

Guidelines, recommendations, and near future for university libraries

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Abstract: In the current context, library associations around the globe seek to present perspectives for the future, supporting professionals to develop strategies, projects, and skills. In Portugal, the Recommendations for Higher Education Libraries have given impetus to the work of professionals to face changes and continue their intervening and active role. At the same time, they aim to serve as a focus, creating national congruence in the areas of activity, and as an inspiration for action, motivating a convergence of information professionals, to contribute to greater unity and coherence of Higher Education Libraries in Portugal. This is the basis for this exploratory study. To this end, a literature review that embases a case study is carried out to understand the librarian's professional strategies that have been used throughout the Portuguese academic community. How do institutions and their professionals position themselves to support and develop actions around future challenges? How is being developed the support for teaching and learning, specifically in promoting information literacy skills and fostering digital fluency and user empowerment? How is addressed the support for research activities and scientific publication, especially in the context of Open Science? How is professional and organizational development that places the librarian at the center of processes and institutions as aggregators of synergies for continuous improvement actions? And finally, how are being taken projects to the design and provision of services and partnerships that facilitate and enhance the creation of networks for cultural expression, including the preservation and dissemination of documentary heritage. It is concluded that the preparation and planning based on guidelines work as stabilizers, which anchor the actions developed, at the same time that the winds of change allow the exploration of new paths and practices, thus enhancing a virtuous context of action.

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1. Introduction

The impact of contextual changes in the information ecology calls for an attentive, dynamic, and interventional positioning of librarians (Machovec, 2017). Therefore, associations around the world seek to develop strategies to guide these professionals. The challenges will have to be embraced and librarians will have to provide themselves with adequate skills to deal with this constantly changing world (Kumbhar, 2014), whether in the partnerships that these professionals will have to promote, or in the different needs of users, in the management of information systems, or the new forms of publication and the implications of open access - ultimately in everything that involves the management and dissemination of scientific and academic knowledge. Higher education libraries maintain unavoidable importance in supporting teaching and research. However, in recent years there has been a major change in the relationship between users and libraries, in which the former tended to be more autonomous, as information became more available in a virtual environment; on the other hand, there is a greater need for librarians' skills in research, evaluation, and selection of information, just to mention a few examples, which made professional updating and training increasingly relevant. For instance, in a context where there is a huge need for training in the challenges and tools of open science, for a variety of audiences, and where resources remain limited, it would be preferable to better target the interventions of the various actors according to their particular missions. That is why it is so important to identify and develop resources at the national level, cooperating with local actors. According to a recent report about the place of higher education libraries in the open science development, in France (Letrouit, Cachard, Dupuis, & Froment, 2021, p. 56), this would allow all the communities involved to have shared tools to negotiate under the best possible conditions the transformation of professions and practices based on the development of open science. Moreover, how research and access to information are carried out, as well as how information itself is produced and made available, has been substantially altered by technological evolution, leading to exponentially greater availability of online information resources (Deng, 2010). At the same time, political, economic, social, and technological influence higher education and have a direct effect on libraries (Cox, 2021). Academic libraries are part of a larger ecosystem, and librarians should be consistently scanning the environment to look for signs of the changes that may come (Staley & Malefant, 2010). This makes urgent the importance of reflecting on contextual transformations, monitor the education environment, and understanding future strategies to embrace.

2. Objectives

The present work seeks to promote reflection on future trends for higher education libraries, synthesizing the main ideas around two scopes of analysis:

the current trends emanating from professional associations, and the guidelines published in Portugal, also for higher education libraries.

3. Methods

To that end, explanatory research is used to identify the main trends appearing in international guiding and forward-looking documents, in the area of performance of higher education libraries. The criteria for choosing the documents to be analyzed were the timeliness and their strategic vocation, that is, if they are in force and if they include the explanation of trends in the area of information. The content analysis of each of the documents allowed us to list the main trends found. Then, Recommendations for Higher Education Libraries in Portugal are presented, observing whether this document and the professionals who are guided by it were inspired and follow international trends, mirroring the needs of information ecology in today's world.

4 Results

4.1. International trends in academic libraries

In the first stage of this study, criteria were defined for the choice of documents to analyze: their guiding outline and strategic profile, which enables an understanding of the surrounding environment at a macro level. It means that these documents are recognized, accepted, and potentially adopted by their professional community, providing these actors with orientation for their performance, since they explain future trends in information, particularly in higher education. Additionally, its timeliness was confirmed by its chronological scope. A global search of this type of document was made, checking if they come from countries traditionally designated as a reference for the Portuguese academic librarians in Portugal. The results of this research make it possible to list the producer organisms or associations, the documents under analysis, and the countries of origin and their influence area (Table 1).

Table 1. Strategic current documents recovered

ORG.*	DOCUMENT	ORIGIN / INFLUENCE
ACRL/ALA	<i>Standards for Libraries in Higher Education (2018)</i> http://www.ala.org/acrl/standards/standardslibraries	USA
ALIA	<i>LIBRARY AND INFORMATION SERVICES: The Future of the Profession Themes and scenarios 2025</i> https://read.alia.org.au/library-and-information-services-future-profession-themes-and-scenarios-2025	Australia
CARL	<i>Strategic Framework - May 2019 to May 2022</i> http://www.carl-abrc.ca/wp-content/uploads/2019/06/Strategic-Framework-May-2019-to-May-2022.pdf	Canada
CAUL	<i>CAUL's Strategic themes 2020-29022</i> https://www.caul.edu.au/sites/default/files/documents/caul-planning/caul2020strategy-themes.pdf	Australia

EDUCAUSE / NMC	Pelletier, K., McCormack, M., Reeves, J., Robert, J., Arbino, N., Al-Freih, w.M., Dickson-Deane, C., Guevara, C., Koster, L., Sanchez-Mendiola, M., Skallerup Bessette, L. & Stine, J. (2022). <i>2022 EDUCAUSE Horizon Report Teaching and Learning Edition</i> . Boulder, CO: EDUC22. https://www.learntechlib.org/p/221033/	USA
IFLA	IFLA Strategy 2019-2024 https://apo.org.au/sites/default/files/resource-files/2019/08/apo-nid257531-1384991.pdf	World
LIBER	Research Libraries Powering Sustainable Knowledge in the Digital Age: strategy 2018-2022 https://libereurope.eu/wp-content/uploads/2017/11/LIBER-Strategy-2018-2022.pdf	Europe
REBIUN	<i>Cenários do III Plan Estratégico de REBIUN 2020</i> https://www.rebiun.org/sites/default/files/2017-11/Plan%20Estrat%C3%A9gico%20REBIUN.pdf	Spain
RLUK	<i>The Library transforming: RLUK Strategy 2022-2025</i> https://strategy.rluk.ac.uk/	UK
SCONUL	SCONUL 2019-2022 Strategy https://www.sconul.ac.uk/sites/default/files/documents/SCONUL%20Strategy%202019%20-%202022.pdf	UK and Ireland

* ACRL – Association of College and Research Libraries, American Library Association; ALIA - Australian Library and Information Association; CARL - Canadian Association of Research Libraries; CAUL – Council of Australian University Libraries; EDUCAUSE / NMC – New Media Consortium; IFLA – International Federation of Library Associations and Institutions; LIBER - Ligue des Bibliothèques Européennes de Recherche – Association of European Research Libraries; REBIUN -Red de Bibliotecas Universitarias Españolas; RLUK - Research Libraries UK; SCONUL – The Society of College, National and University Libraries.

After this research, an in-depth reading of each of the documents was carried out, extracting the main concepts associated with the core competency domains that librarians have to develop. A more detailed analysis of each of the documents in question was carried out, which is listed below.

ACRL Standards for Libraries in Higher Education (ACRL, 2018). The principles of this guiding document are based on the main functions performed by libraries and are aimed at their evaluation. The principles are converted into performance indicators that are transformed, in turn, into measurable evidence through the results obtained and that must be periodically evaluated by libraries. Not being exactly a prospective document, it sets the guidelines for the regulated operation of higher education libraries in their key areas, thus explaining the conditions for putting into practice the technical vocation of higher education librarians. The general principles mentioned therein deal with: institutional effectiveness, professional values, educational role, discovery, collections, spaces, management/administration/leadership, personnel, and external relations.

ALIA Library and Information Services: The Future of the Profession Themes and Scenarios 2025 (ALIA, 2013). This document outlines scenarios for most Australian Libraries, including public, school, university, and other libraries.

The three themes around which it is structured for its forward-looking vision are convergence, connection, and the golden age of information. Regarding the first theme, convergence, this trend is reflected as a model of efficiency, including the prospect of fewer jobs, although the available positions will require people with significant skills. As for the connection trend, it is said that it is positive for libraries to take advantage of their strengths. In this environment, libraries thrive, even though information professionals have to step out of their comfort zone. Finally, it is said that the golden age of information is coming, the question is whether or not today's library and information professionals can assume the cross-cutting of their work. If so, this era offers highly attractive opportunities for the profession and opens up the possibility for many members to hold senior positions in government, commercial and non-profit organizations.

CARL Strategic Framework – May 2019 to May 2022 (CARL, 2019). Emanated by the Canadian Association of Research Libraries, this strategic document focuses on five areas. The first concerns the advancement of open academia, in the sense of incorporating the principles of Open Science throughout the academic organization, which includes open access dissemination, data management, or the development and availability of open educational resources. The second area of action focuses on access and long-term preservation of knowledge, ensuring viable infrastructure. The third area focuses on strengthening professional capacities, underlining the importance of developing knowledge and capacity for new and emerging roles. Another area of interest is the demonstration of impact, in a culture committed to evaluation. Finally, the last area concerns the policy of influence, which calls for higher education librarians to have a voice in the design and implementation of public action, namely on topics such as intellectual property, access to information, open government, and open academia, and research infrastructure.

CAUL *Strategic themes 2020-2022* (CAUL, 2020). In the document analyzed, still in force, the council of Australian university libraries focuses its strategic vision on four main areas, namely: advancing open scholarship; enabling a modern curriculum; respecting indigenous knowledge; inspiring sustainability. This organization states that in an ongoing culture of change libraries need to establish shared strategies and approaches to enable operational resilience in areas including fiscal and operational management and be able to clearly articulate the value of their library within their institutions to achieve sustainable funding for information resources, addressing global sustainability challenges.

EDUCAUSE / NMC *Horizon Report: 2022 Teaching and Learning Edition* (Pelletier et al., 2021). Although not focused on Libraries, this report is an international reference for higher education teaching and learning. As a whole, it is presented as a planning guide for educators, leaders, decision-makers, and administrators linked to higher education, as well as for professionals linked to

information technologies. Librarians can also benefit from this knowledge. Here are six main trends in the social, technological, economic, environmental, and political contexts. Hybrid and online learning, skills bases learning, remote work (social); learning analytics and big data; (re)defining instructional modalities; cybersecurity (technological); cost and value of college degrees; digital economy; financial deficits (economic), and physical campus structures; increase in sustainable development goals; planetary health (environmental); political instability driving uncertainty in higher education; political ideology impacting pedagogy; decrease in public funding (political). These perspectives can inspire higher education librarians to prepare their actions to support the realization of trends.

IFLA Strategy 2019-2024 (IFLA, 2019). The International Federation of Library Associations has designed a strategic document to be a point of reference, for its sections and subsections, but also all its members. Its ambition is to be the catalyst for new energy and a new alignment of efforts. In the strategic directions, four areas stand out: Strengthening the global voice of libraries; Inspiring and improving professional practice; Connecting and empowering the field; Optimize the organization. For each strategic direction, four key initiatives are presented that provide a framework around which all members will be able to develop actions to strengthen the field of action of libraries, realizing the global vision of this organism.

LIBER EUROPE Research Libraries Powering Sustainable Knowledge in the Digital Age: Strategy 2018-2022 (LIBER Europe, 2017). LIBER points out, as the main focus of its action strategy, the investment in platforms for innovative academic communication, partnerships in research infrastructures, and the development of competence centers and digital services. Through these three axes, it seeks to develop concrete actions to support Open Access, including as a priority the FAIR management of research data, promoting cultural heritage and heritage, and, finally, investing in training in digital skills. Additionally, LIBER developed a project to define the skills and knowledge needed by librarians to operationalize this strategy, called Open Science Skills²¹, which includes knowing how to deal with Citizen Science, Fair Data, Metrics, and Rewards, Academic Publishing, and Research Integrity.

REBIUN Scenarios of the III Strategic Plan of REBIUN 2020 (REBIUN, 2012)
In Spain, higher education libraries organize their future perspectives in three scenarios: The Technological Scenario, which includes innovation, content, services, and communication; the Learning and Research Scenario, comprising virtual learning, scientific information providers, and personalized services; and the Alliance and Quality Scenario focused on the EIB, the collective catalog, scientific content, and internationalization. All scenarios are translated into concrete lines of action for the definition of future work within the scope of higher education libraries.

RLUK *The Library transforming RLUK strategy 2022-2025* (Research Libraries UK (RLUK), 2022). Transformation is at the heart of the strategy that underlies collective success and will depend on the ability to adapt to unexpected changes and seize emerging opportunities. The main areas of intervention will be the role of the research library, the digital shift, open scholarship, culture and heritage, and collective collections. All these areas are cross-cutting to concerns on infrastructures, rights, copyrights, licensing and equality, diversity, and inclusion. The strategy intends to convene power amongst the information, scholarly, and heritage communities more widely, and the high-impact collaborations developed.

SCONUL *2019-2022 Strategy* (SCONUL, 2019). The structure of this joint document (the United Kingdom and Ireland) is based on the list of challenges of the macro environment. Based on these challenges, concrete actions are defined, converting them into opportunities for action. Finally, the skills and competencies required of professionals that will be capitalized on in response to the challenges are described. Thus, the challenges are budgetary constraints and the expansion of the role of libraries, acting in a hybrid world, development of library infrastructure, costs associated with content and changes in acquisition models, capitalization of new technologies, and leadership in complex environments. Faced with these trends, working groups are organized and the aim is to foster skills in evidence (demonstration), exploration and discovery, influence, initiation, delivery, and leadership. It is stated that this changing landscape generates opportunities and challenges in equal measure.

After this analysis, it is understood that libraries began to offer more and more diversified services to users, including training, repositories, editorial projects, and open-source software, exactly as a result of the new contextual configurations. At the same time, they continue to be the point of convergence between science and knowledge, where the bibliographic heritage must be preserved, in line with the best practices of cultural extension, as they assume a fundamental role in the construction of knowledge networks.

4.2. Recommendations for academic libraries in Portugal

The Higher Education Libraries Working Group, of the Portuguese Association of Librarians, Archivists, and Documentarists, had the opportunity to present the Recommendations for public discussion in an online webinar, held in May 2020, which was attended by around 200 participants (Sanches, 2021b). On that occasion, there was an opportunity to put the new document for public discussion, with the suggested changes having been integrated and this same document is subject to a global review. Thus, finally, the consolidation and presentation of the final version of these Recommendations (Principe et al., 2020) resulted from the integration of those contributions collected in the work session, as well as in the work developed during the previous year. Some underlying ideas are related to the scope and applicability of the Recommendations (to the various dimensions, experience, and geographical

locations of Higher Education Libraries), but also to the ability to serve as a focus, on the one hand, creating national congruence in the areas of action, and inspiration for action, motivating a convergence of information professionals, to contribute to a greater unity and coherence of Higher Education Libraries in Portugal.

The 12 Recommendations essentially focus on four aspects of library action:

- Support for teaching and learning, specifically in promoting information literacy skills and fostering digital fluency and user empowerment;
- Support for research activities and the scientific publication, especially in the context of Open Science;
- Professional and organizational development that places the librarian at the center of processes and institutions as aggregators of synergies for continuous improvement actions
- The design and provision of services and partnerships that facilitate and encourage the creation of networks for cultural expression, including the preservation and dissemination of documentary heritage.

Each of the 12 Recommendations was presented, in its consolidated version (Principe et al., 2020) and aggregated in each of the four strategic axes of action and preceded by an introduction of clarification. It is quoted: *“The Higher Education Libraries Working Group of the Portuguese Association of Librarians, Archivists, and Documentarists presents the Recommendations for Higher Education Libraries 2020-2022, to mobilize library professionals for common goals, opportunities for innovation, and update that value the role of Libraries in Higher Education and Research Institutions. The 12 recommendations aim to propose priority intervention axes for which Higher Education Libraries should establish strategies and effective action plans in the short and medium-term.*

Aggregated in the first strategic axis, the three initial recommendations focus on *Strengthening skills in information literacy; Promoting digital fluency and the ethical use of information; and Streamline spaces for learning, experimentation, and knowledge creation.*

We know that our libraries are largely dedicated to supporting students in their learning journey, but also to teachers in their teaching roles. As can be seen, these three recommendations present a transversal and common theme to all, based on strategies for learning. It is understood from these recommendations that learning is not viable, in the context of higher education, without information literacy, that is, without the development of transversal skills that allow the student, also in development, to apply their knowledge. And “this means that both students and the academic community in which they belong must seek to mobilize themselves to make the student experience more meaningful and, in parallel, seek to bring together the best curriculum content, pedagogical methods, technologies, and activities to provide the best possible learning experience (Sanches, 2016).

The first recommendation emphasizes the importance of investing in more specific training programs, also aimed at specific groups of users, using international references, which show us how we can practically apply these concepts. It is observed that from these references, namely the Framework for Information Literacy in Higher Education (Association of College and Research Libraries, 2016) we have three keywords on which we can work. These are concepts, dispositions to act and attitudes, expressions that will be interconnected in the three recommendations of this nucleus that is Support for Teaching and Learning. We work with a target audience, which are higher education students, who must first master disciplinary matters, and who are dedicated to studying concepts without which they cannot operationalize knowledge. Then, the dispositions for action are linked to the way the person himself sees his competence in a field of knowledge and develops it, and finally, the attitudes, for example, curiosity, resilience, and learning from error, are strategies for empowering our audience for information literacy (Lopes, Antunes, & Sanches, 2019). If we think, as professionals working in Higher Education, that we must define as a priority the establishment of training for our users, where training is developed to know how to research well, to use information in an adequate and meaningful way in their academic path, it becomes evident, in a digital context, the need to invest in digital fluency and the ethical use of information. This confirms that digital fluency is also based on a characteristic linked to information, its interpretation, and its good use. That is if we are unable to use a browser, do a good search on the internet, or use Boolean operators, our digital fluency may be compromised. Digital fluency also implies knowing how to browse the internet safely, knowing what privacy is, knowing how to respect the authorship and all the implications that these issues entail. In times that become increasingly digital, it is also essential to face the development of digital fluency as unavoidable – being in an online meeting, mastering email, knowing ethics and online etiquette, knowing how to critically interpret news and fake news – are conditions that enable also secure and confident mobility in these media (White, 2013). As for the dynamization of spaces for learning, experimentation, and creation of knowledge, the emphasis is on active learning, and how we can enhance these same learnings. That is, how users discover, use, and experience information and resources to create new knowledge. They have to know how to access information, know how to use it in a competent, adequate, and meaningful way, and in that way, they will be able to create new knowledge. In summary, this reinforcement of skills in information literacy, evident in multiple formats, will promote digital fluency, also allowing us to frame our offer of services, spaces, and resources, channeling it to this creation of knowledge.

The second axis includes the Recommendations: Training for the practice of Open Science; Facilitate editorial initiatives and scientific and academic publication; Consolidate strategic partnerships to support research. What stands out in this set of recommendations is also a transversal idea: that partnerships are fundamental in the work of supporting research. Create partnerships with

research support offices, with researchers, and with those who are producing research at our institution. On the other hand, it is essential that librarians, equipped with skills that are important to researchers, namely in the field of open science, also take into account matters such as responsible research, questions of ethics in research, and the management of scientific data, demonstrate their capacities and reinforce the bridges that allow communication and collaborative work, aware that they are aware of the importance of research being at the service of society (Lopes, Antunes, & Sanches, 2018). Librarians already support, in many cases, informally, the research process, but it is important to give visibility to this work, more proactively and systematically. At the same time, it is essential to envision action in these areas in a focused manner, and with available resources. Through tools and benchmarking with other libraries, we can disseminate appropriate tools and strategies to promote research. Thus, it is emphasized here the need to explore the accumulated knowledge and, each one, as far as possible, to give the possible support to the researcher, who sometimes only goes through systematizing information on the library's website, supporting processes in a personalized way. of research and publication, answer questions competently and practically. These are suitable ways to start this work, which in the future could have a great impact, counting on the synergies created around a work that is intended to be collaborative and multidisciplinary in this specific area. It is also important to underline the importance of research support infrastructure and how libraries can support these initiatives, as they already do for academic publishing infrastructures.

Concerning the axis focused on professional and organizational development, it is permissible to include an organizational dimension insofar as the various stakeholders are an indispensable part of its achievement. Here, the recommendations relate to Fostering the innovative potential and value of Higher Education Libraries; Investing in the training of professionals; Assume the potential of technological pioneering. The particularity of these three recommendations lies in the fact that, when applied, they contain the potential to implement the remaining recommendations, that is, they are transversal, insofar as it is through these lines of organizational action and professional training that there will be an opening for putting into practice all the others, being, therefore, strategic and in some way a priority. Notwithstanding the challenges facing management and technicians, it is important from the outset to assume management supported by statistical indicators, openness to change and project methodologies, and collaborative work, since these crucial factors in the demonstration of results and the value of actions developed by libraries. To meet this need, it is also important not to forget the updating of professionals' skills and the renewal of teams (Sanches, 2021a). Librarians should be open to participating in multidisciplinary teams and participating in a collaborative approach in personal and organizational terms. On the other hand, the training of professionals is deeply intertwined with the challenges of the digital age and the need for regular training, including self-learning practices, in a common effort to create time to fulfill this recommendation. Finally, the pioneering spirit

of libraries in key areas, namely of a technological nature, must be assumed in an articulated way with the missions and functions of higher education institutions. An example is the possibility of support in distance learning, placing libraries at the forefront of this digital axis of the training offer (Hamilton, 2021).

The fourth and last axis of the recommendations corresponds to the following premises expressed by the Recommendations: Ensure the preservation and dissemination of cultural and scientific heritage and heritage; Stimulate the integrated cultural and scientific offer; Actively participate in institutional cooperation networks and social partnerships. In this set of recommendations, the key ideas are the preservation and dissemination of heritage, the cultural offer, and cooperation networks. In this regard, it is interesting to note that some of these initiatives can make librarians leave their comfort zone and embrace new challenges. Issues such as the curation of information, preservation in a digital environment, and the need to balance the supply of increasingly hybrid documentary funds, which include paper and digital documents, but also the appreciation of their access. It should also be noted that higher education should not only focus on the compilation of academic and scientific knowledge but there must be a cultural component strongly grounded in the conviction that we are contributing to the integral formation of the individual, in addition to the qualified professional. Opportunities in this area present themselves as a rich field, which starts from the formation of the student person but extends to the entire academic community and even the surrounding community. Higher education institutions that want to open up to new experiences and libraries must join, participate in challenging projects, and consolidate the strategic importance of their role in the community.

5. Discussion

Currently, technological and social changes continue to require strategic thinking, with a view to sustainability in the use of resources, best management practices, and the satisfaction of users' real needs. These and other changes in higher education impel new strategic positions, embedded in innovative practices that add value to the performance of libraries. We believe that from these results it is possible to admit the good receptivity of international trends in these recommendations, thus assuming that the new themes will appear on the agenda of Portuguese librarians and decision-makers. In order to address the pressing challenges and prepare to meet future needs, an approach to education must be radically reimagined, with includes addressing persisting inequalities, creating collaborative learning spaces that give a central role to environmental responsibility, and empathy, and understanding knowledge systems. This is what UNESCO refers to as a new social contract for education (UNESCO, 2021). IFLA, in reflecting and interpreting these future challenges, stresses that library and information professionals are brokers of access to knowledge. In that way, "the world needs libraries to take part in the creation of environments where diverse ways of knowing are accessible, explorable, and able to be

applied to education at all levels, so that in turn, new knowledge can be created in an inclusive manner” (IFLA, 2022, p. 6). In this sense, it is underlined that libraries should imbue literacies in this new way of looking at society, promote navigation and discovery of information, interconnect human rights in their mission of freedom of access to culture, collaborate in new learning environments to value collective fulfilment, co-creation, and experience, to promote good practices in the management of cultural heritage, cooperation and solidarity, without forgetting responsibility towards the planet and sustainability. In this context, we can say that we have already achieved a significant part of what is stated. The national collaborative work, through the experience gained from the previous Recommendations it is a value that must be taken into account. It is certainly insufficient, but the motto is to promote and implement the recommendations step by step, which must be updated periodically, as they reflect the constantly changing contexts. For higher education librarians, these recommendations are important in outlining their specific actions and can serve as a basis for the definition of strategic plans and specific projects. The actions of higher education libraries in Portugal must therefore be observed at different levels:

- In academic life, namely in providing bibliographic and informational services and resources necessary for the performance of research, teaching, and lifelong education functions, accompanied by proper training in information literacy for its proper and meaningful use;
- Engaging with the academic community in a commitment to provide physical and digital content and quality services for research and education, in a neutral, reliable, and indicator-verified manner, promoting competent access to information and knowledge sharing;
- In guaranteeing the technical treatment of all acquired resources, in document management, and in the development of the necessary actions to allow and encourage users' access to the most diverse sources of information, editorial news, and cultural heritage and resources, enhancing creative use of spaces;
- In the culture of research and permanent updating to seek and apply the best practices, promoting the continuous improvement of the services provided and promoting the good practices of Open Science;
- In the mission of supporting the University, in the discovery, preservation, and dissemination of knowledge on several fronts, actively collaborating for the creation of science.

6. Conclusions

This study pretended to understand the extent to which international trends are being accepted and introduced in national practices carried out, namely through the implementation of Recommendations by higher education librarians.

In the first stage of the study, criteria for the choice of international documents were defined to analyze their guiding outline and strategic profile, which allows an understanding of the surrounding environment at a macro level. It means that these documents are recognized, accepted, and potentially adopted by their community of professionals, providing these actors with guidelines within the

scope of their performance, since they explain future trends in the area of information, particularly in higher education. Additionally, its relevance is confirmed by its chronological scope. It was decided to carry out a global search for this type of document, verifying if they come from countries traditionally designated as a reference by higher education librarians in Portugal. Then, the Recommendations for Higher Education Libraries in Portugal were analyzed. This confirmed that international trends are influencing national practices, enhancing the higher education librarian performance in academia, and contributing to global options that envision the need for a unified perspective on information, underlying the commitment in the face of an effective new information agenda.

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