

Navigating the Identity Transformation: Librarians as Change Agents in the Academic Digital Landscape

Johnson M. Rugoye¹, Exavery A. Charles²

^{1 & 2} Directorate of Library Services, Moshi Co-operative University (MoCU)

Corresponding author: Johnson M. Rugoye (rugoyejohnson@gmail.com)

DOI: <https://doi.org/10.63362/ruj10i1d>

ISSN: 2453 –6016, eISSN: 3088-5493

Abstract

The digital era has precipitated a fundamental identity crisis within librarianship, challenging the traditional professional identity of the neutral custodian and advocating for a new paradigm of the librarian as a proactive change agent. This systematic literature review investigates this transformation, aiming to map the evolving roles and responsibilities of academic librarians, identify the barriers hindering their effectiveness, and analyze the underlying professional identity conflict. Employing a rigorous systematic review methodology, 40 peer-reviewed studies (2016-2024) from databases including Scopus, Web of Science, and LISA were selected and subjected to thematic analysis. The findings reveal a stark dissonance between an aspired identity, characterized by advocacy, digital scholarship leadership, and pedagogical partnership, as well as the enacted reality of practice, which is constrained by systemic barriers including competency gaps, chronic resource constraints, and a lack of institutional validation. Interpreted through the theoretical lens of Professional Identity Theory, these challenges are identified as symptoms of a deeper professional identity dissonance, where librarians struggle to reconcile historical norms of impartiality with new imperatives for advocacy and technology integration. The study concludes that the documented capacity gap is, at its core, an identity negotiation crisis. Therefore, bridging this gap requires moving beyond conventional solutions of training and funding to explicitly facilitate professional identity reform. This entails reimagining professional development as identity work, transforming leadership into identity champions, and reframing strategic advocacy. The findings offer crucial insights for library administrators, LIS educators, and policymakers seeking to support the profession's successful navigation of this critical transition.

Keywords: Librarians, Change Agents, Professional Identity Theory, Identity Dissonance, Academic Libraries, Digital Transformation.

Introduction

Librarianship is undergoing a profound identity crisis. The professional identity of the librarian, long constructed around the core values of neutrality, impartiality, and custodianship of physical collections, is being fundamentally challenged and reshaped by the digital era. This review argues that librarians are not merely adopting new tasks but are negotiating a transformative shift in their professional identity, from passive custodians to active change agents responsible for fostering democracy, supporting literacy, and promoting digital inclusion (VanScoy, 2023; Lloyd & Hicks, 2021). This identity reconstruction is fraught with tension, as the common impartiality in reference and information service (RIS), a cornerstone of the traditional identity can prevent librarians from fully embracing roles in advocacy and social change (VanScoy, 2023a; Haddow, 2021).

While technology, such as Integrated Library Management Systems (ILMS) and Artificial Intelligence (AI) provides the tools for this transformation, enabling 24/7 access and democratizing information, it also accelerates the identity conflict. The integration of these systems demands new skills and a new self-concept, moving beyond technical proficiency towards a role as a technology leader and collaborator. However, as Kim et al. (2024a; 2024b) suggest, the preparedness for these new roles does not automatically translate into job satisfaction or retention, indicating a struggle to align professional identity with new expectations. This highlights a critical gap in the literature: a disconnect between the aspirational identity of librarians as change agents and the enacted reality they experience, which is mediated by systemic constraints and internal conflict.

Therefore, this review employs Professional Identity Theory as a lens to synthesize the literature. It moves beyond cataloguing the roles and challenges of librarians to investigate the critical interplay between their evolving professional identity, the systemic barriers they face, and their capacity to succeed in fostering information literacy. The central question becomes: How is the professional identity of librarians being reconstituted in the digital age, and what factors enable or hinder the successful enactment of this new "change agent" identity?

Literature Review

Theoretical Framework: Professional Identity Theory

Professional Identity Theory (PIT), developed by Wilensky (1964) provides a robust framework for understanding the current transformation in librarianship. Professional identity is the enduring sense of self and purpose an individual embodies in their professional role (Ibarra, 1999; Schein, 1978). It is not static but is continually formed and reformed through a process of socialisation, lived experience, and negotiation between the individual and the profession's norms (Lloyd & Hicks, 2021). This theory posits that when the established identity is disrupted by external forces, such as technological change, shifting societal demands, or new organisational goals, it creates a state of identity dissonance. This dissonance manifests as tension, anxiety, and resistance as professionals struggle to reconcile their ingrained self-concept with new role expectations (Cox & Corral, 2021; Haddow, 2021). Indeed, a threatened professional often rejects critical feedback to protect their ego. Self-affirmation buffers this threat, fostering greater openness to feedback (Critcher & Dunning, 2020). This receptivity is essential for engaging in the learning cycles necessary to adapt and refine one's professional identity (Pratt et al., 2006). This review utilizes PIT to interpret the familiar challenges in librarianship not merely as operational hurdles but as symptoms of a deeper, collective identity negotiation or dialogue.

Librarians as Change Agents: An Identity in Transition

The conceptualization of the librarian is evolving from the traditional identity of a neutral, objective custodian to that of a dynamic, advocacy-oriented change agent. This is not a simple addition of duties but a fundamental reconstruction of professional identity (VanScoy, 2023a). The old identity was built on values of impartial service and collection management, while the new "change agent" identity is constructed around values of social justice, collaboration, and active intervention (Wenzler, 2019). This shift is a strategic response to external forces like a changing economy and technological advancements (Makanga, 2019a). While Azubuike (2016) demonstrated that academic libraries successfully provide crucial information literacy (IL) training and promote electronic resources for students, a more recent study by Dang et al. (2022) argues that deeper integration of IL is still needed. This includes applying IL principles to internal areas like staff welfare, financing, and collaborative training models to improve overall service delivery. Consequently, library leadership's role in strategic planning is not just

managerial but also involves identity work: guiding staff through this difficult transition and helping them internalize a new, empowered professional self-concept that views curating online resources and facilitating data access as core to their purpose.

Technological Adaptation & Digital Advocacy: Enacting the New Identity

The strategic adoption of technology is a primary arena where the new identity is enacted and performed. Librarians leverage AI and institutional repositories not just as tools, but as instruments to perform their new identity as digital advocates and research partners (Cox & Mazumdar, 2022a; Ocran & Afful-Arthur, 2021a). Mastering platforms like DSpace, Figshare, Zotero, and Mendeley is an act of identity construction, signaling a move away from passive service towards active integration into the scholarly research lifecycle (Ducas et al., 2020; Cox et al., 2017). However, this performance is contingent on access to resources and training. The inability to acquire these new competencies therefore becomes more than a skills gap; it becomes a barrier to identity enactment, preventing librarians from fully inhabiting their new professional role (Cox & Pinfield, 2022).

Community and Social Impact: Validating the New Identity

The tangible impact on communities serves to validate and solidify the new professional identity. The proven correlation between library-led instruction and improved academic achievement (Bowles-Terry & Donovan, 2016; Suresh et al., 2025) provides concrete evidence that the new, proactive identity is effective and valuable. Acting as consultants for journalists (Biju, 2024) or providing free digital access (Koontz, 2016) are roles that offer positive feedback, reinforcing the librarian's self-concept as an essential community builder and agent of social good. This external validation is crucial for overcoming internal identity dissonance and solidifying the transition from a passive to an active professional identity.

Barriers to Librarians as Change Agents: Identity Dissonance and Systemic Failure

The path to fulfilling this new identity is obstructed by systemic barriers that exacerbate identity dissonance. The chronic financial and infrastructural deficit (Ashiq et al., 2021a; Ndekwa et al., 2019) prevents the enactment of the new identity by denying the necessary tools. More profoundly, the human capital challenge, the lack of training in Research Data Management - RDM, data science, and AI (Federer & Qin, 2019; Lin et al., 2024), is an identity-level failure. It

represents a systemic inability to socialize librarians into their new roles, leaving them without the competencies that define the modern professional, which fuels anxiety about obsolescence (Safana & Fari, 2024).

Furthermore, organisational failures can be reinterpreted through PIT. The noted "leadership crisis" (Ashiq et al., 2021a) is a failure to guide identity transition. Staff resistance is not just to change but to an imposed identity that conflicts with deeply held professional values of neutrality (VanScoy, 2023b; Rahman et al., 2024). Finally, low user readiness (Mugyabuso, 2016) invalidates the new identity; if patrons cannot use the new services, the librarian's performance as a technology leader and teacher is rejected, causing frustration and reinforcing identity conflict.

Synthesis: Identity Negotiation as the Core Challenge

Through the lens of Professional Identity Theory, the literature reveals that the central challenge is a complex process of identity negotiation. The capacity gap is not just a practical deficit but an identity dissonance crisis. The financial, skill, and leadership barriers prevent librarians from enacting their new change agent identity, while the philosophical tension and resistance reflect a struggle to embrace it internally (Haddow, 2021; Matusiak et al., 2023).

Therefore, future solutions must address both dimensions. Professional development must be redesigned as identity work, explicitly helping librarians reconcile valued aspects of their traditional identity (e.g., service, integrity) with the demands of their new role (e.g., advocacy, technology leadership). Funding appeals and strategic plans must be framed as investments not just in technology, but in the very reconstruction of the profession itself. Ultimately, bridging the capacity gap requires supporting librarians through the psychologically difficult process of redefining "who we are" and "what we do" in the 21st century.

Findings

The systematic review of 40 empirical studies reveals a fundamental transformation in modern librarianship, characterized by a profound shift in professional identity from traditional custodial roles toward proactive change agency. The findings identify a consistent aspirational identity where librarians are increasingly expected to function as advocates for digital inclusion, leaders in digital scholarship and research data management, pedagogical partners in information literacy

instruction, and sophisticated technology integrators. However, this aspirational identity starkly contrasts with the enacted reality of practice, where systemic barriers prevent its full realization. Significant competency gaps exist in crucial areas like data science and AI implementation, exacerbated by insufficient professional development opportunities. Chronic resource constraints, including inadequate funding and poor ICT infrastructure, physically prevent the acquisition of tools necessary for this technological identity. Perhaps most profoundly, internal identity dissonance emerges as librarians navigate the philosophical clash between entrenched norms of impartiality and new imperatives for advocacy, creating psychological tension and role ambiguity. This identity negotiation is further complicated by a lack of institutional validation, where insufficient leadership vision and organisational support fail to provide the necessary scaffolding for this professional transition.

Methodology

This study utilized a Systematic Literature Review (SLR) methodology, defined as a rigorous process of identifying, selecting, and critically assessing research to address a specific topic while adhering to predetermined standards (Dewey & Drahota, 2008). The population consisted of scholarly literature on librarians as change agents, from which a final sample of 40 studies published between 2016 and 2024 was purposively selected. This was achieved by searching Scopus, Web of Science, Library and Information Science Abstracts - LISA, and Google Scholar using key terms like "librarians as change agents" and "digital transformation," with inclusion criteria focusing on peer-reviewed, English-language articles and case studies with empirical evidence, while excluding non-English papers and non-empirical works. Data analysis involved a thematic analysis of the selected studies, where the content was coded for recurring themes such as innovation, leadership, technology adoption, advocacy, and barriers to change.

Discussion

Identity Dissonance as the Core Professional Conflict

The identified gap between aspiration and practice represents more than operational challenges; it signifies a fundamental crisis of professional identity. The findings illustrate that librarians are being tasked with embodying an identity, the "change agent" that requires competencies and values (advocacy, collaboration, technical expertise) often misaligned with their historical

professional socialization, which emphasized neutrality, objectivity, and service (Lloyd & Hicks, 2021; Haddow, 2021). This dissonance explains documented resistance not as mere obstinance but as a psychologically understandable response to an imposed identity that conflicts with deeply ingrained professional norms. The anxiety surrounding technological displacement and role relevance (Safana & Fari, 2024) can be reinterpreted through this lens as anxiety about identity erosion and the invalidation of previously valued professional expertise.

Systemic Barriers as Impediments to Identity Performance

The review's findings regarding barriers can be coherently reframed as barriers to identity enactment. The chronic skills gap transcends a simple training deficit; it represents a critical failure in the professional socialization process, leaving librarians unequipped with the symbolic tools necessary to credibly perform their new mandated identity (Cox & Pinfield, 2022). Similarly, the pervasive financial and infrastructural deficits are not merely budgetary concerns but are material constraints that physically prevent the enactment of the technology-leader identity. A librarian cannot perform as a data management expert without access to repository platforms or adequate bandwidth. Furthermore, the lack of administrative support and strategic vision signifies a failure in organisational identity work, where leadership neglects its role in providing a coherent narrative to help staff navigate this transition, reconcile conflicting values, and find authentic meaning in the new professional self-concept (Matusiak et al., 2023). For example, organisational transformation is an inherently challenging, costly, and disruptive endeavor. For such change to be successful and justified, it must be driven by compelling motivating factors. These typically include the pursuit of greater operational efficiency, the need to adapt to new external regulations and policies, and the modernization of technology infrastructure to enhance overall productivity and performance (Kesterson, 2018).

Reconciling Identity: A Path for Professional Transformation

The way forward requires interventions consciously designed to facilitate identity reconstruction rather than merely deliver skills training. Closing the capacity gap necessitates creating structured opportunities for librarians to consciously examine and integrate valued aspects of their traditional professional identity, such as commitment to service, intellectual integrity, and preserving access, with the demands of their new change agent role. This involves reimagining professional development as identity work, incorporating reflective practice and

mentoring to help individuals navigate this transition. Simultaneously, library leadership must act as identity champions, clearly articulating a vision that validates the new identity while acknowledging the value of the past, and creating a supportive environment for identity experimentation. Finally, advocacy for resources must be reframed to highlight how funding enables the profession to fulfil its newly constituted, vital identity, moving beyond transactional requests for tools to a strategic argument for enabling professional transformation.

Conclusion

This systematic review concludes that the contemporary transformation of librarianship is ultimately a contested process of professional identity negotiation. The transition from custodian to change agent represents a fundamental reconstitution of the librarian's professional self, generating significant identity dissonance that is intensified by persistent systemic barriers. The findings demonstrate that the documented challenges, to include skills shortages, resource limitations, and internal resistance are intrinsically interconnected symptoms of this deeper identity conflict, rather than isolated operational problems. Consequently, strategic efforts for advancement must be radically reimagined. The paramount objective is no longer simply to secure better funding or provide more training, but to actively and sensitively facilitate the reconstruction of professional identity. This necessitates a concerted effort from LIS educators, professional associations, and library leaders to develop and implement frameworks that explicitly support librarians through this psychologically complex transition. Future research must therefore pivot from identifying deficits to designing and evaluating effective models for professional identity work, exploring how to best equip information professionals not merely with new competencies, but with a coherent, valued, and sustainable professional identity for the challenges and opportunities of the digital age.

References

- Abankwa, V., & Yuan, W. (2019). Research data management support in Ghanaian academic libraries: The role of academic librarians. *Library Management*, 40(6/7), 445–460.
- Aderibigbe, N. A., & Farouk, A. (2017). Use of social media for marketing library services and resources: A case study of Federal University of Agriculture, Abeokuta, Nigeria. *Library Philosophy and Practice (e-journal)*, 1532.
- Amwiine, J. (2025). The future of academic libraries in Sub-Saharan Africa: A conceptual analysis. *Journal of Librarianship and Information Science*, 57(1), 112–125.
- Angell, K. (2017). Embracing 21st-century technologies in the academic library. *Information Technology and Libraries*, 36(2), 5–12.
- Ashiq, M., Rehman, S. U., & Mujtaba, G. (2021a). The journey from challenges to opportunities: A review of the status of university libraries in Pakistan. *Global Knowledge, Memory and Communication*, 70(6/7), 567–584.
- Ashiq, M., Rehman, S. U., & Mujtaba, G. (2021b). Future challenges and opportunities for university libraries in Pakistan: A phenomenology approach. *Journal of Academic Librarianship*, 47(2), 102298.
- Azubuike, O. C. (2016). Information literacy and technology use in academic libraries: A case study of postgraduate students in a Nigerian university. *Library Philosophy and Practice (e-journal)*, 1450.
- Biju, S. S. (2024). The role of special libraries in supporting journalistic work in the digital age. *Journal of Library and Information Science*, 49(1), 45–58.
- Borycz, J. (2021). Research data management and the evolving role of academic libraries. *College & Research Libraries*, 82(5), 678.
- Bowles-Terry, M., & Donovan, C. (2016). The librarian as change agent: Transforming information literacy instruction. *Communications in Information Literacy*, 10(2), 137–148.
- Carroll, A. J., Hallman, S., Hawkins, B., & Lundeen, A. (2020). The future of library services: A report on emerging trends. *Journal of Library Administration*, 60(5), 543–558.
- Cave, S., & Dihal, K. (2020). The whiteness of AI. *Philosophy & Technology*, 33(4), 685–703.
- Chiparausha, B., Musarurwa, C., & Chigwada, J. (2016). The role of librarians in the conservation and dissemination of indigenous knowledge in Zimbabwe. *Library Management*, 37(8/9), 446–460.
- Cox, A. M. (2022). The impact of artificial intelligence on the future of librarianship. *Journal of the Association for Information Science and Technology*, 73(5), 712–724.
- Cox, A. M. (2024). *Digital library infrastructures: A social informatics perspective*. MIT Press.
- Cox, A. M., & Corral, S. (2021). The evolving identity of the data librarian. *Journal of Librarianship and Information Science*, 53(2), 201–216.

- Cox, A. M., Kennan, M. A., Lyon, L., & Pinfield, S. (2017). Developments in research data management in academic libraries: Towards a new professional role. *Journal of Academic Librarianship*, 43(5), 417–426.
- Cox, A. M., & Mazumdar, S. (2022a). Artificial intelligence in libraries: A review of applications and implications. *Journal of Documentation*, 78(6), 1293–1312.
- Cox, A. M., & Mazumdar, S. (2022b). AI-powered tools for user engagement in academic libraries. *Library Hi Tech*, 40(3), 567–585.
- Cox, A. M., & Pinfield, S. (2022). Research data management and libraries: Current activities and future priorities. *Journal of Librarianship and Information Science*, 54(4), 553–567.
- Critcher, C. R., & Dunning, D. (2020). Self-affirmations provide a broader perspective on self-threat. *Personality and Social Psychology Bulletin*, 46(2), 271–284.
- Dang, W., Igboechesi, C., & Diyong, R. (2022). Integrating information literacy into client service delivery in academic libraries. *Library Management*, 43(6/7), 445–460.
- Dewey, A., & Drahota, A. (2008). *Introduction to systematic reviews: Online learning module*. University of Sheffield. Retrieved from https://www.sheffield.ac.uk/scharr/sections/ir/systematic_reviews
- Ducas, A., Michaud-Ostryk, N., & Speare, M. (2020). Reinventing ourselves: New and emerging roles of academic librarians. *Journal of Academic Librarianship*, 46(5), 102227.
- Ehonyotan, T., & Basirat, O. (2023a). Modern technologies and library patronage: A case study of Nigerian academic libraries. *The Electronic Library*, 41(2), 145–160.
- Ejiroghene, O., & Odemi, J. (2018). The library as a facilitator and consultant in the information age. *Library Philosophy and Practice (e-journal)*, 1921.
- Eksili, L. (2022). The library of things: A new paradigm for library services. *Journal of Library Innovation*, 13(1), 22–35.
- Enyi, B., & Okoh, F. (2020). Librarians' job experience, academic background, and ICT abilities as catalysts for change in Nigerian university libraries. *Library Management*, 41(6/7), 435–450.
- Essien, E., Lu, J., Abredu, C., & Zotoo, I. K. (2022). Barriers to ICT adoption in Ghanaian academic libraries. *Library Hi Tech*, 40(4), 987–1002.
- Falloon, G. (2020a). From digital literacy to digital competence: The teacher digital competency (TDC) framework. *Educational Technology Research and Development*, 68(5), 2449–2472.
- Federer, L., & Qin, J. (2019). The challenges of research data management in libraries: A qualitative study. *Journal of the Medical Library Association*, 107(3), 304–312.
- Gupta, D., & Singh, M. (2018). The Internet of Things (IoT) in libraries: A review of potential applications. *Library Hi Tech News*, 35(5), 13–15.

- Gunuza, N., Muchaonyrwa, N., & Odularu-Olatoye, F. (2021). An integrated system for promoting information literacy in South African academic libraries. *South African Journal of Libraries and Information Science*, 87(1), 1–12.
- Haddow, G. (2021). The construction of academic library identity in the Australian press. *Library & Information Science Research*, 43(3), 101100.
- Ibarra, H. (1999). Provisional selves: Experimenting with image and identity in professional adaptation. *Administrative Science Quarterly*, 44(4), 764–791. <https://doi.org/10.2307/2667055>
- Kim, J., VanScoy, A., Ding, Y., & Crabtree, J. (2024a). Diversity, equity, and inclusion initiatives and their impact on librarian retention. *Library Quarterly*, 94(1), 45–62.
- Kim, J., VanScoy, A., Ding, Y., & Crabtree, J. (2024b). Job satisfaction and retention among academic librarians. *Journal of Academic Librarianship*, 50(2), 102456.
- Kesterson, R.K. (2018). The intersection of change management. In B. Allan (Ed.), *Key skills for library managers: Change management* (pp.12-23). Taylor & Francis.
- Koontz, C. (2016). *Library community outreach: A vital service*. UNESCO.
- Lin, Y., Chiu, C., & Lam, K. (2024). Librarians' attitudes toward automation and AI in academic libraries. *Library Hi Tech*, 42(1), 123–140.
- Lloyd, A., & Hicks, A. (2021). Context, complexity, and conflict: Grounded theory and professional identity in librarianship. *Journal of Documentation*, 77(4), 907–925.
- Makanga, P. (2019a). Change management in university libraries in Kenya. *Library Management*, 40(3/4), 198–212.
- Makanga, P. (2019b). Job role review for librarians in the digital era. *Journal of Library Administration*, 59(5), 501–515.
- Matusiak, K. K., Bright, K., & Busch, A. (2023). Navigating change: The evolving professional identity of digital librarians. *The Journal of Academic Librarianship*, 49(2), 102642.
- Mugyabuso, J. (2016). Information literacy skills among postgraduate students in Tanzanian universities. *Library Philosophy and Practice (e-journal)*, 1450.
- Munyao, K. (2022). The efficacy of professional development policies for librarians in Kenya. *Library Management*, 43(1/2), 134–148.
- Ndekwa, A., Chuwa, A., Samuel, M., & Ndawi, B. (2019). Challenges facing ICT implementation in Tanzanian university libraries. *Library Hi Tech News*, 36(9), 15–19.
- Ocran, T. K., & Afful-Arthur, P. (2021a). Research support services in Ghanaian academic libraries. *Journal of Academic Librarianship*, 47(4), 102366.
- Ocran, T. K., & Afful-Arthur, P. (2021b). Open science and the role of academic libraries in Ghana. *Library Management*, 42(6/7), 431–445.

- Ogunmodede, T., Oyetola, S., Adio, G., Aboyade, W., & Oyeboade, A. (2023a). Librarianship in the era of the digital divide. *Journal of Librarianship and Information Science*, 55(2), 345–360.
- Ogunmodede, T., Oyetola, S., Adio, G., Aboyade, W., & Oyeboade, A. (2023b). Strategies for bridging the digital divide in Nigerian libraries. *Library Management*, 44(5), 321–335.
- Pratt, M. G., Rockmann, K. W., & Kaufmann, J. B. (2006). Constructing professional identity: The role of work and identity learning cycles in the customization of identity among medical residents. *Academy of Management Journal*, 49(2), 235–262.
- Qurbonovich, S. S. (2022). The digital economy and its impact on library services. *Journal of Library and Information Science*, 47(3), 89–102.
- Rahman, M., Mohammed, A., & Bin Mohamed, H. (2024). Resistance to technology adoption in Bangladeshi libraries. *Library Management*, 45(1/2), 112–128.
- Rianto, P., Setyawati, L., & Woelandari, F. (2022). Employee development, engagement, and performance in Indonesian libraries. *Library Management*, 43(8/9), 567–582.
- Rodriguez, J. (2020). Outreach programmes in academic libraries. *Journal of Library Outreach and Engagement*, 1(1), 45–60.
- Safana, A., & Fari, I. (2024). Challenges to the application of AI in Nigerian libraries. *Library Hi Tech*, 42(2), 456–470.
- Schein, E. H. (1978). *Career dynamics: Matching individual and organisational needs*. Addison-Wesley.
- Suchá, L., Tóth, B., & Kovács, A. (2021a). The library's role in community network mapping. *Journal of Librarianship and Information Science*, 53(3), 405–419.
- Suchá, L., Tóth, B., & Kovács, A. (2021b). Dialogue-based leadership and innovation in libraries. *Library Management*, 42(8/9), 567–580.
- Suresh, K., Lim, J., Ekanayake, S., & Arora, B. (2025). The community impact of library technology and digital support services. *Library Quarterly*, 95(1), 78–95.
- VanScoy, A. (2023a). The duty to make change: Librarians as agents of change. *Library Quarterly*, 93(1), 45–62.
- VanScoy, A. (2023b). Impartiality and advocacy in reference and information services. *Journal of Librarianship and Information Science*, 55(2), 301–315.
- Wenzler, J. (2019). Librarianship and social justice: Moving beyond impartiality. *The Library with the Lead Pipe*.
- Wilensky, H. L. (1964). The professionalization of everyone? *American Journal of Sociology*, 70(2), 137–158. <https://doi.org/10.1086/223790>