

LibGuides as Outreach

Creating Research Guides About and for Diverse Communities

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In the fall of 2022, the authors created a series of three LibGuides for the Ezra Lehman Memorial Library about LGBTQ+, disabled, and Indigenous communities. These LibGuides served both as resources for academic research and as outreach tools to the communities represented in the guides. In this paper, we discuss the creation process behind these guides, how these guides were used as outreach tools, and the collaborative programming which resulted from the creation of these guides. In addition, we discuss ways in which our LibGuides outreach efforts can be framed within larger discussions about the role of outreach in libraries and the ways in which other libraries can use LibGuides as outreach.

Introduction

Within the field of library and information science, a great deal of attention has been paid to the importance of outreach initiatives (Blummer & Kenton, 2019; Walker, 2017), diversity, equity, and inclusion initiatives (Kung, Fraser, & Winn, 2020; Foy, 2021), as well as best practices in the LibGuides platform for academic libraries (Whitfield & Clemens, 2013; Goodsett, Miles, & Nawalaniec, 2020; Bergstrom-Lynch, 2019). However, relatively little has been written on the intersection of these three areas of librarianship: the creation of LibGuides as outreach to traditionally marginalized communities. During the 2022-2023 academic year, the authors of this paper (both new adjunct librarians at Shippensburg University) set about creating new research guides for the Ezra Lehman Memorial Library on the topics of LGBTQ+ Studies, Indigenous Studies, and Disability Studies. In creating these guides, we had the goals of providing for the research needs of these communities while also building connections with groups of relevant stakeholders around campus. Over the course of the creation of these guides, we found ourselves asking a number of questions related to the process of creating guides about socially marginalized groups, notably: to what extent should these guides be intended for research purposes as opposed to outreach to the groups they described? And furthermore,

could a set of best practices be ascertained through the experience of creating these guides that could be applied to creating diversity-centric LibGuides in general?

Literature Review

The concept of “outreach” in libraries remains loosely conceptualized in library literature. Courtney (2009) describes library outreach, in its broadest sense, as “reaching out to those outside the library” (p. 1)—however, beyond this general description, definitions are variable from one institution to another. As noted by Metzger and Jackson (2022), job descriptions for outreach librarians are inconsistent between various libraries, and the competencies expected of this position are largely undefined in existing literature (p. 646). Some literature has been written on creating “communities of practice” among outreach librarians on a state-wide level (Johnson & Vasudev, 2020), but a major professional library organization has yet to publish a competencies statement for outreach librarians in academic libraries (or, indeed, in any type of libraries). At Shippensburg University, some of the responsibilities of outreach librarians include coordinating library branding, developing programming, and creating web content and promotional materials. Aside from the institutional expectations for outreach librarians, the authors of this paper also consider outreach to be “reaching out to those outside the library” as described by Courtney, while adding to this definition that outreach also entails building lasting relationships with those outside the library. The notion of outreach as relationship-building was central to the approach we took when marketing our LibGuides. Though LibGuides as a platform is not designed primarily with outreach in mind, some of the successes we experienced have indicated to us that LibGuides can be an important tool in the outreach librarian’s toolkit.

Although LibGuides have become virtually “ubiquitous” in the library world (Krause, 2016, p. 11), it is important to note that LibGuides refers to a specific commercial software produced by the company Springshare for designing research guides which differ from tools such as pathfinders, bibliographies, indexes, or tutorials. LibGuides allows for the creation of customized research guides which include links to catalog items, text boxes, the embedding of third-party widgets, image galleries, and a variety of other features. Emanuel (2013) differentiates LibGuides from open-source programs for library guides by highlighting the ease of use and simplicity of the interface in comparison to comparable programs. We chose LibGuides as a platform for our own research guides partially because it has become a standard platform for research guides at Shippensburg University, but also because our library had previously seen a great deal of success in using LibGuides as a platform for rolling out a “Guide to Anti-Racist Books and Resources,” which had become one of our most popular guides.

In an early examination of LibGuides as outreach, Kerico and Hudson (2008) described LibGuides as having potential as outreach tools to specific disciplines within universities, stressing that the usability of the LibGuides design interface makes it a useful tool for subject librarians without a background in web design. Goodsett and Dougan (2014) focused on LibGuides as an outreach tool to community partners, providing examples of their library collaborating with the university’s performing arts center to create LibGuides which highlighted performances at the performing arts center as well as library resources which tie into those performances with embedded content such as YouTube videos on classical music etiquette. Schnabel, Billeaudeau, and Behles (2016) focused on LibGuides centered around library exhibitions being used for outreach purposes, providing examples of their library collaborating with local art museums to cross-promote events and exhibits. For both Goodsett and Dougan and Schnabel, Billeaudeau, and Behles, collaboration and marketing are highlighted as two key aspects of a successful LibGuide aimed towards community outreach. The theme of collaborative partnerships also recurs in many of the case studies on outreach to individual communities (Lopez, 2018; Hanna, Cooper, and Crumrin, 2011; Walker, 2017). The focus on collaborative partnerships also informed our own approach to LibGuides design as we sought out partnerships with other organizations on campus who could provide us with feedback or a better understanding of the research needs of the individuals whom they represented.

Barker and Hoffman (2021) noted that while librarians are often experts in subject-specific research methods, they are less knowledgeable of web design best practices (p. 75). In considering the divide between librarian expectations for research guides and student expectations for research guides, Barker and Hoffman stated that students tend to want guides that are organized around research processes, as opposed to guides organized around lists of sources related to specific subjects (pp. 80-81). Though our guides are resource-centric, we attempted to organize them in a flow that follows the research processes we teach at our university, starting with suggestions for search terms to begin one's research, continuing with broad reference articles or literature reviews, then including individual pages on more specific topics within each guide. Hicks (2015) noted that LibGuides are often organized around "librarian-defined notions of value and authority," highlighting traditional "scholarly sources" and generally following what Paolo Freire termed the "banking model of education." For Freire (1970), the banking model represented education as "an act of depositing" (p. 58) in which the teacher was the depositor and the student the recipient. Freire sought to challenge this model by making education an act of two-way communication in which the teacher was not the sole authority. The theme of the destabilization of traditional systems of authority is also key towards theories behind the decolonization of LibGuides and library services as a whole. Within our own guides, we sought to include voices outside of traditional library sources of "authority," particularly within our Indigenous Voices LibGuide, which includes information on topics such as citing Indigenous knowledge keepers and the reclamation of cultural identity.

Decolonization is a theme of particular relevance in existing literature on Indigenous LibGuides design. In their survey of Indigenous Studies LibGuides, Nyitray and Reijerkerk (2022) found that LibGuides often reflect colonized ways of thinking and advocated for an application of the *International Indigenous Design Charter: Protocols for Sharing Indigenous Knowledge in Professional Design Practice* into the creation of LibGuides. The first best practice protocol of the International Indigenous Design Charter (2018)—that professional materials containing Indigenous knowledge should be "Indigenous led" (p. 10)—mirrors the observations of Goodsett, Dougan and others that collaboration is key towards successful creation of outreach materials. In the case of the International Indigenous Design Charter, it is the specific inclusion of Indigenous voices in the creative process that is mandated.

A lack of understanding between librarians and the communities we serve was also evident in literature on LGBTQ materials in libraries and disability services in libraries. The information needs of LGBTQ individuals are complex and are often not fully understood by academic librarians. Pierson (2017) noted that LGBTQ library patrons suffer eight unique barriers in accessing information in libraries, defining these barriers as societal conditions, interpersonal barriers, the digital divide, descriptive practices, inadequate collections and mediation services, geographic barriers, affective barriers, and inaction as a barrier (pp. 247-254). Siegel, Morris, and Stevens (2020) investigated the perceived level of comfort academic librarians hold in responding to LGBTQ information needs. While most librarians were generally comfortable in assisting LGBTQ patrons, there was a noted reticence in librarians working in politically conservative areas to expand their LGBTQ collections (p. 134), as well as a common discomfort among librarians of all sexual orientations in answering research questions related to sexual behavior (p. 137). Drake and Bielefield (2017), while investigating the specific needs of transgender library patrons, found the top 5 accommodations needed among transgender patrons to be "recent transgender literature, gender identity or expression as part of library nondiscrimination policy, gender neutral, single-stall bathrooms where a key did not need to be requested, recent LGBQ literature..., and an established remote process for name change" (p. 160). Within our library, a gender-neutral bathroom had recently been implemented, but due to a disconnect between the registrar's office and our circulation desk, the name-change form utilized by our university did not initially sync with our integrated library system, resulting in deadnames of transgender students appearing in our library systems. However, as a result of the dialogue with the campus LGBTQ community, which was initiated with the publishing of our LibGuide, we were able to identify and correct this issue.

Accommodations are also key toward discussions of disability services in libraries. Longmeier and Foster (2022) found in their survey of research libraries that the most common accessibility services offered by libraries are

related to scanning and optical character recognition (OCR) (p. 832). One of our first goals in improving the accessibility of our library was advocating for the installation of an automatic door opener on the restroom doors, when we had previously only had push-button access to the main door of the building. Jaeger (2018), in an optimistic view of library services to the disabled, argued that libraries were among the “first social or government institutions in many communities across the nation to resist the dehumanization of disabled people” (p. 55), while also stating that academic libraries have opportunities to better support disabled communities by promoting inclusive programming, building collections and displays around disability issues, and creating research guides for disability scholarship. Based on the work of Jaeger and others, constructing a LibGuide around disability issues and services became the next step in expanding our services to the disabled community on campus. Lopez (2018) describes the steps she took towards creating library programming during disability awareness month. Two significant steps in the design of her programming were “start with the pitch” and “seek additional partnerships” (p. 161). By seeking out campus partnerships with relevant organizations, the library was better able to both plan and market their programming related to disability.

The collaborative nature of library outreach is perhaps best highlighted when considering the slogan of many 20th and 21st century disability rights movements: “nothing about us without us” (Charlton, 1998, p. 3). For Lopez (2018), Jaeger (2018) and others, it is paramount that libraries should seek partnerships with disabled communities in order to successfully develop outreach materials. We accomplished this by conferring with several students who are active in the campus disability advocacy club, as well as inviting comments from the director of the Disability Studies program at Shippensburg University and the students currently enrolled in the program. Based on initial feedback, we broadened the scope of our guide to include issues regarding the reasonable accommodation process in university and workplace situations as well as when and how to disclose your disability status in a professional context. In addition, we adjusted the layout of the initial LibGuide to allow for easier navigation and fewer clicks to access resources in order to better meet student expectations.

Pionke (2020) specifically advocated for greater effort to be placed upon the employment and retention of disabled people in libraries. O’Sullivan and Alexander (2020), while considering inclusive outreach from a special collections perspective, defined accessibility as “applying forethought in designing inclusive experiences for library patrons” (p. 18). They advocated for digital manifestations of primary source materials as more accessible alternatives to the originals. Key to O’Sullivan and Alexander’s argument is that digital formats are, by their very nature, more broadly accessible than physical materials. Pionke and Manson (2018) noted that LibGuides as a format are accessible for both creators and users, citing its universal design principles, ease of use, and compatibility with screen readers, with the exception of its galleries and polls features (pp. 70-71). In our guides, we considered accessibility by including alt text on all images, as well as avoiding galleries and polls, as suggested by Pionke and Manson. We further embrace the Washington D.C. Office of Disability Rights definition of accessibility, which defines accessible services as services that are “easy to approach, enter, operate, participate in, and/or use safely and with dignity” (n.d.). The National Center on Accessible Educational Materials (NCAEM), referencing the Department of Justice and Department of Education, defines accessible technologies as those which allow people with disabilities to “acquire the same information, engage in the same interactions, and enjoy the same services” as people without disabilities (n.d.). Due to its accessibility based on NCAEM criteria, we considered LibGuides to be a good choice of platform to use for research and outreach purposes.

Practice

In order to identify campus groups to whom our guides might be of use, we began by exploring communities the university had already identified as either potentially underserved, or in need of additional specialized services. At Shippensburg University, some of the relevant departments we identified which served traditionally marginalized

groups of students were the Office of Inclusion, Belonging, and Social Equity which functions as the coordinating office for Diversity, Equity, and Inclusion (DEI) initiatives, as well as the Office of Accessibility Resources, which coordinates accommodations and services for students with documented disabilities. In addition, there are also student-led efforts including a student-led disability advocacy club. The PAGE (Pride and Gender Equity) Center and the campus LGBTQ Advisory Council serve our university's LGBTQ populations, and the Office of Multicultural Student Affairs serves students from a variety of backgrounds, although we do not have a campus group or office specifically catering to Indigenous students. Recent successful campus initiatives include the implementation of at least one all-gender restroom in all campus buildings and removing the requirement of keys to access the university elevators, which previously presented a significant barrier for users with mobility impairments. The Office of Inclusion website also contains a brief land acknowledgment statement, which is not widely published elsewhere in the university's online space. We saw opportunities to continue campus initiatives towards providing for the needs of LGBTQ and disabled students, while also expanding the access to Indigenous information resources. From these observations as well as specific patron requests, three guides were ultimately selected as initial candidates for expansion or creation: the LGBTQ+ LibGuide, the Indigenous Voices LibGuide, and the Disability Studies LibGuide.

At the Ezra Lehman Memorial Library, our guides are divided into the categories of "course guides" (specific to individual classes taught at the university), "subject guides" (specific to major courses of study), and "topic guides" (centered around popular topics for research projects). Though our guides are classified as topic guides, they follow a different pattern than many of our existing guides, due in a large part to our intent of utilizing these guides as outreach tools. Whereas most of our existing guides are organized by types of sources (containing separate pages with search terms, databases, background sources, etc.), the guides we created are generally organized around subgroups of people or subtopics, with the goal of highlighting topics of specific interest to the community being represented. Individual pages are further subdivided with larger, reference-style sources near the top and more specific types of sources lower on the page, reflecting the steps in the research process in which students might need these types of sources.

Our LGBTQ+ Studies LibGuide began as a project to expand upon a smaller existing guide titled "LGBTQ Book Collection" which was a small collection of recommended reading sent to us from the PAGE Center, Shippensburg University's combined women's and LGBTQ+ center. Upon examining the "LGBTQ Book Collection" list, it became clear that the recommended reading list could be expanded upon with academic sources and a greater variety of subtopics to become a combined resource for popular reading, academic research, and issues of local interest, essentially reworking the small amount of existing content into a much larger guide with a broader scope. It was also clear that the PAGE Center would be an important resource for future collaboration. After a rough draft of the guide was created, a presentation was given to the campus LGBTQ Advisory Board and the director of the PAGE Center for feedback. While this feedback gave us ideas for new content, as well as a title for the guide (which was initially titled "Queer Studies" but changed to "LGBTQ+ Studies" at the suggestion of students on the LGBTQ Advisory Board), it also allowed us to introduce ourselves to members of the campus community and give us a springboard for ongoing collaboration. Since this initial meeting, the library has collaborated with the PAGE Center on projects such as events for Trans Day of Visibility, a display for Women's History Month, and the creation of new READ posters to hang in the library. Additionally, members of the library faculty are now participating in ongoing training sponsored by the PAGE Center and Office of Fraternity and Sorority Life related to sexual assault and intimate partner violence intervention.

The new LGBTQ+ Studies guide begins with a "Start Here" page, which includes an overview of the scope of the guide, recommended search terms to begin one's research, and a list of general reference articles related to LGBTQ+ Studies. The guide continues with a list of databases that the library subscribes to as well as external open-access databases and websites, reference books, style guides, and research methodology guides. Additional categories include pages for gay, lesbian, bisexual, transgender, asexual, intersex, nonbinary, and queer groups, as well as pages on heterosexuality, social norms/identity construction, intersectionality, postcolonialism/indigenous studies, and a variety

of other issues relevant to LGBTQ+ communities (legal issues, health issues, etc.). The guide concludes with a list of pages on issues particularly relevant to LGBTQ+ students, such as self-help resources and Shippensburg-specific resources (such as links to the PAGE Center, the Office of Inclusion, Belonging and Social Equity, the LGBT Center of Central PA, TransCentral PA, and other local organizations).

The Indigenous Voices Guide originated as part of a Native American History Month outreach effort. We were surprised to discover that no previous guide on this topic had been created for our local resources, although some items specific to Indigenous communities had been included in a topic guide on “Civil Rights.” While Shippensburg University does not offer a specific academic track focusing on Indigenous History or Settler and Colonial Studies, there are a number of courses offered across the curriculum touching on Native American history and literature for which a robust guide would be useful. We were very mindful in assembling the resources for this guide that over the last two and a half centuries much has been said about these communities, and so we took specific care to center resources from these communities. As noted in our institution’s land acknowledgement statement “...colonialism is a current ongoing process, and we need to build our mindfulness of our present participation” (“Inclusion,” 2023). To that end, as much as possible we included the tribal affiliations of contributors, be they authors, editors, publishers, or other Knowledge Keepers, in parentheses in each entry for which such information could be reliably sourced, including identifying ourselves as guide creators with the parenthetical “Euro-American.” Where an affiliation either could not be positively determined or was disputed within the community of origin, no parenthetical note is included. Although this has the potential to be a time-consuming process, we feel that the value added in actively highlighting community in this way far outweighs the time spent.

The Indigenous Voices Guide has a slightly different structure from the LGBTQ+ Studies Guide in that, instead of beginning with our typical “Start Here” list of search terms and reference resources, it begins with a “Welcome” page highlighting the institution’s land acknowledgement, a brief explanation of Tribal Sovereignty, and a list of active websites currently maintained by Indigenous communities that have historic roots in our geographic region. Creating a welcome page as an entry point helps to transform the guide from purely an academic resource into a space of community and relationship building, both by using a less formal tone and by establishing a baseline of cultural awareness. It is worth noting that while some information on international Indigenous concerns is included, the primary focus is on Indigenous groups of the North American continent. Beyond the “Welcome” page, we included an array of typical academic resources in the “Books” and “Journals” sections before focusing on topics specific to Indigenous communities such as “Rights and Protections Documents” including the history of treaty enforcement, “Indigenous Knowledge, Intellectual Property, and Citations” including novel options in development for transmission of Traditional Knowledge, as well as practices surrounding Indigenous librarianship, and an “Identity and Nationhood” section including both published academic discourse on Native identity construction as well as Indigenous-produced popular news outlets. Other topics that emerged as we educated ourselves on relevant community issues included: preservation of historic sites and repatriation of remains and artifacts, environmental advocacy and justice efforts, and the revival of traditional cultures languages and lifeways. While we have not yet had this guide evaluated by Indigenous Knowledge Keepers directly, we continue to explore opportunities to do so respectfully. One way in which we have done this is by reaching out to the Carlisle Indian School Digital Resource Center to discern how best to establish an advisory structure similar to theirs for our institution. This contact has also opened a further conversation about opportunities to collaborate around enhancing and enriching Indigenous resources among colleges and universities in neighboring counties.

The Disability Studies Guide was a collaborative effort driven by multiple factors. The presence of a Disability Studies minor, as opposed to a major course of study, at our institution means that no permanent librarian liaison has been established to focus on the collection development needs of the program. An existing guide, focused more narrowly on Disability Rights, served as a valuable starting point. When several students had approached librarians with research questions relating to the Disability Studies minor, as well as requests for interviews with staff members

with visible disabilities for academic research, it became clear that a much more comprehensive guide was needed, covering more than just lists of academic sources. Students were seeking information on practical life skills, such as when and how to disclose a need for accommodation in a job interview, self-help information such as how to get involved in advocacy groups supporting care research, and looking to enhance a sense of community around disability, which went beyond the services offered by the offices responsible for individual functions like campus accessibility, career services, Greek life etc. Our goal was to have a guide both about and for the disabled community. Providing directly for the needs of the disabled community through the LibGuide in this way creates relevant connections with these students, becoming a key form of outreach: relationship-building.

Much like the LGBTQ+ guide, the Disability Studies guide is structured with first general resources and reference guides followed by topics specific to the guide's target community. Disability subgroups for the LibGuide were developed by grouping together similar disabilities, loosely based on CDC categorizations. As currently structured, they are: "Mobility and Coordination," "Thinking and Remembering," "Learning and Communicating," and "Mental and Social Health;" as well as "Deafness and Hearing Impairment," "Blindness and Visual Impairment," and "Facial and Limb Differences." There is also a separate page specifically for people with multiple disabilities and invisible disabilities. This both avoids the need for an extreme number of subgroupings for individual conditions and begins to reflect the community experience around shared barriers and successes. In addition, topical pages were established, adapted from the LGBTQ+ guide, including: "Family and Children," "Employment," "Politics and Activism," "Religion," "Education," "Socioeconomics," and "Independent Living/ Self Care" as topics of frequent discussion.

Discussion

Each of the guides were launched over approximately the last twelve months, and there are promising interaction patterns showing that they are being accessed within, and occasionally from outside, the university network. LibGuides allows tracking of the views of individual guides as well as the pages within those guides while providing the URLs from which users accessed one's guides. The LGBTQ+ Studies Guide has been the most viewed of the three guides, having seen 625 individual page views over the past year, as compared with 212 views for Disability Studies and 210 for Indigenous Studies. While many of these views are coming internally from Shippensburg URLs, the LGBTQ+ Studies guide is increasingly being accessed from Google and other search engines. These interaction trends are notable, particularly in the absence of a concerted marketing campaign to raise awareness of their presence.

While it may be too early to have robust statistical measures of success, there have been a number of noteworthy outreach-related "soft wins" tied to these guides and their representative communities. Most significant have been the partnerships which have developed within the campus community, and which mirror the experiences highlighted in much of the available literature. The connections we have made across campus have led us to successes such as including the library in our campus' chosen name policy, getting an automatic door opener on our restrooms, contributing to a panel discussion on Indigenous rights issues, having speakers in the library for Trans Day of Visibility, and having a display of faculty and student art for Women's History Month. The art for the display was sourced by the PAGE Center from the campus community, including loans from personal collections and original works of art by campus community members. The speakers for Trans Day of Visibility, both visual artists, traveled specifically for this event with the goal of creating community around the trans experience in the welcoming space the library provided. This event allowed us to form further connections with the community at large by highlighting transgender artists whose work was on display at local art galleries, as well as providing students with face-to-face meetings with a staff member from the LGBT Center of Central PA.

For the panel discussion on Indigenous rights, one of our librarians was invited specifically to share the Indigenous Voices guide at a film screening of *On Sacred Ground*, in collaboration with representatives from the Geology and Biology departments, as part of a panel discussion. The film depicts the Dakota Access Pipeline protests of 2016, and the discussion covered topics including environmental justice, the effectiveness of activism, energy needs, geologic impact, biodiversity, sovereign rights and treaty enforcement. This was a valuable opportunity not just to raise awareness of library resources, but to also step out of the library space and create community beyond our walls. Likewise, the contacts made at other local colleges and libraries grappling with the same desire to promote Indigenous resources and scholarship in central Pennsylvania have allowed us to build valuable relationships across the region. Because we consider relationship-building as central to outreach, we consider these LibGuides to have been successful as outreach tools. For us, success is represented not strictly in the numbers of users of our guides, but the degree to which we achieved our initial goals of providing for the research needs of the communities represented in our LibGuides while also building connections with groups of relevant stakeholders around campus.

Conclusion

The process of reframing our approach to LibGuides as both information and outreach tools has yielded some valuable lessons learned. In many ways, our experience is not dissimilar from those who have explored the facets of outreach before us. Partnerships are key (Lopez, 2018; Hanna, Cooper, and Crumrin, 2011; Walker, 2017). Messaging is important (Lopez, 2018, Blummer & Kenton, 2019; Walker, 2017). When outreach is a specific goal, however, centering the community in question for each guide is an essential undertaking, to the best of your ability and resources – particularly for the historically marginalized. In keeping with recommendations from the International Indigenous Design Charter (Kennedy, Kelly, Greenaway, and Martin, 2018) or the American Philosophical Society’s “Protocols for the Treatment of Indigenous Materials” (2014), we believe that members of marginalized communities should be included in the creative process in designing LibGuides about their communities and are the most authoritative sources on their own experiences. Our process of including the voices of the community members we represent in our guides is ongoing—in particular, our goals of forming a closer working relationship with Indigenous community members are not yet fully realized. We as librarians have a role in creating spaces, virtual as much as physical, which amplify, legitimize, and welcome. To reach out is to offer a way into a community dialogue with rather than a conversation about those we serve.

In the process of creating our guides as well as a review of the relevant literature, a set of best practices began to take shape for the creation of research guides in general. While these best practices are partially based upon feedback we have received from users and existing best practices for Shippensburg University LibGuides, they also build upon practices already recommended by other researchers. A set of common elements, such as “Start Here” pages with an overview of the topic, a “General Resources” page with databases (both subscribed to and publicly-accessible), and a “Reference Books” page were applied to both the LGBTQ+ and Disability Studies guides. Much of this layout already existed on other LibGuides created by our librarians. More specific to our guides, individual pages in guides took a “large to small” approach with their lists of resources, starting with databases and websites near the top of the page, followed by literature reviews, reference articles, and ebooks/books. We believe this layout can facilitate navigation through the pages by consistently putting the same types of materials in the same location on pages. This also follows the recommendation of Goodsett, Miles, and Nawalaniec (2020) to arrange resources “strategically or by importance, rather than alphabetically.” (p. 221) In our guides, we also use sidebar navigation to allow users to easily see where they are in a guide and quickly access other parts of a guide. Individual assets within the guides were standardized to the best of our ability, with titles of works following headline-style capitalization, publication dates including the name of the publisher and place of publication, descriptions being formatted to similar lengths, and cover art being sized to a consistent format of 90 pixels wide. These small adjustments to make guides consistent can allow for improved

navigability for users (Welker, 2016, pp. 111-115). For example, knowing where on an individual page a specific type of resource will be found (due to standardizing the layout across guides) will speed up browsing of a guide. In addition, throughout our guides, we used designated heading fields in LibGuides to create section titles, rather than bold font or large fonts, which allows the guides to be more easily read by a screen reader (Skaggs, 2016, pp. 148-149).

We know that there is little consistency in the duties and expectations surrounding outreach between libraries, as noted by Metzger and Jackson (2022), but it is also true that no one approach will suit every patron base or staff capacity. There are, however, some general observations based on our experiences which could be adapted strategically to suit many situations. Be open to unexpected collaborations. When marketing our Indigenous Studies guide, the Geology and Earth Sciences departments were not departments we initially expected to be interested in using our LibGuide, yet their interest in collaborating on a film screening centered around Indigenous rights allowed us to form relationships with student and faculty groups that we had not initially considered. Interdisciplinary work in the university sphere can and should apply to library outreach. This may look like developing a book display with a department whose students are not traditionally frequent visitors, combining the approaches of Kerico and Hudson (2008), who used LibGuides as outreach to individual academic departments of universities, as well as Schnabel, Billeaudeau, and Behles (2016), who used LibGuides to collaborate with community groups outside the university. For us, LibGuides allowed us to make connections with organizations such as the PAGE Center, which did not have a liaison librarian in the traditional sense, and artists throughout the community. Seek opportunities to take your outreach physically beyond the library, and to collaborate with student groups as well as academic departments. Most critically of all, if time and resources permit nothing else, always take time to thoughtfully center the community in the creation and maintenance of LibGuides.

The process of updating these guides is ongoing, and it is our hope that the successful community engagement we have seen using our outreach-driven approach can be a further benefit as we conduct regular reviews and updates to our legacy guides and build stronger, deeper partnerships as a result. As librarians increasingly find ourselves placed into outreach-driven roles, LibGuides may become a more commonplace tool in our outreach kit. However, the success or failure of LibGuides as effective outreach tools is largely dependent on the extent to which we follow up the creation of LibGuides with dialogues with the communities represented within our guides.

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