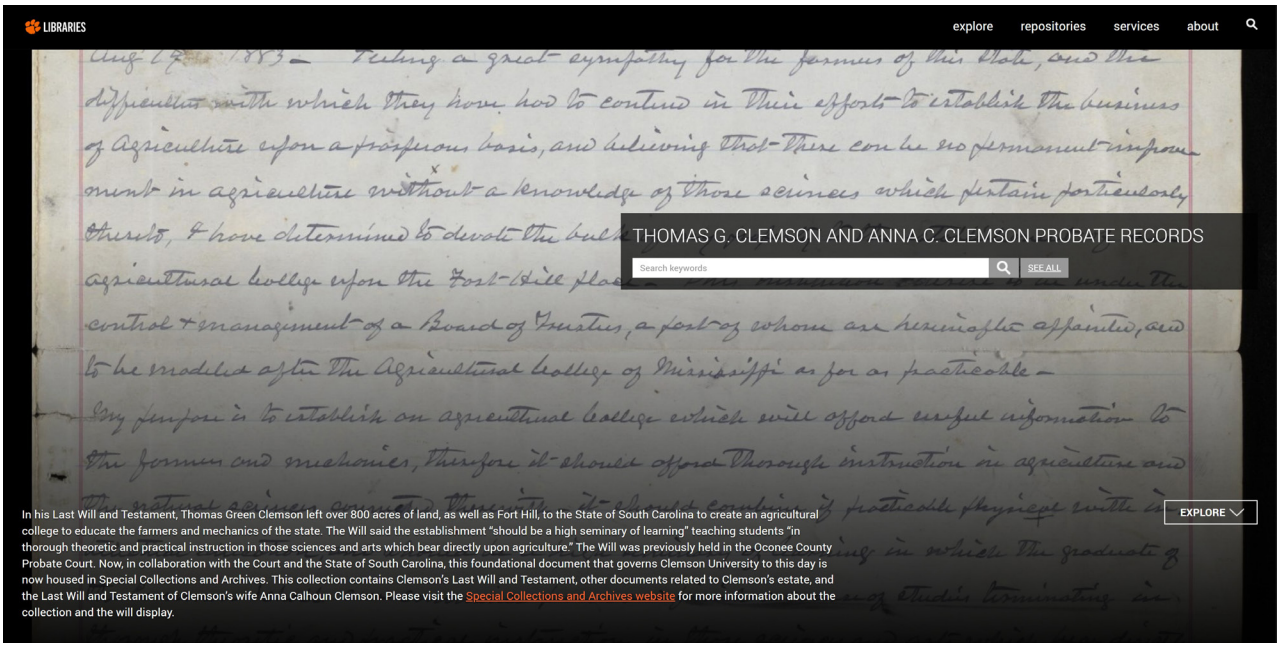
The metadata librarian then verified formatting accuracy and standards compliance with the Libraries' Metadata Application Profile and the South Carolina Digital Library Metadata Schema, which use Dublin Core, to enable aggregation into their digital platform.[4] The metadata records were expanded by adding geographic locations, format, type, language, source, collection title, rights statements, and contributing institution information that describes who holds, hosts, and digitized the material. This gives credit to the institutions involved in the multistep digital collections process.

The people named in the wills are an important focus for researchers and scholars. To facilitate access to names, we used or established authority headings for any individual mentioned in the wills. Some names were difficult to decipher, and the metadata librarian deferred to SCA on authoritative spelling of names. If a person or organization has an authority record in the Library of Congress Name Authority File (LCNAF), that term was assigned to follow consistent name forms. For those not represented in LCNAF, local authorities were created following Resource Description and Access preferred name form guidelines. This resulted in the documentation of seventeen people and one organization, Clemson University. Clemson's local vocabulary is managed and maintained in CollectiveAccess, which serves as the metadata management system for all digital collections metadata records. Once the metadata records were complete and digital images created, the collection was ready for publication.

The Digital Collection

The director of Digitization and Digital Projects and the metadata librarian for Digital Collections collaborated with the Libraries' digital strategies developer to determine how the wills should be displayed on our digital collections platform, digitalcollections.clemson.edu. The platform, built and maintained by the libraries, is composed of a customized WordPress front end, Xapian open-source search engine library for index and searching, and on-premises web and asset servers.

The arrangement of the images mimics the order in which one encounters the physical documents. The full transcripts, newly created by SCA staff, are available as PDFs. The



Landing page for the digital display of the Thomas G. and Anna C. Clemson probate records.

seventeen named individuals in the wills display as linked topics on the object page and are included in the digital collection's main search facets. To view the Thomas G. Clemson and Anna C. Clemson Probate Records, go to digitalcollections.clemson.edu/explore/collections/clemson-will/.

The Unveiling

Due to the high-profile nature of receiving the collection—and the historical and operational significance of the wills—it was essential to mark the occasion with a celebratory event. Clemson's Marketing, Communications, and Events team assigned an event planner to lead the logistics. The celebration was a collaborative effort involving Special Collections and Archives, the Offices of the President and Board of Trustees, Marketing, and the Libraries, all working together to ensure the unveiling event reflected the importance of the documents on display.

A date was selected and invitations sent. SCA's reading room was transformed into an intimate exhibit space featuring a carefully curated selection of artifacts and documents that complemented the wills. The occasion marked a rare time in which Clemson family artifacts from Historic Properties and documents from SCA's Thomas Green Clemson Papers collection were exhibited together in one location. Guests, including Judge Singleton, President Clements, members of the Board of Trustees, the South Carolina State Archivist, donors, and other Clemson leaders were welcomed by a violinist and opening remarks. The display was then officially unveiled.

The Future

With Clemson's founding documents now on public display, we are entering Phase II of the project. This next stage will explore opportunities to deepen engagement through interactive exhibits powered by digital technologies, allowing visitors to experience the material in new and dynamic ways. In addition, we plan to launch a speaker series featuring invited experts who will examine various aspects of Thomas Green Clemson's will, life, and career.

These initiatives aim to enrich interpretation, foster dialogue, and connect the university's history to broader conversations about legacy and leadership.

Notes

1. Anna Maria Calhoun Clemson, "Last Will and Testament of Anna Maria Calhoun Clemson," Thomas G. and Anna C. Clemson probate records, Special Collections and Archives, Clemson University Libraries.

2. Thomas Green Clemson, "Last Will and Testament of Thomas Green Clemson," Thomas G. and Anna C. Clemson probate records, Special Collections and Archives, Clemson University Libraries.

3. Federal Agencies Digitization Guidelines Initiative, "Technical Guidelines for the Digitization of Cultural Heritage Materials: Third Edition," Technical Guidelines, 2023.

4. South Carolina Digital Library, "Metadata Schema & Guidelines: Version 2016," Technical Guidelines, 2016.

Timothy Peters

Memorable and Meaningful

A Better Mission Statement for Academic Libraries

The life of the academic library is one of cycles. We do something, and a month or a year or a few years later we do it again. Every month we compile a battery of statistics about our operations. Every year we draft an annual report, complete with a newly minted set of annual goals. Every few years we engage in strategic planning workshops that give direction to our activities over the next three years.

And every so often (typically less often than the activities previously mentioned) we revise our library mission statement. Feedback is gathered, meetings are held, drafts are created, and from it comes a new and improved mission statement. It's placed on the library's website for all to see, shared with higher-ups outside the library, referenced in staff meetings, and displayed prominently in annual reports and communiques to Friends groups. Employees are encouraged to "Learn it, know it, live it."

Soon afterward, however, the typical mission statement is forgotten by most library staff. Everyone remembers there *is* a mission statement, but if asked to repeat it, almost all library employees (the very people who crafted the statement) would be unable to do so.

It's not their fault; library mission statements are inherently unmemorable. They just don't stick in people's minds. Here are some reasons why:

- **Too many mission statements deal in *how* when they should deal in *why***. Management thinker Peter Drucker said a mission statement should state *why* you do what you do, not *how* you do it.[1] But a quick survey of academic library mission statements reveals a frequent focus on the *how*, with libraries promising to "provide access to collections and resources" and "support teaching, learning, and research." A simple restatement of the work we do every day does not make for a memorable mission statement.
- **Mission statement language is vague**. Words like *empower*, *enrich*, and *cultivate* appear frequently in library mission statements. But what do these words really mean to a library employee? When we consider our daily activities, can we point to the things we do that *empower* or *cultivate*? Vague language creates uncertainty and robs a mission statement of resonance and guarantees it won't be remembered.
- **Its outcomes are difficult to measure**. How does a library measure its impact in relation to empowering its users or fostering academic success? Can we quantify the way(s) we enrich lives? Is it possible to point to a student's success and identify the library's contribution separate from that of other services and individuals and experiences? If something can't be quantified, it's unlikely to be remembered.

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- **It's not actionable**. If a mission statement's language is vague, doesn't indicate a clear path forward, or seems to be a fancy way of saying what they're already doing, library employees won't be able to identify the actions they should take to fulfill the mission. The result is inactivity.

With such shortcomings endemic to academic library mission statements, it's easy to understand why they are largely forgotten. And it's worth pointing out that a mission statement that isn't actively motivating the staff really isn't doing the library any good.

By way of remedy, I propose a better and bolder mission statement. To my knowledge, it is not in use anywhere, but I believe it should be because it is concise, memorable, and suited to every academic library regardless of size, budget, and organizational structure:

We shorten the distance between people and the information they need to be successful.

This brief sentence is an unequivocal improvement on the academic library mission statement as we know it, and here's why:

- **It is user focused**. This mission statement puts the emphasis on the library's users instead of on the library. Gone are library-centric words like *collect*, *teach*, and *promote*, replaced by a mandate for library staff to apply their skills to help users be successful. This statement gives us a *why*.
- **It is actionable**. This new mission statement is a call to action. Every library employee can think of at least one example of how the library is intimidating and overwhelming for students. We can "shorten the distance" by streamlining our websites, simplifying services, and making using the library as painless as possible.
- **It is measurable**. Our successful attainment of this mission can be easily measured. The average turnaround time on a reference question can be measured. The number of steps it takes to request the delivery of a document can be measured, as can the number of clicks it takes a user to get from the library's homepage to the library's hours calendar. It would be simple to compare the performance of the pre-new mission statement library with the post-new mission statement library.
- **It is inspirational**. A mission statement must be inspirational. It should resonate with employees and motivate them to perform. This new mission statement is a charge for us to use our skills directly in the service of our users and to do so more proactively and effectively than we have done in the past. Service to our users is a fundamental professional concept, one which all of us take very seriously, and this mission statement puts service right out front.

Placing the focus of this statement clearly on our users is intentional, as is the emphasis on it being actionable and inspirational. Academic libraries exist in an age of information ubiquity; it has never been easier for our users to find, access, and share information. And the rise of AI-powered tools has significant, and troubling, implications for our future. The best thing we can do is reaffirm our commitment to our users by making their success our primary charge.

The new statement also brings value to library employees by transforming the library mission statement from something indistinct and unmemorable into something clear, actionable, and meaningful. A concise and easily understood mission statement in which they see their contributions reflected will benefit them as well.

Note

1. Peter Drucker and Frances Hesselbein, *Peter Drucker's Five Most Important Questions: Enduring Wisdom for Young Leaders* (John Wiley & Sons, 2016).

A statewide consortium led by the Library of Virginia has received a $749,939 grant from the National Endowment for the Humanities (NEH) to conserve and digitize collections documenting the history of American independence and Virginia's early government. The library is one of five institutions awarded the grant as part of a consortium that also includes The Colonial Williamsburg Foundation, Washington and Lee University, William & Mary Libraries, and the Virginia Museum of History & Culture. The award is part of NEH's Rediscovering Our Revolutionary Tradition initiative. The grant will fund conservation of a selection of manuscripts, bound volumes, artwork, and printed materials across thirteen historically significant collections held by the consortium partners. Once conserved, the items will be digitized and images with metadata will be uploaded to each partner's online catalog or digital asset management system. Students will transcribe a selection of the primary source materials, and after the grant period, consortium members will create cross-institutional finding aids, educational resources, online or physical exhibitions, public transcription, and public displays.

OCLC WebJunction, in partnership with the Association for Rural and Small Libraries (ARSL), the Chief Officers of State Library Agencies (COSLA), and representatives from seven state libraries, has been awarded a grant to update a library competency framework. The updated framework will help library staff strengthen their knowledge and skills in today's evolving environment of artificial intelligence (AI)-driven digital transformation, increased community service demands, and expanded workforce development responsibilities. The twenty-four-month, $299,807 grant from the Institute of Museum and Library Services (IMLS) will be used to update WebJunction's Competency Index for the Library Field and design a set of credentials mapped to the index. The project team will first conduct a study of current library competencies and credentials and document how they are used across the library field, especially in small and rural libraries. The project will also be informed by WebJunction's recently developed Library Foundational Training core library skills training series, also funded by IMLS.

Acquisitions

The Atlanta University Center (AUC) Robert W. Woodruff Library, one of the nation's premier repositories for African American academic archives, history, culture, and research, recently announced a major partnership with Alpha Phi Alpha Fraternity, Inc., the nation's oldest intercollegiate Black fraternity, to preserve and digitize rare historical materials documenting more than a century of leadership, service, scholarship, and civic engagement. The landmark partnership includes a $125,000 investment from Alpha Phi Alpha Fraternity, Inc. to support the preservation of more than 200 boxes of archival materials and records. The Alpha Phi Alpha Fraternity, Inc. Collection will be permanently housed at the AUC Woodruff Library and parts of the collection will be digitized in partnership with the HBCU Digital Library Trust and HBCU Library Alliance. Together, the partnership represents a significant milestone in expanding access to African American archival collections and ensuring that historically important records are preserved for students, faculty, scholars, researchers, and the public.

The University of Michigan's William L. Clements Library recently acquired an archive of 192 original sermons written between 1765 and 1780 by a Revolutionary War chaplain. Coinciding with the final years of the First Great Awakening and continuing through the American Revolution, many of Reverend Joseph Bowman's sermons were delivered to Continental soldiers during the siege of Boston. Particularly of note are sermons Bowman delivered to the army in July 1775 and February 1776, during the early stages of the War for Independence. These examples of sermons to Continental troops, along with a 1777 address for men departing "into ye service of ye Country," offer vivid insight into the moral, spiritual, and political world of Revolutionary-era New England. Held in a private collection, the existence of the papers was previously unknown. The 2,000-page handwritten collection forms a significant corpus of religious writing and a unique opportunity for the Clements Library to add to its already strong collection of Revolutionary War holdings.